

ク ラ ス		受験番号	
出席番号		氏 名	

2012年度

第2回 全統記述模試問題

英 語

2012年 9 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18ページである。
2. 解答用紙は別冊になっている。(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問で、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・卒高校名・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。解答欄外に記入された解答部分は、採点対象外となる。
7. 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】 (配点 15点)

これから英文とその内容に関する5つの質問文が読まれる。その質問文の答えとして最も適当なものを、(A)～(D)の中からそれぞれ1つずつ選び、記号で答えよ。なお、英文と質問文は2度繰り返される。また、放送を聞きながらメモをとっても構わない。

1.

- (A) To make another Earth.
- (B) To make contact with aliens.
- (C) To take a closer look at the sun.
- (D) To look for planets suitable for life.

2.

- (A) How similar a planet is to Earth.
- (B) How far a planet is from Earth.
- (C) How large the population is on a planet.
- (D) How many rare metals a planet has.

3.

- (A) For an atmosphere to exist.
- (B) For liquid water to exist.
- (C) For aliens to contact us.
- (D) For astronomers to search for the planet.

4.

- (A) Because it's too small.
- (B) Because it has no water.
- (C) Because it has too much gravity.
- (D) Because it's too close to the sun.

5.

- (A) Until recently, astronomers knew of only the planets in our own solar system.
- (B) To look for life beyond Earth, it will be crucial to select the targets carefully.
- (C) Mars used to have a blanket of air.
- (D) The bigger a planet is, the more likely life is to exist on it.

2 【①との選択問題】 (配点 15点)

次の英文を読み、文中の空所(1)～(5)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。

Foreign businesspeople in Japan are constantly being warned that the Japanese market is geographically so small and is so sensitive to everything that goes on in the business world (1) it is impossible to keep secrets.

Japanese businesspeople also appear to be *proponents of the chaos theory — they seem to believe that every action, (2) small or insignificant, eventually has an impact on the rest of the world; and this is one of the reasons why the Japanese have traditionally preferred to maintain control over as many aspects of their operations as possible, from the sourcing of raw materials and manufacturing down to retailing the finished products. These competitive factors in the Japanese marketplace are also used as justifications for seeking exclusive arrangements with foreign suppliers.

Long before television and other mass media existed in Japan, it was common (3) both news and confidential information to travel to the most remote corners of the Japanese islands in a matter of days. Ordinary news was carried unofficially by people like product peddlers who roamed the country, and officially by *mounted messengers who were sent out by *the shogunate government in Edo.

Today, (4) the telephone, the fax, the computer and other high-tech means of communication, the Japanese are still heavily dependent upon face-to-face meetings and discussion in their daily private and business affairs. Generally speaking, the Japanese do not feel comfortable with long-distance communication, especially in important business affairs, and as a result, Japanese businesspeople have more face-to-face meetings than virtually any other people.

Foreigners doing business in Japan soon discover that *kuchi-komi* (meaning “word of mouth”), especially in the form of “free advertising,” (5) their advantage.

(注) proponent: 信奉者 mounted: 馬に乗った the shogunate government: 幕府

- | | | | |
|-----------------------|-----------|-----------------------|-----------|
| (1) (ア) that | (イ) which | (ウ) when | (エ) while |
| (2) (ア) as long as | | (イ) as if | |
| (ウ) whatever | | (エ) no matter how | |
| (3) (ア) of | (イ) for | (ウ) between | (エ) among |
| (4) (ア) despite | | (イ) thanks to | |
| (ウ) in addition to | | (エ) on account of | |
| (5) (ア) being used to | | (イ) to have been used | |
| (ウ) used to be | | (エ) can be used to | |

3 次の設問A・Bに答えよ。(配点 20点)

A 次の1～8の英文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. “() would you like your eggs?” — “I’d like them scrambled.”

(ア) What (イ) How (ウ) Where (エ) When

2. As () as the eye can see, everything is covered with snow.

(ア) much (イ) soon (ウ) long (エ) far

3. Would you give me some advice? I can’t decide ().

(ア) which dictionary should I buy (イ) which dictionary to buy

(ウ) which I should buy dictionary (エ) which to buy dictionary

4. Don’t forget to () him that the meeting has been postponed.

(ア) recall (イ) recollect (ウ) remember (エ) remind

5. When we’re wearing clothes that are much the same as everyone else’s, we tend to () of as lacking individuality.

(ア) be regarded (イ) be thought (ウ) regard (エ) think

6. My father always says to me that even an old car is better than ().

(ア) any (イ) neither (ウ) no (エ) none

7. “Bob, how’s everything?” — “Fine, couldn’t be ().”

