

I. 以下の各文の（ ）内から、最も適切な語句をそれぞれ1つずつ選び、解答欄に記号で記しなさい。

1. I'm not sure what to do with my daughter; I was hoping that you could (A. advice B. advise C. advisor D. advisory) me on what to tell her.
2. We ran into a little bit of traffic on the way here, but (A. at B. in C. on D. to) the whole, the trip was pretty uneventful.
3. We're too late! The plane (A. had taken off B. have taken off C. will have been taking off D. will have taken off) by the time we get there!
4. (A. Contrarily B. Contrary to C. Contrasted by D. Contrasted with) what most people think, the bicycle was actually invented after the train.
5. Broken bones must (A. be given B. be giving C. give D. giving) time to heal.
6. (A. As often happens B. It happens so often C. Since it often happens D. When it happens often), the rain caused train delays that affected nearly everyone.
7. Education can be seen as an (A. investation B. investiture C. investment D. investor) in one's future.
8. The film, (A. but B. except C. though D. unless) well-made, did not have much emotional impact.
9. You're going to the post office? Great. Would you mind (A. being mailed B. mail C. mailing D. to mail) this letter for me?
10. There were only two of us to handle the whole job. It was utterly (A. exhaust B. exhausted C. exhausting D. exhaustion)!
11. Rome was not built in a day. Similarly, the (A. creation B. creativity C. creator D. creature) of a truly innovative product takes time.
12. Of course my brother and I have the same sense of humor! We (A. are related to B. are relating to C. relate D. relate with) each other!

13. If you have any suggestions as (A. if B. in C. to D. with) how I can do better, please share them.
14. There aren't enough chairs at my table. Would it be okay (A. I borrow B. I borrowing C. if I borrowed D. to be borrowing) one of yours?
15. There are only two ways to go from this intersection. One is south, toward the ocean; (A. another B. on the other hand C. otherwise D. the other) is north, toward the mountains.
16. I'm not sure about this old computer. It (A. cannot B. may not C. should not D. will not) last all the way through college.
17. The light in the professor's office is (A. still turning B. to be turned C. turned D. turning) on, but she doesn't seem to be in.
18. I have no real excuse (A. for B. for being C. to D. to be) late. I simply forgot to set my alarm!
19. The key to making a good pie (A. layed B. lays C. lies D. lying) in making a good crust.
20. Could you please put on headphones to listen to your music? I'm trying (A. concentrating B. concentration C. to be concentrated D. to concentrate) here.

- II. 下記文中の空欄（１）～（１０）に入れるのに最適な語または句を，選択肢の中からそれぞれ１つずつ選び，解答欄に記号で記しなさい。

For 93 percent of all trips outside the home, for whatever distance or whatever purpose, Americans now get in a car. On (1) the total walking of an American these days—that’s walking of all (2): from car to office, from office to car, around the supermarket and shopping malls—adds up to 1.4 miles a week, barely 350 yards a day. That’s (3).

When my family and I moved to the States, one of the things we wanted was to live in a traditional small town. Perfect little towns are not easy to (4), of course, but Hanover, (5) we settled, comes close. It is a small, typical New England college town—pleasant, compact, and full of old trees. It has a broad, green, and old-fashioned Main Street, a handsome campus with a settled and venerable air, and *leafy residential streets. (6) everyone in town is within a level, easy stroll of the post office, library, and stores.

But here’s the thing: (7) anyone, as far as I can tell, walks anywhere for anything. I know a man who drives 600 (8) to work. I know a woman who gets in her car to go a quarter of a mile to a gymnasium to walk on a **treadmill, then complains passionately about the difficulty of finding a parking space. When I asked her once why she didn’t walk to the gym and do five minutes less on the treadmill, she looked at me (9) I were being ***willfully provocative. “Because I have a program for the treadmill,” she explained. “It records my distance and speed, and I can adjust it for degree of difficulty.” It hadn’t occurred to me how thoughtlessly deficient nature is in this (10).

