

2023—(A)

# 英語問題

10:00~11:30 (90分)

## 受験についての注意

1. 試験開始の合図があるまで、問題を見てはいけません。
2. 英語の試験用紙は、問題用紙1部(16ページ)、マーク式解答用紙1枚から構成されています。過不足があれば監督者に申し出てください。
3. 試験中に試験用紙の印刷の不鮮明、ページの欠落、乱れおよび解答用紙の汚れなどに気づいた場合は、監督者に申し出てください。
4. 監督者の指示に従って、マーク式解答用紙の受験番号の記入欄に受験番号を1カ所記入し、さらにその下のマーク欄にマークしてください。
5. 解答はすべてHBの黒鉛筆またはHBで0.5mm以上の芯のシャープペンシルで記入してください。
6. 解答用紙は丁寧に取り扱いってください。  
(マーク式解答用紙は折り曲げたり、破ったり、汚したりしないよう、特に注意してください。)
7. 解答は解答用紙の各問指定の枠内に記入してください。解答用紙の裏面にはいっさい記入してはいけません。下書きなどには問題用紙の余白を利用してください。
8. 解答中以外の解答用紙は必ず裏返しに置いてください。
9. 受験中は不審な行動をとってはいけません。不正行為があれば当該年度の全入学試験を無効とします。
10. 試験時間の途中で退場することはできません。  
ただし、気分が悪いなど身体の調子が悪くなった場合は、手を挙げて監督者に申し出てください。
11. 試験終了の合図と同時に解答をやめてください。
12. 問題用紙は試験終了後、持ち帰ってください。

### マーク式解答用紙の記入上の注意

#### 1. 受験番号の記入方法

受験番号は受験番号欄にアラビア数字で記入のうえ、受験番号マーク欄に下の例に示すようにマークしてください。

〔例〕受験番号が00012番のときは、

受 験 番 号					
P	0	0	0	/	2
	万位	千位	百位	十位	一位
	0	0	0	0	0
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

#### 2. マークの記入方法

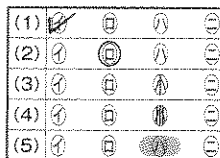
次に示す㊸「正しい例」のようにマークし、㊹「悪い例」のようにマークしてはいけません。

##### ㊸ 正しい例



例えばBと解答したい場合、㊸のマーク枠の中を完全にぬりつぶしてください。

##### ㊹ 悪い例



✓印をつける

○印でかこむ

線を引く

ぬりつぶしが不完全

範囲をおおきくこえる

このようなマークをしてはいけません。

3. 一度記入したマークを訂正する場合、消しゴムで完全に消してからマークしなおしてください。



左図のように×印をつけても消したことはありません。

4. 正しくマークされていない場合、採点できないことがあります。

## 解答はすべて別紙の解答用紙に記入しなさい

〔 I 〕 次の英文を読み、下記の設問（A～D）に答えなさい。

Listening is quite a different act from hearing. Listening can only be developed through practice. This is especially true for social workers. In order to listen, social workers must be able to demonstrate a lot of interest in their encounters with older people, ( 1 ) seek to understand the world from their perspective, and be aware of the importance of non-verbal\* communication. Communication skills, such as asking further questions, expressing the same message in different words, and using non-verbal communication, can tell older people that their story and the information they are giving are important and are being closely attended to.

Active listening involves social workers paying close attention to older people, but also communicating to them that they are being listened to. It is a difficult skill to acquire, ( 2 ) it requires social workers to focus on listening rather than allowing their mind to drift off into other thoughts; <sup>(1)</sup>this can be very hard to do for a busy social worker. It is also difficult because it requires them to achieve a balance between asking questions that promote gathering information actively and appropriately, listening to older people, and giving information in an environment where they can talk easily.

Non-verbal communication may function as the interpreter of verbal communication. The role of non-verbal communication in interaction is <sup>(7)</sup>fundamental to us all, but thinking about non-verbal communication is particularly important with respect to older people. One must consider the needs of older people to make sure they are fully engaged. Older people may have a significant hearing and sight loss, which can have an important ( 3 ) on their ability to participate in verbal communication on a one-to-one basis or in group settings. It is important for a social worker to be aware of these issues and also of the possible solutions to them.

