

2024年度～2026年度

一般選抜 前期日程

入試問題集
英語
(解答付)



新潟医療福祉大学

2024 年度 新潟医療福祉大学

一般選抜（前期日程）

【2月1日(木)】

英 語

注意事項

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2. 問題冊子は16ページから成っています。
3. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁に気づいた場合は、その場で静かに手をあげて試験監督者に知らせてください。
4. 解答はすべて解答用紙の解答記入欄にマークしてください。問題冊子に記入したものを解答として提出することはできません。
5. 解答用紙には、氏名、解答科目、受験番号を正しく記入してください。解答科目は、解答科目欄の「英語」にマークしてください。これらが間違っていると解答が無効となりますので、十分注意してください。
6. 解答には必ずHBの黒鉛筆またはシャープペンシルを使用してください。ボールペンや万年筆等は使用できません。

1 次の英文（問1～問10）の空欄 **1** ～ **10** に入る最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 My **1** to meet my favorite singer was finally fulfilled.

- ① complaint ② feeling ③ hatred ④ wish

問2 That young athlete's performance is highly **2** both in her home country and abroad.

- ① alleged ② appreciated ③ complicated ④ interpreted

問3 I think it's important to **3** children to the arts as early as possible.

- ① compose ② expose ③ impose ④ oppose

問4 I make it a **4** to drink a glass of water when I get up.

- ① culture ② frame ③ habit ④ manner

問5 As soon as we **5** our car in the newspaper, we found someone to buy it.

- ① advertised ② excused ③ informed ④ purchased

問6 I **6** left my wallet on the train, but a kind woman stopped me and handed it to me.

- ① hardly ② mostly ③ nearly ④ rarely

問7 It seems that Ms. Jackson will be **7** to our Italian office.

- ① transferred ② trapped ③ treasured ④ triumphed

問8 You can **8** water for milk in this recipe.

- ① contribute ② distribute ③ institute ④ substitute

問9 This medicine tastes bitter to reduce the **9** of children eating it by accident.

- ① alarm ② caution ③ crisis ④ risk

問10 This contract can be canceled only by **10** agreement of both parties.

- ① enormous ② mutual ③ subtle ④ vague

2 次の英文（問1～問8）の空欄 11 ～ 18 に入る最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 John, you must not sit with your legs 11 .

- ① being swinging ② swing ③ swinging ④ to swing

問2 I'll tell 12 who are absent from today's meeting about the details later.

- ① that ② they ③ this ④ those

問3 I 13 from Jane a little while ago that you had found a new job.

- ① have heard ② hear ③ heard ④ will hear

問4 You may use 14 pen you like.

- ① however ② wherever ③ whichever ④ whoever

問5 Is she the person 15 you used to work with?

- ① when ② where ③ which ④ whom

問6 It is 16 great importance to understand the cause of the problem.

- ① for ② in ③ of ④ with

問7 It's essential that the patient 17 this medicine every day.

- ① take ② taken ③ taking ④ to take

問8 Paul is the 18 tallest student in his class.

- ① second ② times ③ twice ④ two

3 次の会話（問1～問8）について、A・Bの会話として空欄 19 ～ 26 に入る最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 A : Hello, this is Jim Davis. Is Ms. Taylor there?

B : Speaking. How can I help you?

A : 19

B : Oh, yes. I wanted to let you know about the change in the meeting time.

- ① Can I take a message?
- ② I'm returning your call.
- ③ Who's calling?
- ④ You have the wrong number.

問2 A : Excuse me, but does this train stop at Yoyogi Station?

B : I'm afraid not. This is a rapid train.

A : 20

B : You should get off the train at Shinjuku, and change to a local one.

- ① Could you tell me how to get to Yoyogi?
- ② How long does it take to get there?
- ③ How much is the fare to Yoyogi?
- ④ Is it far from Shinjuku to Yoyogi?

問3 A : This room is too hot!

B : The air conditioner is on, but it doesn't work very well.

A : 21

B : I know. A repair person is coming the day after tomorrow.

- ① Do you know how to repair it?
- ② It works normally now.
- ③ Please turn on the air conditioner.
- ④ We should have it fixed.

問4 A : Hey, we came down this street a while ago, didn't we?

B : Yes. I think we're lost.

A : 22

B : Hang on. I'll check the map on my phone.

- ① What did you lose?
- ② When did you lose your smartphone?
- ③ Where are we?
- ④ Which team won the game?

問5 A : Did you watch that music program that was on TV at 10 p.m. yesterday?

Your favorite singer was in it.

B : I know about it, but I haven't watched it yet.

A : 23

B : No, but I can watch it online.

- ① Aren't you interested in it?
- ② Can you access the Internet?
- ③ Did you record it?
- ④ Will you watch it later?

問6 A : Where are you going next weekend?

B : I'm going to Kyoto. I think Kyoto has many places to visit.

A : 24

B : Let's see... Kiyomizu-dera Temple, Kinkaku-ji, and so on.

- ① How come?
- ② Like what?
- ③ So am I.
- ④ What's up?

問7 A : What do you want to eat for lunch today?

B :

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A : Then I know a good Italian restaurant near here.

B : Really? Let's go there.

① Do you prefer Chinese food?

② I love sushi.

③ I'm not hungry.

④ I'm in the mood for pizza.

問8 A : Oh, did you get caught in the rain?

B : Yes. It started to rain just as I left school.

A :

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B : I should have followed your advice.

① I wish I had advised you to take an umbrella.

② That's why I told you to check the weather forecast.

③ The weather forecast didn't say it was going to rain, though.

④ You were smart to take an umbrella with you this morning.

4 次の英文を読み、以下の問い（問１～問７）に答えなさい。

Babies normally start to talk when they are 13 to 15 months old. Ryan Jones is only eight months old, but he is already “talking” with his parents. (ア) When he is hungry, he opens and closes his hand. This means *milk*. He also knows the signs for his favorite toy and the word *more*.

Ryan is not deaf, and his parents are not deaf, but his mother and father are teaching him to sign. They say a word and make a sign at the same time. They repeat this again and again. When Ryan learns a new sign, his family is very excited. Ryan’s parents think that he will be a happier baby because he can communicate with them.

Ryan’s parents are teaching Ryan to sign because of a man named Joseph Garcia. Although Garcia was not from a deaf family, he decided to learn American Sign Language* (ASL). First, he took courses in ASL. Then he got a job helping deaf people communicate with hearing people*. In his work, he saw many deaf parents sign to their infants. He noticed that these babies were able to communicate (イ). They talked with signs by the time they were eight months old. When they were one year old, they could use as many as 50 signs.

(ウ) Garcia decided to try something new. He taught ASL to parents who were not deaf. The families started to teach signs to their infants when they were six or seven months old. These babies started using signs about two months later.

(エ) More and more parents took Garcia’s ASL classes. Like Ryan’s family, they were excited about signing with their babies. They wanted to give their babies a way to communicate before they could use spoken words.

Some people worry about signing to babies. They are afraid that these babies won’t feel a need to talk. Maybe they will develop spoken language later than other babies. However, research does not show this. In fact, one study found just (オ) the opposite. Signing babies actually learned to speak earlier than other children. As they grow older, these children are more interested in books. They also score higher on intelligence tests.

There is still a big question for parents: (カ) to teach their babies? Some parents make their own signs. Other parents want to teach ASL. It can be useful because many people understand it. There’s no clear answer, but we do know this: All signing babies and their families are talking quite a lot!

出典：Read This! Level 1 by Daphne Mackey. 2010. Cambridge University Press. Reproduced with permission of the Licensor through PLSclear.

