

クラス		受験番号	
出席番号		氏 名	

#2 高1
英語

2012年度

第2回 全統高1 模試問題

英 語 (80分)

オーラル・コミュニケーション (10分)

2012年8月実施

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。オーラル・コミュニケーションの試験は、英語の試験が終了してから行う。それまではオーラル・コミュニケーションの問題ページを開かないこと。なお、オーラル・コミュニケーションは4型申込者用である。

注 意 事 項

1. この「問題」冊子は、24ページである。(英語2～20ページ、オーラル・コミュニケーション22～24ページ。)
2. 解答用紙は別冊子になっている。〔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. 試験開始の合図で「受験届・解答用紙」冊子の該当する解答用紙を切り離し、所定欄に **氏名 (漢字及びフリガナ)**、**在学高校名**、**クラス名**、**出席番号**、**受験番号** (受験票発行の場合のみ) を明確に記入すること。
5. 試験終了の合図で上記4. の **■** の箇所を再度確認すること。
6. 答案は試験監督者の指示に従って提出すること。

問題は次のページから始まる。

英 語

1 次の設問 A, B, C に答えよ。(配点 20点)

A 次の(1)～(4)の各組のうち、下線部の発音が他の3つと異なるものを、それぞれア～エの中から1つずつ選び、記号で答えよ。

(1) ア. cough gh イ. enough gh ウ. rough gh エ. though gh

(2) ア. exchange イ. exercise ウ. exhibit エ. expect

(3) ア. electricity イ. percent ウ. precious エ. receive

(4) ア. bathe イ. breathe ウ. smooth エ. teeth

B 次の会話文の空所(1), (2)に入れるのに最も適当なものを, それぞれア～エの中から1つずつ選び, 記号で答えよ。

(1) A: Could you show me how to use this fax machine?

B: Sure. Just put the paper here and press 'SEND'. (1).

A: Thanks.

B: You're welcome.

ア. That's all

イ. That's enough

ウ. That's right

エ. That's all right

(2) A: I like this jacket, but it's a bit tight. Do you have a larger size?

B: I'm sorry, that's the last one we have in stock.

A: (2)! Can you order it for me?

B: Yes, of course.

ア. What a mess

イ. What a relief

ウ. What a shame

エ. What a waste

C 2人の人物が図表を見ながら会話をしている。文中の空所(1)～(4)に入れるのに最も適当なものを、ア～オの中から1つずつ選び、記号で答えよ。ただし、同じものをくり返し用いてはならない。

A: We often hear Japan enjoys a much lower *proportion of overweight compared to Western countries. Yet the proportion of overweight among Japanese people has also risen gradually since after the war.

B: Yes. Just look at Figure 2. It clearly shows the change. (1)

A: What do you think the main reasons for the increase in the number of overweight people are?

B: Well, there are some causes: excessive *calorie intake, the increasing tendency to eat out, lack of exercise, stress and so on. Let's look at Figure 1. (2)

A: I can see that the changing Japanese diet is one of the causes, but look at Figure 3. (3)

B: *Overall interest in health has increased and more people lead a healthy life. But unlike females, it seems to be more difficult for males to live healthily. In addition, due to influences from television and magazines, the *obsession to lose weight is becoming increasingly widespread, especially among young females.

A: Look at Figures 4 and 5. Indeed, they support what you say. (4)

B: Anyway, being overweight is harmful to your health, so everyone should control their weight.

(注) proportion: 割合 calorie intake: カロリー摂取 overall: 全般的な
obsession: 強迫観念

- ア. In 2005, the percentage of underweight females in their twenties and thirties is about three to four times as high as that of underweight males in the same age groups.
- イ. The total calorie intake is about 200 kilocalories less in 2005 than in 1960, but fat intake is about two and a half times higher.
- ウ. In 2005, the proportion of females who exercise regularly is lower than in 1995 in all age groups except for those in their twenties.
- エ. Between 1995 and 2005, the proportion of overweight females is decreasing in all age groups, except for those in their thirties.
- オ. In 2005, more than 30 percent of males in their forties, fifties and sixties are overweight, and in all age groups, the proportion of overweight males is increasing.

