

クラス		受験番号	
出席番号		氏 名	

2012年度

第3回 全統高2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11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、23ページである。(英語1～20ページ、オーラル・コミュニケーション23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. 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。
6. 試験終了の合図で上記4. の **■** の箇所を再度確認すること。
7. 答案は試験監督者の指示に従って提出すること。

英 語

1 次の **A**、**B** に答えよ。(配点 8 点)

A 次の各組の単語に関して、見出しの単語と下線部の発音が同じものを、それぞれア～エの中から 1 つずつ選び、記号で答えよ。

1. hood

ア. booth

イ. flood

ウ. foot

エ. proof

2. honesty

ア. honor

イ. horn

ウ. horror

エ. hose

B 次の各組の単語の中で、第 1 アクセント(第 1 強勢)の位置が、ほかの 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. al-pha-bet

イ. in-ter-val

ウ. of-fi-cial

エ. pop-u-lar

2. ア. co-op-er-ate

イ. sci-en-tif-ic

ウ. te-lep-a-thy

エ. va-ri-e-ty

2 次の**A**、**B**に答えよ。(配点 16点)

A 次の会話文 1～3 の空所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: Excuse me. ()

B: Yes, of course. I will move my bag.

ア. I wonder if I could sit here.

イ. Is this seat taken?

ウ. Will your friend sit on this seat?

エ. Would you mind if I sit here?

2. A: I'm going to take Professor Smith's genetics course this semester.

B: ()

A: Yes. But I'd like to get some knowledge in various fields.

ア. Are you going to change majors?

イ. Are you majoring in biology?

ウ. But your major is genetics, isn't it?

エ. But your major is literature, isn't it?

3. A: Chisato says she hasn't attended any parties in America yet. May I
invite her to tomorrow's party?

B: () It's a family gathering tomorrow. Maybe next time.

A: OK. I understand.

ア. I'd rather you didn't.

イ. Of course, she can come.

ウ. We'd be glad to have her.

エ. Why not invite other friends also?

B 次の会話文の(1)～(5)の空所に入れるのに最も適当なものを、それぞれア～オの中から1つずつ選び、記号で答えよ。ただし、1つの選択肢は1度しか使えない。

Sophie and her husband, Fumio, are living in Fukuoka. She is drinking a cup of coffee alone in the dining room when he comes home and enters the room.

Sophie: Hello, darling.

5 Fumio: (1) Does he have to get up early in the morning to practice baseball?

Sophie: No, he is busy doing his homework in his room.

Fumio: He seems to be studying really hard. By the way, I have news.

Sophie: (2)

10 Fumio: I was offered a promotion today.

Sophie: Darling, that's marvelous. I'm so glad for you. But you don't look very happy about it.

Fumio: It means we have to move to Hokkaido. I wish we didn't have to go so far.

15 Sophie: We've lived in Kagoshima, and here, and next is Hokkaido! Taro is certainly getting a lot of new experiences.

Fumio: I feel bad, because Taro got to be a regular on his junior high school baseball team this year. Do you think he'll hate to move?

20 Sophie: (3) He makes new friends easily, so he'll be fine in a new school.

Fumio: (4) But he won't necessarily be able to be a regular on another team.

Sophie: (5) He is good enough to be chosen as a regular on any team!

ア. Don't you believe in him?

イ. Is Taro already asleep?

ウ. There's no need to worry about him.

エ. What is it?

オ. Yes, I know that.

3 次の**A, B, C**に答えよ。(配点 36点)

A 次の英文 1～12の空所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. Alice wanted to express herself clearly, but words () her.
ア. dropped イ. failed ウ. lacked エ. missed
2. My father had to drive to his office today, because trains () out of service due to an ongoing strike.
ア. are イ. had been ウ. have run エ. ran
3. My wife and I didn't go out last night. We () out but decided to stay home.
ア. can eat イ. could eat
ウ. could have eaten エ. were able to eat
4. The lawyer advised his () to cooperate fully with the police.
ア. audience イ. client ウ. customer エ. guest
5. I have five friends from overseas. One is Australian, another is Chinese, and () are American.
ア. another イ. others ウ. the other エ. the others
6. "Nippon," in a () sense, means the place where the sun rises.
ア. liberal イ. literal ウ. literary エ. literate
7. Please remind me () my uncle tomorrow morning.
ア. of a call イ. of calling ウ. to call エ. to calling
8. There are a number of errors in this manual for the new car. All of them need () at once.
ア. be corrected イ. being corrected
ウ. correcting エ. to correct

