

クラス		受験番号	
出席番号		氏 名	

2012年度

第3回 全統記述模試問題

英 語

2012年10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) About 55,000 square miles.
- (B) About 550,000 square miles.
- (C) About 505,000 square miles.
- (D) About 5,500,000 square miles.

2.

- (A) An American sealer.
- (B) A Swedish explorer.
- (C) A Norwegian sailor.
- (D) A British fisherman.

3.

- (A) It was signed by 12 nations in 1959.
- (B) It guarantees cooperation among scientific operations.
- (C) It suspends indefinitely all territorial claims.
- (D) It forbids oil and mineral exploration forever.

4.

- (A) The United States and Russia.
- (B) Consultative meetings of a number of nations.
- (C) Some corporations of several nations.
- (D) The United Nations.

5.

- (A) It has eighteen buildings.
- (B) It belongs to the United States.
- (C) It is active only in winter.
- (D) It has 1,000 residents all the year round.

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。

All organisms need energy to carry out life processes. Plants get this energy from sunlight through *photosynthesis. Most other organisms, including humans, get their energy from the foods that they eat. However, most of the foods we eat (1) in the forms in which they are eaten. To be useful to our bodies, food must first be converted into substances that the body can absorb. Digestion is the process that breaks down food into these absorbable, energy-yielding products.

Digestion has two aspects: chemical digestion and mechanical digestion. Chemical digestion breaks foods down chemically using *enzymes, which are substances that promote or speed up a chemical reaction without themselves being used up in the reaction. This speeding up of reactions (2) in chemistry as *catalysis, and enzymes are therefore biological catalysts. Nearly all enzymes are proteins. Some enzymes, such as *DNA polymerase, help to synthesize molecules. The enzymes of digestion, in contrast, help to break down molecules. Chemical digestion works on the surfaces of food fragments. Mechanical digestion exposes new surface areas (3) chemical digestion by breaking fragments into smaller fragments and by removing partly digested surface material.

The digestive system is one of the organ systems in the body. An organ is a group of tissues that are integrated structurally and functionally. An organ system is a group of organs that perform different parts of the same process. Thus, the digestive system is a group of organs (4) together digest food. The body plan of the human digestive system is a common one: from *roundworms to humans, most animals have digestive systems that are a continuous hollow tube with an entrance at one end and an exit at (5).

(注) photosynthesis: 光合成 enzyme: 酵素 catalysis: 触媒作用

DNA polymerase: DNA ポリメラーゼ (DNA を合成する酵素) roundworm: 回虫

- | | | | |
|-------------------|-----------------------|---------------|----------------|
| (1) (7) can use | (1) cannot be used | | |
| (7) not to use | (x) to be used | | |
| (2) (7) are found | (1) has majored | | |
| (7) is known | (x) has been referred | | |
| (3) (7) at | (1) in | (7) on | (x) to |
| (4) (7) that | (1) how | (7) what | (x) where |
| (5) (7) another | (1) other | (7) the other | (x) the others |

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. There's nothing like a good horror film to make you feel really ().
(ア) excite (イ) excited (ウ) exciting (エ) to have excited
2. Have you ever read this book? I think it's () more than once.
(ア) worth reading (イ) worth of reading
(ウ) worthy reading (エ) worthy to read
3. Lucy's excitement expressed () in singing and laughter.
(ア) herself (イ) yourself (ウ) itself (エ) oneself
4. Of the two possibilities, the former seems the more ().
(ア) alike (イ) likely (ウ) truth (エ) truly
5. It seems that it'll cost () to have his watch fixed.
(ア) him another twenty or thirty dollars
(イ) him more twenty or thirty dollars
(ウ) twenty or thirty another dollars him
(エ) twenty or thirty more dollars him
6. Our enjoyment of the concert was ruined by the young man sitting behind us,
() cellphone went off in the middle of a Mozart concerto.
(ア) that (イ) when (ウ) which (エ) whose
7. After shaking hands, they went () opposite directions.
(ア) for (イ) in (ウ) on (エ) to
8. I didn't tell her I loved her. Now I wish I ().
(ア) had (イ) had been (ウ) were (エ) would be

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. You should () aside some food and drinking water in case of emergencies.
- b. He () out for South America.
- c. The salesperson said that those glasses were sold in a () of 5.

2.

- a. Mr. Suzuki is in () of this class.
- b. How much do you () for delivery?
- c. You have to () the battery before you use this electric toothbrush.

4 次の英文を読み、以下の設問に答えよ。(配点 60点)

A child life specialist works in a hospital setting to provide support for children who are hospitalized. As well, the child life specialist contributes to the psychological welfare of *siblings of children who are hospitalized, or children of parents with a serious illness. The goal of the child life specialist is to reduce stress for children, and in addition, to reduce stress for parents ⁽¹⁾[providing / care for / by / the children / some] during the day.