(ア) better (イ) worse (ウ) best (エ) worst

8. As he has been denied () by his parents, he takes it for granted that he can get whatever he wants.

(ア) anything (イ) everything (ウ) nothing (エ) something

B 次の1, 2の各組の英文 a, b, cの空所に共通して入れるのに最も適当な語を、
それぞれ1語の英語で書け。

1.

- a. She took a chance and asked him for a ().
- b. I will inform you of the time and () of the conference soon.
- c. That church is said to () back to the 13th century.

2.

- a. The priest blessed her, and made the sign of the () over her.
- b. Don't () that bridge until you come to it.
- c. The teacher was very () at being interrupted.

4 次の英文を読み、以下の設問に答えよ。(配点 60点)

I was a young volunteer with VSO (Voluntary Service Overseas), a British international development charity recruiting idealistic and enthusiastic young people to ‘help’ in poorer countries. I asked to go to Jamaica, but was sent to teach English in a secondary school in Upper Egypt. It was 1974. I had just graduated. It was my first job.

Before leaving for Egypt, I was sent on a one-week *crash course in spoken colloquial Egyptian Arabic. The course was up-to-date and *state-of-the-art for the time. It was taught by native Arabic speakers. It focused on speech not writing. There was considerable use of repetition, role play, and visual aids. There was no use of translation or English language explanation. We learnt some basic Arabic — how to introduce ourselves, say where we came from, (1), and so forth. And we acted out ‘realistic’ situations: role-playing waiters and diners, bus-conductors and passengers. In the course of this enjoyable week, we several times encountered a phrase that sounded like *in-shâ’-llâh*. We ⁽²⁾gathered, from our teacher’s hand gestures and facial expressions (of the sort teachers have to use if they do not translate), that this phrase signified some kind of uncertainty. ⁽³⁾There was no way of telling, in a course like this, how many words were involved. This *in-shâ’-llâh* seemed to have three or four *syllables — so presumably it could be any number of words up to four.

I assumed that it meant something like ‘perhaps,’ but I wanted to know the meaning more precisely — I had a problem with the vagueness and imprecision of the ‘knowledge’ we were acquiring, and I was yearning for some explanation and translation. But because there was strictly no English allowed and we were banned from asking such questions, I had to wait. Then in conversation with our teacher outside the classroom, ⁽⁴⁾I [what / this sequence / asked in / of / meant / English / sounds]. The teacher answered that yes, *in-shâ’-llâh* means in effect ‘perhaps.’ Then he added that literally it means ‘by the will of God.’ More specifically, word for word: *in* = if; *shâ* = wish; *llâh* = God — ‘If wishes God.’ Nevertheless, he hastened

to add, when Arabic speakers say *in-shâ'llâh*, they basically mean 'perhaps.' Conversely if I want to say 'perhaps,' I should say *in-shâ'llâh*.

(5) Pupils trust their teachers — and I trusted mine. A few months later, however, when I was living in Egypt, I had a difficult encounter involving this phrase. In the block of flats where I lived together with another British volunteer and two *coopérants* (the French equivalent of VSOs), there was a *janitor called Mahmoud, a friendly old man whose job was to do various things around the flats, such as clean the stairs, collect bottles, and chase away dogs and small boys. So when one of the water pipes in our flat developed a leak, we asked Mahmoud to fix it — but (6) nothing happened. Every day we asked him when it would be fixed, and every day he answered that it would be soon, *in-shâ'llâh*. (7) Eventually I became frustrated and said in my broken Arabic that we needed a definite answer, not *in-shâ'llâh*. To my shock, the apparently easy-going Mahmoud was suddenly very upset, so much so that my previously good relations with him never recovered. Even with my limited linguistic resources I understood the reason — too late. For him, *in-shâ'llâh* did not just mean 'perhaps,' (8) was part of a deeply felt religious view of the world and everything that happens in it.

