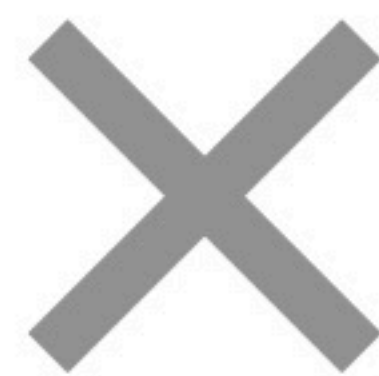




むすんで、うみだす。

京都産業大学



ベリタスアカデミー

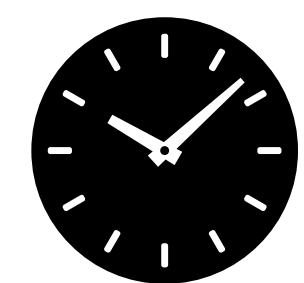
01

京都産業大学

一般選抜入試問題の

傾向

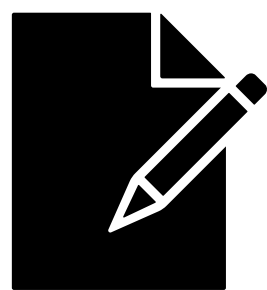
英語の試験時間と配点



試験時間

.....

80 分



配点

.....

100 点

一般選抜入試の問題構成

	(Ⅰ)	(Ⅱ)	(Ⅲ)	(Ⅳ)	(Ⅴ)	(Ⅵ)	(Ⅶ)	(Ⅷ)
出題内容	長文読解	長文読解	言い換え	会話文	文整序	短文 論理把握	文法語法	語彙
設問数	6問	7問	4問	8問	2問	4問	15問	6問
配点	12点 各2点	21点 各3点	8点 各2点	16点 各2点	10点 各5点	12点 各3点	15点 各1点	6点 各1点
解答時間 目安	17分	20分	4分	10分	6分	5分	10分	3分

