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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。

【 I 】 次の英文を読み、後の問いに答えなさい。

### **Mushrooms and Their Impact on Health**

Mushrooms are fascinating and unique organisms that have been a part of human diets for a very long time. They come in all sorts of shapes, sizes, and colors, and they have some pretty cool effects on our health. In this essay, we'll explore how mushrooms can be good for us.

First of all, mushrooms are pretty healthy to eat. They don't have many calories, so they won't make you gain weight. But they do have important nutrients like vitamins. For example, they can give you vitamin D, which is great for your bones. They also have vitamin B, which helps your body make energy. And they contain minerals like selenium, which is like an antioxidant, and potassium that's good for your blood pressure. Mushrooms even have fiber, which is good for your digestion.

Some mushrooms can do more than just provide nutrition; they can also help your health. For example, Reishi and Chaga mushrooms can boost your immune system and fight off things that make you sick. They reduce inflammation, which is a problem when your body is hurt or sick. Plus, they can fight off bad stuff called "oxidative stress." All of this helps prevent diseases and keeps you healthy.

Certain mushrooms, like Shiitake and Maitake, have some special compounds that might help prevent cancer. These compounds can stop tumors from growing and help your body fight off cancer cells. Scientists are still studying this, but it looks like mushrooms might be good for fighting cancer.

If you eat mushrooms, it might help your heart stay healthy. Some mushrooms have things called "beta-glucans" that can lower the bad cholesterol in your body. This is important because too much bad cholesterol can lead to heart problems. So, eating mushrooms could be good for your heart.

Mushrooms can also help you manage your weight. Since they are low in calories, you can enjoy them without worrying about gaining weight. They can be a tasty part of a healthy diet.

In conclusion, mushrooms are not only delicious but also great for your health. They provide essential nutrients, have medicinal properties, and might even help in preventing serious diseases like cancer. They can also contribute to your heart health and help you manage your weight. So, next time you see mushrooms on your plate, remember that they're not just a tasty addition to your meal; they're a way to support your overall well-being.

問い 1 : 次の  1.  ～  10.  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。

- |   |       |
|---|-------|
| <input type="text"/> 1. The essay primarily focuses on the history of mushroom cultivation.   | T / F |
| <input type="text"/> 2. Mushrooms are high in calories and can lead to weight gain.   | T / F |
| <input type="text"/> 3. Mushrooms are a good source of vitamin D, which is important for bone health.   | T / F |
| <input type="text"/> 4. Mushrooms do not contain any vitamins or minerals.  | T / F |
| <input type="text"/> 5. Reishi and Chaga mushrooms are known for their potential to boost the immune system and reduce inflammation.                                    | T / F |
| <input type="text"/> 6. Some mushrooms, like Shiitake and Maitake, have compounds that can potentially prevent cancer.  | T / F |
| <input type="text"/> 7. Mushrooms can increase bad cholesterol levels, which is good for heart health.  | T / F |
| <input type="text"/> 8. The essay suggests that mushrooms may help with weight management because they are low in calories.   | T / F |
| <input type="text"/> 9. Scientists have already confirmed the cancer-fighting properties of mushrooms, and no further research is needed.                               | T / F |
| <input type="text"/> 10. In the conclusion, the essay emphasizes that mushrooms are not only unique organisms, but also come in all sorts of shapes, sizes, and colors. | T / F |

問い 2 : 次の  1.  ～  10.  に対する答え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。

- |   |
|---|
| <input type="text"/> 1. What is the main focus of the essay?          |
| (a) The history of mushroom cultivation                               |
| (b) The different types of mushrooms                                  |
| (c) The nutritional and health benefits of mushrooms                  |
| (d) The ecological importance of mushrooms                            |
| <br>  |
| <input type="text"/> 2. Why are mushrooms considered low in calories? |
| (a) Because they lack nutrients                                       |
| (b) Because they contain a lot of fiber                               |
| (c) Because they are mostly made of water                             |
| (d) This is not mentioned in the essay                                |