注

*leafy = 緑の多い

**treadmill = ランニングマシン

***willfully = 意図的に

- | | | | | |
|------|--------------|----------------|---------------|-----------------|
| 1 . | A. average | B. demand | C. point | D. the contrary |
| 2 . | A. Americans | B. day | C. together | D. types |
| 3 . | A. brilliant | B. inefficient | C. ridiculous | D. sufficient |
| 4 . | A. design | B. find | C. live | D. map |
| 5 . | A. after | B. to which | C. where | D. which |
| 6 . | A. Exactly | B. Hopefully | C. Nearly | D. Reportedly |
| 7 . | A. almost | B. hardly | C. most | D. virtually |
| 8 . | A. days | B. miles | C. times | D. yards |
| 9 . | A. as if | B. since | C. though | D. while |
| 10 . | A. gym | B. meaning | C. regard | D. town |

【出典】 Bryson, B. (2007). *A walk in the woods: Rediscovering America on the Appalachian Trail*. Anchor: NY.

- III. 次の枠内に示された 1～4 の各文を入れるのに最も適した箇所を、下記文中の空欄 A ～ F から 1 つずつ選び、解答欄に記号で記しなさい。ただし 1 つの空欄には 1 文しか入らない。

- 1 . But because the event hasn't occurred yet, there's also a possibility, however slim, that the outcome will be positive.
- 2 . Instead of hitting the *stop* switch, we can motivate ourselves to act in the face of fear by pressing the *go* switch.
- 3 . *Reframing fear as excitement also motivated the speakers, boosting the average length of their speeches by 29 percent; they had the courage to spend an extra thirty-seven seconds on stage.
- 4 . The vehicle still has momentum.

If we want to understand how to manage fear, we don't have to threaten people's lives; we need only threaten to put them on stage. Alison Wood Brooks, a professor at Harvard Business School, asked college students to deliver a persuasive speech. A critical experimenter sat in the audience, and all the speeches were videotaped. A committee of peers would be enlisted later to evaluate each speaker's persuasiveness and confidence. With only two minutes to prepare, many of the students were visibly shaking. A

Before the college students gave their speeches, Brooks asked them to speak three words out loud. She randomly assigned them to say either: "I am calm" or "I am excited." That one word — *calm* versus *excited* — was sufficient to significantly alter the quality of their speeches. When students labeled their emotions as excitement, their speeches were rated as 17 percent more persuasive and 15 percent more confident than those of students who branded themselves calm. B

To overcome fear, why does getting excited work better than trying to calm yourself down? Fear is an intense emotion: You can feel your heart pumping and your blood coursing. In that state, trying to relax is like slamming on the brakes when a car is going 80 miles per hour. C Rather than trying to suppress a strong emotion, it's easier to convert it into a different emotion — one that's equally intense, but propels us to step on the gas.

Physiologically, we have a *stop* system and a *go* system. “your *stop* system slows you down and makes you cautious,” explains Susan Cain, an author of books on quiet people. “Your *go* system *revs you up and makes you excited.”

☐ D Fear is marked by uncertainty about the future: We’re worried that something bad will happen. ☐ E We can step on the gas by focusing on the reasons to move forward—****the sliver of excitement that we feel about breaking loose and signing our song. ☐ F

注

*reframe = 再構成する

**physiologically = 生理学的には

***rev = より活発にする

****sliver = 小片

【出典】 Grant, A. (2016). *Originals*. Penguin: London.

- IV. 以下の文中の枠内に 1 ～ 4 の文が入る場合、文意から考えてどの順で並べると最も適切か。下記の各問の答えを解答欄に記号で記しなさい。

段落A Injuries and illness during long-range space journeys will present a whole new range of challenges for astronauts, according to presentations given this week at a congress held in Geneva, Switzerland.

段落B Matthieu Komorowski, a speaker at the congress, points out that space missions are inherently hazardous, and can cause medical conditions never encountered on Earth. “The exposure to the space environment itself disturbs most *physiological systems and can bring about space-specific illnesses, such as **cardiovascular deconditioning or acute radiation syndrome,” he says.

段落C The dangers are worsened because in anything more than ***low-earth orbits, real-time medical advice or tele-surgery will be impossible, meaning that space crews will have to be able to deal with medical emergencies — and perhaps perform life-saving operations — without expert supervision. Because of this possibility, Komorowski says, it is critical that all mission crewmembers receive at least basic medical training. “Duplication of skills will be critical to enhance crew safety, especially if the doctor on board himself becomes ill, injured, or dies,” he adds.