Figure 1

Energy Intake and *Nutritional Sources

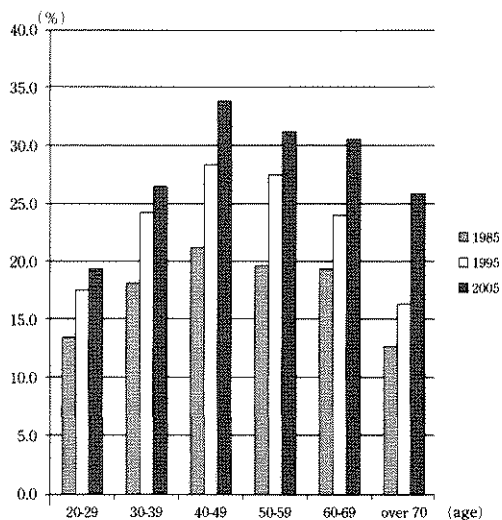
(*Per Capita Per Day)

Year	Total Energy	Protein	Fat	*Carbohydrate
1960	2,096kcal	13.3%	10.6%	76.1%
1965	2,184	13.1	14.8	72.1
1970	2,210	14.0	18.9	67.1
1975	2,188	14.6	22.3	63.1
1980	2,119	14.9	23.6	61.5
1985	2,088	15.1	24.5	60.4
1990	2,026	15.5	25.3	59.2
1995	2,042	16.0	26.4	57.6
2000	1,948	15.9	26.5	57.5
2005	1,904	15.1	25.3	59.7

(注) nutritional source : 栄養源 per capita : 1人当たりの carbohydrate : 炭水化物

Figure 2

Proportion of Males with Overweight
(*BMI ≥ 25)



(注) BMI: body mass index (体重指標) の略。
体重(kg) 割る身長²で算出。

Figure 3

Proportion of Females with Overweight
(BMI ≥ 25)

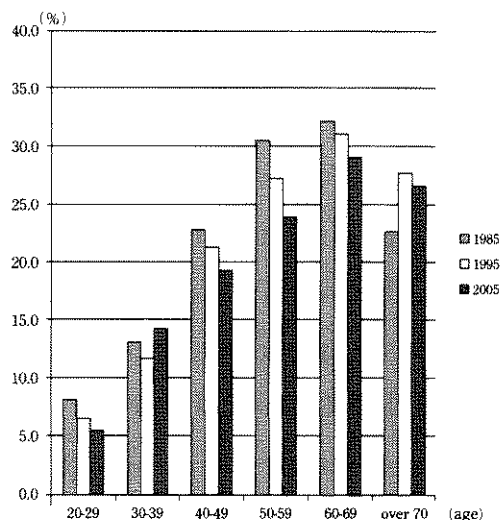


Figure 4

Proportion of Males with Underweight
(BMI < 18.5)

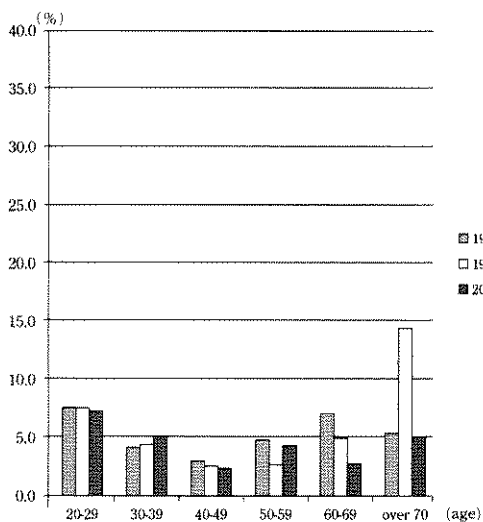
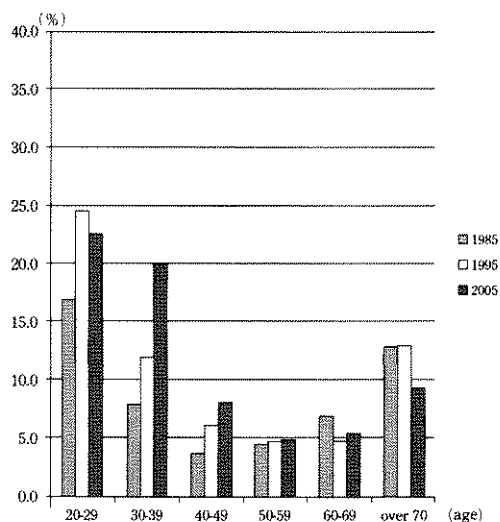