3. Which vitamin found in mushrooms is essential for bone health?

- (a) Vitamin C
- (b) Vitamin A
- (c) Vitamin D
- (d) Vitamin K

4. What is the role of some mushrooms in relation to cancer prevention?

- (a) They promote tumor growth
- (b) They inhibit tumor growth
- (c) They have no effect on cancer
- (d) They cause inflammation

5. How do mushrooms help with cholesterol management?

- (a) They increase bad cholesterol
- (b) They have no effect on cholesterol levels
- (c) They lower bad cholesterol
- (d) They lower good cholesterol

6. Which type of mushroom is mentioned as having compounds that can boost the immune system?

- (a) Portobello
- (b) Morel
- (c) Reishi
- (d) Enoki

7. What is one of the potential health benefits of mushrooms mentioned in the essay?

- (a) Improving eyesight
- (b) Reducing the risk of heart disease
- (c) Enhancing brain function
- (d) Accelerating hair growth

8. What makes mushrooms suitable for weight management?

- (a) They are high in calories
- (b) They are rich in fat
- (c) They are low in calories
- (d) They are high in sugar

9. What do scientists need to do to confirm the potential cancer-fighting properties of mushrooms?

- (a) Nothing, it's already confirmed
- (b) Conduct more research
- (c) Ignore the findings
- (d) Share it with the public

10. The essay emphasizes that mushrooms are not just a tasty addition to a meal but also:

- (a) A way to increase sugar intake
- (b) A way to reduce fiber in the diet
- (c) A way to support overall well-being
- (d) A way to harm one's health

【II】 次の英文を読み、後の問いに答えなさい。

**Japanese and American High Schools: A Comparative Analysis**

High school education is extremely important for students' future success. Both Japan and the United States value education, but there are some key differences between Japanese and American high schools.

One major difference is the length of high school. In Japan, high school typically lasts for three years, while in the United States, it lasts for four years. This means that Japanese students have [1.] time to complete their education before moving on to higher education or the workforce.

Another [2.] is the academic curriculum. Japanese high schools have a strong focus on subjects like science, mathematics, and standardized testing. American high schools, on the other hand, offer a wider variety of elective subjects, giving students more opportunities to explore their interests.

Teaching methods also differ between the two countries. In Japan, teachers usually deliver lectures and students take notes. This promotes discipline and respect for [3.]. In contrast, American high schools encourage critical thinking, creativity, and class participation, taking a more student-centered approach.

Extracurricular activities are also handled differently. In Japan, club activities are highly [4.], with students joining clubs based on their interests, such as sports, music, or art. These clubs foster teamwork and dedication. American high schools also offer a wide range of extracurricular activities, but they often focus more on sports teams, which play a big role in school culture.

[5.], school culture in Japan and the United States is quite distinct. In Japan, there is a strong emphasis on discipline, uniformity, and respect for authority. Students have strict rules about appearance and behavior. In contrast, American high schools place more importance on individuality and freedom of expression. Students have more flexibility in choosing their attire and expressing themselves.

In conclusion, while both Japan and the United States value high school education, there are significant differences between Japanese and American high schools. Understanding these differences can help us appreciate the unique aspects of each educational system.

問い 1 : 文中の空欄  ～  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。

- (a) less
- (b) more
- (c) equal
- (d) free

- (a) similarity
- (b) difference
- (c) confidence
- (d) ambivalence

- (a) lifestyle
- (b) freedom
- (c) content
- (d) authority

- (a) expensive
- (b) inflated
- (c) valued
- (d) gifted

- (a) Lastly
- (b) Mainly
- (c) Firstly
- (d) Trinity

問い 2 : 次の  ～  に対する答え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。

How long is high school education typically in Japan?

- (a) Two years
- (b) Three years
- (c) Four years
- (d) Five years

How many years do American high schools usually span?

- (a) Two years
- (b) Three years
- (c) Four years
- (d) Five years

What subjects have a strong focus in Japanese high schools?

- (a) Science and mathematics
- (b) Language and arts
- (c) History and geography
- (d) Physical education and sports

American high schools offer a broader range of which subjects?

- (a) Science and mathematics
- (b) Language and arts
- (c) History and geography
- (d) Elective subjects

What kind of instruction is emphasized in Japanese high schools?