全問マーク式

02

京都産業大学

一般選抜入試問題の

対策

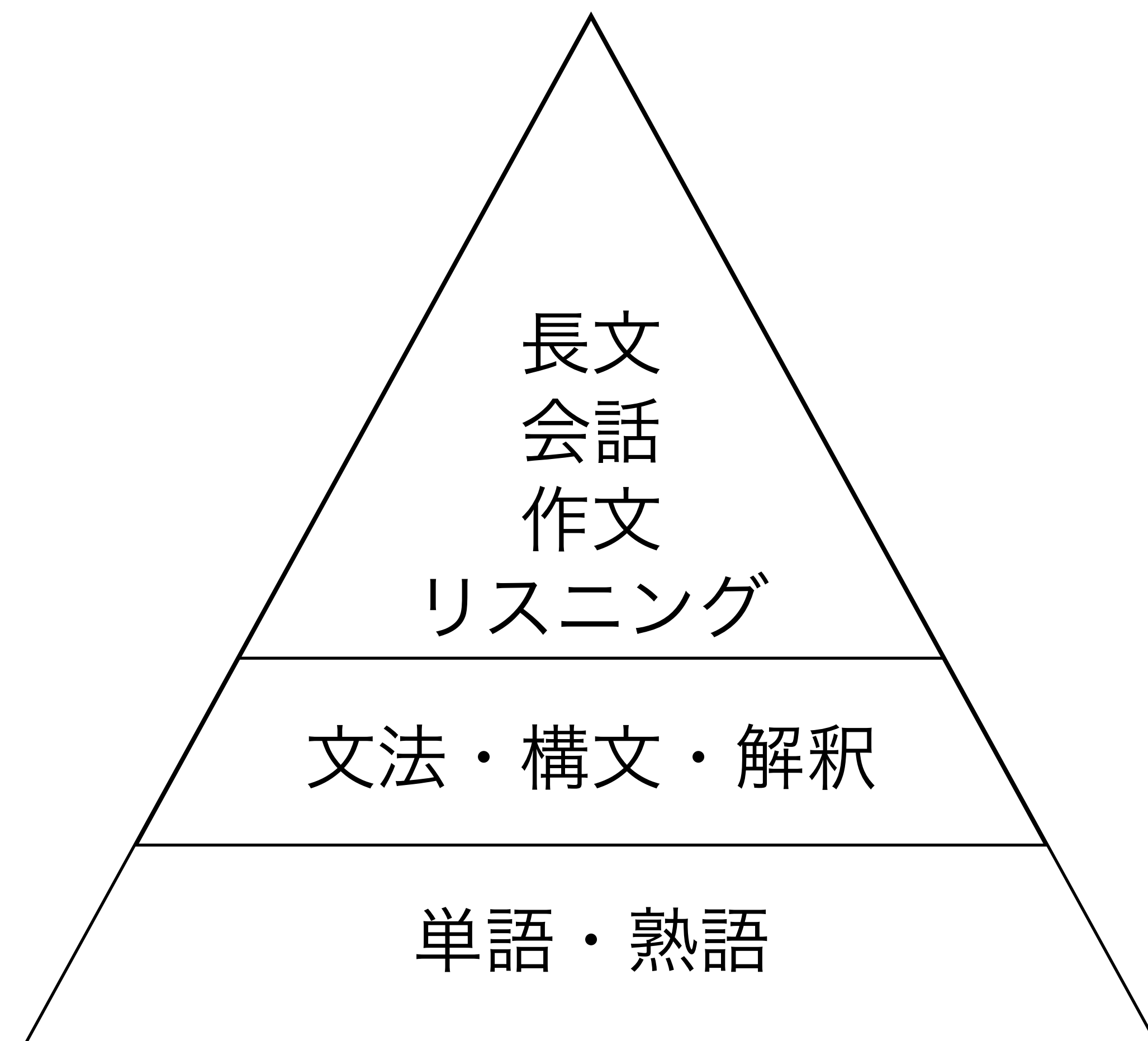
POINT 英語学習はピラミッドを意識して！

英語力は“積み上げ型”の力！

英語は、下の力が上の力を支えるピラミッド構造になっています。

土台が弱いままだと、上の力（長文読解・会話・英作文）がぐらついてしまいます。

だからこそ、単語と文法は「地味でも最重要」な基礎トレーニング！



〔Ⅷ〕 語彙問題対策

与えられた英文の中にある下線が引かれた単語と同じような意味になる単語を選ぶ問題。

単語の意味や関連する単語の知識があるかという語彙力が問われる。

Students are allowed to use this room for club activities.

1. expected 2. forbidden 3. permitted 4. required

The judgement of the court on this issue is final.

1. decision 2. inquiry 3. payment 4. question

許可する

Students are allowed to use this room for club activities.

期待する

禁止する

許可する

要求する

1. expected 2. forbidden 3. permitted 4. required

判決

裁判所

問題

The judgement of the court on this issue is final.

決定

調査

支払い

質問

1. decision 2. inquiry 3. payment 4. question

〔Ⅷ〕 語彙問題対策

POINT 声に出して、手を動かす

「見る」だけではなく、声に出す・書くことで記憶が強くなる！

耳・口・手・目を全部使うと、脳が“これは大事だ”と判断してくれる。

➡ 目で見ると声に出す＋書く＝記憶定着率アップ！

〔Ⅷ〕 語彙問題対策

POINT 1秒で反射的に意味が出るように

「見た瞬間に意味が出る」＝“英語脳”の第一歩。
日本語に訳して考えるよりも、反射で意味が
出せるようにする。

➡ テストでもすぐに反応できるスピードが身
につく！

〔Ⅷ〕 語彙問題対策

POINT 反復回数が大事！

一度で完璧を目指すより、短時間で何度も復習するのがコツ。

さらに、1日1回よりも、「1日目 → 3日後 → 1週間後 → 2週間後」というように「間隔をあけて繰り返す」（分散学習）と忘れにくい。

➡ 「忘れる前に思い出す」が最強の記憶法！

〔Ⅶ〕 文法問題対策

語順、時制、助動詞、前置詞、比較、否定、疑問文、不定詞、動名詞、分詞、仮定法、接続詞、受動態、関係節、文構造などの基本的文法事項に関する知識を幅広く問う問題。

There is (1) traffic than usual today, so I (2) probably get to work rather early.

1

1. a few 2. fewer 3. less 4. little

2

1. can 2. must 3. need 4. ought

交通量

ふだん

おそらく

There is (1) traffic than usual today, so I (2) probably get to
work rather early.

かなり

1

1. a few 2. fewer 3. less 4. little

2

1. can 2. must 3. need 4. ought

〔Ⅶ〕 文法問題対策

POINT 4 択だけではなく、いろんな形式で！

選択問題だけだと「なんとなく」で正解できてしまう。

整序・英作・穴埋め・訂正問題など形式を変えて解こう！

➡ 様々な形式で解いていくことで、本当の理解が深まる。

〔Ⅶ〕 文法問題対策

POINT 1冊だけで終わらせず、3冊を横断的に！

教材ごとに説明・例文・問われる角度が違う。

単元ごとに3冊を横断的に解いていくことで、自然と定着率が上がっていく。

➡ 知識が立体的になって忘れにくい！

〔Ⅲ〕 英文言い換え問題対策

与えられた英文とほぼ同じ意味のものを選択肢の中から選び出す問題。すべての選択肢が文法的に正しい文だが、動詞の意味、時制、態などの点で問題文とは異なっている。問題文、選択肢ともに高校の学習範囲内の簡単な英文。

I seldom see my sister even though we live in the same house.

