



クラス		受験番号	
出席番号		氏 名	

1 高 1
英語

2014年度

第 1 回 全統高 1 模 試 問 題

英 語 (90分)

2014年 5 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。
リスニングの試験は、英語の試験の最初に行う。

注 意 事 項

1. この「問題」冊子は、20ページである。
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。

河 合 塾



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問題は次のページから始まる。

1 放送を聞いて次の設問，A，B，Cに答えよ。(配点 20点)

- ・ A，B，Cのいずれも2回ずつ放送される。
- ・ 放送を聞きながらメモを取ってもよいが，解答は解答用紙の所定欄に記入すること。

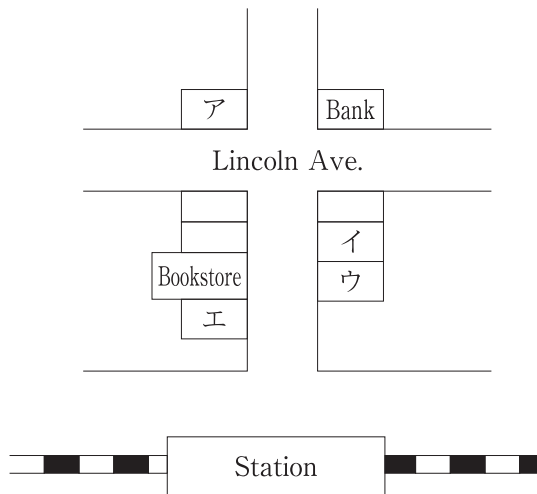
A これから読み上げられる英文(1)，(2)を聞き，それぞれの空所で読まれている単語を1語ずつ書け。

(1) A long and (a) operation was carried (b) by three doctors.

(2) The British (a) covered the (b) of the (c) of the prince.

B これから読み上げられる短い対話(1)～(3)と続いて読まれる質問を聞き、質問の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。

(1)



- (2) ア. Oh, at your party?
 イ. Oh, Ellen got married?
 ウ. Oh, Ellen or Patti?
 エ. Oh, that blond guy?
- (3) ア. The man doesn't have what the woman wants.
 イ. The nearby store is closed.
 ウ. The woman has only two batteries.
 エ. The woman wants a more compact dictionary.

C これから読み上げられる英文と続いて読まれる質問(1), (2)を聞き, 質問の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。

(1) ア. China.

イ. Egypt.

ウ. The United Arab Emirates. (UAE)

エ. The United States of America. (USA)

(2) ア. It will be called an 80-story Rubik's Cube.

イ. It will be constantly changing its shape.

ウ. It will be the tallest building in the world.

エ. It will have the fastest high-speed elevators.

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)の英文中の空所に英文字を補い, 単語を完成させよ。なお, マス(□) 1 つにつき, 1 文字を入れること。

例題: J□□□□□y is the first month of the year.

正解: Ja□n□u□a□r□y

- (1) A d□□□□□t is a person whose job is to take care of people's teeth.
- (2) A t□□□□□t is a person who travels or visits sightseeing spots for pleasure.
- (3) A p□□□□□t is a person who is sick or injured and needs medical care or treatment.
- (4) An i□□□□□□□□□r is a person who translates the words that someone is saying into a different language.
- (5) An a□□□□□□□t is a person who travels in a spaceship or a space shuttle to explore outer space.

B 次の(1)～(5)の各組の英文中の空所に共通して入る語を，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てはならない。

(1) How long have you been working () that math problem?

It depends () your effort whether or not you will be able to pass the exam.

(2) His carelessness resulted () a serious failure.

It is not so easy to succeed () the music business.

(3) Can you care () my cat while I am out?

He is going to leave () Paris tomorrow.

(4) The commercial you made has nothing to do () the product.

I cannot put up () that noise anymore.

(5) I ran () an old friend from high school yesterday.

The police are looking () the cause of the accident.

ア. for

イ. in

ウ. into

エ. on

オ. with

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) We thought that there () a lot of newcomers, but no one joined our club this year.

ア. is イ. was ウ. will be エ. would be

(2) Your idea () a perfect plan.

ア. sounds イ. sounds like ウ. hears エ. hears like

(3) When I was five years old, I () on a trip to Australia by my father.

ア. take イ. took ウ. was taking エ. was taken

(4) () was delicious and everyone liked it.

ア. The girl baked the cake イ. The girl who baked the cake
ウ. The cake the girl baked エ. The cake that the girl baked it

(5) I enjoyed () a member of the famous football team.

ア. me イ. myself ウ. to be エ. being

B 次の(1)～(5)の英文中の下線部ア～エ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：The villagers アknew nothing イabout the man ウwhich lived by the エsea.

解答：ウ → who

- (1) I アam going to イreturn to my hometown as soon as I ウwill graduate from エcollege.
- (2) If you want to アpass the university's イentrance exam, you ウare needing to study エharder.
- (3) I アhave long wanted to know when イand how ウdid he find the treasure, but he keeps エit a secret.
- (4) The dishes アserving at the party イtasted great and ウall the guests looked エsatisfied.
- (5) I wanted to go アto the party, but preparation for the exam イmade me too ウbusily to エattend it.