- (a) Student-centered instruction
- (b) Project-based instruction
- (c) Teacher-centered instruction
- (d) Experiential instruction

American high schools encourage students to develop

- (a) discipline and respect for authority
- (b) critical thinking and creativity
- (c) athletic skills and teamwork
- (d) social and communication skills



7. What type of activities are prioritized in Japanese high schools?

- (a) Club activities
- (b) Sports activities
- (c) Volunteering activities
- (d) Leadership activities

8. American high school teaching methods often focus on the development of

- (a) academic skills
- (b) creativity skills
- (c) athletic skills
- (d) leadership skills

9. In Japanese high schools, students adhere to strict rules regarding

- (a) dress code and behavior
- (b) extracurricular activities
- (c) classroom participation
- (d) social interactions

10. American high schools emphasize

- (a) uniformity and conformity
- (b) individuality and freedom of expression
- (c) competition and ranking
- (d) obedience and discipline

【Ⅲ】 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。

**Takahisa:** Hey Namir, have you heard 1. SDGs?

**Namir:** SDGs? No, what's that?

**Takahisa:** It stands for Sustainable Development Goals. They're global goals to make the world better; like ending poverty and protecting the environment.

**Namir:** Wow, sounds important. But how can we help 2. that?

**Takahisa:** Well, we can start small, like saving energy or 3. waste. And it's crucial to spread awareness too.

**Namir:** True. Do you think our school can do something about 4. ?

**Takahisa:** Absolutely! We can organize events or projects related to SDGs, involving everyone.

**Namir:** I like that idea. But isn't it a huge task?

**Takahisa:** Every little effort counts. If each 5. contributes, it can lead to significant changes globally.

**Namir:** 6. makes sense. Let's talk to our classmates and see how we can make a difference.

**Takahisa:** Great! Together, we can create a positive impact and contribute 7. a more sustainable world.

- |    |              |              |              |               |
|----|--------------|--------------|--------------|---------------|
| 1. | (a) concerns | (b) relating | (c) about    | (d) regarding |
| 2. | (a) to       | (b) for      | (c) with     | (d) of        |
| 3. | (a) reducing | (b) lowering | (c) deleting | (d) trimming  |
| 4. | (a) theirs   | (b) us       | (c) those    | (d) it        |
| 5. | (a) people   | (b) peoples  | (c) person   | (d) persons   |
| 6. | (a) Them     | (b) That     | (c) These    | (d) Those     |
| 7. | (a) to       | (b) of       | (c) along    | (d) by        |

【IV】 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。

**Moe:** Hey Sally, have you ever thought about how AI is used in education?

**Sally:** Yeah, I've 1. about it. Some say it's good, others not so much. What do you think?

**Moe:** Well, the pros include personalized learning. AI 2. adapt to individual students, making education more effective.

**Sally:** 3. cool. But aren't there any drawbacks?

**Moe:** One concern is that it might 4. human teachers. People worry that students might miss the personal connection and guidance from real teachers.

**Sally:** I see. Any other cons?

**Moe:** Yeah, there's 5. the issue of data privacy. AI collects a lot of information, and 6. not handled properly, it could pose risks to students' privacy.

**Sally:** True, that's important. But overall, do you think AI is a good thing for education?

**Moe:** I think it can be if used wisely. It's like a 7. – it depends on how we use it.

**Sally:** Got it. Let's hope they find the right balance then.

- |    |                |             |              |                |
|----|----------------|-------------|--------------|----------------|
| 1. | (a) heard      | (b) watched | (c) listened | (d) saw        |
| 2. | (a) possible   | (b) is      | (c) can      | (d) able       |
| 3. | (a) They're    | (b) That's  | (c) I'm      | (d) We're      |
| 4. | (a) increase   | (b) replace | (c) restore  | (d) terminator |
| 5. | (a) worry      | (b) again   | (c) problem  | (d) also       |
| 6. | (a) if         | (b) because | (c) for      | (d) due to     |
| 7. | (a) stationary | (b) vehicle | (c) tool     | (d) compan     |