

基礎科目

■全学部共通

学科 「英語」

・時間 60分

・学習のポイント

センター試験の出題形式を踏まえています。読解問題をはじめとして、語彙・文法・語法問題に至るまで、英語の総合力を測ります。読解問題の対策として、500～700字程度の英文をたくさん読んでください。教科書レベルの文章を読み、辞書に頼らず大意をとる練習をすると良いでしょう。

学校で使用する文法の副読本や問題集を確実に仕上げ、3000語レベルの語彙力を身につけましょう。また、日常生活における会話的表現を身につけるよう努力してください。

2018 年度

公募制推薦入試 前期 A 日程

(2017 年 11 月 18 日実施)

「英語」

【1】 以下の英文を読み、各設問に答えなさい。

What do you think a sick child needs most during the healing process? Of course, the physical care that doctors and nurses administer* to children is vital for recovery. (1), as many health care workers believe, the spiritual care of sick children is every bit as important as medical care. Caring for a young boy or girl's emotional needs, that is to say, providing "love, nurturance*, and connection," is essential to holistically* heal the child and ease his or her suffering.

Some researchers argue that stories and storytelling have the power to actually heal as well. Imagine the following situation: a boy was injured in an airplane accident and had major surgery. He was alone in the hospital, because his parents had died in the accident. How should hospital caregivers respond to his anxious questions about whether or not he would ever be the same after such an accident? A direct answer might be too (2) for him. It could harm him and even deprive him of his will to live. Some experienced nurses say that in such cases they often tell the young patient a story, in which a character such as a pony or other animal has a similar (3)traumatic experience. By listening to and sharing the story, the child is given the emotional distance necessary to cope with his or her own personal adversity. The story also helps the child recognize that he is understood and is not alone in his experience. In fact, storytelling has the power to help children make meaning out of their experiences, to face and accept their emotional and physical pain, and to renew their hope.

Moreover, through the act of storytelling, caregivers and children can share time and space during which the emotional needs of (4)the latter are nurtured naturally. As a matter of fact, this shared experience can often be the best medicine to speed healing. Storytelling is not a one-way process, however; it is interactive. The listener's reaction feeds* the teller, who may accordingly change the way he or she handles the story. The experience of sharing stories is so vital, direct, and personal (5) children in hospital are able to develop and sustain connections with life and other people — and, ultimately, get better through this experience.

Finally, storytelling is not just for sick children. You can tell a story to anybody, not only in a medical or educational (6), but also within your family or circle of friends. The pleasure that both the teller and the listener derive (7) storytelling often takes over, and provides each with a sort of quality time. Such an experience is conducive* to the emotional health of people of all ages. Furthermore, stories have the power not only to entertain, but also to help us reframe our experiences. They challenge our old ways of thinking and give us a fresh perspective on life. We tell each other stories in order to live. So let's do it.

【出典】 Yasuko Onjohji et al., *Think Positive – Healthy Living in Today's World*, Nan'un-do, 2008, pp. 44-45.

(注) administer* ~を与える, ~を施す nurturance* 愛情のこもった世話 holistically* 全体的に
feeds* ~に影響を与える conducive* (~に) 役立つ, よい

問1 空所(1), (2), (5), (6), (7)に入れるのに最も適切なものを, それぞれ下の①~④から一つずつ選び, 番号で答えなさい。

(1)

- ① Accordingly ② However ③ Therefore ④ Finally

(2)

- ① painful ② sensible ③ excellent ④ deliberate

(5)

- ① as ② since ③ that ④ which

(6)

- ① association ② company ③ conference ④ institution

(7)

- ① from ② for ③ on ④ to

問2 次の(1)~(8)について, 本文の内容と一致するものを, それぞれ下の①~④から一つずつ選び, 番号で答えなさい。

(1) Not only physical care but also spiritual care has a great _____ on sick children.

- ① compromise ② protection ③ scope ④ effect

(2) According to several researchers, stories and storytelling have the _____ to heal children spiritually and physically.

- ① process ② power ③ procedure ④ balance

(3) If a boy injured in an airplane accident were given the truth of his parents' death, he might fall into _____ and even lose his will to live.

- ① prevention ② regret ③ despair ④ satisfaction

(4) Listening to and sharing a story gives children emotional _____ when they deal with their own personal problems.

