

平成28年度 公募制推薦入学選考

英 語

注 意

1. 指示があるまで、問題冊子を開かないでください。
2. 問題は I から VII まであります。
問題用紙の印刷不鮮明、落丁・乱丁または解答用紙の汚れなどがある場合は手をあげてください。
3. 解答時間は11時40分より12時20分までです。
4. 監督者の指示に従い、解答用紙の所定欄に受験番号、氏名を記入し、受験番号をマークしてください。
5. 机の上に出せるものは、受験票、黒鉛筆（HB）、シャープペンシル（メモに使用する場合に限る）、消しゴム、鉛筆削り、時計（計算、通信、辞書機能等の付いた時計は不可）、ティッシュペーパー（中身のみ）、その他指定されたもののみです。
6. 携帯電話等の通信機器は、アラーム設定を解除し、電源を切ってカバン等の中にしまってください。
7. 不正行為を行った場合は、受験を中止させ、退室を命じます。
8. この問題冊子は持ち帰ってください。

I. 次の英文の () に入る語句として最も適切なものを、それぞれ1から4の中から1つ選び、その番号をマークしなさい。 【 解答番号 ~ 】

1. Coffee () is supposed to be related to caffeine intake.

- | | |
|----------------|------------------|
| 1. output | 2. dripping |
| 3. consumption | 4. manufacturing |

2. Properly (), Thomas eventually established a venture business with former colleagues.

- | | |
|-------------------|-----------------|
| 1. to train | 2. trained |
| 3. being training | 4. for training |

3. Japanese students studying overseas () at about 83,000 in 2004, but fell to about 58,000 in 2010.

- | | |
|------------|------------|
| 1. reached | 2. arrived |
| 3. peaked | 4. topped |

4. There is no surprise considering the () financial difficulties the industry faces.

- | | |
|-----------------|-------------|
| 1. elevating | 2. rising |
| 3. intensifying | 4. mounting |

5. If you're looking for something a bit special, you can find a () variety of places which suit your needs.

- | | |
|------------|----------|
| 1. long | 2. wide |
| 3. relaxed | 4. broad |

6. Scientists have () with many explanations for why the sky is blue.

- | | |
|------------|----------------|
| 1. come up | 2. looked into |
| 3. put up | 4. given in |

7. The results of the study didn't () recommending diets to the public.

- | | |
|------------|---------|
| 1. justify | 2. keep |
| 3. excuse | 4. care |

8. The participants did not lose weight and their weights () steady.

- | | |
|-------------|-------------|
| 1. reminded | 2. retained |
| 3. remained | 4. recalled |

Ⅱ. 次の各英文の下線部の単語に最も近い意味を表すものを、それぞれ1から4の中から1つ選び、その番号をマークしなさい。 【 解答番号 ~ 】

1. The future service robots will be intelligent and able to navigate the changing environment, even chaotic hospital settings.

- | | |
|-------------|--------------|
| 1. clean | 2. organized |
| 3. confused | 4. upset |

2. The U.S. Supreme Court last year ruled that a law forbidding the federal government from recognizing same-sex marriages was unconstitutional.

- | | |
|-------------|-------------|
| 1. decided | 2. admitted |
| 3. examined | 4. banned |

3. There is a common belief that Americans get fat because they eat too many carbohydrates.

- | | |
|---------|---------------|
| 1. huge | 2. sharing |
| 3. rare | 4. widespread |

4. No one was convinced by his explanations at the press conference.

- | | |
|--------------------|-----------------|
| 1. influenced with | 2. persuaded by |
| 3. informed of | 4. surprised at |

Ⅲ. 次の各英文で間違っている箇所を、それぞれ1から4の中から1つ選び、その番号をマークしなさい。 【 解答番号 ~ 】

1. Except for not smoking, the evidence on what makes healthy lifestyle is largely indirect.

- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

2. Most of people in the world now appreciate that the Internet is a useful means of communication.

- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

3. Had we had enough time, we could have founded all the solutions for the issues.

1

2

3

4

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IV. 次の A と B の会話が自然な流れとなるように、()の中に入る語句として最も適切なものを、それぞれ 1 から 4 の中から 1 つ選び、その番号をマークしなさい。

【 解答番号 ~ 】

1. A: Excuse me, but this isn't what I ordered.

B: Oh, I'm sorry I'll change it for you straight away.