*注 American Sign Language：アメリカ手話（ASL）

hearing people：聴者（耳が聞こえる人々）

問1 下線部（ア）に関して、親はRyanに「ミルク」を表す手話をどのように教えたか。最も適当なものを、①～④のうちから一つ選びなさい。

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- ① 聴覚障がい者である親がミルクを手を持ちながら手話で会話をしているところをRyanが見て、自然と習得した。
- ② Ryanに向かって「ミルク」と言いながら、その手話をするのを見せて教えた。
- ③ Ryanの手がその手話の形になったときにミルクを飲ませて覚えさせた。
- ④ Ryanに向かって「ミルク」と言いながら、Ryanの手をその手話の形にすることで教えた。

問2 空欄（イ）に入るものとして最も適当なものを、①～④のうちから一つ選びなさい。

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- ① as if they could use signs
- ② like babies of the same age with hearing parents
- ③ much earlier than hearing children
- ④ with their parents through voices

問3 下線部（ウ）に関して、Garciaはどんなことをし始めたか。最も適当なものを、①～④のうちから一つ選びなさい。

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- ① 聴覚障がいのない親に手話を教え始めた。
- ② 聴覚障がいのない赤ちゃんに手話を教え始めた。
- ③ 聴覚障がいのある親を持つ赤ちゃんに手話を教え始めた。
- ④ 聴覚障がいのある赤ちゃんを持つ親に手話を教え始めた。

問4 下線部（エ）に関して、こうした親たちの願いはどのようなことか。最も適当なものを、①～④のうちから一つ選びなさい。

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- ① 聴覚障がいのある親と耳の聞こえる赤ちゃんが意思疎通をはかること
- ② 聴覚障がいのある赤ちゃんと耳の聞こえる親が意思疎通をはかること
- ③ 赤ちゃんが何を考えているのかを言葉ではなく手話で知ること
- ④ 赤ちゃんが話し言葉を使い始める前に親と意思疎通をはかること

問5 下線部（オ）の具体的な内容として最も適当なものを、①～④のうちから一つ選びなさい。

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- ① 赤ちゃんが、話す必要性を感じなくなってしまうこと
- ② 赤ちゃんが教えられた手話を習得するには時間がかかること
- ③ 手話を教わった赤ちゃんは、ほかの赤ちゃんよりも早く話し始めること
- ④ 手話を教わった赤ちゃんは、大人になってからもその手話を覚えていること

問6 空欄（カ）に入るものとして最も適当なものを、①～④のうちから一つ選びなさい。

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- ① When is a good time
- ② Where do they have
- ③ Which are the best signs
- ④ Why is ASL better

問7 本文の要旨として最も適当なものを、①～④のうちから一つ選びなさい。

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- ① Deaf babies are better at remembering things than hearing babies.
- ② Babies who learn to sign communicate more with their parents.
- ③ Deaf parents teach their babies to sign to communicate with them.
- ④ Parents who have hearing babies are more eager to learn to sign.

5 次の問い（問1～問5）において、それぞれ①～⑤の語を並べ替えて空所を補い、日本文に合う最も適当な英文を完成させなさい。ただし、解答は **34** ～ **43** に入る最も適当な語の番号で答えなさい。文頭の語も小文字にしています。

問1 もう一度沖縄に行けば、私はそこに10回行ったことになる。

I _____ **34** _____ **35** _____ ten times if I visit there again.

- ① been ② have ③ Okinawa ④ to ⑤ will

問2 この通りを行けば、劇場に行くことができますよ。

This _____ **36** _____ **37** _____ the theater.

- ① street ② take ③ to ④ will ⑤ you

問3 彼女は決して内気ではなかった。

_____ **38** _____ **39** _____ .

- ① anything ② but ③ she ④ shy ⑤ was

問4 昼食を食べたら散歩に行くのはどうでしょうか。

_____ **40** _____ **41** _____ taking a walk after lunch?

- ① do ② say ③ to ④ what ⑤ you

問5 あなたは彼女がいつ来るか知っていますか。

Do you _____ **42** _____ **43** _____ ?

- ① come ② know ③ she ④ when ⑤ will

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1 次の英文（問1～問10）の空欄 1 ～ 10 に入る最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 The boy was scolded by his parents for being 1 and doing nothing all day.

- ① active ② earnest ③ lazy ④ polite

問2 The traffic is so 2 that I'm not sure what time I will get to the station.

- ① big ② crowded ③ heavy ④ large

問3 Too much salt may 3 you great harm.

- ① do ② give ③ have ④ make

問4 I'll 4 any request from you as long as it's reasonable.

- ① afford ② deny ③ grant ④ hold

問5 We really liked our hotel as our room 5 the river.

- ① overcame ② overlooked ③ overtook ④ overwhelmed

問6 He was at a 6 to explain how the accident happened.

- ① cross ② loss ③ role ④ shock

問7 Tom is 7 to see the woman he talked with on the train again.

- ① eager ② fond ③ long ④ pulse

問8 Anna 8 to talk to her boss because she looked so busy.

- ① defined ② favored ③ hesitated ④ spoke

問9 You should celebrate others' success instead of being 9 .

- ① grateful ② jealous ③ proud ④ satisfied

問10 My dream 10 came true after many years of effort.

- ① briefly ② eventually ③ generally ④ namely

2 次の英文（問1～問8）の空欄 11 ～ 18 に入る最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 The temperature here will 11 to 37 degrees tomorrow.

- ① raise ② rise ③ risen ④ rose

問2 I regret 12 Sarah the truth. Now she's angry with me.

- ① being told ② having told ③ to have told ④ to tell

問3 Kate has been very busy 13 .

- ① just now ② recently ③ then ④ yesterday

問4 I couldn't decide which of the two shirts I liked best, so I didn't buy 14 .

- ① either ② it ③ neither ④ nothing

問5 It is about time we 15 preparing dinner.

- ① are started ② have started ③ started ④ will start

問6 My sister used my computer again while I was out, though I told 16 .

- ① her not ② her not to ③ her to not ④ to her not

問7 Dad, can I borrow \$20? — What do you want it 17 ?

- ① at ② by ③ for ④ of

問8 I left the newspaper on the table, but it isn't there. My mother 18 it away somewhere.

- ① may be put ② may have put ③ may put ④ will be put

3 次の会話（問1～問8）について、A・Bの会話として空欄 19 ～ 26 に入る最も適当なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 A : I'm looking for a spring coat.

B : How about this one? It's our latest style.

A : 19

B : Certainly. I'll bring you some that are on sale.

- ① Can you show me a less expensive one?
- ② I love it! I think it suits me.
- ③ It's nice but it doesn't fit. It's a little too small.
- ④ The light blue one isn't really my style.

問2 A : Professor Jones, I'm very sorry, but I haven't been able to do the assignment that's due tomorrow. I was sick.

B : 20

A : Thank you very much. I'll make sure to turn it in by then.

B : You did the right thing by coming to me before the due date.

- ① I have to fail you unless you can turn it in on time.
- ② I'll extend the due date for a week this time.
- ③ You got the date wrong. It's due tomorrow.
- ④ You should have started writing your report earlier.

問3 A : I hear the new Mexican restaurant in front of the station is popular.

B : I had lunch there last Sunday. There was a long line.

A : 21

B : No, actually, just 15 minutes or so. Most of the customers left as soon as they finished eating.

- ① Around what time did you visit?
- ② How long does it take to get there from our house?
- ③ How many times have you had lunch there?
- ④ I'm sure you had to wait a while to get a table.

問4 A : Good morning, Mom. Where's Dad?

B : 22

A : Really? He rarely gets up later than us.

B : He's been really busy recently. Let him sleep a bit longer.

- ① As usual, he hasn't gotten up yet.
- ② He already went to work.
- ③ He's in bed. Please wake him up.
- ④ He's still sleeping.

問5 A : Why don't you buy that computer? It's cheaper than the one you are looking at.

B : I know this computer is expensive, but it's better than buying cheaper ones over and over.

A : 23

B : Right. Cheap things break easily. You get what you pay for.

