



クラス		受験番号	
出席番号		氏 名	

2014年度 全統高2記述模試問題 英 語

2015年1月実施

(100分)

試験開始の合図があるまで、この問題冊子を開かず、下記の注意事項をよく読むこと。

注 意 事 項

1. 問題冊子は14ページである。
2. 解答用紙は別冊になっている。(「受験届・解答用紙」冊子表紙の注意事項を熟読すること。)
3. 本冊子に脱落や印刷不鮮明の箇所及び解答用紙の汚れ等があれば、試験監督者に申し出ること。
4. 解答すべき問題数は5題で、リスニングを必要とするか否かによって次のようになっている。指示に従って解答すること。

リスニング	問 題 番 号
必要とする	① ③ ④ ⑤ ⑥
必要としない	② ③ ④ ⑤ ⑥

5. 試験開始の合図で「受験届・解答用紙」冊子の英語の解答用紙(2枚)を切り離し、下段の所定欄に**氏名・在学高校名・クラス名・出席番号・受験番号**(受験票の発行を受けている場合のみ)を明確に記入すること。なお、氏名には必ずフリガナも記入のこと。
6. 解答には、必ず黒色鉛筆を使用し、解答用紙の所定欄に記入すること。
7. 指定の解答欄外へは記入しないこと。採点されない場合があります。
8. 試験終了の合図で上記5.の事項を再度確認し、試験監督者の指示に従って解答用紙を提出すること。

英語の問題は次のページから始まる。

1 【2との選択問題】

これから英文が読まれます。その英文の内容に合致するように、指示に従って、問1～問5に解答しなさい。なお、英文は2度繰り返されます。また、放送を聞きながらメモを取ってもかまいません。(配点 20点)

I 問1～問3は、与えられた選択肢①～④の中から最も適切なものを1つ選び、その番号を解答欄に記入せよ。

問1 Many people in the US visit dolphin facilities every year, partly because _____.

- ① people can swim with wild dolphins
- ② swimming with dolphins is very attractive
- ③ many international operations offer affordable tours to those facilities
- ④ dolphins have large, highly elaborate brains and form a kind of cultural society

問2 Dolphins _____.

- ① in the wild can dive down to 100 kilometers
- ② in the wild may live as long as half a century
- ③ in captivity cannot live long even though they are stress-free
- ④ in captivity can enjoy a long life because they are taken good care of by humans

問3 People should remember that _____.

- ① few captive dolphins die before their first birthday
- ② dolphins can be dangerous even for their own young
- ③ dolphins are friendly toward people, and should therefore be protected
- ④ swimming with dolphins gives children a good chance to know the wild

Ⅱ 問4は、読み上げられた英文の内容に基づいて、以下の問に日本語で簡潔に答えよ。

How many people were bitten by a dolphin in an aquarium in Mexico?

Ⅲ 問5は、読み上げられた英文の内容に基づいて、以下の英文を適切な内容とするために、下線部に入れるべき7語(7 words)を、読み上げられた英文の該当箇所からそのまま抜き出して解答欄に記入せよ。

Scientists have observed captive dolphins _____ and chewing on the concrete until they've worn out their teeth.

2 【1】との選択問題

次の英文を読んで、設問に答えよ。(配点 20点)

We now know that exercise and mental activity in animals generate and sustain more brain cells, and we have many studies confirming that humans who lead mentally active lives have better brain function. The more education we have, the more socially and physically active we are, and the more we participate in mentally stimulating activities, ⁽¹⁾[are / get / less likely / the / to / we] *Alzheimer's disease or *dementia.

Not all activities are equal in this regard. Those that involve genuine concentration — studying a musical instrument, playing *board games, reading, and dancing — are associated with a lower risk for dementia. Dancing, which requires learning new moves, is both physically and mentally (2) and requires much concentration. Less intense activities, such as bowling, babysitting, and golfing, are not associated with a reduced incidence of Alzheimer's.

These studies are suggestive but stop short of proving that we can prevent Alzheimer's disease with brain exercises. These activities are associated with or correlated with less Alzheimer's, but correlations don't prove causality. It is possible that people with very early but undetectable Alzheimer's begin slowing down early in life and so stop being active. The most ⁽³⁾[about / between / the relationship / say / we can] brain exercises and Alzheimer's at the moment is that it seems very promising.

As Merzenich's work has shown, however, a condition often (4) with Alzheimer's disease, and much more common — age-related memory loss, a typical decline in memory that occurs in advanced years — seems almost certainly *reversible with the right mental exercises. Though Dr. Karansky didn't complain of general cognitive decline, he did experience some “senior moments,” (5) was part of age-related memory loss, and the benefits he got from the exercises certainly showed he had other reversible cognitive *deficits that he hadn't even been aware of.

