



クラス		受験番号	
出席番号		氏 名	

2014年度


第2回 全統高2模試問題

英 語 (90分)

2014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。
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. 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。

河合塾



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英 語

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1～3を聞いて、それぞれの空所で読まれている単語を1語ずつ書け。

1. Her three brothers are all (), so it is difficult to tell which is which.
2. The meter said “empty”, so we stopped by a (a) (b) on the way.
3. My son usually leaves for school at the last moment, so he (a)
(b) rush to be on time.

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いて、それぞれの答えとして最も適切なものを、4 つの選択肢(ア～エ)の中から 1 つずつ選び、記号で答えよ。

1. What is the woman probably going to do?
 - ア. To buy a popular style.
 - イ. To go to see a doctor.
 - ウ. To try a different pair of boots on.
 - エ. To visit her sick uncle.

2. What is the man likely to do?
 - ア. To call her later.
 - イ. To call the station.
 - ウ. To pick her up home.
 - エ. To wait for her phone call.

3. Why does the woman have to find someone else?
 - ア. The man gets sick in taxis.
 - イ. The man is afraid of flying.
 - ウ. The man will go by air.
 - エ. The man will have to attend the meeting.

C

これから読み上げられる英文と続いて読まれる質問 1～3 を聞いて、それぞれの答えとして最も適切なものを、4 つの選択肢(ア～エ)の中から 1 つずつ選び、記号で答えよ。

1. Why are more and more people looking for outlets?
 - ア. Electronic devices are easier to carry around than before.
 - イ. Electronic equipment can no longer be used at the office or home.
 - ウ. Electronic equipment needs to be connected to power all the time.
 - エ. They are too far away from their office or home to need power.

2. What are you likely to see people doing at the airport?
 - ア. Adding more outlets to the wall to offer more service.
 - イ. Drinking coffee while recharging a battery.
 - ウ. Enjoying free movies while waiting for their plane.
 - エ. Sitting on the floor to use their computer.

3. When you use an outlet, what should you do?
 - ア. Argue about using it.
 - イ. Have good manners.
 - ウ. Sit on the floor.
 - エ. Take up many outlets.

2 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. allow

ア. flour

ウ. role

イ. knowledge

エ. shoulder

2. smooth

ア. bathe

ウ. strength

イ. breath

エ. youth

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. cat-a-logue

ウ. main-te-nance

イ. hu-mor-ous

エ. o-a-sis

2. ア. ef-fi-cient

ウ. of-fen-sive

イ. em-pha-size

エ. re-flec-tion

3 次のA, B, Cに答えよ。(配点 32点)

A 次の英文 1～10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. Adam always puts off () his homework.
ア. doing イ. done ウ. for doing エ. to do
2. James hasn't come yet, though he () here by now.
ア. cannot have arrived イ. must have arrived
ウ. should arrive エ. should have arrived
3. Excuse me. Do I have to make () to get a haircut?
ア. a booking イ. a promise
ウ. a reservation エ. an appointment
4. The coffee which my wife makes is more delicious than () which you can drink at any coffeehouse.
ア. it イ. one ウ. ones エ. that
5. The problems were not as easy () as I had thought they would be.
ア. solving イ. solving them ウ. to solve エ. to solve them
6. Kenroku-en is one of the parks ().
ア. I really enjoy walking イ. I really enjoy walking in
ウ. where I really enjoy walking in エ. which I really enjoy walking
7. The rock star danced on the stage () the music of the band.
ア. behind イ. in ウ. to エ. with
8. The exam result was poor, () my parents didn't seem disappointed.
ア. but イ. despite ウ. however エ. nevertheless

9. A : I heard you have a lot of homework to do. That means you're not coming to the party, are you?

B : () I've already finished everything.

ア. No, I am.

イ. No, I'm not.

ウ. Yes, I am.

エ. Yes, I'm not.

10. A : Could you pass me the newspaper?

B : Sure. ()

ア. Here we are.

イ. Here you are.

ウ. It isn't here.

エ. You can't have it.

B 次の 1, 2 の各英文の下線部のうち文法的に誤っているものを, それぞれア～エの中から 1 つずつ選び, 記号で答えよ。

1. Although the movie was (ア)exciting and moving that I wanted to see it twice (イ)that day, I (ウ)gave up the idea when I looked at my watch and (エ)was reminded that I had to go to my doctor for my regular medical check up.

2. (ア)These days the number of female mathematicians (イ)are (ウ)far (エ)larger than before.

C 次の英文 1～4 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. Many students couldn't () out what their teacher said.

ア. make

イ. put

ウ. set

エ. take

2. The same word can () on a different meaning depending on the situation.

ア. get

イ. insist

ウ. rely

エ. take

3. Emma's teacher praised her, because her composition was () from mistakes.

ア. absent

イ. different

ウ. far

エ. free

4. Gordon is always on () and never keeps us waiting.

ア. business

イ. line

ウ. purpose

エ. time

4 次のA, Bに答えよ。(配点 40点)

A 次の 1～4 の日本文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。

1. その兵士は敵に見つからないように暗闇に隠れた。

The soldier hid in the darkness () (**A**) () (**B**)
() caught by the enemy.