- ① You can afford to buy many computers.
- ② You don't have to pay that much for a computer.
- ③ You mean you think you can save money in the long term.
- ④ You place more importance on price than quality.

問6 A : Are you OK? You look so busy.

B : I have a lot of work to finish by the end of today.

A : 24

B : I know. Thanks, anyway.

- ① Can I take over some of your work?
- ② Do you have to do all the work today?
- ③ I want you to help me with my work today.
- ④ I'd like to help you, but I'm really busy, too.

問7 A : John, what's wrong?

B :

25

A : Take a look at the back of your computer.

B : Oh, the power cable wasn't connected properly. Thank you, Lisa!

- ① I had my computer stolen!
- ② I know exactly the problem.
- ③ I've lost the power cable for my computer!
- ④ My computer won't turn on!

問8 A : Let's get started, Aya. Why don't we start with English?

B : OK. Oh, I left my dictionary at home.

A :

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B : Thank you very much.

- ① Please feel free to use mine.
- ② How did you make such a mistake?
- ③ You have another dictionary.
- ④ You should buy a new one.

4 次の英文を読み、以下の問い（問１～問７）に答えなさい。

Lately, I have been reading and thinking about the ways in which we design and use technology. Many articles claim that technology always makes our lives easier and better and that it is developed in a deliberate, planned way. However, I believe that (ア) these two arguments are not always correct.

First of all, although technology has usually improved our lives, it has often also had a negative impact. Take, (イ), the Internet. If, on the one hand, it has improved the access to information and expanded the frontiers* of human knowledge, on the other, the Internet has brought a variety of new problems into our lives—from the everyday problem of finding our way through a web of information to the global threats created by hackers*, viruses, and malwares*.

My next reasons relate to planned technology development. When we consider the history of some inventions, we realize that some very useful technology was actually designed for other purposes rather than the function we use it for nowadays. For example, (ウ) GPS is now used by millions of people to find the most effective route to a target location. However, GPS was not originally developed with civilians* in mind. It was, in fact, designed for the military.

Moreover, some technology that we think of as having a particular purpose was not “designed” at all. (エ) X-rays, for example, were actually discovered by German physicist Wilhelm Roentgen in 1895 completely by accident. Also, while we now think of X-rays as medical tools, they were not immediately used for serious purposes. Instead, they were generally considered to be just another type of “photography.” For a period of time, it was even fashionable for young ladies to send X-rays of their hands as gifts.

The good thing is that, by acknowledging that technology can have positive and negative effects and that it can usually go beyond its original purpose, (オ) we are free to think of new and better uses for it. Consider, for example, the way some artists now use their GPS tracking to draw beautiful pictures over large geographical* areas.

This brings us to an interesting question: What will we use today’s technology for in the future? We might not be able to control whether it is used for good or bad purposes. However, we can be certain of one thing: with the speed of technological development increasing all the time—in recent years we have had the arrival of drones*, driverless cars*, and virtual reality*—it is going to be exciting to see the (カ) ways people find to use it.

*注 frontier：限界 hacker：ハッカー（ネットワークに不正に侵入する人）
malware：マルウェア（コンピュータシステムやネットワークを不正かつ有害に動作させることを意図して作成されたソフトウェア） civilian：民間人
geographical：地理的な drone：ドローン
driverless car：自動無人運転車両
virtual reality：バーチャルリアリティ（仮想現実）

問1 下線部（ア）の具体的な内容として最も適当なものを、①～④のうちから一つ選びなさい。

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- ① テクノロジーは我々の生活を改善し、計画的に開発されるものである。
- ② テクノロジーの中には我々の生活に悪影響を及ぼすものがあり、それらは排除されるべきである。
- ③ テクノロジーは平和目的で開発され、そのためだけに利用を限定すべきである。
- ④ テクノロジーの活用方法は常に変化していくもので、我々はその変化に順応しなければならない。

問2 空欄（イ）に入るものとして最も適当なものを、①～④のうちから一つ選びなさい。

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- ① as a result
- ② for instance
- ③ on purpose
- ④ what is called

問3 下線部（ウ）はどのようなテクノロジーを表すために挙げられている例か。最も適当なものを、①～④のうちから一つ選びなさい。

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- ① 機密情報が流出し、多数の人々に使われるようになったテクノロジー
- ② 現在の使用目的とは異なる用途で開発されたテクノロジー
- ③ 最終的に民間での活用を目指し、計画的に開発されたテクノロジー
- ④ 民間の企業によって開発されたが、軍事転用されたテクノロジー

問4 下線部（エ）の例からわかることは何か。最も適当なものを、①～④のうちから一つ選びなさい。

30

- ① テクノロジーは、常に我々の生活を容易にするものだ。
- ② テクノロジーは、最初から意図的かつ計画的に開発されるものだ。
- ③ テクノロジーは、常に我々の生活を容易にするものとは限らない。
- ④ テクノロジーは、最初から意図的かつ計画的に開発されるものとは限らない。

問5 下線部（オ）のようになるためには、何をすることが必要か。最も適当なものを、①～④のうちから一つ選びなさい。

31

- ① テクノロジーと美術的な有用性の関係を考慮に入れること
- ② テクノロジーの悪影響を防止するための策を講じること
- ③ テクノロジーの当初の目的を忘れずに追い求めること
- ④ テクノロジーの二面性や目的の可変性を認めること

問6 空欄（カ）に入るものとして最も適当なものを、①～④のうちから一つ選びなさい。

32

- ① deliberate and planned
- ② free and paid
- ③ new and unexpected
- ④ original and deliberate

問7 本文のタイトルとして最も適当なものを、①～④のうちから一つ選びなさい。

33

- ① About the History of X-rays
- ② How Did Technology Affect Our Lives?
- ③ On Developing and Using Technology
- ④ The Bad Sides of Today's Technology

5 次の問い（問1～問5）において、それぞれ①～⑤の語を並べ替えて空所を補い、日本語に合う最も適当な英文を完成させなさい。ただし、解答は **34** ～ **43** に入る最も適当な語の番号で答えなさい。文頭の語も小文字にしています。

問1 あなたに会うのを楽しみにしています。

I'm _____ **34** _____ **35** _____ .

- ① forward ② looking ③ seeing ④ to ⑤ you

問2 そのホテルでは快適に過ごすためにあらゆるものが提供された。

At that hotel, we _____ **36** _____ **37** _____ a comfortable stay.

- ① everything ② for ③ provided ④ were ⑤ with

問3 自然災害がいつ起こるかはわからない。

_____ **38** _____ **39** _____ a natural disaster will occur.

- ① is ② no ③ telling ④ there ⑤ when

問4 太陽がなければ、どんな生物も存在できないだろう。

_____ **40** _____ **41** _____ the sun, no living thing could exist.

- ① for ② if ③ it ④ not ⑤ were

問5 祖母は月に1回必ず私に手紙をくれる。

My grandmother _____ **42** _____ **43** _____ a letter once a month.

- ① fails ② me ③ never ④ to ⑤ write

2025 年度 新潟医療福祉大学

一般選抜（前期日程）

【2月4日(火)】

英 語

注意事項

1. 試験開始の合図があるまで、問題冊子の中を見てはいけません。
2. 問題冊子は16ページから成っています。
3. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁に気づいた場合は、その場で静かに手をあげて試験監督者に知らせてください。
4. 解答はすべて解答用紙の解答記入欄にマークしてください。問題冊子に記入したものを解答として提出することはできません。
5. 解答用紙には、氏名、解答科目、受験番号を正しく記入してください。解答科目は、解答科目欄の「英語」にマークしてください。これらが間違っていると解答が無効となりますので、十分注意してください。
6. 解答には必ずHBの黒鉛筆またはシャープペンシルを使用してください。ボールペンや万年筆等は使用できません。

1 次の英文（問1～問10）の空欄 **1** ～ **10** に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 After thinking about it for a while, I **1** a final decision on the plan.

