（推薦）

近　畿　大　学

平成28年度 医学部入学試験問題

英　　語

注　意　事　項

1．問題は、指示があるまで開かないでください。
2．マークシートへの記入は、ＨＢ黒鉛筆又は0.5mm以上の芯のシャープペンシルとします。
3．監督者の指示に従ってマークシートに受験番号・氏名を記入してください。
4．試験問題の数は50問で、解答時間は90分です。
5．問題はすべて択一です。１問に２つ以上解答したときは誤りとします。
6．各問題には最大５個の選択肢があります。それぞれの問題に応じて、解答をマークしてください。

解答例）

1	㋐	㋑	●	㋓	㋔

とマークする。

7．解答を修正した場合は、消しゴムであとが残らないように完全に消してください。

鉛筆の色が残ったり

1		㋑	●	㋓	㋔

のような消し方などをした場合は、修正したことにはなりません。

8．マークシートは折り曲げたり汚したりしないよう注意してください。

(推薦)　平成28年度 入 学 試 験 問 題　英 語

◎ 英語の試験問題は5枚綴りになっています。
◎ 解答は必ず解答用紙に記入すること。

I. 次の英文の空所に入れるのに最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

(1) Experiments are to be commenced (1), when the new lab construction is scheduled for completion.
(ア) during two years　(イ) in two years　(ウ) two years　(エ) since two years

(2) Because he had little education, his knowledge of science was (2).
(ア) limited　(イ) enormous　(ウ) subordinate　(エ) endless

(3) How did you ever manage to (3) him from dropping out of school?
(ア) disturb　(イ) dismay　(ウ) dissuade　(エ) dispel

(4) The American founding fathers had an overriding vision that all men, whatever their origin or color or place, are equal with (4) rights.
(ア) inalienable　(イ) irresistible　(ウ) irresponsible　(エ) inexplicable

(5) In Tokyo, the volume of waste has grown so fast that (5) can no longer keep pace even if they are operated overtime.
(ア) ambulances　(イ) incinerators　(ウ) amplifiers　(エ) dustbins

(6) The teacher gave the pupils a (6) list of events which in his opinion had caused the First World War.
(ア) colloquial　(イ) proportional　(ウ) rhetorical　(エ) chronological

(7) The result, admittedly, wasn't to be so much a (7) piece of research as an exploratory study.
(ア) prior　(イ) deteriorated　(ウ) finished　(エ) high

(8) (8) wishes to return to the easy days of high school.
(ア) A great many graduates　(イ) The number of graduates　(ウ) A number of graduate　(エ) Many a graduate

(9) Tom is without an (9) in the world of public speaking.
(ア) equal　(イ) assistance　(ウ) ounce　(エ) impulse

(10) The change in his appearance is so (10) that I did not even notice it.
(ア) substantial　(イ) subjective　(ウ) subtle　(エ) submissive

II. 次の各日本文の英訳として、文法や意味からみて最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

(11) 気がせくと心身ともに前のめりになる人がいるがそんな時こそ背筋を伸ばして一呼吸すべきだ。
(ア) Gotten after by somebody, one may step forward body and spirit-wise. It was time to stand erect and look back.
(イ) When we feel urged we may take a leaning posture in mind and body. Now is the time that we should take a rest and square up.
(ウ) Feeling pressed, one may lean ahead both mentally and physically. It's time to straighten up and take a deep breath.
(エ) Being driven, you may bend yourself both in physical and mental sense. You should be advised to relax.

(12) これらの島々は沖合にあって孤立しているため動植物は独自に進化を遂げた。
(ア) The fauna and flora of these islands stand alone evolutionary because they are away from others.
(イ) Since these islands are far from the land, the plants and animals step the unique course of evolution.
(ウ) These islands are off the coast and so isolated that plants and animals have evolved independently.
(エ) The isolation of these islands allow the plants and animals to develop themselves in their own way.

(13) 私は人付き合いが苦手で、ひとまえにでることを避けているんだ。
(ア) I don't like publicity and always shun meeting people.
(イ) I have trouble associating with others and I try to avoid appearing in public.
(ウ) My dislike of being among people makes me stay aback from the crowd of them.
(エ) I'm not too much sociable to be associating with people openly.