- ア. get イ. in ウ. not
エ. order オ. to

2. 息子はわんぱくだが、いつも好き勝手にさせている。

My son is naughty, but I always let () (**A**) () (**B**) ().

- ア. anything イ. do ウ. he wants
エ. him オ. to

3. ボブはなんとかその試合に勝った。練習しなければ勝てなかっただろう。

Bob barely managed to win the game. He would not have ()
(**A**) () (**B**) ().

- ア. had イ. he ウ. not
エ. practiced オ. won

4. ジョンソンさんは、日本に来て時間が経てば経つほど、故郷を恋しく思う気持ちがつのってきた。

The longer Ms. Johnson stayed in Japan, () (**A**) ()
(**B**) ().

- ア. became イ. homesick ウ. more
エ. she オ. the

B 次の1～3の日本語を与えられた書き出しに続けて英訳せよ。ただし、3は下線部のみを英訳すること。

1. この危険な通りはゆっくり運転してもゆっくりすぎることはない。【You で始めて】
2. 私たちが来月結婚するという噂は、会社中に広まっている。【The rumor で始めて】
3. 最近では、英語しか使わない幼稚園に子どもを通わせたいと考える親が増えていのように、以前よりも英語教育にお金を費やす傾向が高まっている。しかし、毎日やり続けさえすれば、あまりお金をかけなくても英語力を伸ばす方法はたくさんある。【But there で始めて】

5 次の英文を読んで、後の設問に答えよ。(配点 55 点)

Children may pick up more from their parents than eye color, height and *dimples. They may inherit (1). This new finding emerges from experiments on mice. The data show that an individual's traumatic experiences can have long-lasting effects — ones that can be passed on to the next generation and beyond.

In a series of tests, scientists gave a shock to mice while those animals smelled the *scent of orange blossoms. Quickly, they came to expect another painful shock as soon as they smelled the flowers' scent. Making such a fearful link was expected.

What proved surprising, though, was that the children of shocked mice — and even their grandchildren — also showed fear when they smelled orange blossoms. None of these offspring had (2a) received a shock during their smell tests. And orange blossoms didn't scare mice whose parents and grandparents had (2b) received a shock. Only the young of shocked mice expressed fear at the scent of these flowers.

It appears the shocked mice *encoded a “memory” of their fear in their genes. That's the conclusion of the authors of the study, Brian Dias and Kerry Ressler. Both scientists work at Emory University in Atlanta. ⁽³⁾The offspring of shocked mice produced more *nerve cells than normal in a portion of the brain responsible for detecting the orange blossom scent. This reflected some small change in one of their genes. Meanwhile, mice born to unshocked parents — and unchanged genes — produced the regular number of the cells for the smell.

Somehow, ⁽⁴⁾the fearful tests altered the DNA of a gene in shocked mice. They didn't damage the gene. Instead, they made a change to the chemical “switch” that can turn a gene on or off, or influence how active the gene is. Like pieces of tape stuck over a light switch, these chemical changes can force a gene to remain turned on or off.

In the new tests, that change affected a gene that directed the offspring to

make an excess of *molecules that help to detect (5). *Sperm cells can transmit the altered DNA — and the encoded fear sensitivity, the authors reported in *Nature Neuroscience*.

Such a change could be useful. By sharing their painful lessons this way, parents could offer the young an advantage in recognizing danger. This might help those young avoid trouble without having to endure the trauma firsthand.

(6) DNA that 'learns' from its ancestors' experiences has a helpful, if little known, influence on brains and behaviors of animals, including people, the authors say.

(注) dimple: えくぼ scent: 匂い encode: …を遺伝暗号化する
nerve cell: 神経細胞 molecule: 分子 sperm: 精子

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

ア. appearance イ. fear ウ. pain エ. sense of smell

問 2 空所(2a), (2b)に入る語の組み合わせとして最も適当なものを、次のア～エから 1 つ選び、記号で答えよ。

ア. 2a : ever 2b : ever
イ. 2a : ever 2b : never
ウ. 2a : never 2b : ever
エ. 2a : never 2b : never

問 3 下線部(3)を和訳せよ。

問 4 下線部(4)に関して、具体的に何を行ったかを 25 字以上 35 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 5 空所(5)に入れるのに最も適当なものを、次のア～エから 1 つ選び、記号で答えよ。

ア. chemical changes
イ. the altered DNA
ウ. the orange blossom scent
エ. their parents

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～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．生物は、親からつらい経験を遺伝的に受け継ぐことはない。

イ．ネズミはショックを与えられると、そのときの状況とショックを関連づける。

ウ．実験では、ショックを与えられたネズミのDNAが変化した。

エ．ネズミは、危険な目に合わせることで子どもをつらいことに耐えられるようにする。

オ．ネズミは、親と一緒にいるときの方が危険を回避できるかもしれない。

6 次の英文を読んで、後の設問に答えよ。(配点 45点)

When I was nine years old, my mother *was diagnosed with *breast cancer. At that time we were living in Boston. Her diagnosis was shocking to our family. Her illness was extremely tough for me. When she came home from the hospital after *surgery, I felt it was my job to be strong for her. After her first *chemotherapy treatment, she was very weak all the time. I was really angry. My mom was a good person. How could this be happening to her? But I never expressed my true feelings to her. I thought she had enough to worry about without having to worry about me.