Figure 5

Proportion of Females with Underweight
(BMI < 18.5)



問題は次のページに続く。

2 次の設問 A, B に答えよ。(配点 20点)

A 次の(1)～(5)の英文中の空所に入れるのに最も適当な語を、下のア～オの中からそれぞれ1つずつ選び、記号で答えよ。ただし、同じ記号を繰り返し用いてはならない。

- (1) The taxi () from here to Tokyo Station is about 1,500 yen.
- (2) Momoko lives on a monthly () of 250,000 yen.
- (3) The () of living is going up these days.
- (4) If you buy something in Japan, you will pay 5 percent consumption ().
- (5) That bank lends money at 6 percent () per year.

ア. cost	イ. fare	ウ. interest	エ. salary	オ. tax
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B 次の(1)～(5)の各組の英文中の空所に共通して入る動詞を、下のア～オの中から1つずつ選び、記号で答えよ。ただし、同じ記号を繰り返し用いてはならない。

(1) Why do you () down on him?

I was asked by our boss to () into this file.

(2) Tom asked Susie to marry him, but I think she will () him down.

The problem will () out to be harder than you think.

(3) When I was a child, fires would often () out in my town.

Yesterday I saw three men () into the bank.

(4) Momoko and Sakura () after their mother.

My mother told me to () off my dirty shoes.

(5) We've already () out of milk.

Did you () into your old friend at the party?

ア. break

イ. look

ウ. run

エ. take

オ. turn

3 次の設問 A, B に答えよ。(配点 20点)

A 次の(1)～(5)の英文中の空所に入れるのに最も適当な語(句)を, それぞれア～エの中から1つずつ選び, 記号で答えよ。

(1) I'll stay here and take care of your children () you're out.

ア. between イ. during ウ. for エ. while

(2) That girl () at the bus stop is a friend of mine.

ア. wait イ. waited ウ. waiting エ. waits

(3) By the time Hanako arrived, the train () the station.

ア. had already left イ. has already left

ウ. leaves already エ. left already

(4) Please remember () the windows before you go out.

ア. being closed イ. closing ウ. to be closed エ. to close

(5) () I want to know is who broke the fence.

ア. How イ. That ウ. What エ. When

B 次の(1)～(5)の英文中の下線部ア～エの中で誤りのあるものをそれぞれ1つずつ選び、記号で答えよ。また、例にならって正しい英語を書け。

例: She アbought イa lot of ウfurnitures エat the store.

解答: ウ→furniture

- (1) Your child アshould be イenough old ウto know the エdifference between right and wrong.
- (2) Everyone in the office アare talking イabout Mrs. Robinson, ウwho has just come back home after a trip エaround the world.
- (3) I'm アsure he'll イsoon get used ウto get up early エto walk the dog.
- (4) My sister and I アare very イexciting ウat the thought of エmoving into our new house.
- (5) アLook at イthe mountain over there ウof which top is covered エwith snow.

4 次の設問 A, B に答えよ。(配点 40点)

A 次の日本文(1)～(5)の意味になるように、それぞれ[]内の語(句)を並べ換えて英文を完成させよ。

- (1) 傾斜地に建っている白い家は、青い海の眺めが素晴らしい。

The white house [the slope / of / built / has / on / a fine view] the blue sea.