- ① responsibility ② burden ③ dependence ④ distance

(5) Through storytelling, children share an experience with caregivers, which can often be the best _____ to heal the children's sickness.

- ① regard ② way ③ field ④ wish

(6) Storytelling is not a one-way process but _____ between the listener and the teller.

- ① an action ② a concern ③ an interview ④ an interaction

(7) Storytelling is of great _____ not only to sick children but also to anybody in their family.

- ① use ② advance ③ quantity ④ promotion

(8) Stories have the power to help us reorganize our experiences and look at ourselves from a new _____, to say nothing of entertaining us.

- ① length ② experiment ③ perspective ④ feature

問3 次の英文の空所に入る表現として最も適切なものを、下の①～④から一つ選び、番号で答えなさい。 14

Some experienced nurses who have looked after children placed in terrible and miserable situations have gained greater () with how to help them cope with their situations and make their spiritual conditions get better.

- ① popularity ② sympathy ③ maturity ④ familiarity

問4 下線部(3) traumatic の意味を説明しているものを、次の①～④から一つ選び、番号で答えなさい。 15

- ① showing that you approve of somebody or that you share their views and are willing to support them
② not showing any evidence of a particular substance or medical condition
③ making you physically relaxed
④ shocking and upsetting enough to affect you for a long time

問5 下線部(4) the latter が受けるものとして最も適切なものを、次の①～④から一つ選び、番号で答えなさい。 16

- ① caregivers ② children ③ time ④ space

問6 次の英語の質問に対する答えとして最も適切なものを、下の①～④から一つ選び、番号で答えなさい。 17

Question: What is it that stories challenge?

- ① Old ways of thinking. ② A fresh outlook on life.
③ A sort of quality time. ④ The emotional health of people.

(4) 21

A : We had a mid-term exam in English yesterday.

B : ()

A : I got 95 percent on it.

B : Really? Good for you!

- ① How often did you focus on English? ② How long did you study it?
③ How did you study for it? ④ How did you do on it?

(5) 22

A : Look! The bus is absolutely packed with passengers.

B : () It's raining heavily, so people want to use the bus.

A : I am sick and tired of such days.

B : Don't complain. Let's stand in line and wait for the next one.

- ① We'd better walk. ② It can't be helped.
③ We've just got off the bus. ④ There are few buses today.

【3】 次の(1)~(5)について、与えられた日本文の意味になるように（ ）の語（句）を並べかえるとき、2番目と4番目にくるものを、それぞれ下の①~⑤から一つずつ選び、番号で答えなさい。

(1) これらの2つの事実はたがいに無関係であることに注目しなければならない。

2番目： 4番目：

We must notice that these two facts (① independent ② other ③ are ④ each ⑤ of).

(2) あなたがコンテストに参加するかどうかは問題ではない。

2番目： 4番目：

It (① whether ② difference ③ no ④ you ⑤ makes) take part in the contest.

(3) 出発したらすぐ雨が激しく降り始めた。

2番目： 4番目：

Hardly (① I ② when ③ had ④ it ⑤ started) began to rain heavily.

(4) あなたはチャンスが手に入ったのだから、決めるのはあなた次第だ。

2番目： 4番目：

You have got the chance, so (① to ② is ③ up ④ it ⑤ to you) decide.

(5) どうしてあなたは日本に来ることが難しかったのですか。

2番目： 4番目：

What (① it ② you ③ made ④ for ⑤ difficult) to come to Japan?

【4】 次の(1)~(10)の英文中の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

(1) Tom stood in the bright sun with his hand () his eyes. 33

- ① shade ② shaded ③ shading ④ to shade

(2) It is a little difficult to imagine what life was () in the Edo Period. 34

- ① with ② like ③ at ④ on

(3) It's already nine thirty. I think it is about time my children () to bed. 35

- ① will go ② to go ③ went ④ had gone

(4) I'd like to buy one bottle of this wine. Can I have it ()? 36

- ① wrap ② wrapped ③ to wrap ④ to be wrapping

(5) Tom said the opposite thing, and what he said () out to be true after all. 37

- ① turned ② made ③ put ④ ran

(6) You have to understand that you are paid in () to the amount of work done. 38