A: ()

1. That's all.
2. That's right.
3. Thank you.
4. You are correct.

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2. A: Hi, Sara. What's up?

B: Hi, Steven. I'm waiting in line to buy software for a new game.

A: The line is too long. ()

B: You are right. They are going to close soon.

1. How about playing it now?
2. It is getting close.
3. That's no way out.
4. Why don't you come back tomorrow?

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3. A: Good morning. What can I do for you today?

B: The medicine you gave me yesterday isn't effective. I still have a bad pain.

A: ()

1. Did you take it as directed?
2. I didn't give you any medicine.
3. You should have taken the medicine.
4. Will you come back here tomorrow?

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V. 次の英文の空欄に入る語として最も適切なものを、それぞれ1から4の中から1つ選び、その番号をマークしなさい。

【 解答番号 ~ 】

(A) Researchers in the United States have recently found that common over-the-counter drugs may increase the risk of dementia* people over 65. The drugs include medicine to promote sleep and treat allergies. A study found that older adults who took anticholinergics* for more than three years had a higher risk of developing dementia. According to the study, eight hundred out of thirty-five hundred participants, who took standard daily doses of drugs such as antihistamines* and drugs bladder* control, developed dementia after an average follow-up of seven years. An increased risk of dementia was also seen among those who took medications to treat depression. , they advise that those who take suspect drugs should talk to their doctors and get safer alternatives.

dementia* 認知症

anticholinergic* 抗コリン作用薬

antihistamine* 抗ヒスタミン剤

bladder* 膀胱

ア	1. onto	2. around	3. between	4. among	<input type="text" value="19"/>
イ	1. to	2. for	3. with	4. under	<input type="text" value="20"/>
ウ	1. Rather	2. Although	3. However	4. Accordingly	<input type="text" value="21"/>

(B) Symptoms and signs are used by health care professionals as clues that can help determine the most likely diagnosis when illness is present. They are used to compose a listing of the possible diagnoses. A symptom is any subjective evidence of disease, while a sign is any objective evidence of disease. , a symptom is a phenomenon that is experienced by the individual affected by the disease, while a sign is a phenomenon that can be detected by someone other than the individual affected by the disease. , anxiety, pain, and fatigue are all symptoms. In contrast, a bloody nose is a sign of injured blood vessels in the nose that can be detected by a doctor, a nurse, or another observer.

エ	1. still	2. also	3. very much	4. often	<input type="text" value="22"/>
オ	1. Therefore	2. Regardless	3. Besides	4. Furthermore	<input type="text" value="23"/>
カ	1. Yet	2. In addition	3. For example	4. However	<input type="text" value="24"/>

VI. 次の英文を読み、3つの設問に対して最も適切な答えをそれぞれ1から4の中から1つ選び、その番号をマークしなさい。

【 解答番号 ~ 】

A number of previous studies have shown that people who are organized and predictable typically eat better and live longer than people who are disorderly. They also tend to have perfectly clean offices. What has been less clear is whether neat environments can produce good habits even in those who aren't necessarily tidy and organized. To find out, researchers at the University of Minnesota conducted a series of experiments.

In the first experiment, they randomly assigned a group of college-age students to spend time in two office spaces, one of which was exquisitely neat, the other wildly cluttered with papers and other work-related trash. The students spent their time filling out questionnaires unrelated to the study. After 10 minutes, they were told they could leave and were offered an apple or a chocolate bar as they exited. Those students who sat in the orderly office were twice as likely to choose the apple than those who sat amid* the mess.

A second experiment, however, found that working in chaos has its advantages, too. In this one, college students were placed in a messy or a neat office and asked to dream up new uses for Ping-Pong balls. Those in messy spaces generated ideas that were significantly more creative, according to two independent judges, than those plugging away in offices where stacks of papers and other objects were neatly aligned.

The leader of the study says that few previous studies found much virtue in disarray. The broken-windows theory, proposed decades ago, suggests that even slight disorder and neglect can encourage indifference, poor discipline and negative feelings. Chaos causes chaos. But in the present study, disorderly offices encouraged originality and a search for novelty. In the final portion of the study, adults were given the choice of adding a health "boost" to their lunchtime smoothie that was labeled either "new" or "classic." The volunteers in the messy space were far more likely to choose the new one; those in the tidy office generally opted for the classic version. The research team concluded that disorderly environments seem to inspire breaking free of tradition, which can produce fresh insights.