Halfway through her treatments my dad *was transferred to California; my mom, my sister, and I stayed in Boston so my mom could finish her treatments. My dad flew back and forth every two weeks for five months. It was hard on him not being with Mom and it was hard on us not having him home. My mom noticed that I was not doing well with our situation. Thinking I would feel better if I could talk to someone, she sent me to a psychologist. Actually, I felt worse. I didn't like the idea that a professional had a *preconception of what a child with a parent with cancer felt like. It felt like I couldn't be my own person. I spent more and more time alone in my room. I was content playing with toys, because they never talked back to me.

We finally made it through the treatments, and Mom started to regain her strength. She asked me to go with her to the Susan Komen Breast Cancer *Foundation annual Marathon Race. We went to the race, and Mom was up on the stage during the survivors' ceremony with about 300 other women. Together they were celebrating life. I thought how great it was that she had such a tremendous support group. My next thought was that many of those women probably had children, and wouldn't it be great if all of us who had parents with cancer could have such a group?

I wrote a letter to the Komen Foundation, asking them for funding to start a hotline so kids could call and talk to other kids who knew what it was like to have

a parent with cancer. They gave me \$300 and 300 names of kids I could send letters to. I started the self-help group, and I named it Komen Kids. I set up a twenty-four-hour hotline in my bedroom and there were eight kids calling on a regular basis. We felt better knowing we were all experiencing anger, sadness, and fear.

One weekend I invited the eight regular callers to my house, and told them about my ideas for a support group. We decided the first meeting of the group would be at the Disneyland Hotel in Anaheim. We wanted a place where kids could get away from the cancer environment. Thirty-two kids came to the first meeting. Kids talked about their own situations, their feelings, and the problems they were having. One girl was crying as she told us she hated going home. She told me that the cancer invaded not only her mom but their entire family's life. Another girl sitting next to her gently took her hand to comfort her. After that first meeting I felt better than I had since my mom was diagnosed. My own feelings were *validated, and I knew the group meeting had helped the girl who was so upset.

I will be forever grateful for the healing power of Komen Kids. This power lies in the tears of a child being wiped away by a caring friend. Kids helping kids is what we're all about. A child does not have to be alone anymore.

(注) be diagnosed with A: A と診断される breast cancer: 乳ガン

surgery: 外科手術 chemotherapy: 化学療法 be transferred to A: A に転勤する

preconception: 先入観 Foundation: 財団 validate: …が正しいことを証明する

問 1 次の 1 ～ 5 の空所に入れるのに最も適当なものを、それぞれア～エの中から 1 つずつ選び、記号で答えよ。

1. After the author's mother had surgery, he ().
- ア. got angry because he couldn't express his true feelings
- イ. knew she should concentrate on getting better
- ウ. never worried about himself without worrying about her
- エ. wanted to be a doctor who could do surgery well

2. The author's mother sent him to a psychologist because ().

ア. he had worse manners than before

イ. he wanted to talk to someone

ウ. his toys never talked back to him

エ. she was worried about him

3. The author was impressed that ().

ア. he was able to stand on the stage

イ. he was celebrating life

ウ. his mother had a wonderful support group

エ. his mother won the marathon race

4. After the author wrote to the Komen Foundation, ().

ア. children with cancer were called Komen Kids

イ. he paid \$300 to write to 300 children

ウ. many children asked him for funding

エ. the foundation gave him financial support

5. In the first meeting, ().

ア. only one girl helped a girl who was very upset about her situation

イ. its members found a place where they could recover from their cancer

ウ. the author realized that helping other kids also helped him

エ. the kids talked about their problems, but they couldn't solve them at all

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. After the author's father was transferred, he could return to Boston only about four times a month.

イ. The author didn't think psychologists could understand how a child who had a parent suffering from cancer must be feeling.

ウ. The author didn't think of starting a self-help group for children until he attended the race.

- エ. The Komen Foundation wanted the author to know more about what it was like to have a parent with cancer.
- オ. The author's group continued listening to children's worries by telephone all day.
- カ. When eight children visited the author's house, they talked with his family about a support group.
- キ. A girl said that her family's breakdown had brought about the disease of a member of her family.
- ク. Your sharing your experience of a hard time can probably serve as an aid to someone.

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無断転載複写禁止・譲渡禁止