1. My sister and I live together, but I rarely see her.
2. Hardly seeing my sister makes living in this house great.
3. Because my sister and I are in the same house, I often see her.
4. Although I see my sister often, we do not share the same house.

ほとんど～ない

～であるのに

I seldom see my sister even though we live in the same house.

めったに～ない

1. My sister and I live together, but I rarely see her.

ほとんど～ない

2. Hardly seeing my sister makes living in this house great.

3. Because my sister and I are in the same house, I often see her.

4. Although I see my sister often, we do not share the same house.

〔Ⅲ〕 英文言い換え問題対策

POINT 語彙と文法の両方の力が必要！

言い換え問題では、同じ意味を別の表現で言う力が試される。同義語や対義語なども意識して押さえておこう。

また、文の構造が変わっているため、動詞の形・関係代名詞・分詞構文・接続詞などの理解が不可欠。

➡ 長文問題の内容一致などでも役に立つ力！

〔V〕 文整序問題対策

与えられた英文に続く4つの英文を意味の通る適切な配列に並び替える問題。全体の要旨を理解し、論理的に英文を並び替える必要があるため、オールラウンドな内容把握力と文章構成力が試される。

You might think recycling is simply about throwing your cans and plastic bottles into special trash containers.

A. For example, did you know that not all plastics can be recycled together?

B. Most recycling centers require that different types of plastics be separated before they can be recycled.

C. This is because different plastics are made from different chemicals and mixing them ruins the recycling process.

D. However, recycling is more complicated than that, and it is important to understand how the process works to do it effectively.

You might think recycling is simply about throwing your cans and plastic
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mixing them ruins the recycling process.

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You might think recycling is simply about throwing your cans and plastic bottles into special trash containers.

$D \rightarrow A \rightarrow B \rightarrow C$

A. For example, did you know that not all plastics can be recycled together?

B. Most recycling centers require that different types of plastics be separated before they can be recycled.

C. This is because different plastics are made from different chemicals and mixing them ruins the recycling process.

D. However, recycling is more complicated than that, and it is important to understand how the process works to do it effectively.

〔Ⅵ〕 長文空欄補充問題対策

与えられた数行の文章を読み、空所を適切な選択肢で埋める問題。内容の論理的なつながりを把握し、空所に入る文が全体の中でどのような役割・機能を持っているかを考える力が試される。

Future university classes will be more flexible and use a lot of technology. For example, with remote classes, university students from all over the world can easily participate. This will expand international education opportunities. As a result, ()

1. cultural exchange will become more frequent
2. universities will accept more domestic students
3. university education will be available to poor students
4. high school students will have access to college classes

柔軟な

Future university classes will be more flexible and use a lot of technology. For example, with remote classes, university students from all over the world can easily participate. This will expand international education opportunities. As a result, ()

参加する

拡大する

機会

交換

頻繁な

1. cultural exchange will become more frequent

受け入れる

国内の

2. universities will accept more domestic students

利用できる

3. university education will be available to poor students

利用する機会

4. high school students will have access to college classes

POINT 接続詞、代名詞に注目！

文と文のつながりを示す接続詞（and, but, because, although など）はヒントの宝庫。

「対比」「理由」「追加」など、意味の流れを決めるキーワードになる。

また、代名詞の内容は基本的に前の文にある！。he / she / it / they / this / that などが指すものを見抜こう。

〔Ⅰ〕長文語句補充対策

約200～250語の英文を読んで、空欄に補うのに適切な語句を選択肢から選ぶもの。全体の内容および前後関係を把握する力が問われている。

What does it mean to grow up? Does it mean to become understanding and not be quick to pick a fight? Or to be (1) and not be a burden on anyone? I asked myself these questions after meeting Kazuko Iba, a 59-year-old lawyer in Matsuyama, Ehime Prefecture.

空欄 1

1. needy 2. lonely 3. doubtful 4. independent

What does it mean to grow up? Does it mean to become understanding and not be quick to pick a fight? Or to be (1) and not be a burden on anyone? I asked myself these questions after meeting Kazuko Iba, a 59-year-old lawyer in Matsuyama, Ehime Prefecture.