The implications of these findings are also practical. The leading researcher of the study says, “My advice would be, if you need to think outside the box for a future project, then let the clutter rise and release your imagination. But if your primary goal is to eat well or to go to the gym, pick up around your office first. By doing this, the naturally messy can acquire some of the discipline of the tidiness”.

amid* ~の真ん中に

1. Which of the following would be the closest in meaning to the underlined word in the fourth paragraph?

1. disorder
2. excitement
3. intolerance
4. laziness

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2. In the first experiment, the researchers asked the participants to choose an apple or a chocolate bar in order ().

1. to check whether the participants' choice of food is healthy
2. to examine the participants' tastes in food choices
3. to find the percentage of health-conscious participants
4. to investigate whether their environment can influence their eating behavior

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3. According to the passage, which of the following is NOT true?

1. Participants in the first experiment did something unrelated to the aim of the study in the room they were assigned to.
2. Participants in the second experiment were told to think about a unique way to use a Ping-Pong ball.
3. Participants who chose a classic label of smoothie in the third experiment were considered to be tidy.
4. Working in a messy room may not be a bad idea if you want to be imaginative.

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VII. 次の英文を読み、3つの設問に対して最も適切な答えをそれぞれ1から4の中から1つ選び、その番号をマークしなさい。

【 解答番号

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 】

Approximately 30 percent of young children in the U.S. have eating disorders, and some pediatric* patients are struggling with what is referred to as selective eating disorder (SED). Children with SED eat only a very narrow range of foods and refuse all others. Although a whole medical and eating history needs to be taken into (1) before diagnosing such children, some of the signs of selective eating include accepting 15 foods or fewer, omitting whole food groups-usually meat and vegetables. Most commonly preferred food items are chicken nuggets, bread, French fries, yogurt, and pasta.

Children with SED don't just have strong food preferences. They have extreme sensitivity to the sights, smells and textures associated with different foods, and trying a new food terrifies them. Children with SED often have neurological, sensory integration or developmental disorders. Picky eaters, on the other hand, can tolerate new foods and enjoy them. Both picky eaters and those with SED do have a genetically based tendency for such behavior, but the picky eater is more likely to be influenced by environmental factors. In contrast, people with SED limit their food choices (2) sensory qualities other than taste.

Sophia, a 19-year-old girl, has eaten nothing but pizza for the last eight years, and it has to be cheese and tomato. When she thought of any other kind of food, even a different type of pizza, she was filled with terror. The condition started after she had a stomachache when she was a toddler*, and she began to fear food and could only manage cheesy pasta. She moved on to pizza when she was 11 years old. She says if she doesn't have time to eat pizza breakfast before classes, she will go all day without eating, because there is nothing else she can eat.

Malnutrition is always a consideration when children have SED, and considering that they're growing rapidly, this is of great concern. The foods that SED children prefer tend to be bland* that are texturally uniform, easy to chew, and not colorful. They also tend to be processed and salty, so high blood pressure and obesity are risks associated with selective eating disorder. Such eating habits during childhood and young adulthood can severely affect their health later in life.

A food expert states that the parent-child feeding relationship plays a great role in the occurrence of food disorders. Severe eating problems must be considered in the context of parental feeding strategies as well as in the context of the child's medical and developmental history. For example, if children are irritable, or have some medical problems, they are more likely to develop 'food intake disorders.' However, the parent-child feeding relationship is the most important factor.

pediatric*小児科の toddler*歩き始めの子ども bland*風味のない

1. Choose the most appropriate expression for (a) and (b).

1. (a) consideration (b) resulting in
2. (a) sight (b) because of
3. (a) idea (b) causing
4. (a) account (b) due to

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2. According to the passage, which of the following is true?

1. Children with SED can eat only cheese and tomato pizza.
2. Kids with SED cannot change their eating habits because of their strong sensory disposition.
3. Similar to those with SED, picky eaters cannot adapt themselves to the environment.
4. Those diagnosed with SED will suffer from overweight later in life.

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3. The author would NOT probably agree that

1. care-takers of small children should consider their feeding strategies.
2. children with some medical problems are more likely to suffer from eating disorders.
3. those diagnosed with SED are just stubborn eating only what they like.
4. what is most important about children with SED is their health.

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