(14) 一説によるとホワイトデイのプレゼントはバレンタインデイの 3 倍は費用をかけるべきだそうだ。
(ア) One view says that a White Day gift has to be thrice times more priced than Valentine one you received.
(イ) According to one theory a White Day's present should be worth triple of that of Valentine one got.
(ウ) One suggestion is that a White Day gift must threefold more expensive than those of Valentine's.
(エ) One estimate is that a White Day present should cost three times as much as the Valentine present one received.

(15) バブル崩壊は非常に大きな出来事であったのに若い人にはあまりなじみがない。
(ア) The blowing up of the bubble was so memorable an event that the youth do not know the details of it.
(イ) Burst of the bubble was such an enormous event, but it is unknown by younger generation.
(ウ) Despite the fact that the collapse of the bubble economy was a seismic event, it is not well-known by young people.
(エ) Younger people should have known that the breakdown of the bubble economy was a historic event.

(16) 我々のお客様はあらゆる分野からお越しになるがその一人一人が敬意を持って偶されねばならない。
(ア) Our customers come from all walks of life and every one of them has to be treated with respect.
(イ) Each of our clients having a wide-ranging backgrounds in life must be dealt with sincerity.
(ウ) Every one of our guests belonging to any kind of classes and domains should be taken care of deference.
(エ) Our visitors who come from every state of life are individually needed to be handled with honor.

(17) ティースプーン一杯の茶葉を一人ずつに使い5分蒸らして下さい。このお茶は少量のミルクと共にお飲み頂くのがよいでしょう。
(ア) For each cup use a spoon of tea and ferment for 5 minutes. This tea might be drunk with a little milk.
(イ) Pour a spoonful of tea for each person and keep it for 5 minutes. You can enjoy this tea with a few milk.
(ウ) Put one spoonful of tea into every cup and keep it stay for 5 minutes. We should drink this tea with clouds of milk.
(エ) Use one teaspoon of tea per person and brew for 5 minutes. This tea is best served with a splash of milk.

(18) 食事の後ブドウ糖レベルが上がり、それが脳に働きとげとげしい感情に対する自制が働く。
(ア) Eating subsequently heightens our glucose level that feeds our brain for restraining ourselves from making acid and sharp remarks.
(イ) After we eat, our glucose level increases, which gives some fuel to our brain that helps us exercise self-control over aggressive feelings.
(ウ) Meals rise the level of glucose in our brain. And that helps us to control ourselves from feeling hostile against others.
(エ) When we eat, our glucose level inflates, which in turn inflames our brain to command ourselves not to conceive harsh sentiments.

(19) 君のような有能な人が率先して面倒な仕事をひきうけてくれないかな。
(ア) We hope a talented person like you will take the initiative to tackle troublesome assignments.
(イ) A capable man as you should set an example by doing a cumbersome job ahead of others.
(ウ) It would be requested that you as a brilliant person would be willing to take a difficult work.
(エ) Among others an able man such as you should come to grips with difficult job showing an example.

(20) 私は毎週金曜日にカレーライスを食べるが飽きるということがない。
(ア) I would not be sick of eating too much Friday curried rice.
(イ) I would never be tired of eating curried rice every Fridays.
(ウ) I am satisfied with having curry and rice only on Friday.
(エ) I eat curry and rice every Friday and I can't get enough of it.

III. 次の語を並べかえて、適切な英文を完成させなさい。大文字と小文字の区別は考慮しないこと。解答は指定された箇所に入るものだけをマークしなさい。

(21) Dave's ( ) ( ) deep in the (21), drinking dirty ( ) as ( ) did.
(ア) dove (イ) water (ウ) he (エ) dog (オ) dam

(22) You ( ) ( ) that it ( ) you who (22) ( ) about a great many things.
(ア) is (イ) find (ウ) will (エ) are (オ) mistaken

(23) ( ) leaders ( ) the group asked ( ) (23) ( ) to disperse.
(ア) the (イ) group (ウ) of (エ) your (オ) members

(24) Josh really ( ) ( ) ( ) Susan (24) ( ).
(ア) the (イ) on (ウ) worships (エ) walks (オ) ground

(25) He was dressed rather ( ) ( ) ( ) loud (25) ( ).
(ア) a (イ) suit (ウ) checked (エ) vulgarly (オ) in

(26) They tried to repair ( ) ( ) ( ) before they ( ) it (26) good.
(ア) for (イ) fixed (ウ) many (エ) it (オ) times