- 1 . Already, current NASA policy recommends that astronauts have a number of nonessential body parts, such as appendix and ****wisdom teeth, removed before heading into space.
- 2 . “During future space exploration missions, the crew must prepare for non-survivable illnesses or injuries that will exceed their limited treatment capability,” he notes.
- 3 . Even with these precautions, however, illness and injury remain likely.
- 4 . Komorowski says it is important to prepare for the fact that some of these may not be treatable away from home.

段落D Another speaker at the congress, Jochen Hinkelbein, points out that some life-saving procedures, notably cardiopulmonary resuscitation (CPR), will be almost impossible in low gravity. Current space missions carry only a small risk of heart attack, he says, but that will change in the next few years.

“Since astronauts are selected carefully, are usually young, and are intensively observed before and during their training, relevant medical problems are, fortunately, rare in space,” he says. “However, in the context of future long-term missions, for example to Mars, with durations of several years, the risk for severe medical problems is significantly higher.”

注

*physiological = 生理的な

**cardiovascular deconditioning = 心臓血管機能の低下

***low-earth orbits = 地球を回る低軌道

****wisdom tooth = 親不知

設問

1. 段落Cの後にすぐ続く文

A. 1 B. 2 C. 3 D. 4

2. 文1の後にすぐ続く文または段落

A. 2 B. 3 C. 4 D. 段落D

3. 文2の後にすぐ続く文または段落

A. 1 B. 3 C. 4 D. 段落D

4. 文3の後にすぐ続く文または段落

A. 1 B. 2 C. 4 D. 段落D

5. 文4の後にすぐ続く文または段落

A. 1 B. 2 C. 3 D. 段落D

【出典】 Masterson, A. (2017 June 5). First aid secrets of the astronauts. *Cosmos*.

- V. 以下の各組の _ にアルファベット各 1 文字を入れると，【 】に示す品詞および後に続く日本語と合致する英単語 1 語になる。各語の 1 文字目として最も適切なアルファベット 1 文字を，ブロック体大文字（A－Z）で解答欄の所定の位置に記しなさい。ただし 1 つの解答欄に 2 文字以上記入した場合や，ブロック体の大文字以外（例：小文字や筆記体）で記入した場合には，その解答を無効とする。

《例》 _ u r _ _ 【名詞】 看護師 正解：N

1. _ a n _ _ _ _ _ 【形容詞】 命令の・命令的な・必須な
2. _ a y _ _ _ 【名詞】 諺・格言・言い習わし
3. _ i l _ _ _ _ 【名詞】 100万
4. _ e m _ _ _ _ _ 【名詞】 半球・球体の半分
5. _ e n _ _ 【形容詞】 密集した・高密度の
6. _ o y _ _ 【形容詞】 王室の
7. _ i n _ 【名詞】 罰金
8. _ h y _ _ _ _ _ 【名詞】 医師・内科医
9. _ e r _ _ _ 【前置詞】 ～対～
10. _ a r _ _ _ _ _ 【名詞】 寄生生物・寄生虫
11. _ f f _ _ _ 【動詞】 ～に影響を与える・～に作用する
12. _ r i _ _ _ 【形容詞】 利発な・頭脳明晰である
13. _ i n 【名詞】 親族・親類・一族
14. _ a i _ _ 【形容詞】 未熟で世慣れていない・純真な
15. _ o l _ _ _ 【形容詞】 空虚な・中が空洞の
16. _ e i _ _ _ _ 【名詞】 余暇・暇

17. _y n _ _ _ _ _ 【形容詞】 作り物の・合成の・人工の
18. _ a m _ 【名詞】 名声・有名なこと・高名
19. _ r i _ _ 【名詞】 悲嘆・苦悩・心痛
20. _ r e _ _ _ _ 【形容詞】 出席している・存在している・そこにある

VI. 次の “The shepherd’s life” と題する文章を読み、以下の各問に答えなさい。

There is a poetic fantasy that shepherds, and farmers, live a kind of isolated existence alone with nature. At times this is physically true to life—men like my grandfather were sometimes alone with their sheep and the natural world. But it is equally true that shepherds don’t exist alone, culturally or economically. And their work was about dealing with, and ultimately impressing and earning the respect of, other people.

