

2023年度
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一般選抜 I 期

英 語

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子を開かない。
- 2 筆記用具は黒色の鉛筆またはシャープペンシルを使用する。
- 3 問題冊子に印刷不鮮明、ページの落丁などがあるときは、
手を挙げて監督者に伝える。
- 4 問題冊子の余白等は適宜利用してよい。
- 5 問題冊子は持ち帰ってよい。

【1】 次の英文を読み、後の問いに答えなさい。

How safe is air travel?

Air travel is statistically quite safe. Road accidents are common in many countries, and accidents involving other modes of transportation are also common. However, airplane accidents receive more attention because they usually result in the death of all or most of the passengers. As a result, international pressure is increasing to make air travel as safe as possible. However, no mode of transportation is completely risk-free. The causes of natural and man-made disasters cannot be completely eliminated.

To begin, we can consider that natural disasters have at least two causes. One of them is bad weather. Aircraft can be affected by thunderstorms, ice, or air pockets. Also, a flock of birds or a swarm of insects can be sucked into a jet, causing the engine to stop. This is possible at low altitudes. There isn't much that can be done to keep this from happening.

However, the vast majority of aircraft risks are caused by humans. The first obvious issue is the possibility of a collision. Planes can take off at a rate of one every 20 seconds, especially at busy airports during the tourist season. Human tiredness and machine breakdowns are extremely dangerous in radar centers. Aircraft frequently have to turn before landing, and altitude assignment errors can result in collisions and near misses. Most countries, but not all, have strict air traffic control regulations.

Another source of problems is the aircraft's age. Weakened metal can cause cracks, entire engines to fall apart, or the cabin to be compressed. All passengers and crew may perish as a result, and in some cases, the plane may be lost because the cabin doors were not properly secured. Pre-flight safety checks are essential. It is also critical to perform regular and effective maintenance. If government inspectors discover any issues in this area, the operator's license may be cancelled.

Pilot errors are also to blame for some disasters. In one example, the pilot of a plane mistakenly performed an engine stall, resulting in a crash that killed the majority of the crew and devastated a small village. Unauthorized equipment or baggage can also interfere with instruments electronically.

Air travel is usually safe, but as with any form of transportation, there are also accidents.

問い1 : 次の 1. ~ 6. は、本文の内容として正しい (true) か正しくない (false) か。
正しければ T に、正しくなければ F に○をつけなさい。

- | | | |
|----|---|-------|
| 1. | The vast majority of aircraft risks are caused by humans. | T / F |
| 2. | A flock of birds or a swarm of insects can be sucked into a jet, causing the engine to stop. | T / F |
| 3. | All countries have strict air traffic control regulations. | T / F |
| 4. | Planes can only take off one every 10 seconds, especially at busy airports during the tourist season. | T / F |
| 5. | Accidents involving other modes of transportation are also common. | T / F |
| 6. | Air travel is statistically quite dangerous. | T / F |

問い2 : 次の 1. ~ 4. の質問について、それぞれ (a) ~ (d) から正しいものを1つ選び、その記号を○で囲みなさい。

1. According to the text, why do airplane accidents receive more attention?
(a) Because they are exciting to watch on the news.
(b) Because they usually result in the death of all or most of the passengers.
(c) Because airplanes are faster than cars or trains.
(d) Because the vast majority of aircraft risks are caused by humans.
2. According to the text, what are the two causes of natural disasters for airplane accidents?
(a) Rain and snow.
(b) Ice and thunder.
(c) Hail and air stream currents.
(d) Bad weather and birds.
3. According to the text, what are the majority of airplane risks caused by?
(a) Human air traffic controllers and machine failures.
(b) Bird flocks and insect swarms flying at low altitudes.
(c) Reflection of sunlight in the pilots' eyes.
(d) Magnetic forces under the ocean near Bermuda.
4. According to the text, what happens when an aircraft gets old?
(a) It registers at an airplane senior facility to retire.
(b) The aircraft cannot avoid bird flocks and insect swarms.
(c) The aircraft refuses to be controlled by the pilot.
(d) The aircraft can develop cracks and the engines can fall apart.

【2】 次の英文を読み、後の問いに答えなさい。

Exams - good or bad?

One of the main purposes of school examinations is to improve the quality of education. From the results of the examinations, teachers and program planners will be able to judge the extent to which students have acquired the knowledge and skills in the instructional materials. Another purpose is to assess their teaching methods so that they can be improved if necessary.

Exams are also used to measure students' abilities to continue their education or find employment. For example, exam results are the main standard for selecting students for university entrance. Examination results are thought to indicate whether the student is skilled in the subject. In the employment context, exam results are assumed to indicate whether a job applicant has the skills or intelligence to fill the position.

However, does the school testing system provide an accurate measure of a candidate's abilities? Albert Einstein took an entrance exam for the Swiss Federal Institute of Technology at the age of 16, but he failed and was therefore rejected by this elite school. However, Einstein was awarded the Nobel Prize in Physics* at the age of 42. Other examples of famous people who failed school exams include Winston Churchill, Thomas Edison, and Bill Gates.

It is also questionable whether the current testing system is improving teaching and learning in schools. Indeed, some teachers are so pressured to perform well that they are forced to adopt poor teaching methods. They may rush to complete the content of the class, ignoring the fact that weaker students have not yet understood certain concepts. Other teachers may focus on popular test topics and ignore those that are rarely tested on exams.

The pressure to pass exams can also be harmful to students. They may be so filled with anxiety and stress that they are unable to enjoy their school life. They may be studying only to get good test scores rather than to get a complete education. Some lower-achieving students who are unable to perform well on tests may lose interest in learning.

In conclusion, exams are necessary and useful in many areas of our lives. However, within the school system, perhaps exams should be less important or organized differently. In addition, educators, employers, and students themselves should be reminded that test scores are not always the best assessment of a person's talents and abilities.