9. Steve was () when his children behaved badly in public.

ア. much embarrassment

イ. to embarrass

ウ. very embarrassed

エ. very embarrassing

10. My son seems to be more interested in studying abroad than () a Japanese university.

ア. in entering

イ. in entering to

ウ. to enter

エ. to enter to

11. I () and studied the birth of new stars for the last five years.

ア. am curious

イ. am curious about

ウ. have been curious

エ. have been curious about

12. The sun, the moon, the planets, and the stars all rise () the east.

ア. from

イ. in

ウ. out of

エ. since

B 次の 1, 2 の各英文のうち誤りを含むものを, それぞれア～エの中から 1 つずつ選び, 記号で答えよ。

1. ア. The driving instructor told me to drive as he ordered me to.
イ. There is no denying the evidence provided by fossils.
ウ. Which is the dress you said you wanted?
エ. Would you please wait by the time I arrive?
2. ア. Don't you think our new boss is quite easy to get along with?
イ. I need a new secretary; I will employ no matter whom you recommend.
ウ. It is difficult, if not impossible, for me to beat James at tennis.
エ. It is high time you stopped watching TV and went to bed.

C 次の 1～4 のそれぞれの文章が成立するように, 各組の(a), (b)の英文中の空所に共通して入る 1 語を答えよ。

1. (a) I have to () out that there are several errors in this article.
(b) What Kim said about the problem was to the ().
2. (a) You will () up telling everything to your parents.
(b) This new evidence put an () to the argument.
3. (a) We have to () in a paper next Tuesday.
(b) Poor Bill lives from () to mouth.
4. (a) When Jim finally reached our villa, he was as () as dead.
(b) Uncle Tom is going to stay with us for ().

4 次のA, Bに答えよ。(配点 40点)

A 次の1～4の日本語の意味になるように、それぞれア～オの語句を並べかえて空所を補い、文を完成せよ。ただし、解答はそれぞれAとBの空所に入るもののみを記号で答えよ。(文頭にくる語も小文字で始めてある)

1. 大雪のせいで、その一行はやむを得ず出発を遅らせた。

() (**A**) () (**B**) () its departure.

- ア. compelled イ. put off ウ. the heavy snow
エ. the party オ. to

2. 私の息子がメンバーである野球クラブが優勝した。

() (**A**) () (**B**) () the tournament.

- ア. a member of イ. is ウ. my son
エ. the baseball team オ. won

3. 人の言うことに惑わされて、自信を失ってはいけない。

() (**A**) () (**B**) () lose confidence in yourself.

- ア. don't イ. let ウ. make
エ. you オ. what others say

4. 名前が呼ばれてから、この部屋にお入りください。

Only after () (**A**) () (**B**) () enter this room.

- ア. called イ. is ウ. may
エ. you オ. your name

B 次の1～3の日本語を英訳せよ。ただし、1は書き出しに続けて解答し、3は下線部のみを英訳すること。

1. 信号が青になっても、すぐに道に飛び出すのは危険だ。【Even after で始めて】
2. 人がおいしいと言うものが自分の口に合うとは限らない。
3. 自然が豊かな私の故郷では、この10年の間、8月15日に成人式 (a coming-of-age ceremony) が行われ、その日は故郷を離れていた若者が大勢帰ってきます。彼らは、高校を卒業して以来、顔を合わせることがほとんどなかったので、旧友たちとの再会を心待ちにしているのです。

5 次の英文を読んで、後の設問に答えよ。(配点 55点)

Robert Full, a biologist at the University of California, Berkeley, watches a small *lizard called a *gecko walk up a vertical wall with ease. Although the wall is very smooth, the small creature does not slip or even strain as it runs to the ceiling. (1) It might as well be walking on flat ground.

5 Squirrels and birds can climb the trunks of trees but only by digging sharp claws into the rough exterior of the tree. Similarly, humans can climb walls by using ladders and ropes, but until the right person thought to take a closer look at the gecko, no one had even come close to understanding how to go straight up a smooth surface.

10 (2) Research on the gecko began when engineers trying to build robots took their questions to biologists to see if their colleagues in the natural sciences could provide answers from nature. The collaboration between the two, called (3) bi mutualism, led to a partnership in which both biologists and engineers would set out to create a machine that could climb walls.

15 The search for a climbing robot began with the foot. (4) Biologists used microscopes to look closely at what it was that made geckos stick. They discovered that the lizard's feet were covered with very fine hairs, and those hairs split into finer hairs, and those hairs split into even finer hairs. In fact, what attached the gecko to the wall was not *suction or a sticky substance; it
20 was a phenomenon that occurred at the molecular level.