- ① determination ② addition ③ confrontation ④ proportion

(7) How () you are here at Kyoto Station so early in the morning? 39

- ① come ② ever ③ far ④ long

(8) There is some () for improvement in the work you are engaged in. 40

- ① use ② quality ③ furniture ④ room

(9) I couldn't () why you saw Tom on the busy street that day. 41

- ① get out ② put out ③ figure out ④ stand out

(10) Kenji collected () little information he could find. 42

- ① which ② what ③ however ④ how

2018年度 公募制推薦入試前期 A 日程 「英語」 解答例

大問	解答 番号	正解	
1	1	②	
	2	①	
	3	③	
	4	④	
	5	①	
	6	④	
	7	②	
	8	③	
	9	④	
	10	②	
	11	④	
	12	①	
	13	③	
	14	④	
	15	④	
	16	②	
	17	①	
2	18	④	
	19	③	
	20	①	
	21	④	
	22	②	
3	23	①	完 解
	24	④	
	25	③	完 解
	26	①	
	27	①	完 解
	28	②	
	29	②	完 解
	30	⑤	
	31	①	完 解
	32	④	
4	33	③	
	34	②	
	35	③	
	36	②	
	37	①	
	38	④	
	39	①	
	40	④	
	41	③	
	42	②	

2018 年度
一般入試 前期 A 日程
(2018 年 2 月 5 日実施)

「英語」

【1】 以下の英文を読み、各設問に答えなさい。

Researchers and fishing crews have found a lot of trash floating in the world's oceans over the past few decades. That trash has even shown up in the remote Arctic Ocean*. Now a study shows there is also trash deep down on the Arctic seafloor. (1) few people live nearby, researchers found plastic bags*, shards* of glass and fishing nets. And the litter problem is getting worse.

“Many studies look at litter on the sea (2). We wanted to look at the deep seafloor,” says Melanie Bergmann. She's a deep-sea biologist with the Alfred Wegener Institute in Bremerhaven, Germany. Bergmann and her colleagues also wondered how that ocean trash might be changing over time. “We wanted to know if it's getting worse,” she says.

And the short answer: Yes!

Each year from 2002 to 2014, Bergmann and her team took pictures of the seafloor at two places in the Fram Strait*. This is a narrow stretch of the Arctic Ocean between Greenland and Svalbard, a Norwegian island group in the far North. The researchers lowered cameras down to 2,500 meters (about 1.5 miles), then towed* them behind their research boat. Those cameras snapped photos every 30 seconds.

(3), the scientists have taken 7,058 photos. Those pictures turned up 89 pieces of litter.

That may not seem like a lot. But it's about the same concentration of deep-sea trash found far to the south, off the coast of Portugal. This surprised the scientists because there are far fewer people living in the Arctic than in Portugal. Without so many people to litter, they had expected to see (4) trash on the Arctic floor.

There are also worrying signs that the trash there is growing. At one location, Bergmann's group found 20 times more litter in 2014 than 10 years earlier.

Bergmann suspects that the bits of glass they saw came from boats. A warming climate is melting sea ice in the far North. That means it's easier for ships carrying goods or people to find a clear path. And indeed, shipping traffic there has been (5).

People on those boats are probably dumping their garbage in the water, either on purpose or accidentally, Bergmann thinks. Because glass is denser than water, it quickly sinks to the bottom.

(6) (a) plastic (b) of (c) do (d) dense (e) so (f) pieces).

Lighter bits of plastic travel to the Fram Strait on ocean currents from the South. These currents carry water northward from the coastlines of countries such as the United Kingdom, the Netherlands and Germany. Light-weight plastic floats at first. Over time, however, “algae* and other critters* grow on it,” Bergmann notes. Eventually, (A).

Still other plastic pieces likely ride currents into the area from north of the Fram Strait. Bergmann thinks this plastic was trapped in the far North in the winter. When spring comes and

the ice begins to melt, it releases all of that plastic trash. Currents can then carry it into the Fram Strait.

Most researchers thought ice up North would be a barrier to floating trash. “In years when we had more ice,” Bergman suspected that “we’d have less litter.” Her data now show “the opposite.”

Bergmann worries how all this debris in the deep Arctic may affect wildlife. Other studies have shown that ropes or bags can ⁽⁷⁾entangle birds, fish, seals and even reindeer. Seabirds and fish sometimes swallow bags and other plastic bits. With their stomachs full, they will stop eating real food. Sometimes the plastic blocks their digestive tracts* so that even if they wanted to eat, they couldn’t. In time, those birds and fish starve.