(注) crash course: 短期集中コース state-of-the-art: 最先端の syllable: 音節 janitor: 管理人

問1 空所(1)に入れるのに最も適当なものを、次の(ア)～(エ)の中から1つ選び、記号で答えよ。

- (ア) write poems in Arabic
- (イ) cook some local dishes
- (ウ) ask the way to the station
- (エ) teach Arabic to small children

問2 下線部(2)は、ここではどのような意味か。次の(ア)～(エ)の中から最も適切なものを1つ選び、記号で答えよ。

- (ア) guessed
- (イ) accumulated
- (ウ) got together
- (エ) firmly grasped

問3 下線部(3)を和訳せよ。

問4 下線部(4)の[]内の語句を並べ換えて、正しい英文にせよ。

問5 下線部(5)は、ここではどのようなことを言おうとしたものか。次の(ア)～(エ)の中から最も適切なものを1つ選び、記号で答えよ。

- (ア) 生徒と教師の間には信頼感がなくてはならず、私も生徒を信頼していたこと。
- (イ) 生徒は教師が間違っているにもかかわらず正しいと考えがちで、私もそうであったこと。
- (ウ) 生徒は教師を信頼するものだが、私は自分が正しいと思ったこと。
- (エ) 友人の教師よりも、自分の教師の方が正しいと考えるのがふつうだということ。

問6 下線部(6)は、ここでは具体的にどのような状況を述べたものか。句読点を含めて、25字以内の日本語で書け。

問7 下線部(7)を和訳せよ。なお、*in-shā'-llāh* は「インシャラー」と表記すること。

問8 空所(8)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、記号で答えよ。

- (ア) but (イ) or (ウ) so (エ) that

問9 本文の内容と一致するものを、次の(ア)～(エ)の中から1つ選び、記号で答えよ。

- (ア) The author chose Egypt as his first place to work because he didn't want to go to Jamaica.
- (イ) The author didn't ask what *in-shā'-llāh* meant because even outside the classroom, asking questions was strictly forbidden.
- (ウ) While living in Egypt, the author found that the phrase *in-shā'-llāh* implied more than just 'perhaps.'
- (エ) It took a long time for the author to clear up the misunderstanding with Mahmoud and make peace with him.

英語の問題は次のページに続く。

5 次の英文を読み、以下の設問に答えよ。(配点 60点)

What makes a scientific genius exceptional is the startling originality of the insights he or she produces. Yet those great minds aren't as different from one another as we might imagine. I've discovered that scientific geniuses (1) a few key traits and life circumstances. They tend to be open-minded risk takers who come from conventional, educated, stable families. They often succeed academically as children and go on to study under outstanding scientists. And they tend to be firstborns. (2) There is one exception: those who are intellectual revolutionaries, as opposed to scientists who simply make great strides within the boundaries of a particular field, are likely to have been the baby of the family.

Great minds are both born and made. The "10-year-rule" holds that truly original and important accomplishments follow about a decade of highly concentrated training and practice. (3) That concept, introduced in a 1970s study of chess players by William Chase and Herbert Simon, has *egalitarian appeal. I call it the drudge theory of genius: just keep sweating away and you, too, will have your *eureka moment. A scientist certainly must master his or her field before making world-class contributions. But some people inherit a set of cognitive and personality traits (conscientiousness, for instance, or the ability to picture and mentally manipulate three-dimensional objects) that enable them to learn more quickly. Furthermore, those with the most expertise don't always display the most creative genius. Einstein, for example, was (4) the most expert theoretical physicist of his day.

Productivity is strongly associated with scientific success. A study by Harriet Zuckerman shows that U.S. scientists who became Nobel laureates had about 60 publications by the time they were in their mid-forties. Some scientists are mass producers, and others are perfectionists who produce just a few high-impact (5) gems. Yet for the most part, quantity and quality are very highly correlated.

Discipline and a strong work ethic are essential, but those attributes will not get you very far if you lack creativity or the ability to make the wide-ranging

connections that lead to breakthroughs. The interaction between innate talent and motivation is essential: young scientists who keep bumping up against their analytical limits are not likely to keep at it for long. Without at least some innate talent, it is nearly impossible to sustain the drive needed for mastery. ⁽⁶⁾Passion for a field of study doesn't come out of nowhere — it often springs from natural aptitude. We like activities we're good at.