It might simply be enough to establish whether that person usually wears a hearing aid. If they do, then <sup>(1)</sup>it makes sense, if they appear to have difficulty hearing, to ask them if they need any assistance with their hearing aid. It is essential to check whether the hearing aid is fitted correctly, in the correct ear, switched on and with a functional battery. This may seem obvious, but it is ( 4 ) to find older people who have hearing aids with batteries that must be replaced, who have put on their hearing aid in a wrong way or who have an unrecognized hearing disorder. A researcher has demonstrated a significant reduction in disability among people with dementia\*\* living in care homes

when they were examined for hearing loss, given treatment, and ordered to use hearing aids.

Eye contact is an important non-verbal behavior in terms of its ability to communicate interest, attention, and concern. Eye contact, similar to other non-verbal communication, is culturally influenced and may not be ( 5 ) when older people are communicating something that they feel is embarrassing. Eye contact may also be avoided by the speaker if they do not want to see the reaction of the person they are talking to. These issues need to be kept in mind when talking one to one, especially if talking about issues that older people feel uncomfortable or sensitive about.

Another form of non-verbal communication is physical distance, that is, how near people sit to each other. For example, it is stated that if we stand too far away, we will (i) come across as quite literally too distant. Like eye contact, physical distance is influenced by culture and context. Again, however, the individual situation of older people may mean that (ii) the usual rules of distance do not apply. Older people who are in bed may require that we sit closer than might be considered usual in order to improve their hearing and participation in the ( 6 ). Older people with dementia may prefer us to move more closely into their personal space so that they can listen and respond well. These adjustments have to be made carefully; it would be wrong to assume, ( 7 ), that older people with dementia will necessarily feel comfortable with someone sitting inside their personal space usually reserved for people with whom they have a closer relationship.

\*non-verbal : 言葉を用いない

\*\*dementia : 認知症

設 問

A. 本文中の空所（1～7）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- (1) a. merely                      b. hardly                      c. separately                      d. actively
- (2) a. as                              b. while                        c. although                        d. yet
- (3) a. case                            b. resolution                      c. diversity                        d. impact
- (4) a. ready                         b. unique                        c. common                        d. suspicious
- (5) a. succeeded                      b. excited                        c. preferred                        d. surprised
- (6) a. personal space                      b. conversation  
c. individual environment                      d. context
- (7) a. but                              b. as expected  
c. not necessarily                      d. for example

B. 本文中の下線部（ア～ウ）の文中での意味に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(ア) fundamental

- a. advanced                              b. environmental  
c. classic                                d. basic

(イ) it makes sense

- a. it is comfortable                      b. it is reasonable  
c. it is inevitable                        d. it is valuable

(ウ) come across as

- a. explain that we are                      b. make a gesture of being  
c. give an impression of being                      d. measure whether we are

C. 本文中の二重下線部 (i、ii) が文中で表している内容に最も近いものを、それぞれ下記 (a～d) の中から1つ選び、その記号をマークしなさい。

(i) this can be very hard to do

- a. Active listening prevents older people's minds from wandering during conversations.
- b. Social workers need to work at not letting their minds wander while talking to older people.
- c. Acquiring the skill of information gathering is quite difficult for older people in a comfortable environment.
- d. Social workers have to require older people to concentrate during interviews.

(ii) the usual rules of distance do not apply

- a. Social workers sometimes enter older people's personal space to let them communicate smoothly.
- b. Older people do not sit close to social workers in order to communicate with them.
- c. Social workers avoid being inside older people's personal space without considering their culture.
- d. Older people do not sit closer to social workers whom they feel close to.

D. 次の英文（a～h）の中から本文の内容と一致するものを3つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

- a. Like listening, hearing skills are developed through practice.
- b. One of the communication skills which social workers need is active listening.
- c. When social workers interview older people, they should not be fully engaged.
- d. If an older person is wearing a hearing aid, then it does not make sense to ask questions about that hearing aid because the older person is following doctor's orders.
- e. People living in care homes have significantly improved their hearing ability by themselves.
- f. Because eye contact is an important non-verbal behavior, it is useful when talking to older people about uncomfortable issues.
- g. Social workers use physical distance carefully when talking with older people because it is influenced by culture and context.
- h. People with dementia do not always prefer social workers to sit closely to them.

