

# 英 語

## 注 意

1. 問題は全部で19ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

### マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

1

次の文を読み、以下の問いに答えなさい。

“Chocolate makes you smarter, proves 40-year study,” claims the Daily Express. The news is based on research which found that people who ate chocolate at least once a week performed better in brain tests.

Researchers in the US looked at whether eating chocolate regularly — regardless of the type of chocolate or the amount — was linked to brain function, in about 1,000 participants.

They found that people who said they ate chocolate at least once a week performed better in a range of mental tests involving memory and abstract thinking (among other functions), compared to those who rarely or never ate chocolate.

Lead researcher Georgina Crichton was quoted in the media as saying that the benefits of this would make someone better at daily tasks, “such as remembering a phone number, or your shopping list, or being able to do two things at once, like talking and driving at the same time”.

The researchers said their results suggest that the “regular intake of cocoa flavanols may have a beneficial effect on cognitive function”.

There have been plenty of studies in recent years looking at the possible health benefits of chocolate, including preventing heart disease and stroke, and improving brain function.

Due to the nature of the study, researchers admit they are unable to say whether the chocolate was responsible for the improved performance in the tests. Plenty of other factors could have been involved.

Before getting too carried away with the supposed health benefits of chocolate, it’s worth remembering that chocolate also contains lots of sugar and fat, so should only be eaten in moderation.

The study was carried out by researchers from the University of South Australia, the University of Maine and the Luxembourg Institute of Health, and

was funded by the National Institutes of Health. The study was published in the peer-reviewed journal *Appetite* and is free to read online.

The study received widespread and mostly uncritical coverage by the UK media. The Independent and Daily Express both said that the study gave “proof” that chocolate made people more intelligent, while The Daily Telegraph and Daily Mirror said chocolate “can make you smarter”.

However, The Guardian took a more sceptical approach, saying the results were “very vague” and taking the opportunity to question other health claims made for chocolate.

This was a cross-sectional analysis of data from a big cohort study, which follows people through time. However, in this case, the researchers used data from just one time point, giving a “snapshot” of people’s diet and brain function tests.

Studies like this can point to links between factors, but cannot demonstrate cause and effect. For example, it could be that chocolate makes people clever — or that clever people tend to eat more chocolate.

Researchers looked at the data from about 1,000 people taking part in a US cohort study (the Maine-Syracuse Longitudinal Study, MSLS) which was set up to examine cardiovascular risk factors and brain function in community-dwelling adults. As part of this study, participants filled in food questionnaires and undertook brain function tests from 2001 to 2006.

The researchers adjusted the figures to take account of factors that could skew the results, including people’s education level, age, cardiovascular risk factors, and overall diet. They then looked to see whether brain test results varied according to how often people said they ate chocolate.

They excluded people with dementia, a history of stroke and past problems with alcohol use. While the main analysis of 968 people was based on one-off data for each individual, they also looked at data from a sub-group of 333 people who had taken intelligence tests in the past, before providing

dietary information. They wanted to see whether intelligence scores could predict whether or not people said they ate chocolate frequently.

People in the study underwent brain function tests in six main areas:

- visual-spatial memory and organisation
- scanning and tracking
- ability to remember spoken information, such as a story or a list
- working memory
- similarities test (to assess abstract reasoning)
- mini-mental state exam

The researchers combined the first five to create an overall score.

The researchers took account of a few variables that could affect the results — such as people’s education level, age, sex, overall diet and cardiovascular risk.

After adjusting their figures for confounding factors, the researchers found that better-than-average scores on five of the brain function area tests, and the overall score, were linked to eating chocolate more often (at least once a week compared to rarely or never). Tests of verbal memory showed no link to chocolate consumption.

Eating chocolate once a week, or more than once a week, was also linked to above-average test results, compared to eating it less than once a week. However, it’s not clear whether eating chocolate more than once a week was linked to better test results than eating it weekly.

When the researchers looked at the subgroup of people who’d had intelligence tests in the years before the dietary questionnaire, they found that intelligence scores did not predict whether or not people ate chocolate.

The researchers said their results, along with those of other short-term studies, suggest that, “regular intake of cocoa flavanols may have a beneficial effect on cognitive function, and possibly protect against normal age-related cognitive decline”.

They add that people will need to strike a balance between the supposed health benefits of eating chocolate and its high-calorie content.

Studies suggesting that chocolate is good for us always grab the headlines. However, as is so often the case, the reality is less clear than the headlines suggest.