- ① built ② drove ③ made ④ ran

問2 It's been snowing all day. I wonder how long the snow will **2** .

- ① come ② end ③ last ④ start

問3 I've already called the dentist and made **3** to get my teeth looked at next week.

- ① a contract ② a difference ③ a promise ④ an appointment

問4 She reached out her **4** and hugged me.

- ① arms ② elbows ③ legs ④ thumbs

問5 I know her name, but I can't **5** her face.

- ① realize ② recall ③ show ④ tell

問6 I couldn't **6** your name. Can you repeat it, please?

- ① catch ② miss ③ see ④ swallow

問7 My brother is **7** a job in the medical technology field.

- ① asking ② going ③ looking ④ seeking

問8 I often go to concerts with John because we have similar **8** in music.

- ① feet ② smells ③ tastes ④ tongues

問9 Meg got along well with other students because she had **9** attitude.

- ① a friendly ② a lonely ③ a rude ④ an elderly

問10 The meeting was **10** until next week.

- ① decided ② delayed ③ denied ④ described

2 次の英文（問1～問8）の空欄 11 ～ 18 に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 She got used to 11 speeches in front of many people.

- ① be made ② made ③ makes ④ making

問2 The police 12 investigating the robbery.

- ① am ② are ③ been ④ is

問3 The teacher left the students 13 on their assignments.

- ① to working ② work ③ worked ④ working

問4 What would you do if you 14 100 million yen?

- ① had ② have ③ have had ④ would have had

問5 15 students are participating in the school festival.

- ① A lot ② Almost ③ Most ④ None

問6 You should choose 16 of the two computers.

- ① better ② good ③ the better ④ the good

問7 Quite a 17 students showed interest in the robotics club.

- ① bit ② few ③ little ④ lot

問8 Can you join us for dinner tonight? — I'm afraid 18 . I have other plans.

- ① no ② not ③ so ④ that

3 次の問い（問1～問5）において、それぞれ①～⑤の語を並べ替えて空所を補い、日本語に合う最も適切な英文を完成させなさい。ただし、解答は **19** ～ **28** に入る最も適切な語の番号で答えなさい。文頭の語も小文字にしています。

問1 私は今日、どの映画を見たらよいか決められなかった。

I couldn't _____ **19** _____ **20** _____ today.

- ① decide ② movie ③ to ④ watch ⑤ what

問2 問題を解決するために、彼女は自分の技術を活用した。

She _____ **21** _____ **22** _____ to solve the problem.

- ① her ② made ③ of ④ skills ⑤ use

問3 彼は外食する際に必ずレストランのレビューを確認する。

He _____ **23** _____ **24** _____ the reviews of the restaurant.

- ① checking ② eats ③ never ④ out ⑤ without

問4 私は彼女がその試合に勝つことを確信しています。

_____ **25** _____ **26** _____ the game.

- ① her ② I'm ③ of ④ sure ⑤ winning

問5 あなたがいつ到着しても、温かい歓迎が待っています。

_____ **27** _____ **28** _____ , there's always a warm welcome waiting for you.

- ① arrive ② matter ③ no ④ when ⑤ you

- 4 次の広告を読んで、あとの問いに答えなさい。問1～問3は、問いの答えとして最も適切なものを①～④のうちから一つずつ選びなさい。問4は、空欄に入れるのに最も適切なものを①～④のうちから一つ選びなさい。

Language Journey Summer Camp 2025

Join us for the Language Journey Summer Camp! Students from around the world come together to improve their English skills and explore new cultures.

- Dates: July 10 – August 10, 2025
- Location: Blue Horizon University in Toronto, Canada
- Ages: 8 – 16
- Price: \$2,000/person

★ Courses:

1. **Regular:** For learners who want to improve their basic skills
2. **Advanced:** For learners who have a high level of English skills

★ What We Offer:

- ✧ Practical English language lessons
- ✧ Short trips to famous historical sites
- ✧ Sports, arts, and other recreational activities

★ Register Now!

- ✧ Register by April 10, 2025, and you'll receive a 20% discount!
- ✧ The deadline for applications is May 20.

For more information or to register, visit our website at www.ljsc.com.

問1 Who is the most likely author of the text?

29

- ① A court in Canada
- ② A local post office
- ③ An international language school
- ④ Blue Horizon Hospital

問2 Who is the intended reader of the text?

30

- ① Families planning a summer vacation
- ② Students who want to improve their English skills
- ③ Teachers seeking professional development opportunities
- ④ Tourists who want to visit historical sites

問3 What is the purpose of the text?

31

- ① To advertise a new English language course
- ② To describe the history of Blue Horizon University
- ③ To encourage participation in cultural exchange programs
- ④ To inform readers about an upcoming summer camp

問4 If you want to participate in the camp, you 32 .

- ① have to speak English fluently
- ② must apply by April 10
- ③ need to apply with your friends
- ④ should visit the website

5 次の英文を読み、以下の問い（問1～問7）に答えなさい。

In 1845, (ア) a deadly disease struck the farms of Ireland, killing all the Lumper* potato plants. In another place or time, the death of a single crop species might not have been so important. But in Ireland, in 1845, people depended almost solely* on the potato for food. The death of one species caused a terrible famine*. Now, some scientists are worried that such a famine could happen again — but on a much wider scale.

Over the centuries, farmers have discovered thousands of different species of food crops. Each species has special qualities. Some can be grown in very hot or cold climates. Others are not affected by certain diseases. However, (イ) you won't find many of these species in your local supermarket. To feed the seven billion people on Earth, most farmers today are growing only species of plants and farming only species of animals that are easy to produce in large numbers. Meanwhile, thousands of other species are becoming extinct.

For example, (ウ) in the Philippines, there were once thousands of varieties of rice; now fewer than 100 are grown there. In China, 90 percent of the wheat varieties grown just a century ago have disappeared. Experts believe that over the past century, we have allowed more than half of the world's food varieties to disappear.

One solution to this problem is to collect and preserve the seeds of as many different plant varieties as we can before they disappear. The idea was first suggested by Russian scientist Nikolay Vavilov. In the 1920s and '30s, he collected around 400,000 seeds from five continents. More recently, others are continuing (エ) the work he began.

In the U.S. state of Iowa, Diane Ott Whealy wanted to preserve historic plant varieties, like the seeds her great-grandfather* brought to the U.S. from Germany more than a hundred years ago. She and her husband started a place called (オ) Heritage* Farm, where people can store and trade seeds.

More importantly, the people at Heritage Farm don't just store the seeds; they plant them. By doing this, they are reintroducing* foods into the marketplace that haven't been grown for years. These food species are not just special in terms of appearance or flavor. They also offer farmers food solutions for the future, from the past.

出典：Reading Explorer 2 by Paul MacIntyre and David Bohlke, National Geographic Learning, 2015. Cengage Learning Inc. Reproduced by permission. www.cengage.com/permissions.