〔Ⅱ〕 次の英文を読み、下記の設問（A～C）に答えなさい。

There is a famous black-and-white photograph from the so-called period of 'the Third Reich\*,' the rule of Germany under Adolf Hitler. It was taken in Hamburg, Germany, in 1936. The picture is of the workers of a ship building factory, a hundred or more, (ア) facing the same direction in the light of the sun. They are stretching out their arms (イ) in a uniform way eagerly saluting\*\* Hitler, their political leader. If you look closely, you can see a man in the upper right who is different from the other workers. His face is gentle but firm. He is surrounded by fellow citizens who have been influenced by the (1) false teachings of the Nazis\*\*\*. He keeps his arms folded across his chest, while others stretch out their arms. He alone is (ウ) refusing to show respect to the national leader.

Looking back from our perspective, he is the only person in the entire (エ) scene who is on the right side of history. Everyone around him is sadly and completely wrong. In that moment, only he could see it. His name is believed to have been August Landmesser. At the time, he could not have known the amount of violence which the enthusiasm of the people around him would lead to. But he had already seen (2) enough to refuse it.

Landmesser had joined the Nazi Party himself years before. By now though, he knew clearly that the Nazis were telling Germans lies about Jews and that the Party had caused fear, pain, and division even during this early period of their rule. He knew that Jews were anything (オ) but 'Less-Than-Human.' He knew that they were the same citizens, as human as anyone else. In fact, he was in love with a Jewish woman. However, laws were recently introduced that made their relationship illegal. They were banned from marrying or raising a family, either of which led to what the Nazis regarded as a 'racial crime.'

His personal experience and close connection to the Jewish people allowed him to see beyond the lies so easily (カ) embraced by the majority of people. He could see what his fellow citizens chose not to see. In the age of Hitler's rule, it was an act of courage to (3) stand firm against the tide. We would all want to believe that we would have been him. What would it take to be him in any period of time? What would it take to be him now?

\*the Third Reich : ナチスの第三帝国

\*\*salute : 敬礼する

\*\*\*the Nazis : ナチス党

設 問

A. 本文中の下線部（ア～カ）の文中での意味に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(ア) facing

- |                 |                  |
|-----------------|------------------|
| a. turning away | b. looking in    |
| c. heading for  | d. walking about |

(イ) in a uniform way

- |                      |                            |
|----------------------|----------------------------|
| a. wearing a uniform | b. in the same way         |
| c. in various ways   | d. in the center of a road |

(ウ) refusing

- |             |              |              |              |
|-------------|--------------|--------------|--------------|
| a. reducing | b. referring | c. remarking | d. rejecting |
|-------------|--------------|--------------|--------------|

(エ) scene

- |                       |                    |
|-----------------------|--------------------|
| a. period of time     | b. city of Hamburg |
| c. Party of the Nazis | d. situation       |

(オ) but

- |            |           |         |       |
|------------|-----------|---------|-------|
| a. akin to | b. except | c. like | d. of |
|------------|-----------|---------|-------|

(カ) embraced

- |             |         |             |         |
|-------------|---------|-------------|---------|
| a. believed | b. made | c. repeated | d. seen |
|-------------|---------|-------------|---------|



B. 本文中の二重下線部（1～3）が文中で表している内容に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(1) false teachings

- a. incorrect beliefs
- b. current news
- c. correct ways of saying
- d. effective textbooks

(2) enough

- a. members of the Nazi Party
- b. violence caused by Nazi lies
- c. his fellow factory workers
- d. pictures taken by the Nazis

(3) stand firm against the tide

- a. swim in the ocean with the Jewish people
- b. follow the marriage laws
- c. resist the teachings of the Nazis
- d. have a close connection with the Nazis

C. 次の問い（i、ii）の答えとして最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(i) Which of the following is NOT true about the photograph?

- a. The photograph is well-known.
- b. Most of the factory workers in the photograph seem to have been in favor of the Nazis.
- c. It is a group picture of the workers of a ship building factory.
- d. The photograph had been taken long before August Landmesser joined the Nazi Party.

(ii) Which of the following is true about August Landmesser?

- a. He was refusing to show approval for Hitler.
- b. He was refusing to be in the photograph.
- c. He was smiling in the photograph.
- d. He was taking a picture of workers of a ship building factory.