Trash on the ocean floor can be just as deadly. This region is home to all sorts of creatures, including worms, sponges, shrimps, sea cucumbers and sea anemones.

“If a plastic bag falls on top of them, the oxygen and food trickling down* from the surface will be reduced,” says Bergmann. The animals might then die. And this could lower the amount and diversity of life on the seafloor.

To investigate the impacts of seafloor trash, her team started an experiment two years ago. They placed plastic bags and other plastic debris on some sea sponges in the area. This summer, they plan to go back and see how those animals have fared.

【出典】 <https://www.sciencenewsforstudents.org/article/deep-sea-dump-trash-collecting-arctic-seafloor> (October 20, 2017)

(注) Arctic Ocean* 北極海 plastic bags* ビニール袋 shards* 破片 Fram Strait* フラム海峡
towed* ~を引っ張った algae* 藻類 critters* 生き物 digestive tracts* 消化管
trickling down* (～に) 浸透する

問1 空所(1), (2), (3), (4), (5)に入れるのに最も適切なものを, それぞれ下の①~④から一つずつ選び, 番号で答えなさい。

(1)

- ① Since ② Though ③ Because ④ If

(2)

- ① bottom ② area ③ breeze ④ surface

(3)

- ① To date ② Out of date ③ For a while ④ After a while

(4)

- ① a few ② few ③ much ④ little

(5)

- ① light ② decreasing ③ increasing ④ scanty

問2 次の(1)~(8)について, 本文の内容と一致するよう, 下線部に入れるのに最も適切なものを, それぞれ下の①~④から一つずつ選び, 番号で答えなさい。

(1) Melanie Bergmann is a biologist working with an institute in Germany and studies _____ on the deep seafloor.

- ① products ② trash ③ means ④ formation

(2) Bergmann and her team studied how ocean trash might be changing over time and concluded that the situation was getting _____ over time.

- ① international ② regional ③ worse ④ better

(3) Trash that Bergmann and her team found from 2002 to 2014 is about the same _____ as deep-sea trash found off the coast of Portugal.

- ① population ② environment ③ atmosphere ④ concentration

(4) Bergmann thinks shards of glass on the seafloor that her group found were because of human _____ such as dumping garbage in the water. 9

- ① society ② behavior ③ observation ④ imagination

(5) Ocean currents from the South carry light bits of _____ to the North to the Fram Strait. 10

- ① plastic ② glass ③ paper ④ algae

(6) When plastic bags and other plastic bits block the digestive tracts of birds and fish, they may be driven to _____. 11

- ① starvation ② intrusion ③ intuition ④ recognition

(7) Plastic bags fallen on top of all sorts of creatures living on the seafloor may cause a _____ in oxygen and food trickling down on them from the sea surface. 12

- ① multiplication ② possession ③ increase ④ reduction

(8) Trash on the ocean floor will lower the amount and _____ of life living on the seafloor.

- 13
① insurance ② deficiency ③ diversity ④ quality

問3 本文の内容に合うように下線部(6)の(a)~(f)の語を並べかえるとき、2番目と4番目にくるものの最も適切な組み合わせを、下の①~④から一つ選び、番号で答えなさい。ただし、文頭にくる語も小文字で与えられています。 14

(6) (a) plastic (b) of (c) do (d) dense (e) so (f) pieces

- ① c-e ② c-f ③ b-c ④ b-d

問4 空所 (A) に入れるのに最も適切なものを、次の①~④から一つ選び、番号で答えなさい。 15

- ① they weigh the plastic up and finally it floats or sinks
② they weigh the plastic down until it sinks
③ they give the plastic an upward power
④ they give the plastic power enough to move up and down

問5 下線部(7)の意味として最も適切なものを、次の①～④から一つ選び、番号で答えなさい。

16

- ① to protect something and prevent it from being changed or destroyed
- ② to separate somebody or something physically or socially from other people or things
- ③ to bend or turn something into a particular shape
- ④ to make something become caught or twisted in something

問6 次の英語の質問に対する答えとして最も適切なものを、下の①～④から一つ選び、番号で答えなさい。 17

Question: Bergmann and her team started an experiment in order to know the influence of trash on life living on the seafloor. How did they start it?