It is only recently that nature's designs have entered researchers' field of vision. Robots are just one area. Now there are more fuel-efficient cars that look like fish and hoses like *writhing robot snakes that work their way into burning buildings to fight fires. Dr. Full believes that partnerships like these
25 between biology and other fields will become even more common in the future, not just for creating robots but for inspiring breakthroughs in medicine, energy efficiency, or agriculture.

By taking their questions to nature, engineers and researchers have made

many of their design dreams come true. Climbing a glass building is not just
30 for superheroes in comic books anymore. A robot can ascend a smooth wall
using a dry *adhesive technology based on the characteristics of the gecko's
feet. At the same time, (5) Dr. Full notes that such partnerships will only work
if the human side recognizes its obligation to protect the environment of lizards,
birds, and other creatures that share the planet.

(注) lizard: トカゲ gecko: ヤモリ suction: 吸着力 writhe: くねくねと動く
adhesive: 接着の

問1 下線部(1)が表す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 gecko can easily walk up the wall.
- イ. The gecko is good at walking on flat ground.
- ウ. The gecko is good at walking on the ceiling.
- エ. The gecko probably walks on flat ground.

問2 下線部(2)の結果、ヤモリが壁を登れることに関してわかったことを、本文に即
して具体的に30字以上40字以内の日本語で説明せよ。ただし、句読点も字数に含
む。

問3 下線部(3)によって生まれうるものの例として本文で述べられていないものを、
次のア～エの中から1つ選び、記号で答えよ。

- ア. はしごを登る人間型ロボット
- イ. 壁面を登る機械
- ウ. 燃料効率のよい車
- エ. 火事場を蛇行できるホース

問4 下線部(4)を和訳せよ。

問5 下線部(5)を和訳せよ。

問6 本文の主題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. A small lizard walking up a vertical wall
- イ. Our responsibility to protect the environment
- ウ. The collaboration between biologists and engineers
- エ. The search for a climbing robot like a gecko

問7 本文の内容と一致するものを、次のア～オの中から2つ選び、記号で答えよ。

ただし、解答の順序は問わない。

- ア. ヤモリと同様にリスや鳥も、かぎ爪を使わなくても表面の粗い木の幹を登ることができる。
- イ. ヤモリはとても美しい毛を持っていたので、生物学者はそれを調べ始めた。
- ウ. 将来、農業は、生物学と他の分野の間での協力を通して大きな進歩を遂げるかもしれない。
- エ. 漫画の中でヒーローが何も使わずにガラスの壁を登ることができるとしても、もはやヒーローであるとは言えない。
- オ. ヤモリが壁にくっつくことができる能力は、機械工学に応用可能となっている。

6 次の英文を読んで、後の設問に答えよ。(配点 45点)

One day I saw a newspaper report about a man named Hamish Mactavish of Scotland, who was eating a bus. My parents dreamed reading the Sunday paper together would bring a weekly *ceasefire in the war between Chase and me.

5 Chase and I are twins — not identical; Chase got the academic ability — not to mention the athletic talent, good looks, popularity, and the bigger room, with a view of the mountains, not the garage.

When I found that tiny story, Chase laughed scornfully, “It’s impossible to eat a bus!”

10 “It’s not impossible for Hamish Mactavish,” I told him. “Stupid.”

“*Idiot,” Chase countered.

I held up the short article. “It says that he’s already eaten some parts. He’s amazing!”

The next day, in our social studies class, Mr. Chin talked about the oral
15 presentations. “This semester the subject will be your hero. It can be someone you know, or a historical figure.” I knew who my subject was. But it wasn’t easy doing research on Hamish Mactavish. There was nothing about him in any of the papers, or the radio and TV news programs. But the computer database in our school library found another piece on him. I opened
20 the June 1993 issue of *U.K. Adventure* magazine and learned that Hamish Mactavish had eaten a grand piano.

I looked at the small picture of Mr. Mactavish, who was a very strange-looking guy. It came to me in a moment of perfect clarity: A guy like that would have to eat a bus if he expected to get any attention in this world!
25 Especially if he had to compete with people like Chase. He was my role model.

Back home, when I was pasting the second article in my scrapbook, my mother entered my room and *nagged me. “I don’t understand why you don’t get along with Chase.”

“We hate each other,” I told her.

30 “Open your eyes, Warren,” she insisted. “Who put hand cream in Chase’s toothpaste? Who called the police and reported the car stolen the day of the big tennis championship so we all got arrested, and Chase missed his match? It’s you who have declared war on your brother, who has never done anything to you!”

35 “He’s done something to me,” I shot, “Every time Chase draws a breath it points out how much more brains, talent, good looks, and athletic ability he has than I do.”