〔Ⅲ〕 次の英文を読み、下記の設問（A、B）に答えなさい。

There have been major changes in the Earth's climate in the past, caused not by human activity but by natural ( 1 ) such as variations in the Earth's orbit around the sun. The last 10,000 years have, however, been a period of stable climate, so future changes to the climate could have significant effects on agriculture. The impact of climate change on the future of food production has two aspects: food production ( 2 ) greenhouse gases\* that cause global warming, and climate change itself will reduce agricultural productivity\*\* in some parts of the world.

At the start of the 21st century, agriculture and changes in land use ( 3 ) about 25 percent of global greenhouse gas discharges, but in 2050, they could amount to more than 75 percent if nothing was done to reduce the contribution from agriculture. Changes in land use are an important contributor to agricultural discharges, especially cutting down forests to make way for crops, which releases into the atmosphere large ( 4 ) of carbon that have been stored in the trees and soil. In short, whatever methods are used to increase food production will need to reduce greenhouse gases if we are to ( 5 ) climate change.

The second impact of climate change is that agricultural production itself will be affected by the changing climate. There are likely to be winners and losers. Warmer summers and higher carbon dioxide\*\*\* levels mean that productivity in such areas as Canada and northern Europe may ( 6 ). On the other hand, areas currently suitable for agriculture such as the countries of southern Europe may become too hot and dry for growing food. Africa, with its growing population and relatively low agricultural productivity, is predicted to ( 7 ) in many parts from more uncertain rainfall and a longer dry season. Agricultural productivity may, therefore, ( 8 ) by somewhere between 5 percent and 25 percent, depending on the crop and the location, by the latter part of the 21st century.

\*greenhouse gas : 温室効果ガス

\*\*productivity : 生産性

\*\*\*carbon dioxide : 二酸化炭素

## 設 問

A. 本文中の空所（1～8）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- |     |                  |                |                 |              |
|-----|------------------|----------------|-----------------|--------------|
| (1) | a. creatures     | b. discharges  | c. materials    | d. phenomena |
| (2) | a. decreases     | b. generates   | c. prohibits    | d. removes   |
| (3) | a. accounted for | b. agreed with | c. divided into | d. got over  |
| (4) | a. amounts       | b. averages    | c. charges      | d. waves     |
| (5) | a. predict       | b. prefer      | c. preserve     | d. prevent   |
| (6) | a. compose       | b. drop        | c. engage       | d. increase  |
| (7) | a. explore       | b. investigate | c. rely         | d. suffer    |
| (8) | a. decline       | b. demand      | c. describe     | d. destroy   |

B. 次の英文（a～f）の中から本文の内容と一致するものを2つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

- a. Both human behavior and natural disasters caused significant changes in the Earth's climate in the past.
- b. Our current methods of food production depend on the stability of our climate.
- c. Agriculture and changes in land use will not cause any greenhouse gas discharges in the future.
- d. The increase of food production will eventually contribute to decreasing greenhouse gases.
- e. Climate change may increase food production in certain areas of the world.
- f. In total, agricultural productivity will be about the same in the latter part of the 21st century as it was at the start of the century.

〔Ⅳ〕 次の英文（1～10）の空所に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- (1) You might as (            ) give up camping today as a storm is coming.  
a. better            b. good            c. best            d. well
- (2) We went fishing, (            ) to find the major road to the sea was closed because of falling stones.  
a. where            b. only            c. which            d. ever
- (3) (            ) this button, and the door will close.  
a. Press            b. Pressing            c. To press            d. Pressed
- (4) Monica considers her artwork (            ) of all of the entries in the art contest.  
a. was excited            b. the most exciting  
c. it was exciting            d. an exciting
- (5) You can see a statue on your left (            ) head is like a birds' nest.  
a. that            b. whose            c. what            d. which
- (6) What would have happened if he (            ) a mobile phone?  
a. will not have            b. does not have  
c. has not had            d. had not had
- (7) I obtained my driver's license (            ) before graduating from university.  
a. exact            b. immediate            c. right            d. quite
- (8) It was too bad that their way of solving the issue was (            ).  
a. many more polite            b. many less politer  
c. as much polite            d. less than polite

(9) The reason she could become the company president was (            ) her achievements and reputation were outstanding.

- a. that                      b. why                      c. which                      d. what

(10) My training shoes need (            ).