- (2) 私は、昼食に私たちを招待してくれたことで彼女に感謝した。

I [inviting / her / to / thanked / us / for] lunch.

- (3) 今日はサクラにコーヒー代を払ってほしいとモモコは思っている。

Momoko [to / coffee / Sakura / for / wants / pay] today.

- (4) その小説家は世界中の人々に知られている。

The novelist [all / people / to / known / over / is] the world.

- (5) そこは非常に人気のあるレストランなので、席を予約するほうがよいです。

That [you / is / that / restaurant / so / should / popular] book a table.

B 次の日本文(1), (2)を, ()内の指示にしたがって英訳せよ。

- (1) 私の息子が庭で遊んでいるときに、雨が激しく降り始めた。

(It began で始めて)

- (2) 彼にとって、家族といっしょに時間を過ごすことより大切なことはない。

(Nothing is で始めて)

問題は次のページに続く。

5 次の英文を読んで、設問A、Bに答えよ。(配点 40点)

When our son, Amit, was three years old and Sumi and I were expecting our second child, Neta, we decided to buy a new family car. The car was not a *minivan, but it was red, the safest color, and a *hatchback. Moreover, the auto company was well known for great customer service, and the car came with four years of *free oil changes. This little car felt great — it was fashionable, it handled well, and we loved it.

We were living in Princeton, New Jersey, at the time, and the distance from our apartment to Amit's day care was two hundred yards. The distance to my office was about four hundred yards, so my driving was limited to a few grocery-shopping trips and my visits to *MIT in Cambridge, Massachusetts, once a month. On the nights before I had to be at MIT, I would usually leave Princeton at about 8:00 p.m. in order to avoid the heavy traffic, and I would arrive in Cambridge after midnight; on the way back to Princeton, I followed the same schedule.

One day, I left MIT at about 8:00 p.m. with Leonard Lee, a fellow worker from Columbia University, who happened to be there on the same day. Leonard and I hadn't had a lot of time to talk over the last few months, so we were both looking forward to the ride. About an hour into our journey, I was driving at about seventy miles per hour (70 mph) in the left-hand *lane on the busy Massachusetts *Turnpike when, all of a sudden, the engine stopped responding to the *gas pedal. I let my foot off the pedal and pressed it again. The engine made a lot of noise, but there was no change in speed. We were moving without any help from the engine.

The car was losing speed fast. I switched on the right-turn signal and looked over my right shoulder. Two giant trucks, one after the other, were moving towards me at high speed and seemed unimpressed with my signal. After the trucks passed, I tried to push my way into the right lane, but the distance Boston drivers generally keep from the car in front of them can only be seen with a good *microscope.

Meanwhile, my usually chatty, smiling fellow worker was now unchatty and

unsmiling. When the speed of the car dropped to 30 mph, I finally managed to push my way into the right lane and from there onto the *shoulder, my heart beating fast. I didn't make it to the extreme right because the car had lost all of its speed, but at least we were out of the driving lanes.

I turned the engine off, waited a few minutes, and then tried to restart it to see whether the *transmission would work. It would not restart. I opened the *hood and looked at the engine. In the old days, you could see most of the parts directly; but this new car had a big block of metal with no parts you could actually see. So I gave up and called *roadside assistance. An hour later, we *were towed back to Boston.

The next morning, I called the customer service and explained what had happened, as vividly as I could, to a woman at the customer service center. I went into fine detail about the trucks, the fear of not being able to get out of the driving lane, the fact that I had a passenger whose life was in my hands, and the difficulty of having to control a car with an engine that wasn't working. The woman on the other end of the line sounded as if she were reading from a manual. "I am sorry about your inconvenience," she said in a cold and unfriendly voice.

Later that day, I learned that it would take the *dealership at least four days to even look at my car. I rented a car, and Leonard and I set out again.