The current study adds to information about the links between diet and brain function — the way our brain processes and manages information. It found that people who scored better than average on these tests said they ate chocolate more often than people who scored worse than average on the tests. But we don't know why that is.

There are quite a few limitations to the study. It's cross-sectional, which means we don't know which came first: the chocolate habit or the better brain function scores. It only shows us results from one snapshot in time.

There are many factors that are hard to account for that could affect how much chocolate you eat, and how well you do on brain function tests — for example, the family you grew up in. We can't be sure chocolate was the only factor that mattered. We also don't know how much chocolate people ate (only how often they ate it) or what type — whether it was dark, milk or white chocolate.

It's not easy to do good-quality, long-term studies into the effects of diet on health or intelligence, but we need to see much more, and better, long-term research before we can conclude that chocolate makes you smarter.

And even if cocoa flavanols do have some benefits, it's worth remembering that chocolate also contains lots of fat and sugar, which can contribute to obesity.

Notes:

abstract 抽象的な, flavanol(s) フラバノール, cognitive 認知の,  
stroke 発作, peer-reviewed 査読された,  
cross-sectional 横断的な, cohort study コーホート研究,  
cardiovascular 心臓血管の, community-dwelling 地域在住の,  
skew …をゆがめる, dementia 痴呆, one-off 1回限りの,  
dietary 食べ物の, visual-spatial 視空間の, confounding 混乱させる,  
verbal memory 言葉の記憶

[1] 下線部A, Bを日本語にきなさい。(解答用紙その2)

[2] 1~15の質問に対して英文の内容から判断し, 最も適切だと思われるものを一つ選び, その番号をマークきなさい。(解答用紙その1)

1. What is the best title for this passage?

- (1) Research proves chocolate is good for us
- (2) Can chocolate make you smarter?
- (3) Media and scientists agree: chocolate makes us smarter
- (4) Studies prove that people who eat chocolate once a week perform better at daily tasks

2. A US study with about one thousand participants showed that people who said they ate chocolate \_\_\_\_\_ were better at certain mental tasks.

- (1) less than once a week
- (2) hardly at all
- (3) once a week or more
- (4) never at all

3. Which statement is NOT true regarding recent chocolate studies?
- (1) The possible health benefits from eating chocolate are quite clear.
  - (2) There are possible health benefits from eating chocolate.
  - (3) Eating chocolate can possibly prevent certain illnesses.
  - (4) The possible benefits are both physical and mental.
4. The results of the US study headed by Georgina Crichton
- (1) indicate that the intake of chocolate would improve one's ability to handle daily tasks.
  - (2) prove that the intake of chocolate does not improve one's ability to handle daily tasks.
  - (3) question whether the intake of chocolate improves one's ability to handle daily tasks.
  - (4) disprove the idea that the intake of chocolate improves one's ability to handle daily tasks.
5. Even though there is no strong link between chocolate intake and improved cognitive functions, it is clear that
- (1) people are getting too carried away by the health benefits of chocolate.
  - (2) any kind of chocolate can improve one's cognitive function.
  - (3) chocolate's sugar and fat are partially responsible for improving chocolate eaters' health.
  - (4) chocolate should be eaten in moderation.

6. The study funded by the National Institutes of Health was
- (1) published in a weekly food magazine *Appetite*.
  - (2) carried out by British scientists but received little exposure by the country's press.
  - (3) covered by the UK media.
  - (4) criticized heavily by the UK media.
7. The Maine-Syracuse Longitudinal Study focused on
- (1) the participants' age and education.
  - (2) heart-related risk factors and brain function.
  - (3) cardiovascular risk factors already present.
  - (4) the participants' overall diet.
8. Which of the following sentences regarding the Maine-Syracuse Longitudinal Study is NOT true?
- (1) Some factors that could skew the results were taken into account.
  - (2) About 1,000 people participated in the study.
  - (3) The study considered whether the participants included chocolate in their diets.
  - (4) People with past alcohol problems and people with dementia were included in the study.