My grandfather and father could go just about anywhere in northern England and they’d usually know who farmed the land and often who had been there previously, or who farmed next door. The whole landscape here is a complex web of relationships between farms, flocks and families. My dad can hardly spell common words, but has an encyclopaedic knowledge of landscape. I think it makes a mockery of conventional ideas about who is and isn’t ‘intelligent’.

⁽¹⁾Some of the smartest people I have ever known are semi-literate.

If my grandfather could find out where someone farmed, the breeds of livestock they kept, and which auction mart they frequented, he could quickly find common ground with any farmer in the north of England, or even in the rest of the UK. He knew what everyone was likely to be doing at any given time of year. “Don’t bother going to see the Wilsons . . . They’ll be too busy *dressing ewe lambs today,” he’d say. And if you went to the farm over the hill that he was talking about, you’d see that ⁽²⁾he would be right.

Long before anyone could have a **credit ratings check, people here could quickly find out if someone new in the community was trustworthy or not: a few questions at an auction mart or at a show with someone from the person’s previous community, and their history could be passed on.

There is an unwritten code of honour between shepherds. I remember my grandfather telling me about his friend buying some sheep privately from another farmer for what he thought was a fair price. Weeks later he attended some sheep sales and realized that he had gotten the sheep very cheap indeed, too cheap, about £5 each less than their market value. He felt that this was unfair to the seller because he’d trusted him. He didn’t want to be greedy, or perhaps as importantly, to be seen to be greedy. So he sent the farmer a cheque for the difference and apologized. But the farmer who’d sold them then politely refused to cash it, on the grounds that the original deal was an honourable one.

⁽³⁾They’d shaken hands on it. ***Stalemate.

The only way out was to go back the next year and buy his sheep and pay over the odds to make up for it, so he did. ⁽⁴⁾Neither of these men cared remotely about ‘maximizing profit’ in the short term in the way a modern business person in a city would.

注

*dress ewe lambs = 雌仔羊の出荷準備をする

**credit ratings check = 信用調査

***stalemate = 手詰まり

設問

1. 下線部（1）における筆者の主張を最も正確に要約している文を以下から選び、解答欄に記号で記しなさい。
 - A. 読み書きができることと賢さは別物である
 - B. 読み書きが不得意でも百科事典を使って地理の勉強ができる
 - C. どんなに賢い人達でも読み書きに関しては常に向上の余地がある
 - D. 最も知的能力の高い人の半分は読み書きも上手だが、残りの半分はそれほどでもない
2. 下線部（2）の “he would be right” とは何を指すか？ 最も適切な語を以下から選び、解答欄に記号で記しなさい。
 - A. He had plenty of accurate knowledge on farming.
 - B. My grandfather kept in touch with everyone in town.
 - C. The man was so ethical that he always did the right thing.
 - D. The Wilsons were too busy with their work.
3. 下線部（3）の意味に最も近い英文を以下から選び、解答欄に記号で記しなさい。
 - A. The exchange was not meant to be fair anyway.
 - B. The men were pretty nervous over the deal.
 - C. They had finalized the sale for good.
 - D. They made up after the disagreement.

4. 下線部（4）を和訳しなさい。

5. この文章の最後に加えるのに最も適切な文を以下から選び、その記号を解答欄に記しなさい。

- A. Before mobile phones or email, the only way that they could work collectively to manage this land was to have traditions and practices.
- B. It was because the odds were that their deal would yield a greater long-term profit.
- C. The old shepherd had tears in his eyes when he told us about it, as if he couldn't believe people could be so ethical and considerate.
- D. They both valued their good names and their reputations for integrity far more highly than earning fast cash.

【出典】Rebanks, J. (2016). *The shepherd's life: A tale of the Lake District*. Penguin: London.

VII. 以下の設問に答えなさい。

In 100 to 150 words in English, write a short essay in response to the following statement. Please use examples and give reasons for your answer.

What can older people learn from your generation?

2018年度 看護医療学部 一般入学試験問題 訂正

教科・科目	ページ	設問	誤	→	正
外国語 (英語)	7	Ⅲ	上から7行目 前から4つ目の単語 signing	→	上から7行目 前から4つ目の単語 singing