A child life specialist usually has a *BA degree in the field, or in child development, education, or a similar area. He or she receives further training by conducting an internship at a hospital with a child life department. ⁽²⁾Most regions require *certification in child life prior to allowing the person to be employed as a specialist. A child life specialist must also undergo fingerprinting and background checks before being certified or employed.

(3) Some rely instead on social workers (and sometimes *chaplains, or freelance counselors) to work with a child. In general, however, most major hospitals and all *pediatric hospitals will have a department of child life specialists.

One of the duties of the child life specialist is conducting ⁽⁴⁾informational tours for children who are going to be hospitalized. If this option is not suggested when one's child is going to be hospitalized, it is prudent to ask for it. These tours are generally conducted a few weeks before a planned hospitalization and are usually free. Touring the hospital can often help ease a child's fears.

The child life specialist may also oversee playrooms for hospitalized children and their siblings. Provided the siblings or children of hospitalized parents don't have colds, fevers, or recent exposure to *chickenpox, they can usually play in the playroom during any hours it is open. In this way, the child life specialist can engage the child in both recreational and therapeutic play to help ease anxieties. (5) toys specifically geared toward the hospitalized child, playrooms also have many regular toys and games, which can make hospital stays less boring, and help

children focus on something other than being ill, or having ill family members.

If a child is too ill to go to the playroom, a child life specialist can come to the child's hospital room and use *play therapy, or simply play with the child to help them remain mentally healthy during a hospital stay. They usually also have books or DVDs on hand if the child wants to learn more about his or her condition, and they have a variety of age-appropriate toys for each child. ⁽⁶⁾They will also question the parents on the types of stress the child may be exhibiting, to see if they can reduce that stress through play therapy.

For example, a child life specialist might find a child with a severe fear of blood tests and shots. In this case, the child life specialist might bring a tub of warm soapy water to the room, with *oral syringes that can be filled and refilled, so the syringe gradually becomes a less feared object.

Most child life specialists work for the opportunity of performing valuable and rewarding (although sometimes difficult) work. In most cases, monetary rewards are not considerable. Many specialists, however, find that ⁽⁷⁾the rewarding aspects of the work far outweigh the compensation.

(注) sibling: 兄弟姉妹 BA degree: 教養学士 (Bachelor of Arts degree)

certification in child life: チャイルドライフの資格

chaplain: (軍, 病院, 学校などの) 施設で活動する牧師 pediatric: 小児科の

chickenpox: 水ぼうそう, 水痘 play therapy: 遊びを通じた治療法

oral syringe: 経口注射器

問 1 下線部(1)の[]内の語句を正しく並べ換えよ。

問 2 下線部(2)を和訳せよ。

問 3 空所(3)に入れるべき英文を, 次の(ア)~(エ)の中から 1 つ選び, 記号で答えよ。

- (ア) Every hospital is obliged to have such departments.
- (イ) Such departments are scarce in prominent hospitals.
- (ウ) Not a single hospital has such departments.
- (エ) Not all hospitals have such departments.

問4 下線部(4)は、誰にとってどのような助けになると述べているか。句読点を含めて、20字程度の日本語で説明せよ。

問5 空所(5)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) In contrast to | (イ) As well as |
| (ウ) Instead of | (エ) As compared with |

問6 下線部(6)を和訳せよ。

問7 下線部(7)の表す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) 自分たちが報酬を得ると、患者に非常に負担がかかる。
- (イ) 十分な給料をもらえるので、犠牲はいとわない。
- (ウ) 仕事から得られるやりがいは、報酬面をはるかに上回る。
- (エ) 仕事の負担を考えると、今の給料は正当な対価とはとうてい言えない。

問8 次の(ア)～(エ)のうち、本文の内容と一致するものを1つ選び、記号で答えよ。

- (ア) Those who want to receive the services of child life specialists are required to have their fingerprints taken.
- (イ) Touring a hospital before hospitalization is recommended, but when that option is not available, it seems rude to request a tour.
- (ウ) If they are not sick, brothers and sisters of hospitalized children can play at hospital playrooms around the clock.
- (エ) Child life specialists do their best to stop children feeling frightened of medical instruments by treating them as toys.

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)

How much would you pay to have a small memory chip implanted in your brain if that chip would double the capacity of your short-term memory? Or guarantee that you would never again forget a face or a name?

