

平成30年度 入学試験問題

英語問題用紙(前期)

試験時間	90分
問題用紙	1～15頁

注意事項

1. 指示があるまで問題用紙は開かないこと。
2. 問題用紙および解答用紙に落丁、乱丁、印刷の不鮮明な箇所があったら、手を挙げて監督者に知らせること。
3. 解答が終わっても、または試験を放棄する場合でも、試験終了までは退場できない。
4. 携帯電話等の電子機器類は電源を必ず切り、鞆の中にしまうこと。
5. 机には、受験票と筆記用具(鉛筆、シャープペンシル、消しゴム)および時計(計時機能のみ)以外は置かないこと。(耳栓、コンパス、定規等は使用できない。)
6. 問題用紙および解答用紙に受験番号と氏名を記入すること。
7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
8. この問題用紙の余白は自由に用いてよい。
9. 質問、トイレ、体調不良等で用件のある場合は、無言のまま手を挙げて監督者の指示に従うこと。
10. 中途退室時は、問題用紙および解答用紙を裏返しにすること。
11. 受験中不正行為があった場合は、試験の一切を無効とし、試験終了時間まで別室で待機を命じる。
12. 試験終了後、解答用紙は裏返し、問題用紙は持ち帰ること。

受験番号	
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氏名	
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[I] 設問に答えよ。

解答用紙（マークシート）に記入すること。（各問に通し番号がついているので対応する欄に解答せよ。）

1. 名詞としての用法を持たない単語を(a)～(d)から1つ選べ。

- (a) decay
- (b) ache
- (c) sneeze
- (d) appoint

2. 動詞としての用法を持たない単語を(a)～(d)から1つ選べ。

- (a) influence
- (b) benefit
- (c) diagnosis
- (d) conduct

3. 名詞としての用法, および動詞としての用法を両方持つ単語を(a)～(d)から1つ選べ。

- (a) review
- (b) assume
- (c) distort
- (d) pursue

4. 下線部の発音がほかの3つと異なる単語を(a)～(d)から1つ選べ。

- (a) pulse
- (b) shot
- (c) stomach
- (d) flood

5. 下線部の発音がほかの 3 つと異なる単語を (a)～(d) から 1 つ選べ。

- (a) breathe
- (b) ingredient
- (c) procedure
- (d) dreadful

6. 最も強く発音される部分が第一音節にあるものを (a)～(d) からすべて選べ。

- (a) ap-pe-tite
- (b) e-co-lo-gy
- (c) in-tense
- (d) bi-o-lo-gy

7. 最も強く発音される部分が第二音節にあるものを (a)～(d) からすべて選べ。

- (a) ex-e-cute
- (b) dy-nam-ic
- (c) ob-jec-tive
- (d) vom-it

8. 最も強く発音される部分が第三音節にあるものを (a)～(d) からすべて選べ。

- (a) in-ter-ven-tion
- (b) fre-quen-cy
- (c) eu-tha-na-sia
- (d) al-ter-na-tive

[II] Read the text and answer the questions that follow.

解答用紙（マークシート）に記入すること。各問に通し番号がついているので対応する欄に解答すること。

For years, it has almost become common sense to stretch before exercising. the sport, it is usual to see people spending ten or twenty minutes sitting on the floor, doing what is known as *static stretching*. Static stretching is performed by moving a part of your body into a certain position at the limit of its comfortable range of motion, and then holding it there for a certain amount of time—for example, 30 seconds. Stretching like this loosens tight muscles and improves the ⁽¹⁾range of motion of the body part. It has long been assumed that static stretching before exercising, therefore, leads to better performance and reduces the chance of injury.