- ① They started the experiment by dumping garbage in the water from boats.
- ② They started the experiment by putting plastic things on some kind of life living on the seafloor.
- ③ They started the experiment by examining how seabirds, fish, seals and so on got entangled in ropes or plastic bags.
- ④ They started the experiment by examining seabirds and fish whose digestive tracts were blocked by plastic.

【2】 次の(1)~(5)の会話文の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

(1) 18

A : Is this the book that you were looking for?

B : () Where did you find it?

A : I happened to find it on the bottom shelf of that bookcase.

B : I see. Thanks a lot.

- ① That's it.
- ② I can't make it today.
- ③ There you are.
- ④ I wish I could.

(2) 19

A : When is the deadline for the paper?

B : The end of this week. Haven't you finished it yet?

A : No. ()

B : Don't worry. You can do it!

- ① I can finish it by that time.
- ② I'm not going to finish it in time.
- ③ I have enough time to finish it up.
- ④ I want to complete it by tomorrow.

(3) 20

A : Would you check this when you have a chance?

B : No problem. When would you like it back?

A : By one week from today. Is that OK?

B : Sure. ()

- ① I'm booked to fly tomorrow.
- ② I have had a tight schedule, though.
- ③ I'm afraid it's too urgent and impossible.
- ④ I'm sure I'll have time to check it.

(4) 21

A : How did you do on the psychology exam?

B : I'll be happy if I got 30 percent right.

A : Yeah, it was extremely difficult, wasn't it? ()

B : Right. Let's study for it, just in case.

- ① Our professor will give us a failing grade.
- ② Our professor won't give us another chance.
- ③ We might have to take a make-up test.
- ④ We can pass it with no difficulty.

(5) 22

A : Where would you like to go for lunch today?

B : Anywhere would be fine with me. I have a lot of time.

A : Me too. Let's go to Shanghai Restaurant.

B : OK. () Let's enjoy lunch and talk a lot there.

- ① I know some good bookstores near here.
- ② I love their food.
- ③ I prefer to have breakfast.
- ④ I'm too busy today.

【3】 次の(1)~(5)について、与えられた日本文の意味になるように（ ）の語句を並べかえるとき、2番目と4番目にくるものを、それぞれ下の①~⑤から一つずつ選び、番号で答えなさい。

(1) トムがその事実を知った時、彼は怒りで我を忘れた。

2番目： 4番目：

When Tom learned the fact, he (① himself ② with ③ beside ④ was ⑤ anger).

(2) 変更をすることを考えられている場合には、前もってお知らせください。

2番目： 4番目：

Would you please (① advance ② me ③ if ④ in ⑤ tell) you are thinking of making any changes?

(3) 全てのパイロットは安全を最優先課題と認識するべきである。

2番目： 4番目：

All pilots should regard safety (① more important ② else ③ as ④ anything ⑤ than) .

(4) ケンは、来週の会議で彼の意見を支持してくれるように私に求めた。

2番目： 4番目：

Ken (① on ② support ③ to ④ me ⑤ called) his opinion at the meeting next week.

(5) その男は、英語はもちろんのこと、ロシア語とフランス語が流暢であった。

2番目： 4番目：

The man was fluent in Russian and French, (① say ② of ③ nothing ④ English ⑤ to).

【4】 次の(1)~(10)の英文中の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

- (1) It is no () arguing with George over this matter. 33
① easy ② good ③ relation ④ more
- (2) Tom hesitated to speak out () he should be fired. 34
① for ② that ③ if ④ lest
- (3) You are supposed to () in your reports by next Monday. 35
① make ② hand ③ tell ④ deal
- (4) Such a bad custom should be done () with at once. 36
① away ② along ③ level ④ far
- (5) It wouldn't () you any harm to get some exercise. 37
① make ② put ③ do ④ take
- (6) Nancy listened intently () that she would not miss the news. 38
① such ② so ③ much ④ for
- (7) It will take at least one hour, () way you may take. 39
① however ② that ③ whichever ④ how
- (8) What is the () of worrying about the job? It will go well or it won't no matter what you do. 40
① opposition ② quality ③ use ④ quantity
- (9) Please accept this gift in () of what you have done for us. 41
① appreciation ② control ③ command ④ foundation
- (10) Tom suffered brain damage, which may () in him losing the power of speech. 42
① finish ② fail ③ confess ④ result