*Physics 物理学

問い 1 : 次の 1. ～ 5. の質問について、それぞれ (a)～(d) から正しいものを 1 つ選び、その記号を○で囲みなさい。

1. According to the text, what is one of the main purposes of school examinations?
- (a) To create competition among students.
 - (b) To assess the quality of education and find areas for improvement.
 - (c) To sort students into different levels of ability.
 - (d) To prepare students for employment.
2. According to the text, does the school testing system provide an accurate measure of a student's abilities?
- (a) Yes, always.
 - (b) Not always.
 - (c) Yes, exactly 50 percent of the time.
 - (d) The text does not answer the question.
3. How old was Einstein when he won the Nobel Prize in Physics?
- (a) 34
 - (b) 42
 - (c) 48
 - (d) 52
4. What effect does the current testing system have on teaching and learning in schools?
- (a) There is no relationship between the current testing system and teaching and learning in schools.
 - (b) The current testing system is definitely improving teaching and learning in schools.
 - (c) It is questionable whether the current testing system is improving teaching and learning in schools.
 - (d) The current testing system is definitely not improving teaching and learning in schools.
5. What may happen to lower-achieving students who are unable to perform well on tests?
- (a) They may lose interest in learning.
 - (b) They may get a complete education.
 - (c) They may be filled with love and compassion.
 - (d) They may get good test scores.

問い2 : 次の 1. ~ 7. は、本文の内容として正しい (true) か正しくない (false) か。
正しければ T に、正しくなければ F に○をつけなさい。

1. Exams are also used to measure students' abilities to continue their education or find employment. **T / F**
2. The pressure to pass exams is always beneficial to students. **T / F**
3. According to the text, within the school system, exams should be organized differently. **T / F**
4. According to the text, examination results are thought to indicate whether the student is skilled in the subject. **T / F**
5. According to the text, exams are not necessary nor useful in many areas of our lives. **T / F**
6. According to the text, one of the main purposes of school examinations is to improve the quality of education. **T / F**
7. According to the text, from the results of the examinations, teachers and program planners should be able to assess the extent to which students have acquired the knowledge and skills in the instructional materials. **T / F**

【3】 次の会話文を読み、空欄 1. ～ 7. に当てはまる単語として最も適切なものをそれぞれ (a)～(d) から 1 つ選び、その記号を○で囲みなさい。

Sally: Oh, 1., there's an SDGs poster on display in our train.

James: SDGs? What's that?

Sally: You've never heard of the SDGs? It stands for "Sustainable Development Goals."

James: That sounds familiar... do they have 2. to do with helping people in poverty?

Sally: That's part of it. But it's so much more than that. We learned about them in my Global Studies class last week.

James: Interesting. So, 3. kinds of goals are there?

Sally: Well, there are a lot of broad goals like making clean water available to everyone and promoting equality. But I think the point is to encourage people to think about how they are connected to each other and to make small changes to 4. daily lives.

James: Small changes? What do you 5.?

Sally: My teacher gave the example of plastic waste. It's a huge problem for our environment.

The SDGs encourage positive actions 6. reduce it, such as removing plastic straws 7. coffee shops.

James: That sounds like a fantastic idea.

(adopted from *Living as Global Citizens: An Introduction to the Sustainable Development Goals - Teacher's Manual*, Kazuya Oseki and Kevin M. McManus, Nan'un-do)

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|----|---------------|-------------|----------------|--------------|
| 1. | (a) watch | (b) seen | (c) look | (d) saw |
| 2. | (a) something | (b) nothing | (c) everything | (d) clothing |
| 3. | (a) what | (b) type | (c) why | (d) various |
| 4. | (a) your | (b) my | (c) them | (d) their |
| 5. | (a) think | (b) opinion | (c) mean | (d) mind |
| 6. | (a) of | (b) to | (c) from | (d) about |
| 7. | (a) on | (b) from | (c) because | (d) to |

【4】 次の会話文を読み、空欄 1. ～ 7. に当てはまる単語として最も適切なものをそれぞれ (a)～(d) から 1 つ選び、その記号を○で囲みなさい。

John: How many classes did you have today, Ayaka?

Ayaka: I had two classes, European History and English Conversation. 1. you?

John: I had French, Biology, and Physics*.

Ayaka: How were they?

John: OK, I 2. . Physics was difficult. How were your classes?

Ayaka: European History was interesting, and, of course, I love English.

John: Did you learn anything new today?

Ayaka: Yes, I 3. some irregular* past-tense verb forms.

John: Which verbs did you learn?

Ayaka: I forgot most of them, but I 4. some: brought, bought, and chose.

John: Those are important verbs to remember!

Ayaka: There are so 5. irregular past-tense verb forms to learn.

John: Actually, there aren't so many-only about 200 that we use every day. 6. you learn the most common ones, you'll be a good English speaker.

Ayaka: Thanks 7. the advice, John. I'll try to learn as many as I can.

*Physics 物理学

*irregular 不規則の

(adopted from *Project English: An Activity-based Guide to Everyday Conversation and Basic Grammar*, Vivian Morooka and Aya Adachi, Nan'un-do)

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|----|-----------------|--------------|------------------|-------------|
| 1. | (a) And | (b) But | (c) How | (d) So |
| 2. | (a) understand | (b) guess | (c) mind | (d) remind |
| 3. | (a) taught | (b) listened | (c) learned | (d) saw |
| 4. | (a) remembering | (b) remember | (c) recollection | (d) remind |
| 5. | (a) too | (b) very | (c) really | (d) many |
| 6. | (a) If | (b) So | (c) Therefore | (d) However |
| 7. | (a) because | (b) with | (c) about | (d) for |