(注) Alzheimer's (disease): アルツハイマー病(初老期痴呆の一種)

dementia: 認知症

board game: ボードゲーム(チェスやチェッカーなど、盤を使ってするゲーム)

reversible: 元に戻ることができる, 可逆性の

deficit: 障害

問1 下線部(1)の[]内の語(句)を並べかえて, 適切な英文にせよ。

問2 空所(2)に入れるのに最も適切なものを, 次の(ア)~(エ)の中から1つ選び, その記号を解答欄に記入せよ。

(ア) challenge (イ) challenges (ウ) challenged (エ) challenging

問3 下線部(3)の[]内の語(句)を並べかえて, 適切な英文にせよ。

問4 空所(4)に入れるのに最も適切なものを, 次の(ア)~(エ)の中から1つ選び, その記号を解答欄に記入せよ。

(ア) confuse (イ) confused (ウ) confuses (エ) confusing

問5 空所(5)に入れるのに最も適切なものを, 次の(ア)~(エ)の中から1つ選び, その記号を解答欄に記入せよ。

(ア) it (イ) that (ウ) what (エ) which

3 次の問 1 ～10 の英文の空所に入れるのに最も適切なものを、それぞれ(ア)～(エ)の中から 1 つずつ選び、記号で答えよ。(配点 30点)

問 1 I'm sorry to say that you missed the deadline. This job () two days ago.

- (ア) may have been finished (イ) must have been finished
(ウ) needed be finished (エ) should have been finished

問 2 I am well aware of () some exceptions to the rules.

- (ア) being (イ) that there are (ウ) there being (エ) there to be

問 3 The judge found (), because he admitted to committing the crime but denied any responsibility for it.

- (ア) difficult to deal with the man (イ) it difficult to deal the man
(ウ) the man difficult to deal (エ) the man difficult to deal with

問 4 Yesterday I happened to forget to lock my bike, and I ().

- (ア) had it stolen (イ) had someone steal it
(ウ) had stolen it (エ) was stolen it

問 5 He is the most () speaker I've ever heard. While listening to him, I fell asleep.

- (ア) boring (イ) bored (ウ) interesting (エ) interested

問 6 That cells of the brain, once () oxygen, will start to die within a few minutes has been proved.

- (ア) being deprived (イ) deprived
(ウ) deprived of (エ) depriving of

問 7 Ted is the only man () can speak German.

- (ア) I know he (イ) who I know
(ウ) who knows (エ) whom I know

問8 I'm sure the circumstances () I made the decision are unimaginable to you.

(ア) under what (イ) under which (ウ) what (エ) which

問9 () was it that you handed to John secretly?

(ア) How (イ) What (ウ) When (エ) Where

問10 The family was jogging in a line with the father () and the mother behind.

(ア) ahead of (イ) in ahead (ウ) in front (エ) in front of

4 次の英文の下線部(1)～(3)を和訳せよ。(配点 45点)

(1)For more than five hundred years, books have been a key feature of modern culture and one of the foundations on which education and intellectual life are based. It is difficult to imagine what Western culture would be, or indeed the culture of any major civilization anywhere in the world today, without the wealth of resources that are preserved, *disseminated and handed down from one generation to the next in the form of the book. (2)But in recent years many people have speculated about the possibility that this object we have known and valued for half a millennium may be destined to disappear. Today the book publishing industry is going through a process of change which is probably as profound as anything it has experienced since *Johann Gutenberg adapted the traditional *screw press for the purposes of manufacturing printed texts. One of the driving forces of this change is the technological revolution ushered in by *digitization. No one yet knows exactly how this revolution will unfold in the field of book publishing. Many have wondered whether the printed book will go the way of the vinyl LP and become a collector's item while the content that was once packaged and distributed in books will be disseminated in other ways. (3)Will books continue to have a significant presence in a world where the computer and the television have become pervasive cultural forms, cultivating cognitive attitudes and practices that are at odds with the kind of patient attention required to read an extended text?

(注) disseminate: …を広める

Johann Gutenberg: ヨハン・グーテンベルク(活版印刷術の発明者)

screw press: (農業用)ねじプレス

digitization: デジタル化

英語の問題は次のページに続く。

5 次の英文を読んで、設問に答えよ。(配点 70点)

All living organisms communicate in one way or another. But the question remains: are humans superior (A) animals when it comes to communication? Yes and no. Ants, for example, have ten thousand *neurons, only one-millionth of the number in a human brain, and yet they can coordinate social activity more effectively than any society in the world. As a group they're more peaceful, and when attacked, they are far more efficient at carrying on war. They understand what their societal roles are, and they can be very creative when it comes to building and maintaining their communities. Compared to the communication strategies of ants, human communicational abilities ₍₁₎pale.