2018年度 一般入試前期 A 日程 「英語」 解答例

大問	解答 番号	正解	
1	1	②	
	2	④	
	3	①	
	4	④	
	5	③	
	6	②	
	7	③	
	8	④	
	9	②	
	10	①	
	11	①	
	12	④	
	13	③	
	14	②	
	15	②	
	16	④	
	17	②	
2	18	①	
	19	②	
	20	④	
	21	③	
	22	②	
3	23	③	完 解
	24	②	完 解
	25	②	完 解
	26	①	完 解
	27	①	完 解
	28	④	完 解
	29	①	完 解
	30	③	完 解
	31	①	完 解
	32	②	完 解
4	33	②	
	34	④	
	35	②	
	36	①	
	37	③	
	38	②	
	39	③	
	40	③	
	41	①	
	42	④	

2018 年度

一般入試 中期

(2018 年 2 月 24 日実施)

「英語」

【1】 以下の英文を読み、各設問に答えなさい。

Loud music blares overhead and drowns out the noise of the machines. A girl fixes her messy blonde hair. It is 11 a.m. at the West Virginia University Student Recreation Center, and the upstairs workout room* is slowly filling up.

Looking around, the girl straightens her white T-shirt before picking up two large hand weights. She positions herself in front of the mirror on the wall and watches herself as she slowly maneuvers the weights above her head, (1). A drop of sweat begins to roll slowly down her face.

Siera McDonald, another student at the university who calls herself an exercise addict, is familiar with this scene. “As human creatures, our bodies are meant to be moved and used. In my perfect life, I would be outside using my body for two to three hours a day,” she said.

No one doubts the benefits of daily exercise and a healthy lifestyle. However, sometimes people take exercise to the extreme, developing a dependence on or compulsion* for exercise. A disruption describes a situation that interrupts something or creates (2). And exercise can become such a problem that it becomes a disruption in a person’s daily activities.

Although doctors and experts debate the seriousness of this physical and psychological affliction*, they all agree that for some people, exercise can become more than just a way to stay healthy and fit.

More than anything, health professionals debate what to call this problem. “Exercise dependence” and “exercise addiction” are the most common terms used to describe this behavior, but some feel these titles do not correctly describe the problem. “There are a lot of people who say it isn’t a dependence or it’s not a real addiction, so it should be called compulsive exercise or obligatory exercise,” said Dr. Jan Melcher, a Carruth Center counselor who has worked with patients (3) exercise problems.

Whatever one chooses to call it, all these terms describe a fairly new phenomenon in which people become dependent on exercise. Obsessive exercisers feel exercise is necessary to cope with the stresses of daily life. In serious cases, people experience withdrawal symptoms* as a result of decreasing or skipping their exercise entirely. Often, they exercise despite illnesses and injuries, and other areas of their lives (4) because of the dependence. For many people, exercise begins to take up an increasingly larger chunk of time as they spend more and more time at the gym. “It’s a constant battle with time. Fitting it into the day is a challenge,” said McDonald, who admits, however, that she would never pass on dinner with friends to exercise.

There are two theories to explain why people might develop an addiction to exercise: the social theory and the endorphin theory.

The social theory suggests that exercise addiction sometimes starts when an individual includes exercise in his or her life in order to improve some aspect of it, such as weight, stress, or fitness. Then the exercise routine gets taken to the extreme. (5) (a) make (b) begins to (c) the person (d) exercising (e) feel (f) not guilty, so he or she then needs to start working out every day in order to avoid the guilty feelings.

The endorphin theory discusses the problem from a physical point of view. Endorphins are chemicals released by the body after physical activity, and they make a person feel good. The endorphin theory argues that people become dependent on exercise because it is a way to maintain this positive mood. In order to (6) the mood, they must continue exercising, much like the effect of a drug.

A recent study conducted at the University of Wisconsin-Madison gives even more (7) credibility to the endorphin theory. A craving refers to a strong desire or need for something. It is what drug addicts experience when they do not have drugs. Interestingly, the study showed that, like drug addicts, mice that have been deprived of their running wheels crave exercise. This craving activates their brains in the same way that any other craving does. (A), but it does lend support to the theory that exercise can be addictive.

【出典】 Mindy Pasternak & Elisaveta Wrangell, *Well Read 3*, Oxford, 2008, pp. 167-168.