However, research seems to ⁽²⁾disagree with this. A recent study published in the *Scandinavian Journal of Medicine and Science in Sports*, which compiled the results of 104 previous studies, concluded that conventional stretching resulted in weakening of the stretched muscles. In particular, strength, defined as the total force the muscle is able to produce, weakens by about 5.5% and power, defined as the force that a muscle is able to produce quickly, weakens by about 2%. This means that whether you are lifting weights or sprinting, your performance will be reduced after static stretching. Another study, published in the *Journal of Strength and Conditioning*, tested young men who were all fit, squatting a barbell on their shoulders with their legs. This study confirmed the previous research, finding that on average the subjects could squat 8.3% less weight if they preceded it with static stretching. Similarly, research has not found any reduction in the rate of injuries after performing static stretches. It is unclear exactly what the mechanism is that causes this reduction in performance, but one possibility is that static stretching relaxes the muscles too much, which prevents them from contracting maximally afterward.

So, if the commonly practiced stretching method affects performance, what should we do, if anything, before starting physical activities? The current recommendation is to do dynamic stretching, rather than static stretching. Dynamic stretching, which is sometimes referred to as *mobility drills*, means to move the body in a way that ⁽³⁾resembles how it will be used in the sport. For example, to prepare for squatting a heavy barbell, you would squat a light barbell. To prepare for sprinting fast, you would . This loosens the joints involved in the exercise, prepares the sympathetic nervous system, and increases blood flow to the muscles, which prepares the muscles for more intense activity afterward and decreases the risk of injury, without the decrease in performance that static stretching causes.

Although dynamic stretching can help to warm up the muscles in preparation for exercise, it does not help to increase range of motion. For any given sport, it is necessary to have sufficient range of motion to perform the movements required in that sport in order to maximize performance and avoid injuries to muscles. Gymnasts, for example, require a high degree of flexibility in their sport, and static stretching, especially PNF stretching, is effective in achieving this—as long as it is not done immediately prior to practicing the sport. PNF (Proprioceptive Neuromuscular Facilitation) is a type of static stretching with two phases, and usually requires another person, like a coach, to help. In the first phase, the coach moves the athlete's body part to the limit of its comfortable range of motion where the muscle contracts naturally to prevent injury. This position is held for 30 seconds or so while the athlete tries to relax the muscle as much as possible. For example, the athlete might lay on her back, while the coach lifts her leg up toward her head. So, in this phase, she would tense the back of her leg to push against the coach, trying to return her leg to the floor, while the coach holds the leg in position. This muscle tension is kept for a few seconds. Then, the athlete relaxes, and the coach will be able to push the leg slightly farther with the increased range of motion. The exact mechanism behind this process is also not clearly known, but it appears that it tells your brain that the stretch reflex does not need to be applied at that body position, and therefore allows the muscle to be elongated further.

9. Which of the following would best fill space ?

- (a) Were it not for
- (b) According to
- (c) In spite of
- (d) Regardless of

10. Which of the following would best fill space ?

- (a) adversely
- (b) positively
- (c) insignificantly
- (d) differentially

11. *In which one of the following is the word “range”, marked (1) in the text, used in the sense that it is used in the text?*

- (a) The average age range was between 35 and 45.
- (b) The enemy opened fire at close range.
- (c) The area offers a range of activities.
- (d) The mountain range stretches from the southern border to the northern border.

12. *Which of the following is the closest in meaning to the phrase “disagree with”, marked (2) in the text?*

- (a) retrieve
- (b) contradict
- (c) subtract
- (d) inhibit

13. *Choose ALL of the statements that are true about static stretching, according to the article.*

- (a) Static stretching does not prevent muscle injury.
- (b) Static stretching does not enhance flexibility.
- (c) Static stretching can induce a loss of muscle power.
- (d) Static stretching can impair muscle strength.

14. *Which of the following would best fill space C?*

- (a) do light calisthenics
- (b) sprint at maximum intensity
- (c) run at a slower pace
- (d) perform static stretches

15. *Where should the following sentence be placed in the article? Choose the number corresponding to the location.*

In the second phase, the athlete voluntarily contracts the muscle as much as possible.

- (a)
- (b)
- (c)
- (d)

16. *Which one of the following would be recommended for a baseball pitcher as a warm-up prior to actual performance?*

- (a) To hold a pose like touching your toes for several seconds.
- (b) To perform squats with a barbell, increasing the weight gradually.
- (c) To play catch with another player, throwing the ball without using full force.
- (d) To bring one arm across the body, pulling it gently with the other arm.