The German physicist Max Planck said that great scientists “must have a vivid intuitive imagination, for new ideas are not generated by *deduction, but by an artistically creative imagination.” Only by considering a possibility that was ruled out by classical physics — the idea that energy came in separate *packets — was Planck able to solve a key problem and pave the way for *quantum theory a century ago.

With rare exceptions, the lone genius is a myth. Creative genius is almost always embedded in a rich network of distinguished predecessors and contemporaries. At the same time, we cannot deny that even in a Golden Age, some shine brighter than others. Newton famously said that he stood on the shoulders of giants. ⁽⁷⁾Even so, he still saw farther than all the rest.

(注) egalitarian: 平等主義の

eureka: ユリーカ (「わかった!」という意味のギリシア語。アルキメデスが王冠の金の純度を測る方法を発見した時、こう叫んだと伝えられる)

deduction: 推論, 演繹法 packet: 小さな束

quantum theory: 量子論 (物理現象を微視的立場から解明しようとする理論の総称)

問1 空所(1)に入れるのに最も適当なものを、次の(ア)~(エ)の中から1つ選び、記号で答えよ。

(ア) invent

(イ) research

(ウ) share

(エ) turn

問 2 下線部(2)を和訳せよ。

問 3 下線部(3)の内容を，句読点を含めて 50 字程度の日本語で具体的に説明せよ。

問 4 空所(4)に入れるのに最も適当なものを，次の(ア)～(エ)の中から 1 つ選び，記号で答えよ。

(ア) by and large

(イ) by far

(ウ) by nature

(エ) by no means

問 5 下線部(5)の意味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) 権威ある科学賞

(イ) 優れた研究論文

(ウ) 非凡な才能

(エ) 利用価値のない研究

問 6 下線部(6)を和訳せよ。

問 7 下線部(7)の内容を，句読点を含めて 60 字以内の日本語で具体的に説明せよ。

英語の問題は次のページに続く。

6 次の設問 A～C に答えよ。(配点 45 点)

A 次の 1～4 の日本文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せよ。解答は、解答用紙の所定欄に()内の並べ換えた語句のみを記入すること。

1. 私はたまたまその辺にあった紙に急いでその電話番号をメモした。

I quickly wrote the phone number (to / that / nearby / be / on / happened / a piece of paper).

2. 私たちはこんなことが起こるのを意図していなかったということを、何としても明らかにしたいのですが。

Can I (to occur / this / it absolutely / intend / clear that / we did not / make)?

3. 客の苦情の対応に行かされた従業員は、この厄介ごとにいらいらしている口ぶりだった。

The employee (sounded / the customer's complaints / sent to / irritated / about / respond to) the whole business.

4. パーティーが大成功したのは、関わった全員の努力と献身のおかげだ。

It (everyone involved / the effort and / was / that / commitment of / all thanks to) the party was a great success.

B 次の1, 2の日本語の意味になるように, 下線部を補い英文を完成させよ。解答は, 解答用紙の所定欄に下線部分のみを記入すること。

1. いったん電子辞書 (electronic dictionary) で英語の単語を調べるのに慣れてしまうと, 紙の辞書を使いたくなくなるものだ。

_____, you will no longer want to use a paper dictionary.

2. 彼はそのクラシックコンサートが始まる10分前にホールに到着した。

He _____.

C 次の日本語の下線部を英訳せよ。

英語圏では“Richard”は“Rich”や“Dick”, “William”は“Will”や“Bill”など、伝統的に決まったニックネームがある。“Anne”という名の人に対しては, “Nan”や“Nancy”というニックネームがよく使われるが, このようなニックネームができた背景には英語の歴史が関係している。

親愛の情をこめて呼びかけるとき, 名前の前に“my”をつけることがあるが, 以前は名前が母音(a vowel)で始まる場合には“my”ではなく“mine”が用いられた。つまり, “Meg”であれば“my Meg”, “Anne”であれば“mine Anne”と呼ばれたのだが, “mine Anne”は“my Nan”とも聞こえることから, この“Nan”が“Anne”のニックネームとして使われるようになったのである。

(唐沢一友『英語のルーツ』より。出題の都合上, 原文の一部に変更を加えている。)