(注) workout room* トレーニング室 compulsion* 衝動強迫 affliction* (心身の) 苦痛
withdrawal symptoms* 禁断症状

問1 空所(1), (2), (3), (4), (6)に入れるのに最も適切なものを, それぞれ下の①~④から一つずつ選び, 番号で答えなさい。

(1)

- ① one at a time ② in good time ③ now and then ④ one for the next

(2)

- ① subtraction ② permission ③ confusion ④ succession

(3)

- ① at ② with ③ from ④ above

(4)

- ① suffer ② expand ③ stretch ④ exclude

(6)

- ① convey ② spoil ③ avoid ④ preserve

問2 次の(1)~(8)について, 本文の内容と一致するよう, 下線部に入れるのに最も適切なものを, それぞれ下の①~④から一つずつ選び, 番号で答えなさい。

(1) One student at the university calls herself an exercise _____ because she thinks that in her perfect life, she would be outside and exercise for several hours a day.

- ① observer ② expert ③ follower ④ addict

(2) There is nobody that doubts that daily exercise and a healthy lifestyle have some _____.

- ① drawbacks ② advantages ③ demerits ④ disadvantages

(3) Doctors and experts agree that for some people, exercise can be not only a way to stay healthy but also a way to feel _____ .

- ① nervous ② guilty ③ tired ④ good

(4) “Exercise dependence” and “exercise addiction” are the most _____ terms used to describe a situation in which people become dependent on exercise.

- ① particular ② exceptional ③ common ④ special

- (5) A fairly new phenomenon of people becoming dependent on exercise can be described by terms like _____ exercise or obligatory exercise. 10
- ① collective ② compulsive ③ enough ④ selective
- (6) People who are obsessed with exercise think that exercise is necessary for dealing with the _____ of daily life. 11
- ① stresses ② routines ③ procedures ④ processes
- (7) As the person feels _____ when he or she doesn't exercise, he or she feels that he or she has to work out every day. 12
- ① ignorant ② pleasant ③ guilty ④ ridiculous
- (8) Endorphins, which are substances the body _____ after exercise, make people feel good. 13
- ① releases ② absorbs ③ exhausts ④ swallows

問3 本文の内容に合うように下線部(5)の(a)~(f)の語句を並べかえるとき、2番目と4番目にくるものの最も適切な組み合わせを、下の①~④から一つ選び、番号で答えなさい。ただし、文頭にくる語句も小文字で与えられています。 14

(5) (a) make (b) begins to (c) the person (d) exercising (e) feel (f) not

- ① (b) - (d) ② (b) - (f) ③ (d) - (a) ④ (d) - (e)

問4 下線部(7)の意味として最も適切なものを、次の①~④から一つ選び、番号で答えなさい。

15

- ① the possibility that something might happen, especially something good
- ② the quality that somebody or something has that makes people believe or trust them
- ③ the ability to do something skillfully without making mistakes
- ④ the ability or qualities necessary to do something

問5 空所（ A ）に入る最も適切な表現を，次の①～④から一つ選び，番号で答えなさい。

- ① Both humans and mice are mammals
- ② Mice are superior to humans in their sense of smell
- ③ This finding is one hundred percent applicable to humans
- ④ Whether this finding applies to humans must still be studied

問6 次の英語の質問に対する答えとして最も適切なものを，下の①～④から一つ選び，番号で答えなさい。

Question: Why do people feel that they want to continue to exercise, according to the endorphin theory?

- ① They want to feel good after physical activity.
- ② They want to avoid pleasant feelings.
- ③ They want to reduce the pressure of busy life.
- ④ They want to activate their brain.

【2】 次の(1)~(5)の会話文の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

(1) 18

A : Hi, Tom. How was your weekend?

B : Good. I relaxed at home and had fun with my children. How was your weekend?

A : I was busy. I got back from Tokyo on Sunday night. ()

B : Your schedule seems to be very tight.

- ① I had a good sleep.
- ② I watched an interesting movie on DVD.
- ③ I had a good time talking with friends.
- ④ Now I've got to go to Hakata next week.

(2) 19

A : Let's get started.

B : OK. We have about seven things to do. Look at the list.

A : ()

B : Good idea. I wonder what is the most important thing to do.