空欄 1

1. needy ^{困窮している} 2. lonely 3. doubtful ^{あやしい} 4. independent ^{自立した}

Iba told me about a 5-year-old boy who visited her office one day together with his mother, who had come for (2). When the session was over and Iba was seeing them out, she said to the child, "Do you think you'll be a lot bigger when you are here the next time?" Smiling and raising his hand high, the child replied, "I'll be kinder."

空欄 2

1. legal advice 2. physical care 3. learning activities 4. medical treatment

Iba told me about a 5-year-old boy who visited her office one day together with his mother, who had come for (2). When the session was over and Iba was seeing them out, she said to the child, "Do you think you'll be a lot bigger when you are here the next time?" Smiling and raising his hand high, the child replied, "I'll be kinder."

空欄 2

- ①. legal advice 2. physical care 3. learning activities 4. medical treatment

〔Ⅰ〕長文語句補充対策

POINT パラフレーズ箇所、接続詞に注目！

空欄の前後には、ヒントとなる言い換え表現や似た内容の文がある。同じ意味になっている箇所を探そう！

また、空欄の前後で原因→結果、具体→一般などの論理関係を意識しよう。

➡ 文意の流れを意識しよう！

〔Ⅱ〕長文読解対策

複数の段落からなる500語前後の英文に7つの内容一致型の設問。全体の要旨が正しく把握できているか、また細部を正確に読み取れているかを問う問題。

Dr. Joseph Dituri, also known as "Dr. Deep Sea," has just finished an amazing adventure. For 100 days, the University of South Florida teacher lived in a small room underwater. He set a new world record, beating the old record of 73 days.

問題

According to the passage, Dr. Dituri broke the previous record of living below the water by () days.

1. 27 2. 73 3. 100 4. 173

Dr. Joseph Dituri, also known as "Dr. Deep Sea," has just finished an ^{驚くべき} amazing ^{冒険} adventure. For 100 days, the University of South Florida teacher lived in a small room ^{水中の} underwater. He set a new world ^{記録} record, ^{打ち破る} beating the old record of 73 days.

問題

According to the passage, Dr. Dituri broke the ^{以前の} previous record of living ^{～の下で} below the water by ^{～の差で} () days.

- ①. 27 2. 73 3. 100 4. 173

On March 1, Dr. Dituri, who's 55, began the project. His goal was to stay for 100 days at a special underwater hotel called Jules' Undersea Lodge. The hotel is 6.7 meters under the ocean surface in a protected area in Key Largo.

The farther you go below the ocean's surface, the greater the pressure. Dr. Dituri wanted to study the long-term effects of this pressure on the human body. In his undersea room, Dr. Dituri was living with pressure that was about 66% greater than the pressure on the surface.

問題

The main purpose of Dr. Dituri's research was to investigate how () .

1. people are affected mentally by living without sunlight
2. the pressure underwater affects the human body over time
3. teaching from the ocean is more effective than in the classroom
4. sleep patterns change when people live below the ocean's surface

On March 1, Dr. Dituri, who's 55, began the project. His goal was to stay for 100 days at a special underwater hotel called Jules' Undersea Lodge. The hotel is 6.7 meters under the ocean ^{表面} surface in a ^{保護された} protected area in Key Largo.

^{もっと遠く} The farther you go below the ocean's surface, the greater the ^{圧力} pressure. Dr. Dituri wanted to study the ^{長期間の} long-term ^{影響} effects of this pressure on the human body. In his undersea room, Dr. Dituri was living with pressure that was about 66% greater than the pressure on the surface.

問題

調査する

The main purpose of Dr. Dituri's research was to investigate how () .