(注) minivan: ミニバン hatchback: ハッチバック(後部が上開きになっている車)

free oil change: 無料のオイル交換 MIT: マサチューセッツ工科大学

lane: 車線 turnpike: 有料高速自動車道 gas pedal: アクセルペダル

microscope: 顕微鏡 shoulder: 路肩, 路側帯

transmission: トランスミッション(自動車の変速伝導装置) hood: ボンネット

roadside assistance: ロードサービス(事故車の救援サービス)

be towed: (車が)牽引される dealership: 代理店

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれア～エの中から1つずつ選び、記号で答えよ。

問1 Why was the author happy with his new family car?

- ア. The car was a minivan and the color was red.
- イ. The car company was said to have good customer service.
- ウ. He could use the car for four years without changing the oil.
- エ. The car felt great and looked very expensive.

問2 Where was the author when he suddenly had engine trouble?

- ア. On his way to Columbia University.
- イ. On his way back to MIT.
- ウ. On his way back to Columbia University.
- エ. On his way back from MIT.

問3 What happened after the author pressed the pedal again after the engine had stopped responding?

- ア. All of a sudden the car changed speed.
- イ. The car came to a sudden stop.
- ウ. The car started to lose speed after a little while.
- エ. The engine of the car came back to normal.

問4 Why did the author switch on the right-turn signal and look over his right shoulder?

- ア. Because he wanted to take his car right off the highway.
- イ. Because he wanted to leave his car at once and go home.
- ウ. Because he wanted the truck driver to help him repair the car.
- エ. Because he wanted to impress the truck driver with his new car.

問5 Which of the following didn't the author do the next day?

- ア. He called the customer service center and talked about his unfortunate experience.
- イ. He rented a car and got out with Leonard again.
- ウ. He informed the customer center that four days was too long to get the car repaired.
- エ. He learned that his car couldn't be checked and repaired in a few days.

B 本文の内容と一致するものを、次のア～クの中から3つ選び、記号で答えよ。

- ア. Both Amit's day care and the author's office were so close to his home that he didn't drive the car so often.
- イ. Usually it took him at least four hours to get to MIT from his home.
- ウ. When the author was driving with Leonard, the traffic was not so heavy on the Massachusetts Turnpike.
- エ. Boston drivers are usually very careful and keep a safe distance between cars.
- オ. The author's coworker didn't show his emotions even in an unexpected accident.
- カ. Since the author was familiar with cars, he could see what was wrong with the engine right away.
- キ. It seems that the author felt responsible for Leonard's safety while they were in the car together.
- ク. The car company's customer service was as excellent as what the author expected it to be.

6 次の英文を読んで、以下の設問に答えよ。(配点 60点)

As a child I was always full of questions. I remember asking my parents why zebras are striped. I could never get the right answer to satisfy my curiosity and I used to be very irritated. I now realize why my parents could not give me a clear answer. I happened to be in ⁽¹⁾the same dilemma when my three-year-old daughter asked me the same question! I was faced with the difficult task of giving her half-baked answers or finding the right answer this time.

Unfortunately, nobody really knows the answer. When you look at zebras in the zoo, the striped pattern seems very *conspicuous and can hardly be regarded as (2).

Zoologists, however, believe the stripes on a zebra could be basically for camouflage like the military uniforms. The bold *wavy lines of a zebra *blend in with the wavy grassy plains of Africa. The bold stripes may even serve to break up the shape of the zebra. If a zebra is standing still in ⁽³⁾such surroundings, a lion, its chief *predator, may overlook it completely. It doesn't matter that the zebra's stripes are black and white and the grass is brown or green, because the lion is color blind!

This may benefit an individual zebra in some situations, but is it likely that a large group of zebras could escape a lion's attention? As a matter of fact, it helps the zebra most. Zebra herds are very large but they stay very close to one another. When all the zebras stick together in a herd, the pattern of stripes blends in with the stripes of the zebras around it. ⁽⁴⁾This is confusing to the lion! All it can see is a large, moving, striped mass instead of many individual zebras. The lion has trouble picking out individual zebras and ⁽⁵⁾it's still harder for the lion to recognize which way each zebra is moving.