There would be good reason to consider such offers. Although our memories are sometimes spectacular — we are very good at recognizing photos, for example — our memory capacities are often (1). Faulty memories have been known to lead to erroneous *eyewitness testimony (and false imprisonment), to *marital friction (in the form of overlooked anniversaries) and even death (sky divers have been known to forget to pull their ripcords — accounting, by one estimate, for approximately 6 percent of sky-diving fatalities).

All this becomes even more *poignant when you compare our memories to those of the average laptop. ⁽²⁾Whereas it takes the average human child weeks or even months or years to memorize something as simple as a multiplication table, any modern computer can memorize any table in an instant — and never forget it. Why can't we do the same?

Much of the difference lies in the basic organization of memory. Computers organize everything they store according to physical or logical locations, with each piece of information stored in a specific place according to some sort of master map, but we have no idea where anything in our brains is stored. We retrieve information not by knowing where it is but by using cues or clues that hint at what we are looking for.

In the best-case situation, ⁽³⁾this process works well: the particular memory we need just “pops” into our minds, automatically and effortlessly. The catch, however, is that our memories can easily get confused, especially when a given set of cues points to more than one memory. What we remember at any given moment depends heavily on which bits of mental *flotsam and jetsam happen to be active at that instant. ⁽⁴⁾Our mood, our environment, even our posture can all influence our memories. To take but one example, studies suggest that if you learn a word while

you happen to be seated, you'll be better able to remember that word at a later time if you are seated than if you happen to be standing upright.

If we dared, could we use the resources of modern science to improve human memory? Quite possibly, yes. A team of Toronto researchers, for example, has shown how a technique known as deep-brain stimulation can make small but measurable improvements by using electrical stimulation to drive the cue-driven circuits we already have.

But ⁽⁵⁾techniques like that can only take us so far. They can make memories more accessible but not necessarily more reliable, and the improvements are most likely to be modest. Making our memories both more accessible and more reliable would require something else, perhaps a system modeled on Google, which combines cue-driven promptings similar to human memory with the location-addressability of computers.

However difficult the practicalities, there's no reason in principle why a future generation of neural *prostheticists couldn't pick up where nature left off, incorporating Google-like master maps into neural implants. This in turn would allow us to search our own memories — not just those on the Web — with something like the efficiency and reliability of a computer search engine.

Would this turn us into computers? (6) A neural implant equipped with a master memory map wouldn't impair our capacity to think, or to feel, to love or to laugh; it wouldn't change the nature of what we chose to remember; and it wouldn't necessarily even expand the sheer size of our memory banks. ⁽⁷⁾But our problem has never been how much information we could store in our memories; it's always been in getting that information back out — which is precisely where taking a clue from computer memory could help.

(注) eyewitness testimony: 目撃証言 marital friction: 夫婦間の摩擦

poignant: 痛切な flotsam and jetsam: 浮遊物

prostheticist: 補綴医 (身体の欠損部分を義足などの人工物で修復する外科医)

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) amazing

(イ) misleading

(ウ) disappointing

(エ) pleasing

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字以内の日本語で説明せよ。

問4 下線部(4)の具体例として述べられている内容を、句読点を含めて、60字以内の日本語で述べよ。

問5 下線部(5)の表す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) まさにこのような技術によって、かなりの成果が得られる。

(イ) それほどのことができるのは、このような技術だけだ。

(ウ) このような技術をそこまで利用できるのは、私たちだけだ。

(エ) このような技術では、その程度のことしかできないのだ。

問6 空所(6)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) Of course it would.

(イ) Not at all.

(ウ) By all means.

(エ) Why not?

問7 下線部(7)を和訳せよ。

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. この曲を聞くと必ず高校時代を思い出す。

I never listen to this tune (without / my high school days / reminded / being / of).

2. 睡眠不足は想像以上に害がある。

You are doing (can imagine / than / yourself / harm to / you / more / by) losing sleep.

3. 誰かを失うと考えただけで涙が出るときに、人はその人を愛していることを知る。

You know you love someone when (brings / of / thought / to tears / you / losing them / the mere).

4. その運転免許の再試験を受ける意味があるのは、君が実際に前より良い結果が出せる可能性がある場合だけだ。

It only makes (doing better / the driving test / a real chance of / your / if there is / sense to retake) than before.

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. あなたの援助がなかったら, 私たちはこの計画をあきらめていたでしょう。

Had it _____.

2. 終電に乗り遅れたので, 家まで歩いて帰るしかない。

As I _____.

C 次の日本文の下線部を英訳せよ。

父が、犬の散歩をするとお腹が引っ込みますよ、と職場の同僚に言われて、毎夕食後に散歩に出かけるようになった。小一時間もすれば帰ってくるが、父も犬もぐったりしているのが、何だかおかしい。それでも父はこの習慣をやめる気はなさそうだ。