*注 Lumper：ランパー（ジャガイモの品種）

famine：飢饉^{ききん}

heritage：遺産、継承、伝統

almost solely：ほとんど～だけ

great-grandfather：ひいおじいさん

reintroduce：～を再導入する

問1 下線部（ア）に関して、このときの作物病害の影響として最も適切なものを、①～④のうちから一つ選びなさい。

33

- ① アイルランドから世界中へ感染が広がり、多くの作物が死滅した。
- ② 食糧として依存していたジャガイモが感染し、大規模な飢饉が発生した。
- ③ より世界的な作物種の絶滅へとつながった。
- ④ 感染した作物から人間へと感染が広がってしまい、多くの人が死亡した。

問2 下線部（イ）とはどういうことか。最も適切なものを、①～④のうちから一つ選びなさい。

34

- ① many of these species are not available to us
- ② many of these species are only found in big cities
- ③ many of these species are similar to other species
- ④ many of these species are too expensive

問3 下線部（ウ）の原因は何か。最も適切なものを、①～④のうちから一つ選びなさい。

35

- ① 品種には、それぞれ特異な性質があるから
- ② 特定の病気にかからない品種があるから
- ③ 大量生産しやすい品種だけを栽培している農家が多いから
- ④ 暑さや寒さに強い品種だけを栽培している農家が多いから

問4 下線部（エ）に関して、その内容として最も適切なものを、①～④のうちから一つ選びなさい。

36

- ① 消滅した植物品種を現在の技術を使ってよみがえらせること
- ② できるだけ多くの異なる植物品種の種子をなくなる前に集めて保存すること
- ③ 世界のすべての大陸から特徴的な植物品種の種子を集めて栽培すること
- ④ 保存されているさまざまな植物品種を育て、果実を実らせること

問5 下線部（オ）について、この農場が行っていることとして最も適切なものを、①～④のうちから一つ選びなさい。

37

- ① ドイツからアメリカ合衆国へ持ち込んだ植物の栽培
- ② 植物の種の保存・栽培と市場への流通
- ③ 植物を環境が破壊された場所へ植える活動
- ④ 珍しい植物種の栽培・展示とその普及

問6 Heritage Farmの活動による成果として最も適切なものを、①～④のうちから一つ選びなさい。

38

- ① 過去から未来へ向けた食糧解決策を農家に提供すること
- ② 食糧不足に悩む世界の国々へ、豊富な食料を提供すること
- ③ 絶滅の危機に瀕している植物品種の数を増加させること
- ④ 珍しい品種を増やすことで、植物品種の多様性を確保すること

問7 本文の主題として最も適切なものを、①～④のうちから一つ選びなさい。

39

- ① All of our food will disappear in the future.
- ② Farmers should work hard to prevent diseases.
- ③ The food we eat will look different someday.
- ④ We need to preserve different food species.

2025 年度 新潟医療福祉大学

一般選抜（前期日程）

【2月5日(水)】

英 語

注意事項

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1 次の英文（問1～問10）の空欄 **1** ～ **10** に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 I hadn't seen Ted for 20 years, but I **1** him immediately when he walked in.

- ① labeled ② looked ③ realized ④ recognized

問2 She didn't attend school due to a high **2** .

- ① cold ② fever ③ time ④ warmth

問3 I was in the **3** to stay home, so I didn't go out today.

- ① atmosphere ② behavior ③ character ④ mood

問4 The restaurant was **4** and we had to wait for a table.

- ① busy ② heavy ③ strong ④ thick

問5 A **5** is a person who buys goods or services from a shop.

- ① client ② customer ③ guest ④ passenger

問6 **6** of them raised their hands when the teacher asked a question.

- ① Anybody ② No one ③ Nobody ④ None

問7 Ann suggested going hiking, and I think that's a **7** good idea.

- ① more ② much ③ pretty ④ some

問8 I can't **8** to watch horror movies.

- ① bear ② embrace ③ ignore ④ trust

問9 He **9** a well-known poet in his essay.

- ① carved ② composed ③ nodded ④ quoted

問10 One **10** of the national park is its beautiful hiking trails.

- ① farther ② feather ③ feature ④ fellow

2 次の英文（問1～問8）の空欄 11 ～ 18 に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 11 of the students in my class has their own learning style.

- ① All ② Each ③ Every ④ Some

問2 It's kind 12 to offer support.

- ① for him ② for his ③ of he ④ of him

問3 Have you ever read a book written in Greek? — No, I have never read 13 .

- ① it ② one ③ ones ④ that

問4 She wasn't interested in sports in the 14 .

- ① last ② latest ③ latter ④ least

問5 15 do you think of her latest movie?

- ① That ② What ③ Which ④ Who

問6 It 16 three years since I moved to Niigata.

- ① has been ② has passed ③ is passed ④ pass

問7 We were prevented from 17 the concert by the storm.

- ① attend ② attended ③ attending ④ to attend

問8 Thanks to the Internet, we can get 18 information.

- ① a few ② a lot of ③ many ④ several

3 次の問い（問1～問5）において、それぞれ①～⑤の語（句）を並べ替えて空所を補い、
日本文に合う最も適切な英文を完成させなさい。ただし、解答は **19** ～ **28**
に入る最も適切な語（句）の番号で答えなさい。文頭の語も小文字にしています。

問1 彼女が正しいということがわかった。

_____ **19** _____ **20** _____ was right.
① it ② out ③ she ④ that ⑤ turned

問2 あなたは明日、髪を切りたいですか。

Do _____ **21** _____ **22** _____ tomorrow?
① cut ② have ③ want to ④ you ⑤ your hair

問3 彼は天井につくくらい背が高い。

He is _____ **23** _____ **24** _____ .
① enough ② tall ③ the ceiling ④ to ⑤ touch

問4 その映画は私が思っていたよりもよかった。

The movie _____ **25** _____ **26** _____ .
① better ② expected ③ I ④ than ⑤ was

問5 彼は1週間に5冊も本を読む。

He reads _____ **27** _____ **28** _____ a week.
① books ② five ③ fewer ④ no ⑤ than

- 4 次の広告を読んで、あとの問いに答えなさい。問1～問3は、問いの答えとして最も適切なものを①～④のうちから一つずつ選びなさい。問4は、空欄に入れるのに最も適切なものを①～④のうちから一つ選びなさい。

We Need Your Help!

Smithills Center is looking for enthusiastic volunteers to assist with our upcoming book event. This is a wonderful opportunity to give back to the community.

- Date: July 8, 2025
- Time: 9 a.m. to 5 p.m.
- Location: Smithills Park Community Center

Volunteer Roles Include:

- ・ Setting up and taking down the event
- ・ Helping guests
- ・ Giving information

Benefits of Volunteering:

- ✧ Gain experience and build skills
- ✧ Meet new people
- ✧ Enjoy refreshments and a thank-you gift (used books)

If you're interested in the event, **sign up today!**

Contact us at smithills@volunt.ngo to register and get more details.

問1 Who is the most likely author of the text?

29

- ① A book publisher that wants to sell more books
- ② A newspaper company that covers volunteer activities
- ③ A recycling company that collects used books
- ④ An organization looking for people to help them

問2 Who is the intended reader of the text?

30

- ① Local people who want to contribute to the community
- ② School teachers who teach students how to work as volunteers
- ③ University students who want to sell used books
- ④ Young athletes who want to rent the park

問3 What is the purpose of the text?

31

- ① To collect used books to distribute at the event
- ② To let people in the community know about the event
- ③ To recruit people to work part-time at the community center
- ④ To seek enthusiastic helpers for the upcoming book event

問4 You can 32 at the book event.

- ① earn a lot of money
- ② enjoy a large meal
- ③ get a gift
- ④ work as a librarian

5 次の英文を読み、以下の問い（問１～問７）に答えなさい。

Think of the last big purchase you made. Maybe it was clothing or a new phone or computer. How long did it take you to make the decision? Did you research other choices? How many? How you make decisions may be connected to your happiness. Researchers divide people into (ア) two groups. The people in the first group research every option. They look at every choice because they don't want to miss the perfect one. They read reviews on the Internet, talk to people, and weigh* all their opinions before they make their decision. The people in the second group also want to make a good decision; however, they want to do it quickly. They want to make a choice that is good enough but that does not take too much time. (イ) the first group, they want to make their decision and move on. Do you know which group you belong in? Your behavior may depend on the purchase you are making. For example, maybe you make decisions quickly when you are at the grocery store but take more time when buying a more expensive item like a TV. Even if (ウ) this is the case, most people fall into one of the two groups most of the time.