17. *What would be the best title for this article?*

- (a) The Advantages of PNF Stretching
- (b) A Guide to Stretching for Gymnasts
- (c) Static and Dynamic Stretching Techniques
- (d) To Stretch or Not to Stretch?

18. *Which of the following is the closest in meaning to the word “resembles”, marked (3) in the text?*

- (a) derides
- (b) stimulates
- (c) mimics
- (d) allocates

19. *Which of the following statements would the author most likely agree with?*

- (a) Scientists have not yet identified the mechanism behind stretching.
- (b) PNF stretching decreases blood flow to the muscles.
- (c) Dynamic stretching is useful for increasing range of motion.
- (d) Dynamic stretching consists of two stages.

20. *Which one of the following conclusions can be drawn from the article?*

- (a) Warming up is not necessary for sports.
- (b) Static stretching should never be done before working out.
- (c) Athletes should use the stretching techniques that they are most familiar with.
- (d) Traditional stretching techniques are the most effective.

[III] 次の英文を読み、設問に答えよ。解答用紙（記述用）に記入すること。

When it comes to evaluating information that flows across social channels or pops up in a Google search, young and otherwise digital-savvy students can easily be duped, finds (1) a new report from researchers at Stanford Graduate School of Education. The report, released this week by the Stanford History Education Group (SHEG), shows a dismaying inability by students to reason about information they see on the Internet, the authors said. Students, for example, had a hard time distinguishing advertisements from news articles or identifying where information came from. “Many people assume that because young people are fluent in social media they are equally perceptive about what they find there,” said Professor Sam Wineburg, the lead author of the report and founder of SHEG. “Our work shows (2) the opposite to be true.”

The researchers began their work in January 2015, well before the most recent debates over fake news and its influence on the presidential election. The scholars tackled the question of “civic online reasoning” because there were few ways to assess how students evaluate online information and to identify approaches to teach the skills necessary to distinguish credible sources from unreliable ones. The authors worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish. “Many of the materials on web credibility were state-of-the-art in 1999. So much has changed but many schools are stuck in the past,” said Joel Breakstone, the director of SHEG, which has designed social studies curriculum that teaches students how to evaluate primary sources. That curriculum has been downloaded 3.5 million times, and is used by several school districts.

The new report covered news literacy, as well as students’ ability to judge Facebook and Twitter feeds, comments left in readers’ forums on news sites, blog posts, photographs and other digital messages that shape public opinion. The assessments reflected key understandings the students should possess such as being able to find out who wrote a story and whether that source is credible. The authors drew on the expertise of teachers, university researchers, librarians and news experts to come up with 15 age-appropriate tests—five each for middle school, high school and college levels. “In every case and at every level, we were taken aback by students’ lack of preparation,” the authors wrote.

In middle school they tested basic skills, such as the trustworthiness of different tweets or articles. One assessment required middle schoolers to explain why they might not trust an article on financial planning that was written by a bank executive and sponsored by a bank. The researchers found that many students did not cite authorship or article sponsorship as key reasons for not believing the article.

Another assessment had middle school students look at the homepage of *Slate*. They

were asked to identify certain bits of content as either news stories or advertisements. The students were able to identify a traditional ad—one with a coupon code—from a news story pretty easily. But of the 203 students surveyed, more than 80 percent believed a native ad, identified with the words “sponsored content,” was a real news story.

At the high school level, one assessment tested whether students were familiar with key social media conventions, including the blue checkmark that indicates an account was verified as legitimate by Twitter and Facebook. Students were asked to evaluate two Facebook posts announcing Donald Trump’s candidacy for president. One was from the verified Fox News account and the other was from an account that looked like Fox News. Only a quarter of the students recognized and explained the significance of the blue checkmark. And over 30 percent of students argued that the fake account was more trustworthy because of some key graphic elements that it included.