影響する 精神的に

1. people are affected mentally by living without sunlight

② the pressure underwater affects the human body over time

効果的な

3. teaching from the ocean is more effective than in the classroom

4. sleep patterns change when people live below the ocean's surface

〔Ⅱ〕長文読解対策

POINT 選択肢を重視する！

問題文だけでなく、選択肢をよく読むことが大切。選択肢の中には「ひっかけ」や「言い換え」が隠れている。

👉 先に選択肢をチェックして、何を探せばいいか意識しよう。

➡ 無駄読みを防ぎ、正確に答えを見つけられる！

〔Ⅱ〕長文読解対策

POINT 探し読み（スキヤニング）を使う！

設問のリードや選択肢から“キーワード”を拾って、該当箇所をピンポイントで確認。問題に関係ありそうな部分を探して解答の根拠となる部分を発見する。

➡ 時間短縮＆正答率アップ！

〔Ⅱ〕長文読解対策

POINT リーズニング（理由づけ）を意識！

「なぜその答えになるのか」を本文からの根拠で説明できるように。正当探しは犯人探し。なんとなく感覚で選ぶのではなく、本文中の証拠＝根拠となる文を探す練習をする。

➡ 必ず証拠を見つけてから解答すること！

〔Ⅱ〕長文読解対策

POINT パラグラフを意識する！

英語の長文は「段落ごとに1つの主張（トピック）」がある。

パラグラフごとに解答できる問題进行处理する。

各段落の最初の文（トピックセンテンス）を意識して読むと、全体像がつかめる。

➡ パラグラフ単位で何を言いたいのかを押さえて解答する！

〔Ⅳ〕 会話文空欄補充対策

会話文を扱った問題では、会話の状況を正確につかみとる必要があります。会話によく見られる定型表現に関する知識や、会話の流れから判断して、正しい答えを選ぶことを求めています。

A tourist is asking Mayu for help at the train station:

Tourist: Excuse me. (1)?

Mayu: A little. Do you need help?

Tourist: Yes! Thank you. I want to go to Osaka. Is this the right train?

空欄 (1)

1. Am I lost

2. Is this train right

3. Do you speak English

4. May I borrow some money

A tourist is asking Mayu for help at the train station:

Tourist: Excuse me. (1)?

Mayu: A little. Do you need help?

Tourist: Yes! Thank you. I want to go to Osaka. Is this the right train?

空欄 (1)

1. Am I lost

2. Is this train right

3. Do you speak English

借りる

4. May I borrow some money

Mayu: This train does stop in Osaka, but you shouldn't take it.

Tourist: Why not?

Mayu: It's a local train. It'll take more than an hour to reach Osaka.

Tourist: Oh, no. I want to get there soon. (2)?

Mayu: Well, there's an express train that stops in Osaka coming in five minutes. You should take that one.

空欄 (2)

1. What should I do

2. How can you help

3. Where should I be

4. Will you go with me

Mayu: This train does stop in Osaka, but you shouldn't take it.

Tourist: Why not?

普通列車

Mayu: It's a local train. It'll take more than an hour to reach Osaka.

Tourist: Oh, no. I want to get there soon. (2)?

急行列車

Mayu: Well, there's an express train that stops in Osaka coming in five minutes. You should take that one.

空欄 (2)

- | | |
|----------------------|------------------------|
| 1. What should I do | 2. How can you help |
| 3. Where should I be | 4. Will you go with me |

Tourist: Oh, thanks! You saved me a lot of time. (3).

Mayu: Actually, it leaves from platform three, so you need to go back up those stairs and down on the other side.

Tourist: I would have missed it without your help. Thanks again!

空欄 (3)

- | | |
|---------------------|------------------------|
| 1. I'm almost there | 2. I'll go there now |
| 3. I'm coming soon | 4. I'll wait here then |

省く・節約する

Tourist: Oh, thanks! You saved me a lot of time. (3).

Mayu: Actually, it leaves from platform three, so you need to go back up those stairs and down on the other side.

Tourist: I would have missed it without your help. Thanks again!

空欄 (3)

1. I'm almost there 2. I'll go there now
3. I'm coming soon ④. I'll wait here then

〔Ⅳ〕 会話文空欄補充対策

POINT 前後の対応を意識する！

会話では、前後の発言とのつながりがヒント。カッコがある発言だけではなく、前後の発言とセットで考えよう。

➡ 一文ずつではなく、“会話全体の流れ”で判断するのがコツ！

英語の基礎トレーニングで大事な3つの習慣

POINT1 音読！

声に出して読むことで、発音・リズム・語順感覚が身につく。

読むだけでなく、「意味をイメージしながら」声に出すのがコツ。

👉 目・耳・口・脳を同時に使う、最強の総合練習！

➡ 文法も単語も“使える英語”に変わっていく！

英語の基礎トレーニング

POINT2 シャドーイング (Shadowing)

文字を見ないで音声を聞きながら少し遅れてマネして発音する練習。

リスニングとリーディングを同時に鍛えられる。

👉 「文字を見ないで」 真似できるレベルを目指そう。

➡ 英語の音の流れ・抑揚・スピードに慣れていく！

英語の基礎トレーニング

POINT 復元トレーニング（日本語 → 英語）

日本語訳だけを見て、英語を思い出して書く・言う練習。

“理解して終わり”ではなく、“使える形で体得する”ための仕上げ。

➡ 話す・書く力がしっかり育つ！