[2] 8は大学から、「正解が複数あることが判明したため、全員正解とする」との発表がありました。



9. A sub-group of 333 people was also studied, the purpose of which was to determine
- (1) if intelligence scores could be used to guess whether or not people said they ate chocolate frequently.
  - (2) their tracking and scanning ability.
  - (3) how many of the people ate chocolate before taking the intelligence test.
  - (4) whether abstract reasoning could be associated with a similarities test.
10. Which of the following sentences regarding the brain function tests administered to the group of 333 people is NOT true?
- (1) Researchers found that intelligence scores did not predict whether or not people ate chocolate.
  - (2) After adjusting their figures for confounding factors, researchers found that chocolate eaters scored higher on five of the brain function area tests.
  - (3) Those who ate chocolate more than once a week scored higher than those who rarely ate chocolate.
  - (4) There was a strong link between verbal memory and chocolate consumption.
11. The author believes that
- (1) better long-term research is needed before any conclusions can be drawn regarding the benefits of eating chocolate.
  - (2) the cross-sectional study proved that people who ate chocolate first performed better than those who did not.
  - (3) the studies could be improved by simply determining what kind of chocolate the study participants consumed.
  - (4) the quality and quantity of the chocolate consumed were factors considered in the studies.

12. What does the word "claims" mean?

- (1) Replies.
- (2) Denies.
- (3) Asserts.
- (4) Complains.

13. What does the word "this" refer to?

- (1) Performing poorly on a range of mental tests.
- (2) Eating chocolate at least once a week.
- (3) Never eating chocolate.
- (4) Remembering a phone number.

14. What does the term "carried out" mean?

- (1) Postponed.
- (2) Received.
- (3) Compared.
- (4) Conducted.

15. What does the word "widespread" mean?

- (1) Local.
- (2) Far-reaching.
- (3) Accurate.
- (4) Rare.

2

以下のそれぞれの定義に従って、最初と最後の文字が与えられた最も適切な単語を書きなさい。ただし、1下線に1文字が入る。(解答用紙その2)

(解答例)

someone who is trained in science, especially someone whose job is to do scientific research

⇒(s \_\_\_\_\_ t)

正解(scientist)

1. a measurement that indicates how hot or cold something is: a measurement in degrees showing the heat of something (such as air or water)

⇒(t \_\_\_\_\_ e)

2. something that is formed by combining two or more things

⇒(h \_\_\_\_\_ d)

3. a machine that is sent into space and that moves around the earth, moon, sun, or a planet

⇒(s \_\_\_\_\_ e)

4. something (such as a house, tower, bridge, etc.) that is built by putting parts together and that usually stands on its own

⇒(s \_\_\_\_\_ e)

5. one of the basic substances that are made of atoms of only one kind and that cannot be separated by ordinary chemical means into simpler substances

⇒(e \_\_\_\_\_ t)

6. ability to be active: the physical or mental strength that allows you to do things

⇒(e \_\_\_\_\_y)

7. the quality of something that you can taste

⇒(f \_\_\_\_\_r)

8. a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time

⇒(t \_\_\_\_\_n)

9. a machine that is used to carry people or goods from one place to another

⇒(v \_\_\_\_\_e)

10. an area of study that deals with the location of countries, cities, rivers, mountains, lakes, etc.

⇒(g \_\_\_\_\_y)

3

下線部に最も適切だと思われるものを一つ選び、その番号をマークしなさい。

(解答用紙その1)

16. Please keep me \_\_\_\_\_ of your summer plans.

- (1) inform
- (2) informing
- (3) informer
- (4) informed

17. As Akio was nervous about the entrance exam, his mother told him to take it \_\_\_\_\_.

- (1) easier
- (2) easily
- (3) easiness
- (4) easy

18. All personal belongings are subject \_\_\_\_\_ a thorough check before entering the facility.

- (1) at
- (2) on
- (3) to
- (4) with

19. The student tried to be \_\_\_\_\_ in answering the teacher's questions about the problem.

- (1) truth
- (2) truthful
- (3) truthfully
- (4) truthfulness

20. The factory workers are asked to wear \_\_\_\_\_ glasses whenever they use power tools.
- (1) protect
  - (2) protects
  - (3) protective
  - (4) protectively
21. Luckily, none of the passengers on the bus \_\_\_\_\_ injured in the traffic accident.
- (1) be
  - (2) isn't
  - (3) was
  - (4) weren't
22. The nurses took \_\_\_\_\_ watching the patient through the night.
- (1) turns
  - (2) returns
  - (3) accounts
  - (4) advantage
23. I would rather \_\_\_\_\_ on Sunday than on Saturday.
- (1) come
  - (2) came
  - (3) comes
  - (4) coming

24. \_\_\_\_\_ being extremely rich, Mr. Clemens was not a happy man.
- (1) In spite of
  - (2) Instead of
  - (3) Despite that
  - (4) Even for
25. I wonder what will become \_\_\_\_\_ them.
- (1) of
  - (2) from
  - (3) to
  - (4) in
26. I will keep this promise as \_\_\_\_\_ as I live.
- (1) late
  - (2) soon
  - (3) far
  - (4) long
27. For some reason or \_\_\_\_\_, I am not excited about seeing him again.
- (1) others
  - (2) other
  - (3) less
  - (4) more
28. No matter \_\_\_\_\_ happens, I will never give up.
- (1) when
  - (2) how
  - (3) what
  - (4) where