Each zebra pattern is unique like a fingerprint. Also like a fingerprint, the pattern varies from zebra to zebra and no two zebras are exactly alike. ⁽⁶⁾What is truly amazing is that zebras can recognize other zebras by their body stripes. A mother can instantly spot her *colt in a herd!

Do you know that people of Africa think of zebras as black animals with white stripes while people outside Africa consider them as white animals with black stripes! Black stripes or white, the fact remains that zebras are extremely unique and are among the fastest and most graceful of runners in the African continent.

(注) conspicuous: 目につきやすい wavy: 起伏のある

blend in: 溶け込む predator: 捕食動物 colt: シマウマの子

問1 下線部(1)の具体的内容として最も適当なものを、次のア～エの中から1つ選び、記号で答えよ。

ア. 娘の疑問にすぐに答えるのがよいのか、娘が理解できる年齢になるまで待つのがよいのかというジレンマ。

イ. 娘の疑問に中途半端でもすぐに答えるのがよいのか、よく調べて間違いのない答えを出すのがよいのかというジレンマ。

ウ. 娘の疑問に筆者が答えを与えるのがよいのか、娘自身に調べさせるのがよいのかというジレンマ。

エ. 娘の疑問に筆者が直接答えるのがよいのか、筆者の両親にうまく説明してもらうのがよいのかというジレンマ。

問2 空所(2)に入れるのに最も適当な語を、次のア～エの中から1つ選び、記号で答えよ。

ア. attractive イ. creative ウ. sensitive エ. protective

問3 下線部(3)の具体的内容として最も適当なものを、次のア～エの中から1つ選び、記号で答えよ。

ア. 起伏があり草の多い平原

イ. 動物園の檻の中

ウ. シマウマの群れの隊列が崩れた状況

エ. ライオンの群れのすぐ近く

問4 下線部(4)の This は、具体的にはどのようなことか、句読点も含め50字以内の日本語で書け。

問5 下線部(5)を和訳せよ。

問6 下線部(6)を和訳せよ。

問7 本文の内容と一致するものを、次のア～クの中から3つ選び、記号で答えよ。

ア. 子ども時代の筆者は、あまり好奇心旺盛ではなかった。

イ. 残念なことに、動物園でシマウマを目にする機会が減ってきた。

ウ. 白黒模様のシマウマが緑や茶色の草原にいても、ライオンには見つけにくい。

エ. シマウマの群れは大きいのだが、閉鎖的な習性がある。

オ. ライオンの目には、動いている大きなものは何でもよく見える。

カ. シマウマのしま模様はそれぞれ違っていて、まったく同じしまのシマウマはいない。

キ. 群れの中にいるとシマウマは親子でもなかなか見分けがつかない。

ク. アフリカの人々はシマウマを黒地に白いしまの動物だと考えていて、アフリカ以外の人々は白地に黒いしまの動物だと考えている。

オーラル・コミュニケーションの試験は、英語の試験が終了してから行う。監督者の指示があるまで次のページを開かないこと。

なお、オーラル・コミュニケーションは4型申込者用である。

オーラル・コミュニケーション

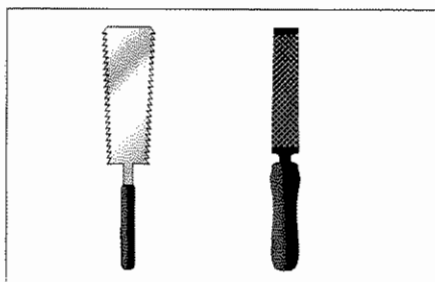
放送を聞いて次の問題に答えよ。(配点 20点)