Researchers studied people from each group. They found that people in one group are no more likely to make bad decisions than the other. Yet they did find a difference in happiness between the two groups. Despite the fact that those in the first group who examine every option got better jobs, (エ) they were less satisfied. They were offered jobs that paid 20 percent more than the other group of fast decision makers. Yet later (オ) they didn't feel good about themselves or their jobs. The researchers of the study said that these people made good decisions but didn't like that they had to choose one job instead of another. After they had made their decision, they spent a lot of time thinking about the other choices. They weren't certain they had made the best choice, so they felt less happy. The researchers reported that the second group was happier more often. Perhaps this is because they spent less time worrying about their decision. They made their choice and stopped thinking about it. Interestingly, researchers found that as people get older, they are more likely to be in the second group. With time, people see there is often no perfect solution, and in the same manner, they learn to feel OK with their choice.

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*注 weigh：～を熟考する

問1 下線部（ア）に関して、この2つのグループに共通する認識として最も適切なものを、①～④のうちから一つ選びなさい。

33

- ① よい決定をしたいと思っている。
- ② 十分に時間をかけたいと思っている。
- ③ 早く先に進みたいと思っている。
- ④ すべての選択肢について熟考したいと思っている。

問2 空欄（イ）に入るものとして最も適切なものを、①～④のうちから一つ選びなさい。

34

- ① In contrast to
- ② In spite of
- ③ Including
- ④ Just like

問3 下線部（ウ）の具体的な内容として最も適切なものを、①～④のうちから一つ選びなさい。

35

- ① 購入するものの価値にかかわらず、時間をかけずに購入を決める場合
- ② 購入するものの価値や値段によって、決定方法を変更する場合
- ③ 高価なものを購入する際に時間をかけずに決定する場合
- ④ 日用品を購入する際、様々な商品を比較して決定する場合

問4 下線部（エ）について、この人たちが満足感が低いと感じた理由として最も適切なものを、①～④のうちから一つ選びなさい。

36

- ① 自分の選択が最良だったかどうか、確信が持てなかったから
- ② 別のグループの人たちより、手にする給料が低かったから
- ③ 自分たちには選択権が与えられなかったから
- ④ 締め切りの時間に追われ、即決しなければならなかったから

問5 下線部（オ）の説明として最も適切なものを、①～④のうちから一つ選びなさい。

37

- ① They felt happier more often.
- ② They felt less happy.
- ③ They had made the best choice.
- ④ They spent less time worrying about their decision.

問6 第2段落で述べられている調査の結果、第2グループについてわかったことは何か。最も適切なものを、①～④のうちから一つ選びなさい。

38

- ① 人は年を重ねると決断力が衰える。
- ② 人は年を重ねると、決定するまでに時間をかけるようになる。
- ③ 時間とともに人は完璧な解を見つけるようになる。
- ④ 時間とともに人は自身の選択で大丈夫だと思うようになる。

問7 本文のタイトルとして最も適切なものを、①～④のうちから一つ選びなさい。

39

- ① Do Your Decisions Make You Happy?
- ② How Can We Decide Quickly?
- ③ Is It Possible to Avoid Making Wrong Choices?
- ④ Why Should We Divide People Into Groups?

2026 年度 新潟医療福祉大学

一般選抜（前期日程）

【2月4日(水)】

英 語

注意事項

1. 試験開始の合図があるまで、問題冊子の中を見てはいけません。
2. 問題冊子は16ページから成っています。
3. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁に気づいた場合は、その場で静かに手をあげて試験監督者に知らせてください。
4. 解答はすべて解答用紙の解答記入欄にマークしてください。問題冊子に記入したものを解答として提出することはできません。
5. 解答用紙には、氏名、解答科目、受験番号を正しく記入してください。解答科目は、解答科目欄の「英語」にマークしてください。これらが間違っていると解答が無効となりますので、十分注意してください。
6. 解答には必ずHBの黒鉛筆またはシャープペンシルを使用してください。ボールペンや万年筆等は使用できません。

1 次の英文（問1～問10）の空欄 **1** ～ **10** に入る最も適切なものを、それぞれ①～④のうちから一つずつ選りなさい。

問1 There's **1** traffic around here on weekdays.

- ① big ② crowded ③ heavy ④ many

問2 I left my pen at home. Could you **2** me yours?

- ① borrow ② keep ③ lend ④ use

問3 I am proud **3** my father's business success.

- ① in ② of ③ to ④ with

問4 Okinawa has a mild **4** throughout the year.

- ① behavior ② climate ③ island ④ storm

問5 You were late again today. Please **5** to come on time next time.

- ① come close ② get on ③ make sure ④ take turns

問6 Severe snow **6** us to cancel the trip.

- ① feared ② forced ③ imagined ④ thought

問7 She was **7** enough to carry the elderly woman's bag.

- ① busy ② kind ③ strict ④ tired

問8 I like movies, but I **8** go to the theater.

- ① always ② now ③ rarely ④ then

問9 Since you are our leader, the decision is **9** you.

- ① away from ② in ③ next to ④ up to

問10 Before writing the report, she **10** to several books and took notes.

- ① consulted ② ignored ③ looked ④ referred

2 次の英文（問1～問8）の空欄 11 ～ 18 に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 My brother 11 the top professional basketball team in this city.

- ① belongs ② belongs to ③ is belonging ④ is belonging to

問2 The number of children interested in programming 12 increasing.

- ① are ② been ③ is ④ were

問3 The house 13 I lived before is still there.

- ① of which ② when ③ where ④ which

問4 I have to finish this job, so I'll be at the office for 14 two hours.

- ① also ② another ③ more ④ yet

問5 This bridge is longer than that one 15 ten meters.

- ① by ② for ③ in ④ to

問6 The park is too far for my little brother 16 alone.

- ① go ② goes ③ is going ④ to go

問7 She is known 17 many people as a figure skater.

- ① at ② for ③ to ④ with

問8 The teacher told 18 quiet during class.

- ① the kids being ② the kids to be ③ to the kids be ④ to the kids being

- 3 次のイラスト（問1～問4）を説明する文として最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1



- ① A dog is barking at a man.
- ② A dog is chasing a man.
- ③ A man is feeding a dog.
- ④ A man is walking away from a dog.

19

問2



- ① A girl is getting her test back from the teacher.
- ② A girl is having trouble with a math test.
- ③ A girl is solving the test questions with ease.
- ④ A girl is talking with her friends.

20

問3



- ① A woman is hoping her son will read a book.
- ② A woman is laying her son on the sofa.
- ③ A woman is reading a book with her son.
- ④ A woman is scolding her son for being lazy.

21

問4



- ① A boy drops his wallet.
- ② A boy hands a wallet to a woman.
- ③ A boy picks up a wallet.
- ④ A boy sees a woman dropping a wallet.

22

- 4 次はコミュニティセンターの掲示板に貼られている情報です。問1～問3は、問いの答えとして最も適切なものを①～④のうちから一つずつ選びなさい。問4は、空欄に入れるのに最も適切なものを①～④のうちから一つ選びなさい。

Help Wanted!

Sunny Cafe is now hiring friendly and hardworking people to join our team!

- Location: Sunny Cafe, Riverside Mall (2nd Floor)
- Work Days: Weekends
- Working Hours: 10:00 a.m. – 8:00 p.m.
- Pay: \$12 per hour (free drinks during breaks!)

★ Your Job Will Include:

- ・ Taking orders and serving customers
- ・ Cleaning tables and the counter
- ・ Helping in the kitchen when needed

★ Requirements:

- ・ Must be 16 years old or older
- ・ Able to work both days, at least 4 hours a day
- ・ Work experience in a cafe or restaurant is required.

If you want to work with us, contact us at sunnycafe@jobmail.com or 123-4567.

問1 Who is the most likely author of the text?

23

- ① A cafe owner who needs workers
- ② A management advisor for cafes
- ③ A student looking for a job
- ④ A teacher at a high school

問2 Who is the most intended reader of the text?