(27) The ( ) that (27) is ( ) ( ) ( ) grows in Mississippi.
(ア) cotton (イ) made (ウ) of (エ) usually (オ) clothing

(28) ( ) to (28) my lateness, I ( ) a ( ) and ( ) it to my teacher.
(ア) excuse (イ) note (ウ) gave (エ) hoping (オ) wrote

(29) The world is a (29), and ( ) who do not ( ) ( ) only a ( ).
(ア) read (イ) travel (ウ) book (エ) those (オ) page

(30) ( ) is ( ) the ( ) to begin again, this time (30) ( ).
(ア) opportunity (イ) more (ウ) failure (エ) simply (オ) intelligently

IV. 次の英文の空所に入れるのに最も適切な語句を、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

A study from the Texas A&M Health Science Center School of Public Health finds students with standing desks are more attentive than their seated counterparts. In fact, preliminary results show 12 percent greater on-task engagement in classrooms with standing desks, which equates to an extra seven minutes per hour of engaged instruction time.

The (31), published in the International Journal of Health Promotion and Education, were based on a study of almost 300 children in second through fourth grade who were observed over the course of a school year. (32) was measured by on-task behaviors such as answering a question, raising a hand or participating in active discussion and off-task behaviors like talking out of turn.

Standing desks - also known as stand-biased desks - are raised desks that have stools nearby, enabling students to sit or stand during class at their (33). Mark Benden, Ph.D., CPE, associate professor at the Texas A&M Health Science Center School of Public Health, who is an ergonomic engineer by trade, originally became interested in the desks as a means to reduce childhood obesity and relieve stress on spinal structures that may occur with traditional desks. Lessons learned from his research in this area led to creation of Stand2Learn, an offshoot company of a faculty-led (34) that manufactures a classroom version of the stand-biased desk.

Benden's previous studies have shown the desks can help reduce obesity - with students at standing desks (35) 15 percent more calories than students at traditional desks (25 percent for obese children) - and there was anecdotal (36) that the desks also increased engagement. The latest study was the first designed specifically to look at the impact of classroom engagement.

Benden said he was not surprised at the results of the study, given that previous research has (37) that physical activity, even at low levels, may have beneficial effects on cognitive ability.

"Standing workstations reduce disruptive behavior problems and increase students' attention or academic behavioral engagement by providing students with a different method for (38) academic tasks that breaks up the monotony of seated work," Benden said.

"(39) research indicates that academic behavioral engagement is the most important contributor to student achievement. Simply put, we think better on our feet than in our seat."

The key takeaway from this research, Benden said, is that school districts that put standing desks in classrooms may be able to address two problems at the same time: (40) performance and childhood obesity.

(31)	(ア) summons	(イ) findings	(ウ) citations	(エ) decisions
(32)	(ア) audience	(イ) engagement	(ウ) membership	(エ) obligation
(33)	(ア) omission	(イ) prudence	(ウ) attention	(エ) discretion
(34)	(ア) finish-up	(イ) start-off	(ウ) start-up	(エ) finish-off
(35)	(ア) burning	(イ) flaming	(ウ) glowing	(エ) kindling
(36)	(ア) essence	(イ) rejection	(ウ) evidence	(エ) refutation
(37)	(ア) shown	(イ) caught	(ウ) solved	(エ) covered
(38)	(ア) halting	(イ) avoiding	(ウ) settling	(エ) completing
(39)	(ア) packed	(イ) parted	(ウ) comfortable	(エ) considerable
(40)	(ア) academic	(イ) pedantic	(ウ) sermonic	(エ) sarcastic

V. 次の英文を読んで、下の問いに答えなさい。

Why do the planets stay in orbit around the sun? Why does anything stay in orbit around anything else? This was first understood in the seventeenth century by Sir Isaac Newton, one of the greatest scientists who ever lived.

Newton imagined a cannon on top of a very high mountain on the coast, with its barrel pointing horizontally out to sea. Each ball it fires seems to start off moving horizontally, but at the same time it is falling towards the sea. The combination of (41), culminating in a splash. It is important to understand that ball is falling all the time, even on the (42) part of the curve. It is not that it travels flat horizontally for a while, then suddenly (43) who realizes he ought to be falling and therefore starts doing so!

Now let's make our cannon bigger and stronger, so that the cannonball travels many miles before it finally splashes into the sea. There is still a downward curve, but it's a very (44), very 'flat' curve. The direction of travel is pretty nearly horizontal for quite (45), but nevertheless it is still falling the whole time.