29. Can you tell a caffè latte \_\_\_\_\_ a cappuccino?
- (1) of
  - (2) from
  - (3) by
  - (4) about
30. She lives next door \_\_\_\_\_ her sister.
- (1) at
  - (2) in
  - (3) on
  - (4) to
31. There are only a few hospitals which \_\_\_\_\_ in treating this type of disease.
- (1) special
  - (2) specialize
  - (3) specially
  - (4) specialty
32. Thanks to a lot of practice, the student's speech is getting \_\_\_\_\_ better.
- (1) significant
  - (2) signification
  - (3) significantly
  - (4) signify



33. The country is \_\_\_\_\_ in natural resources.

- (1) abundant
- (2) absorbed
- (3) acquainted
- (4) amazed

34. Please remember that there will be a \_\_\_\_\_ added to your telephone bill next month if your payment is late.

- (1) charge
- (2) credit
- (3) bonus
- (4) tax

35. The class is for students \_\_\_\_\_ wish to apply for the student exchange program.

- (1) whomever
- (2) whoever
- (3) whom
- (4) who

4

次の会話文を読んで、以下の問いに答えなさい。

Ken: Sue, ( 36 )? We went to the same high school. It's me, Ken.

Sue: Ken! Of course! It's good to see you. Are you studying here?

Ken: You bet. I'm majoring in engineering. ( 37 )?

Sue: I'm majoring in law.

Ken: Really? You were so good at math that I thought you were going to become a mathematician or something.

Sue: I really liked math, but my passion is helping people. I thought I would be able to help out more people if I became a lawyer.

Ken: ( 38 ). I'm so impressed.

Sue: Ken, I think you are going to be contributing to society in many ways, too. Someday you might be designing bridges, buildings, cars, airplanes — ( 39 ).

Ken: Yeah, I guess you're right. I never thought about it that way.

Sue: ( 40 ), I've got to run. My next class starts in five minutes.

Ken: Sure thing. It was great seeing you again. Hope to see you around.

Sue: Same here. Take care!

〔1〕 下の選択肢 1～0の中から、上の空欄 36～40に最も適切だと思われるものを一つ選び、その番号をマークしなさい。ただし、同じ語句を複数回選択してはならない。また、文頭に来る選択肢も全て小文字で表している。(解答用紙その1)

- |                  |                       |
|------------------|-----------------------|
| 1. you name it   | 6. a piece of cake    |
| 2. good for you  | 7. that does it       |
| 3. I've got time | 8. right              |
| 4. and yourself  | 9. as happy as a clam |
| 5. as you say    | 0. listen             |

〔2〕 次の文で、会話文の内容と一致するものは1を、一致しないものは2をマークしなさい。(解答用紙その1)

41. Ken and Sue attended high school together.
42. Sue and Ken are probably in college.
43. Sue wants to become a mathematician.
44. Ken had never thought he could contribute to society as an engineer.
45. Ken and Sue will be meeting in five minutes.

5

次の日本語の文を表す英文を、与えられた語句を用いて完成させた場合、2番目と4番目になる語句を番号で答えなさい。(解答用紙その1)

46. どちらのチームが勝とうが、私はかまわない。

It       .  
2番目 4番目

① doesn't ② to me ③ wins ④ which ⑤ matter ⑥ team

1) ⑥-①      2) ②-⑥      3) ⑤-④      4) ⑤-③

47. 彼女は帰宅途中に携帯電話を失くしたようだ。

She       on her  
2番目 4番目  
 way home.

① to ② lost ③ cell phone ④ seems ⑤ have ⑥ her

1) ①-⑥      2) ①-②      3) ⑤-⑥      4) ⑥-④

48. 私たちは、政府が助けてくれることを当然だと思っはいけない。

We should not        
2番目 4番目  
 us.

① it ② granted that ③ the government ④ take ⑤ for  
 ⑥ will help

1) ⑤-③      2) ④-②      3) ①-③      4) ①-②

49. この色あせた写真を見ると、私はいつも自分の昔の家を思い出す。

This faded picture        
2番目 4番目  
 house.

① of my old ② remind ③ fails ④ me ⑤ to ⑥ never

1) ③-②      2) ⑤-②      3) ⑥-②      4) ②-⑤