24

- ① People looking for a cafe to visit
- ② People trying to start a cafe
- ③ People who want to find a job
- ④ People with many years of cooking experience

問3 What is the purpose of the text?

25

- ① To describe how a cafe prepares food.
- ② To give beginners a chance to work.
- ③ To hire new workers at the cafe.
- ④ To show cafe workers how to make good coffee.

問4 If you work for four hours, you

26

.

- ① will earn \$12 a day
- ② will earn \$24 a day
- ③ will earn \$36 a day
- ④ will earn \$48 a day

5 次の英文を読み、以下の問い（問1～問7）に答えなさい。

Advertisements: They're all over our social media pages; they arrive as text messages; they interrupt our favorite shows; and they bombard* us in the streets.

In order to survive the constant barrage* of advertising, we learn to ignore most of what we see. But what is it that makes certain ads* “sticky*”? (ア), why do we remember some ads while managing to completely forget others?

According to advertising experts, an ad needs three key elements to make it unforgettable*. In the first place, it needs to be clear and simple. TV commercials usually last about 30 seconds, so a complicated or confusing presentation will not do the job. For (イ) an ad to be “sticky,” it has to be obvious enough that we can pick up the message in a split second*.

More importantly, ads should appeal to our senses and emotions. When (ウ), it tends to stick in our brains much longer than if we simply understand it. This is the reason why so much advertising depends on emotional music and images of family, romance, or success that relate directly to our own hopes and dreams.

One more element necessary to make an ad (エ) successful is surprise. When we see something out of the ordinary, it makes us take notice whether we want to or not. A talking animal, a beautifully dressed model diving into a swimming pool, a car zooming* through an ever-changing landscape — these are the types of things that grab our attention.

But do “sticky” ads actually make us buy the products? (オ) That's another story. Sometimes the most memorable* ads make people laugh or mention them to their friends, but they don't actually convince people to buy anything. Still, after watching a “sticky” ad, we usually remember the name of the company it promotes. And in a world with so many brands and products, (カ) that is almost as important as sales.

出典：Interchange Level 3 Student's Book with Online Self-Study by Jack C. Richards, Jonathan Hull and Susan Proctor, Cambridge University Press, 2017. Reproduced with permission of The Licensor through PLSclear.

*注 bombard：～を攻め立てる

barrage：集中砲火

ad(s)：advertisement(s)の略

sticky：くっつきやすい

unforgettable：忘れられない

split second：ほんの一瞬

zoom：疾走する

memorable：記憶に残る

問1 空欄（ア）に入るものとして最も適切なものを、①～④のうちから一つ選びなさい。

27

- ① Despite that
- ② For this reason
- ③ In other words
- ④ On the other hand

問2 下線部（イ）について本文で述べられているのはどのような広告か。最も適切なものを、①～④のうちから一つ選びなさい。

28

- ① 見たら忘れられない広告。
- ② 明確で詳細な説明がある広告。
- ③ 30秒以内に収まっている広告。
- ④ 専門家が高く評価している広告。

問3 空欄（ウ）に入るものとして最も適切なものを、①～④のうちから一つ選びなさい。

29

- ① an ad is difficult to understand
- ② an ad is repeated many times
- ③ we already know the ad
- ④ we really feel something

問4 下線部（エ）と置きかえた場合、文章の流れとして適切でないものを、①～④のうちから一つ選びなさい。

30

- ① attract our attention
- ② do the job
- ③ forgettable
- ④ sticky

問5 下線部（オ）とはどういう意味か。最も適切なものを、①～④のうちから一つ選びなさい。

31

- ① 広告が記憶に残ったからといって、その商品を買うとは限らない。
- ② 商品を買ってもらうには、広告が記憶に残ることが不可欠である。
- ③ 記憶に残る広告がその商品の売りに貢献するのは当然のことだ。
- ④ 見た人の記憶に残り、その商品を買わせることが広告の主な目的だ。

問6 下線部（カ）が指している内容として最も適切なものを、①～④のうちから一つ選びなさい。

32

- ① 視聴者を広告で笑わせること。
- ② 視聴者に実際の商品を見せないこと。
- ③ 視聴者に商品を購入してもらうこと。
- ④ 視聴者に会社名を覚えてもらうこと。

問7 本文のタイトルとして最も適切なものを、①～④のうちから一つ選びなさい。

33

- ① How TV Commercials Developed
- ② How We Can Avoid Advertisements
- ③ What Is Online Marketing?
- ④ Why We Can't Forget Some Ads

2026 年度 新潟医療福祉大学

一般選抜（前期日程）

【2月5日(木)】

英 語

注意事項

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6. 解答には必ずHBの黒鉛筆またはシャープペンシルを使用してください。ボールペンや万年筆等は使用できません。

1 次の英文（問1～問10）の空欄 1 ～ 10 に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 What did you do to 1 the difficulty?

- ① overall ② overcome ③ overlook ④ run over

問2 It was 2 that she knew the answer, but she didn't say anything.

- ① dislike ② like ③ likely ④ unlike

問3 I cannot 3 up with her bad table manners.

- ① keep ② make ③ put ④ take

問4 One example will 4 to make the point clear.

- ① do ② give ③ like ④ take

問5 I was busy last week, so I haven't 5 the report due tomorrow yet.

- ① given up ② handed in ③ taken back ④ thrown away

問6 Avoid 6 by checking your document twice.

- ① miss ② mission ③ mistakes ④ myth

問7 I like this car. What does it 7 ?

- ① cost ② sell ③ spend ④ use

問8 She 8 down on the sofa and closed her eyes.

- ① laid ② lain ③ lay ④ lied

問9 Make sure your room is 9 before your friend comes.

- ① dirty ② large ③ messy ④ tidy

問10 He wears glasses because his 10 is poor.

- ① feeling ② hearing ③ smell ④ vision

2 次の英文（問1～問8）の空欄 11 ～ 18 に入る最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1 He said that he 11 his parents everything honestly.

- ① tell ② telling ③ to tell ④ told

問2 My mother 12 as a teacher for thirty years next month.

- ① has worked ② will have worked
③ will work ④ works

問3 13 did you visit him for?

- ① How ② What ③ Where ④ Why

問4 I can't find my math textbook in my bag. I 14 it at home.

- ① can leave ② could leave ③ had to leave ④ may have left

問5 I want to spend my time without 15 by anyone.

- ① being disturbed ② being disturbing
③ disturbing ④ having disturbed

問6 It was Kenji 16 I went to the amusement park with.

- ① as ② it ③ that ④ what

問7 Have you ever eaten the fruit 17 *biwa* in Japanese?

- ① called ② calling ③ calls ④ which called

問8 The meeting will be over by the time he 18 .

- ① arrived ② arrives ③ had arrived ④ will arrive

- 3 次のイラスト（問1～問4）を説明する文として最も適切なものを、それぞれ①～④のうちから一つずつ選びなさい。

問1



- ① A man is getting on the bus slowly.
- ② A man is running to catch the bus.
- ③ A man is sitting quietly on the bus.
- ④ A man is waiting for the next bus.

19

問2



- ① A girl is boarding the plane with her parents.
- ② A girl is helping her parents carry suitcases.
- ③ A girl's parents are driving her to the airport.
- ④ A girl's parents are seeing her off at the airport.

20

問3



- ① Two boys are apologizing to each other.
- ② Two boys are hitting each other.
- ③ Two boys are quarreling about something.
- ④ Two boys are talking in a friendly atmosphere.

21

問4



- ① A boy is offering to lend a girl his umbrella.
- ② A boy is waving to his friend.
- ③ A girl is closing her umbrella at the entrance.
- ④ A girl is running in the rain without an umbrella.

22

- 4 次はコミュニティセンターの掲示板に貼られている情報です。問1～問3は、問いの答えとして最も適切なものを①～④のうちから一つずつ選びなさい。問4は、空欄に入れるのに最も適切なものを①～④のうちから一つ選びなさい。

Be a Host Family – Share Your Life

Welcome a Student into Your Home

Would you like to meet a student from another country? You can become a host family and learn about a new culture!