Let's carry on imagining a bigger and bigger cannon, more and more powerful: so powerful that the ball travels a really long way before it goes into the sea. (46)Now the curvature of the Earth starts to make itself felt. The ball is still 'falling' the whole time, but because the planet's surface is curved, 'horizontal' now starts to mean (47)something a bit odd. The cannonball still follows a graceful curve, as before. But (48)as it slowly curves towards the sea, the sea curves away from it because the planet is round. So it takes even longer for the cannonball finally splash down into the sea. It is still falling all the time, but it is falling around the planet.

You can see the way the argument is going. We now imagine a cannon so powerful that the ball keeps going all the way around the Earth till it arrives back where it started. It is still 'falling,' but the curve of its fall is matched by the curvature of the Earth so that it goes right around the planet (49). It is now in orbit and it will keep on orbiting the Earth for an indefinite time, assuming that there is no air resistance to slow it down (which in reality there would be). It will still be 'falling,' but the graceful curve of its prolonged fall will go all around the Earth, and around again and again. It will behave just like a miniature moon. In fact, that is what satellites are ― artificial 'moons.' They are all 'falling' but they never actually come down. The ones that are used for relaying long-distance telephone calls or television signals are in a special orbit called a geostationary orbit. This means the rate at which they go around the Earth has been cunningly arranged so that it is exactly the same as the rate at which the Earth spins on its own axis: that is, they orbit the Earth once every 24 hours. This means, if you think about it, that they are always hovering above exactly the same spot on the Earth's surface.

問1 次の語句(a)~(d)を並べかえて、空所(41)に入れるのに最も適切なものを(ア)~(エ)の中から一つ選びなさい。

(a) results in (b) a graceful downward curve (c) and falling towards the sea (d) motion out over the sea

(ア) (a-b-c-d) (イ) (b-c-a-d) (ウ) (d-c-a-b) (エ) (d-b-c-a)

問2 空所(42)に入れるのに最も適切な2語を選びなさい。

(ア) faster, falling
(イ) later, downward
(ウ) higher, upward
(エ) earlier, flatter

問3　空所(43)に入れるのに最も適切な語句を選びなさい。
(ア) forgets its track as a lost hiker
(イ) changes its mind like a cartoon character
(ウ) strays from the course like a runner
(エ) is firmly assured of its course

問4　空所(44)に入れるのに最も適切な語を選びなさい。
(ア) gradual
(イ) random
(ウ) grave
(エ) abrupt

問5　空所(45)に入れるのに最も適切な語句を選びなさい。
(ア) a large expansion of the course
(イ) a long way in
(ウ) a lot of the way
(エ) an enlarged course

問6　下線部(46)に最も近い意味を表す英文を選びなさい。
(ア) The curvature of the Earth begins to be involved in the matter.
(イ) The curvature of the Earth becomes concerned in this phenomenon since now.
(ウ) It is not until this phase that the curvature of the Earth has something to do with this feeling.
(エ) It is really the moment when the curvature of the Earth is meaningful for the phenomena.

問7　下線部(47)に最も近い意味を表すものを選びなさい。
(ア) something a little disappointing
(イ) something slightly less true
(ウ) something somewhat familiar
(エ) something mildly unusual

問8　下線部(48)に最も近い意味を表すものを選びなさい。
(ア) the surface of the sea bends along the Globe and the cannonball never reaches it because the distance is never shortened
(イ) the cannonball falls downward but the surface of the sea also arcs away from it since the Earth is spherical
(ウ) since the Earth as a round object rotates the sea level is always pulled towards it
(エ) the sea on the Earth is round and the cannonball flies around the surface never falling into it

問9　空所(49)に入れるのに最も適切な語句を選びなさい
(ア) with an observable movement towards the sea
(イ) following a upward track
(ウ) without getting any closer to the sea
(エ) and out into deep space

問10 本文の内容から見て正しいものを1つ選び(50)にマークしなさい。
(ア) Newton said that it would be possible to produce a gigantic cannon which could launch a cannonball which would never fall down into the sea.
(イ) Although satellites which keep on orbiting the Earth are still falling, they never come down because of gravity.
(ウ) A geostationary orbit means any objects in this special orbit go over our heads once every 24 hours.
(エ) Things orbiting the Earth have the curve of their fall matched by the curvature of the Earth.