4 次の設問 A, B に答えよ。(配点 40点)

A 次の日本語(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) モモコはボーイフレンドが彼女に買ってくれたプレゼントの時計をなくしてしまった。

Momoko [boyfriend / the watch / her / lost / bought / has] as a present for her.

- (2) その町を訪れると, 色とりどりの花でいっぱいの通りが迎えてくれます。

If you visit the town, [of / colorful flowers / the streets / will welcome / full / you].

- (3) 我々は問題なく互いを理解することができた。

We were able [each / ease / understand / other / to / with].

- (4) 彼は私たちにそれらの機械が緊急時にどう作動するかを説明してくれた。

He explained [how / machines / those / to / work / us] in case of emergency.

- (5) 今日は思い出せないくらい多くの人に会った。

Today [almost none / so many / I remember / I met / that / people] of them.

B 次の日本語(1), (2)を, ()内の指示にしたがって英訳せよ。

(1) 外国語を話す際に間違えるのを恐れてはいけません。(Don't で始めて)

(2) 今夜は寒くなるから, 出かけるならコートを持っていきなさい。

(Because it で始めて)

5 次の英文を読んで、以下の設問に答えよ。(配点 60点)

All living things have enemies. And they all have developed interesting ways to avoid becoming their next meal. Some animals hide and others run or just fly away when faced with danger. These are their defense mechanisms.

Some animals can hide without moving. They have the unique ability to change their color to *merge with the surroundings. They become invisible to the *predator.

(1) This method of defense is called “*camouflage.” The most common example of an animal which uses camouflage is the chameleon. If it is on a green leaf, it turns green and if it is on a brown branch, it turns brown. Some rabbits change color with the change of (2). The *snowshoe hare is brown in summer and white in winter. The white fur serves as a camouflage in the snow during the coldest season of the year.

Many non-poisonous snakes take on colors similar to those of poisonous snakes in order to drive away enemies. This form of defense is called “*mimicry.” (3) Some poisonous snakes have very bright colors in order to warn enemies that they are near. This form of defense is called “warning coloration.”

Fishes use another form of camouflage called “counter-shading.” (4) The top of most fishes is a deeper shade than the underside. When they are seen from above, they merge with the dark water below them. And when they are seen from below, they merge with the *sunlit water above them. There is a kind of fish called the *puffer fish which uses a special device to keep predators away. It *swells up like a balloon when it is attacked. Then, its attacker finds it difficult to swallow it.

(5) Animals which cannot protect themselves in these ways develop other means to do so. Some have sharp curved nails and teeth which they use to fight, and others have poison *fangs. Snakes bite, bees sting and skunks produce an unpleasant smelling liquid to drive away enemies. And then there are animals like the *porcupine. It has long sharp needles all over its body and defends itself against enemies.

Like animals, plants too have interesting ways of protecting themselves.

However, they have ⁽⁶⁾a disadvantage. They cannot move. So, the *cactus has developed long *spines instead of leaves. These *prick anything trying to eat it. Some plants have poison, and it could be harmful to a predator.

(注) merge with: …と同化する predator: 捕食者

camouflage: カムフラージュ(擬態の一種) snowshoe hare: カンジキウサギ

mimicry: ミミクリ(擬態の一種) sunlit: 太陽に照らされて輝く

puffer fish: フグ swell up: ふくらむ fang: きば porcupine: ヤマアラシ

cactus: サボテン spine: とげ prick: …を刺す

問1 下線部(1)の内容として、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. the method of turning color in order to be seen by the enemy

イ. the method of blending into the surroundings to avoid being seen by the enemy

ウ. the method of not changing color in order to escape from the enemy

エ. the method of merging with the surroundings to avoid escaping from the enemy

問2 空所(2)に入れるのに適切な1語を、同じ段落から抜き出して書け。

問3 下線部(3)を和訳せよ。

問4 下線部(4)は魚の体のある特徴を述べているが、それによって起こるカムフラージュのしくみを、本文に即して具体的に日本語で2つ書け。

問5 下線部(5)を和訳せよ。

問6 下線部(6)の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. something that makes it easier to defend themselves

イ. something that makes it harder to defend themselves

ウ. something that makes it easier to attack enemies

エ. something that makes it harder to attack enemies

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

- ア．すべての生き物は，次の食事の時間になるまで危険から身を隠そうとする。
- イ．カメレオンは，季節に応じて夏には緑色に，冬には茶色になることが多い。
- ウ．毒のないヘビには，敵を欺くために，毒ヘビの体色に似た色をもつものもある。
- エ．攻撃されるとフグはふくらむので，攻撃者は飲み込めないと思うってしまう。
- オ．サボテンには毒のあるとげがあり，近づく者すべてに害を与える危険がある。
- カ．体全体が針に覆われており，それによって敵から身を守るような動物もいる。
- キ．植物の中には，動かずに色を変えて周囲の環境に同化するものもある。

問題は次のページに続く。

6 次の英文を読んで、設問A、Bに答えよ。(配点 40点)

Avery Stackhouse, age 7, of Lafayette, California, says he wants to have more time for *physical education. “We just have it one day a week — on Monday. There’s always lunch and breaks between classes,” he says. “We play a couple of games, like football and soccer.” But at Happy Valley Elementary, the school he goes to, the breaks last only 15 minutes and lunch is 45. “Between eating and chatting with friends,” he says, “there’s only a few minutes left for us to play.”