★ About the Students:

High school students from other countries

They want to learn about Japan.

They are interested in Japanese daily life.

★ Length of Stay

Short stay: 1 day - 5 days

Long stay: 2 weeks - 3 months

★ Language:

English / Japanese

★ Notes:

You can choose the best time for your family.

Please use Japanese as well as English at home.

Please treat students as members of the family, not as guests.

● Contact Us!

Email: hoststar@hostmail.com / Tel: 06-4598-723147

問1 Who is the most likely author of the text?

23

- ① A restaurant manager
- ② A shop owner
- ③ An international exchange group
- ④ Hospital staff

問2 Who is the most intended reader of the text?

24

- ① A family who is interested in international friendship
- ② A student who wants to study abroad
- ③ A teacher preparing a class lesson
- ④ A tourist planning a trip to Japan

問3 What is the purpose of the text?

25

- ① To explain daily life in Japan to students.
- ② To find hosts for students from abroad.
- ③ To invite students to join language classes.
- ④ To talk about students from other countries.

問4 If you accept the students, you 26 .

- ① have to treat them as your special guests
- ② must let them stay for more than two weeks
- ③ need to speak only English at home
- ④ should just live as usual

5 次の英文を読み、以下の問い（問1～問7）に答えなさい。

People use patterns to make sense of our chaotic* world. Our brains have developed to quickly recognize patterns and will often jump to conclusions about the relationships between patterns and events. Sometimes, these conclusions have validity*, and they help us respond quickly to events. Occasionally, however, the brain will form a causal relationship between patterns and events that are not related. If a person associates unrelated conditions with specific outcomes, (ア) a superstition* may develop.

(イ), if a baseball player wears a certain pair of socks and has a good game, that player may make a conscious choice to wear that pair of socks again. If he has a few good games while wearing (ウ) those socks, this will reinforce* the player's association of good performance with that pair of socks. Over time, the player may start to think that wearing the pair of socks brings good luck. This is actually common among baseball players, (エ) some of whom may even refuse to wash their "lucky" socks!

Negative superstitions can be reinforced in a similar way. One common superstition is that if a person breaks a mirror, he or she will have seven years of bad luck. Although breaking a mirror doesn't truly influence a person's luck, instances of bad luck may stand out after a mirror has been broken. A person who has recently broken a mirror might begin to associate any instance of bad luck with the broken mirror. (オ) This association reinforces belief in the superstition.

Letting go of a superstition can be difficult. The connections formed by the human mind can be powerful, and if beliefs have been held for a long time, they can be especially difficult to change. Changing a belief begins with breaking the mental habits that support it. It helps to focus on times when a good outcome occurred without connection to the superstition. (イ), if a baseball player performs well without his lucky socks, his belief in the lucky socks might start to fade. If someone who breaks a mirror identifies lucky events that happen later, his or her belief in a curse will diminish*. When people challenge a superstition by looking for events that contradict them, they can break free from the superstition.

出典：Leah Douglass / Ali Simpson, *Blueprint 7*, Compass Publishing

*注 chaotic：混沌とした

validity：妥当性

superstition：ジンクス、迷信、迷信に基づく習慣・行為

reinforce：～を強化する

diminish：小さくなる

問1 下線部（ア）について、迷信が生まれる理由として、本文で説明されているものはどれか。
最も適切なものを、①～④のうちから一つ選びなさい。

27

- ① 宗教や伝統によって信じ込まされるから。
- ② 過去の成功や失敗を科学的に分析できないから。
- ③ 子どもの頃から大人に教えられることが多いから。
- ④ 脳が無関係な出来事の間に関係性を作り出すから。

問2 2つの空欄（イ）に共通して入るものとして最も適切なものを、①～④のうちから一つ選びなさい。

28

- ① As a result
- ② For example
- ③ In addition
- ④ Nevertheless

問3 下線部（ウ）が指しているものとして最も適切なものを、①～④のうちから一つ選びなさい。

29

- ① 占いで良いとされた靴下。
- ② 試合の前日に洗濯した靴下。
- ③ 買ったばかりの新しい靴下。
- ④ うまくいった試合で履いていた靴下。

問4 下線部（エ）が指しているものとして最も適切なものを、①～④のうちから一つ選びなさい。

30

- ① 迷信を広めるマスコミの人々。
- ② 野球選手の幸運を信じる観客たち。
- ③ 靴下と成績を結びつけた野球選手たち。
- ④ 靴下を洗濯することをすすめる監督たち。

問5 下線部（オ）は何と何の関連のことか。最も適切なものを、①～④のうちから一つ選びなさい。

31

- ① 幸運な出来事と不運な出来事。
- ② 7年前の出来事と最近の出来事。
- ③ 鏡が割れたこととその後の幸運な出来事。
- ④ 鏡が割れたこととその後の不運な出来事。

問6 筆者が迷信に対する姿勢として推奨していることは何か。最も適切なものを、①～④のうちから一つ選びなさい。

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- ① 迷信に従って行動することで安心感を得ること。
- ② 迷信に反する現実の出来事に意識を向けること。
- ③ 迷信を信じることによって前向きな気持ちを持つこと。
- ④ 迷信は人間にとって自然なものであると考え、受け入れること。

問7 本文の主題として最も適切なものを、①～④のうちから一つ選びなさい。

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- ① Different cultures may have similar superstitions in common.
- ② People often form superstitions, but these beliefs can be challenged.
- ③ Superstitions are useful traditions that help athletes perform better.
- ④ The brain cannot distinguish between real and imagined patterns.

一般選抜（前期日程）2024年2月1日（木）実施

英語

番号	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
解答	4	2	2	3	1	3	1	4	4	2	3	4	3	3	4
番号	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
解答	3	1	1	2	1	4	3	3	2	4	2	2	3	1	4
番号	31	32	33	34	35	36	37	38	39	40	41	42	43		
解答	3	3	2	2	4	4	5	5	2	1	2	4	5		

一般選抜（前期日程）2024年2月2日（金）実施

英語

番号	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
解答	3	3	1	3	2	2	1	3	2	2	2	2	2	1	3
番号	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
解答	2	3	2	1	2	4	4	3	4	4	1	1	2	2	4
番号	31	32	33	34	35	36	37	38	39	40	41	42	43		
解答	4	3	3	1	3	3	1	1	3	3	4	1	5		

一般選抜（前期日程）2025年2月4日（火）実施

英語

番号	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
解答	3	3	4	1	2	1	4	3	1	2	4	2	4	1	3
番号	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
解答	3	2	2	5	3	5	1	2	5	4	1	2	5	3	2
番号	31	32	33	34	35	36	37	38	39						
解答	4	4	2	1	3	2	2	1	4						

一般選抜（前期日程）2025年2月5日（水）実施

英語

番号	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
解答	4	2	4	1	2	4	3	1	4	3	2	4	2	4	2
番号	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
解答	1	3	2	5	4	3	5	1	5	1	3	3	2	4	1
番号	31	32	33	34	35	36	37	38	39						
解答	4	3	1	1	2	1	2	4	1						

一般選抜（前期日程）2026 年 2 月 4 日（水）実施

英語

番号	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
解答	3	3	2	2	3	2	2	3	4	4	2	3	3	2	1
番号	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
解答	4	3	2	3	2	4	4	1	3	3	4	3	1	4	3
番号	31	32	33												
解答	1	4	4												

一般選抜（前期日程）2026 年 2 月 5 日（木）実施

英語

番号	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
解答	2	3	3	1	2	3	1	3	4	4	4	2	2	4	1
番号	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
解答	3	1	2	2	4	3	1	3	1	2	4	4	2	4	3
番号	31	32	33												
解答	4	2	2												