- a. to wash    b. washing  
c. having washed                                      d. being washed

[V] 次の日本文（1～5）に相当する意味になるように、それぞれ下記（a～h）の語を並べ替えて正しい英文を完成させたとき、並べ替えた語の最初から2番目と7番目に来る語の記号をマークしなさい。ただし、文頭に来るものも小文字になっています。

(1) 急激な売り上げの減少はかなりの生産削減を強いた。

( ) in production.

- |           |         |          |                 |
|-----------|---------|----------|-----------------|
| a. forced | b. drop | c. in    | d. considerable |
| e. sudden | f. cuts | g. sales | h. a            |

(2) 問題が処理されるまで父親は家に留まっていなければならなかった。

The father had to stay home ( ).

- |          |          |            |        |
|----------|----------|------------|--------|
| a. taken | b. until | c. the     | d. of  |
| e. been  | f. care  | g. problem | h. had |

(3) 新しいコンピュータは以前のものの2倍の速度で情報を処理できる。

The new computer ( ) the previous one.

- |          |          |       |                |
|----------|----------|-------|----------------|
| a. speed | b. twice | c. of | d. information |
| e. the   | f. can   | g. at | h. process     |

(4) コール氏は母親に電話をしなかったし、また彼女に花を送りもしなかった。

Ms. Cole did not give her mother ( ).

- |         |            |         |        |
|---------|------------|---------|--------|
| a. send | b. nor     | c. call | d. her |
| e. she  | f. flowers | g. did  | h. a   |

(5) 作業員らが2階の窓を拭けるように、はしごが壁に立てかけてあった。

The ladder was ( ) clean the windows of the second floor.

- |            |          |            |         |
|------------|----------|------------|---------|
| a. the     | b. set   | c. that    | d. wall |
| e. against | f. could | g. workers | h. so   |

〔VI〕 次の会話文を読み、空所（1～10）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

*A clerk is speaking to Sarah at a shop in Japan.*

*Clerk:* Can I help you?

*Sarah:* No, thank you. I'm just looking.

*Clerk:* Please ( 1 ).

*After a while, Sarah speaks to the clerk again.*

*Sarah:* Excuse me. Do you have this dress in a different color... maybe black?

*Clerk:* Certainly. ( 2 ) We have small and medium in stock.

*Sarah:* I'm not sure. Could I try them on to see ( 3 )? I'd like to try both sizes in different colors.

*Clerk:* Of course. You can try as many as five items at a time.

*Sarah:* Great! I'm also ( 4 ) some T-shirts for my family in the U.S. Do you have something simple with some Japanese patterns?

*Clerk:* ( 5 ) how much you are willing to spend?

*Sarah:* Maybe somewhere between 3,000 and 5,000 yen. Do you have something in that price range?

*Clerk:* Sure. Then, how about this T-shirt? This is popular especially among tourists. Actually, ( 6 ) they are made in our store, they are quite reasonable.

*Sarah:* ( 7 ) Do you have them in large?

*Clerk:* Yes. How many would you like? We can give you a discount if you purchase three or more.

*Sarah:* I'd like four of them in large, and maybe one in medium.

*Clerk:* O.K., let me check... They are available. Would you like them to be wrapped? Although we do charge you for gift wrapping.

*Sarah:* ( 8 ) They are just for my family, and I brought my own shopping bag.

*Clerk:* That's great. Is there anything else you'd like?

*Sarah:* ( 9 ) Now, I'd like to see which dress I'd like to purchase for myself.

*Clerk:* That's right! Of course. Now, let me take you to the ( 10 ).

- (1) a. watch your clothes                      b. help yourself  
c. have a nice day                              d. take your time
- (2) a. How long will it take?                      b. How many do you need?  
c. What do you recommend?                      d. What size would you like?
- (3) a. what it sounds like                              b. what works for you  
c. which fits better                                d. whichever I like
- (4) a. dealing with                      b. looking for                      c. putting on                      d. turning over
- (5) a. Can I tell you                              b. Please inform me  
c. May I ask                                      d. Would you mind
- (6) a. as                              b. before                              c. if                              d. as if
- (7) a. Go ahead.                              b. Looks great.  
c. Not really.                              d. What for?
- (8) a. They are already wrapped.                      b. No, thank you.  
c. Sounds good.                              d. Why not?
- (9) a. I wouldn't like something.                      b. Yes, actually.  
c. Same here.                              d. Yes, absolutely for you.
- (10) a. cash register                              b. checkout counter  
c. fitting room                              d. parking lot