So what makes human communication unique? It's not just the quality of our speech but the quantity. ₍₂₎We use tens of thousands of facial expressions, body movements, and words, and we can combine them in endless combinations that allow us to express different nuances of meaning and emotion. Even a simple alteration of the rate and rhythm of our speech can change the context of what we say and the way it will be processed in the listener's brain.

What about men and women? Yes, there are significant *neurological differences, but (B) the large number of popular books written on the subject there is little evidence to show that one sex communicates better than the other. Except when it comes to talkativeness. Can you guess ₍₃₎which sex is more guilty? Men! They also tend to be more assertive with their speech, and women tend to use more positive relational words than men, but the differences are small.

Words themselves do not communicate all the essential elements of what we need and want to convey to others. The expressions we make with our faces, the tone we use when we speak, and the gestures we make with our body are also key to communicating effectively. In fact, your brain needs to integrate both the sounds and body movements of the person who is speaking to accurately perceive what is meant. Furthermore, gestures actually help orchestrate the brain's language comprehension centers.

Paul Ekman, the world's foremost expert on human nonverbal communication, has identified more than ten thousand discrete human facial expressions, and it turns out that the neural networks that control language are the same ones we use for gesturing. Gesturing *enhances our memory and comprehension skills, and, depending (C) which hand you use, your gestures may be conveying information that will influence how the listener responds. For example, when researchers at the Max Planck Institute studied the communication styles of American presidential candidates during the final debates of the 2004 and 2008 elections, they made ⁽⁴⁾some fascinating discoveries. In right-handed politicians, positive messages were associated with right-hand gestures, while negative messages were conveyed with gestures by the left hand. For left-handed politicians, the findings were reversed.

A recent Stanford University study confirmed this finding: we tend to express positive ideas with our dominant hand and negative ideas with the other hand. But ⁽⁵⁾don't try to second-guess someone by looking at their hand movements alone. As Ekman points out, facial expressions and body gestures only give us clues about what the person may actually be trying to convey.

Biologists who study the evolution of human speech have demonstrated that spoken language emerges from our use of hand and facial gestures, and a recent *neuroimaging study showed that hand gestures and speech originate in the same language-related area of the brain. ⁽⁶⁾This overlap between words and gestures appears to be associated with a rare cluster of brain cells called "mirror neurons." The neurons that *fire in someone's brain when they make a specific gesture also fire in your brain as you observe them. Many of these mirror neurons are located in the brain's language centers, and they may be crucial for governing our ability to empathize and cooperate (D) others.

⁽⁷⁾These *neuroscientific studies teach us how important it is to pay close attention to the nonverbal messages given to us by others and to train ourselves to communicate more fully by consciously using our facial expressions, tone of voice, and body language.

(注) neuron: ニューロン, 神経単位

neurological: 神経学的な

enhance: …を高める

neuroimaging: 脳の画像化

fire: 興奮する

neuroscientific: 神経科学の

問 1 下線部(1)の意味に最も近いものを, 次の(ア)~(エ)の中から 1 つ選び, その記号を解答欄に記入せよ。

(ア) appear insignificant

(イ) become comparable

(ウ) differ considerably

(エ) look unhealthy

問 2 下線部(2)を和訳せよ。

問 3 下線部(3)はどういうことを言っているのか。25 字以内の日本語で具体的に説明せよ。

問 4 下線部(4)の内容を具体的に日本語で書け。

問 5 下線部(5)のように筆者が述べる理由を, 70 字以内の日本語で説明せよ。

問 6 下線部(6)の内容を 40 字以内の日本語で書け。

問 7 下線部(7)を和訳せよ。

問 8 空所(A)~(D)に入れる語を, 次の(ア)~(エ)の中から 1 つずつ選び, その記号を解答欄に記入せよ。ただし, 同じものを 2 度用いてはならない。

(ア) despite

(イ) on

(ウ) to

(エ) with

問9 本文の内容に一致するものを，次の(ア)～(エ)の中から1つ選び，その記号を解答欄に記入せよ。

- (ア) 生物はすべて，1つか2つのコミュニケーションの方法をとる。
- (イ) 女性は人間関係を築くのに役立つ単語を使う傾向があり，男性は攻撃的な単語を使う傾向がある。
- (ウ) 相手の意図を正しく理解するには，その言葉だけでなく身振りも考慮する必要がある。
- (エ) 「ミラーニューロン」とは，人が他人の身振りを真似るときに興奮するニューロンのことである。

6 次の日本文(A), (B)を英訳せよ。(配点 35点)

(A) インターネットが普及し書店の数が減っているからといって, 人々が本に興味を失ってしまったわけではない。

(B) 長年日本に住んでいる外国人が, 流ちょうな日本語をしゃべっているのはよく見るが, 自分が長らく外国に住んで, その国の言葉を自由に話しているのはどのようなものなのかは想像しにくい。