- ① We would like to abandon them all.
- ② We should do them according to the list.
- ③ Why don't we do them in order of importance?
- ④ Why don't we call it a day?

(3) 20

A : I couldn't attend yesterday's sociology class. Do you mind if I copy your notes?

B : ()

A : I promise.

B : The lecture was very interesting. You should have attended it.

- ① No, but I'll buy you lunch, OK?
- ② No, but buy me lunch, OK?
- ③ Yes, but you can keep them only one day.
- ④ Yes, but I hope you'll return them to me in a week.

(4) **21**

A : I've been reading e-books on a digital device lately.

B : What kind of books do you read?

A : I like mysteries. ()

B : I prefer paper books. I don't need to carry many books with me.

- ① They are out of date.
- ② They are very expensive for me to buy.
- ③ We want to read a lot of books.
- ④ I can carry a lot of titles with me.

(5) **22**

A : Do you take a newspaper?

B : ()

A : Why is that?

B : I can read several newspapers at the library.

- ① I used to, but I canceled it.
- ② No, but I'm going to take one.
- ③ Yes. I want to publish one.
- ④ I like newspapers.

【3】 次の(1)~(5)について、与えられた日本文の意味になるように（ ）の語句を並べかえるとき、2番目と4番目にくるものを、それぞれ下の①~⑤から一つずつ選び、番号で答えなさい。ただし、文頭にくる語句も小文字で与えられています。

(1) あなたは、今夜トムとディナーに出かけたほうがいいよ。

2番目： 4番目：

You (① well ② out ③ as ④ go ⑤ may) with Tom for dinner tonight.

(2) まもなく、トムは流暢に日本語を話せるようになるだろう。

2番目： 4番目：

(① won't ② be ③ before ④ long ⑤ it) Tom can speak Japanese fluently.

(3) ナンシーに京都で会うとは思ってもみなかった。

2番目： 4番目：

Nancy was (① expected ② the last ③ to ④ person ⑤ I) see in Kyoto.

(4) マイクがその試験に合格するのは大変だった。

2番目： 4番目：

(① was ② difficulty ③ it ④ that ⑤ with) Mike passed the examination.

(5) トムは最初「いやだ」と言っていたが、最後には私の意見に従った。

2番目： 4番目：

Tom said "No" at first, but he finally (① in ② my ③ gave ④ to ⑤ views).

【4】 次の(1)~(10)の英文中の空所に入れるのに最も適切なものを、それぞれ下の①~④から一つずつ選び、番号で答えなさい。

- (1) () the cost of living so high, we cannot afford to travel abroad. 33
① As ② For ③ Because ④ With
- (2) I have no words () which to express my gratitude. 34
① with ② for ③ to ④ on
- (3) The freezing point of alcohol is much lower than () of water. 35
① one ② it ③ that ④ this
- (4) Wouldn't it be a good idea to () a bookstore into a convenience store? 36
① convert ② preach ③ evolve ④ colonize
- (5) What would be the most effective () of advertising our dairy products? 37
① delegation ② supervision ③ direction ④ means
- (6) The doctor () the young man to the danger of smoking. 38
① persuaded ② urged ③ alerted ④ forced
- (7) I cannot () being in this noisy place, so let's go to someplace quiet. 39
① ignore ② stand ③ deliver ④ come
- (8) Time flies quickly. It is about three years since that great man passed (). 40
① up ② away ③ far ④ by
- (9) Why should I say "sorry" when it is not my ()? 41
① exposure ② obsession ③ succession ④ fault
- (10) I would like to know how you came () this important information. 42
① by ② in ③ on ④ at

2018年度 一般入試 中期 「英語」 解答例

大問	解答 番号	正解	
1	1	①	
	2	③	
	3	②	
	4	①	
	5	④	
	6	④	
	7	②	
	8	④	
	9	③	
	10	②	
	11	①	
	12	③	
	13	①	
	14	③	
	15	②	
	16	④	
	17	①	
2	18	④	
	19	③	
	20	②	
	21	④	
	22	①	
3	23	③	完 解
	24	④	
	25	①	完 解
	26	④	
	27	④	完 解
	28	①	
	29	①	完 解
	30	②	
	31	①	完 解
	32	②	
4	33	④	
	34	①	
	35	③	
	36	①	
	37	④	
	38	③	
	39	②	
	40	②	
	41	④	
	42	①	