The assessments at the college level focused on more complex reasoning. In one assessment, college students had to evaluate website credibility. The researchers found that high production values, links to reputable news organizations and polished “About” pages had the ability to sway students into believing without very much skepticism the contents of the site.

問1 下線部(1)が何を調べたものであるかを示すように、[]内の英語を並べ替えて次の英文を完成させよ。解答用紙のそれぞれのカッコ内に、「/」で区切られた英語を書き入れること。

In this study Stanford researchers evaluated () () () () () ()
() information sources.

[the credibility / students / of / well / can / how / judge]

問2 下線部(2)は具体的にはどのようなことを述べているか。文脈に照らして日本語で説明せよ。

問 3 本文では, 研究チームによって行われた学生向けの調査が紹介されている。このことに関して, 次の設問に答えよ。

- (1) 本文で実際に結果が紹介されている評価テストの数を書け。
- (2) そのうち 3 番目の評価テストではどのような方法が取られたかを日本語で要約せよ。

問 4 本文で述べられている調査に関してその内容に合わないものを次の(1)～(5)から 2 つ選び, その番号を書け。さらにそれぞれそのように判断した理由を, 本文の具体的な内容に照らして日本語で説明せよ。

- (1) This study was initiated because the researchers were concerned about widespread coverage of fake news related to the recent presidential election.
- (2) The study used a total of 15 tests covering a variety of forms of digital information that impact public opinion.
- (3) The researchers found that many middle school students were unable to tell the difference between an advertisement and a news story.
- (4) The study results at the high school level indicate that students tend to pay more attention to the sources of social media posts than on their content.
- (5) The results of the assessment at the college level suggest that students can be easily misled by the appearance of website articles.

[IV] 設問に答えよ。解答用紙（記述用）に記入すること。

問 1 次の英文において、 ~ に入れるのに最もふさわしい動詞を次の語群から選び、必要ならば適切な形に直して 1 語で書け。なお、同じ語を繰り返して選ばないこととする。

attract	crawl	derive	evolve	expose
keep	learn	look	react	show

Most people living in modern cities have never come across a dangerous spider or snake, but they would still feel disgusted at the thought of a spider up their arm. In a recent study, small infants were pictures of spiders, snakes, flowers, and fish. The infants to the pictures of spiders and snakes with bigger pupils, which indicates that they were feeling stress. These results imply that fear of spiders and snakes in humans long ago, and is not in childhood.

問 2 次の英文において、下線部(1)～(10)のうち 5 か所に文法的な誤りがある。誤りの番号をそれぞれ解答欄に書き、正しい英語に直した単語 1 語を矢印の右側に書け。

Substances that are added to food to maintain or improve the (1)safety, (2)fresh, taste, texture, or appearance of food are known as food additives. Some food additives have been in use for (3)century for preservation—such as salt (in meats such as bacon or dried fish), sugar (in marmalade), or sulfur dioxide (in wine).

Many different food additives have been (4)developed over time to meet the needs of food production, as making food on a large scale is very different from making it at home. Additives are needed to ensure (5)processed food remains (6)safely and in good condition throughout its journey from factories or industrial kitchens, during transportation to warehouses and shops, and finally to (7)consume.

Food additives can be derived from plants, animals, or minerals, or they can be (8)synthetic. They are added (9)intentionally to food to perform certain (10)technologically purposes which people often take for granted.

[V] 下記の指示に従って英文を書け。解答用紙（記述用）に記入すること。

If you could change one aspect of your personality, what would that be? Use specific reasons and examples to explain your answer.

(下書き用紙)

使用著作物:

An article by Brooke Donald from the Stanford Graduate School of Education website (<https://ed.stanford.edu/news-center/>), November 22, 2016 (accessed June 2017), with slight modifications.

A summary based on an article from the *Science Daily* website (<https://www.sciencedaily.com/releases/2017/10/171019110953.htm>), October 19, 2017 (accessed October 2017).

An article from the World Health Organization website (<http://www.who.int/mediacentre/factsheets/food-additives/en/>), July 2017 (accessed August 2017), with slight modifications.