- ・放送を聞きながらメモをとってもよいが、解答は解答用紙の所定欄に記入すること。
- ・放送が終わった後も、試験終了時間までこの問題の解答を続けてよい。

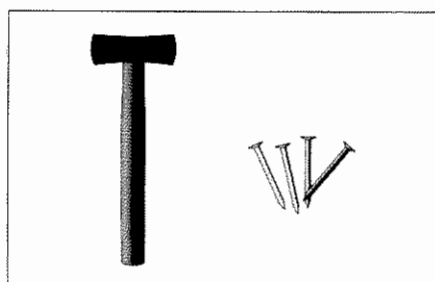
これから放送される(1)～(5)までの会話を聞き、後続く質問の答えとして最も適当なものを、それぞれ(a)～(d)の中から1つずつ選び、記号で答えよ。なお、会話文と質問はそれぞれ2度読まれる。

(1)

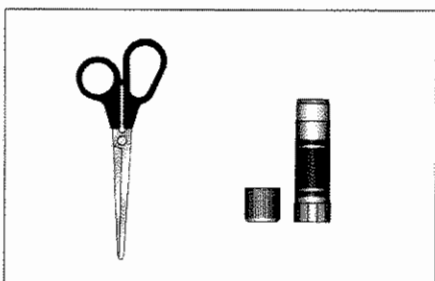
(a)



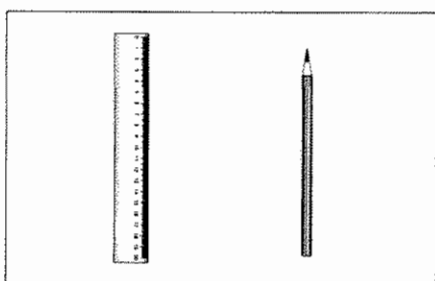
(b)



(c)



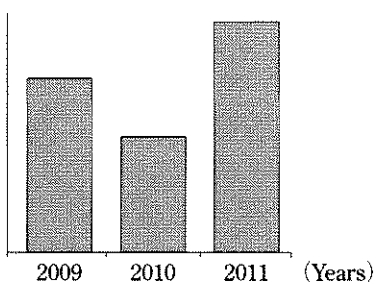
(d)



(2)

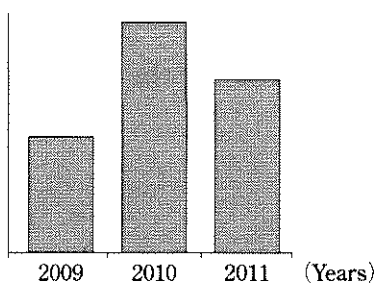
(a)

Number of Applicants



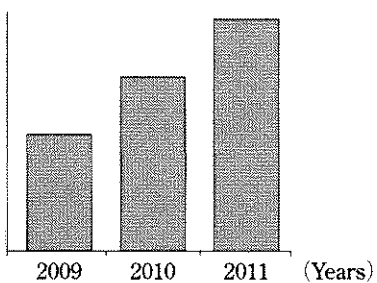
(b)

Number of Applicants



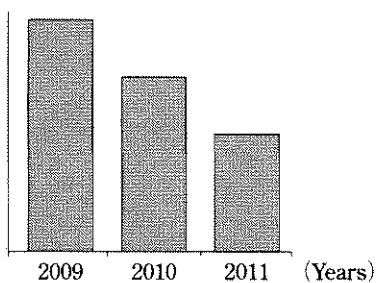
(c)

Number of Applicants



(d)

Number of Applicants



(3)

- (a) In a bookstore.
- (b) In a library.
- (c) In a restaurant.
- (d) In a supermarket.

(4)

- (a) He became a father.
- (b) His daughter celebrated his birthday.
- (c) His daughter got married.
- (d) His grandchild was born.

(5)

- (a) He watched the game on TV Monday morning.
- (b) He watched the game on video Sunday morning.
- (c) He went to see the game on Monday.
- (d) He went to see the game on Sunday.