Fifty-six percent of parents say their elementary school kids are getting just one or two days of physical education a week, according to a survey by *National Public Radio (NPR). Fewer than 1 in 5 parents with children in kindergarten through fifth grade said their kids were getting physical education daily. Yet *the Centers for Disease Control and Prevention (CDC) recommends that *K-5 students get physical exercise at least 150 minutes a week. Physical activity has a lot of benefits, from reducing *obesity to helping kids do better academically.

Louisiana State University’s Russ Carson, an exercise researcher, says the survey results don’t surprise him. “This has been going on for years, unfortunately,” he says. “Schools can only fit so many things into a day, and often, testing and other areas of education are more important than physical education.” According to Carson, more and more parents and teachers are starting to ‘think beyond the gym walls,’ and think of ways to fit in exercise before or after school. One of their ideas is to have teachers *combine physical activity with math and language lessons.

At Wildwood Elementary, a private school in Amherst, Massachusetts, kids are required to take a morning walk between the time buses drop them off and the time classes start. Rebecca Spencer, whose 5- and 7-year-old daughters attend Wildwood, says, “It’s a good way for the kids to fit in some more exercise. They only get physical education once a week, and it’s for an hour. So it’s not enough.” The school has also organized a ‘jogging marathon’ for the older kids. Students can *run laps around the playground to get points, and the school monitors all their miles to see how far they’ve run as a group. Spencer’s older daughter also swims after school.

“These school-wide ideas are a good way to get every student to exercise. Some people think of breaks as a time for physical activity,” Spencer says. “But there’s actually nothing to make sure these kids are being physical during that time. Having some organized physical education classes at school is important.” Spencer, a scientist doing brain research at the University of Massachusetts, is well aware of the physical and mental benefits that kids get from being active. She thinks the physical education is giving them some of the *motor skills that they need. But she understands that the school doesn’t necessarily have the *resources to offer more physical education classes.

“Exercise — any exercise — is great for brain development,” she says. “Most of the studies that show how the brain develops through exercise actually don’t use any special form of exercise. They typically use just walking machines.” That seems to show that even a simple walk around a track can do kids a lot of good.

(注) physical education: 体育(の授業)

National Public Radio (NPR): ナショナル・パブリック・ラジオ(アメリカ合衆国の非営利・公共のラジオネットワーク)

the Centers for Disease Control and Prevention (CDC): アメリカ疾病予防管理センター

K-5 student: 保育園や幼稚園の園児から小学校5年生までの児童

obesity: 肥満 combine ... with ~: ...を~と組み合わせる

run a lap: 1周走る motor skill: 運動能力 resources: 手段

A 次の問い(問1～5)の英文を、本文の内容と一致するよう完成させ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。

問1 According to a survey by NPR, ().

- ア. more than half of the parents say they want their kids to have physical education once or twice a week
- イ. more than half of the parents say they want their kids to have physical education every day at school
- ウ. fewer than twenty percent of the parents say their kids have physical education every day
- エ. fewer than twenty percent of the parents say their kids have physical education once or twice a week

問2 Russ Carson says ().

- ア. it is surprising that K-5 students have little time for physical education
- イ. it is unfortunate that physical education is more important to K-5 students than other subjects
- ウ. it is surprising that school teachers are doing many things to improve kids' fitness
- エ. it is unfortunate that schools are too busy to leave enough time for physical education

問3 Wildwood Elementary is an example of ().

- ア. how schools can make sure students get enough physical exercise
- イ. how schools can get students to walk and run between classes
- ウ. how schools can get students to get up early for physical exercise
- エ. how schools can combine physical activity with math and language lessons

問4 Wildwood Elementary makes students ().

ア. walk and run before and after buses pick them up

イ. jog or run in order to get good grades

ウ. walk before the first lessons begin

エ. do exercise at least for an hour once a week

問5 According to Rebecca Spencer, ().

ア. brain development requires the use of special exercise machines

イ. students are almost always doing exercises during breaks

ウ. not all schools are able to increase the number of physical education classes

エ. her daughters do exercises by swimming after school

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. Although Avery Stackhouse doesn't have much time between classes, he manages to find time to play football and soccer.
- イ. Avery is only allowed to have 60 minutes of free time at school every day.
- ウ. Today's children are getting fatter and fatter because they don't exercise enough at school.
- エ. CDC thinks students need to get 150 minutes' exercise a day.
- オ. It can be said that exercise helps students not only do well at school but also lose weight.
- カ. Russ Carson is a scientist doing brain research as well as the mother of two daughters.
- キ. Some parents and teachers are thinking about putting physical exercise together with other subjects.
- ク. Today's parents and teachers are worried about doing exercises outside the gym walls.