That night when I switched on the TV, “And finally,” the news anchor was saying, “the latest news from Scotland is that Hamish Mactavish has given up
40 his attempt to eat a bus. According to Mr. Mactavish, he was having trouble *digesting the tires.”

I couldn’t believe it was all over. One moment something special was going on, and I was part of it. The next I was nobody again.

The following day Chase gave the presentation.

45 “Most people think of heroes as winners,” Chase read from his notes, “but I’m not convinced that’s always true. It’s not so great to do something you know you’re good at. What’s really hard is to try something even when the chances are against you. The person I picked isn’t always successful, but he’s heroic because he never gives up when a lot of us would. When *I* definitely
50 would. That person is my brother Warren.”

I couldn’t believe my ears as Chase went on about my strength of character and my *resilience.

When he finished, for the first time ever, I couldn’t think of a single unpleasant thing to say to Chase.

55 “This doesn’t mean I like you,” I managed finally.

He stuck out his jaw. “You either.”

“Of course, you’re not such a bad guy,” I added quickly.

“We’re brothers,” he replied with a grin. “We’ve got to support each

other.”

60 I jumped at this. “Exchange rooms with me?”

“In your dreams!” laughed Chase.

“Stupid.”

“Idiot.”

Well, at least I was his hero. That was a start.

(注) ceasefire: 休戦 idiot: まぬけ nag: …にうるさく小言を言う
digest: …を消化する resilience: 立ち直りの早さ

問1 次の1～5の()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. When the author first read about Mr. Mactavish, the news ().
ア. stopped the fight between the author and his brother
イ. caused a quarrel between the author and his brother
ウ. was interesting to both the author and his brother
エ. seemed boring to both the author and his brother
2. The author chose Mr. Mactavish for his presentation because he ().
ア. was deeply impressed with what Mr. Mactavish was doing
イ. regarded Mr. Mactavish as an important historical figure
ウ. had enough information about Mr. Mactavish
エ. found another story about Mr. Mactavish in the computer database
3. When the author saw the photo of Mr. Mactavish, he ().
ア. got a strange feeling that Mr. Mactavish was looking at him
イ. assumed Mr. Mactavish was competing with Chase
ウ. thought Mr. Mactavish was a model for the magazine
エ. felt that he and Mr. Mactavish had something in common

4. The conversation between the author and his mother implies that ().
- ア. his mother understood how the author was feeling
 - イ. the brothers and their mother hated each other
 - ウ. the author caused trouble because of his inferiority complex about Chase
 - エ. Chase tried to fight with the author every time he drew a breath
5. When Chase talked about the author in his presentation, the author learned that Chase ().
- ア. thought the author to be a winner
 - イ. had given up hope for the author's success
 - ウ. found it hard to like the author
 - エ. respected the author for his willpower

問2 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。

ただし、解答の順序は問わない。

- ア. The author's room was smaller than Chase's and faced the garage.
- イ. The author had heard of Mr. Mactavish before he found his story in the paper.
- ウ. What Mr. Mactavish was eating turned out to be a grand piano, not a bus.
- エ. The author prevented Chase from participating in a tennis championship.
- オ. Mr. Mactavish never gave up what he had started.
- カ. Chase exchanged rooms with the author in the end.
- キ. The author completely stopped saying unkind words to his brother.
- ク. The author and Chase began to develop a better relationship.

〈英語 終わり〉

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。
- 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。

ジョンの家族は正月休暇に日本への旅行を計画している。行き先についての彼らの会話を聞いて、下の要約文の(1)～(5)に、それぞれ与えられた最初の1文字で始まる英語1語を埋めて文を完成させよ。解答は与えられた最初の1文字も含めて、所定の解答用紙に記入せよ。

家族の意見は1分後に放送され、2度読まれる。それまで次の要約文に目を通しておくこと。

John's family is planning to go on a one-week trip to Japan during the New Year's holidays. They are discussing what parts of Japan they should visit.

- John thinks that Japan has ⁽¹⁾v_____ characteristics, so in order to know Japan as a whole, they should visit as many places as possible during their trip.
- The mother says she wants to visit Kyoto, and she wants to see and experience some of the ⁽²⁾t_____ customs Japanese people observe on New Year's Day.
- Emily agrees with her mother and says she also wants to visit Kyoto, but she says she wants to visit Nara, too, since both Kyoto and Nara are ⁽³⁾a_____ cities.
- Ralph says any city will do as long as he can eat delicious Japanese ⁽⁴⁾f_____, enjoy beautiful scenery, and ⁽⁵⁾b_____ in a Japanese-style hot spring.

