

2023年度 一般入試 A 日程

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、解答用紙はマークシート1枚です。監督者の指示に従って確認しなさい。
3. 問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
4. マークは、解答用紙（マークシート）に記載してある「記入上の注意」をよく読んで、正しくマークしなさい。
5. 受験番号及び氏名は、解答用紙（マークシート）の所定欄に正確に記入し、また受験番号欄の番号を正しくマークしなさい。
6. 監督者の指示があつてから、解答用紙（マークシート）の左上部にある「科目欄」に受験する科目名を記入しなさい。
7. 試験終了後、問題冊子は持ち帰りなさい。

英 語

(60分 100点)

解答番号(1)~(38)

第1問 次の問い（問1～10）の日本語の意味を表す英文を完成させるために、空欄 ～ に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選びマークしなさい。（配点 20）

問1 ある日本のホテルのレストランには10万円もするハンバーガーがあるという。

I hear that one hotel restaurant in Japan has a hamburger that as much as 100,000 yen.

- ① affords ② costs ③ pays ④ spends

問2 早く以前のように自由に海外旅行に出かけられる日が来るといいのだが。

I hope the day will come soon when I can travel as freely as I used to.

- ① abroad ② at abroad ③ for abroad ④ to abroad

問3 この1カ月ほど、引っ越しの準備で忙しかった。

For the past month or so, I have been busy for my move.

- ① prepare ② prepared ③ preparing ④ to preparing

問4 バスに乗っていた時、本に夢中になりすぎて目的地のバス停で降りそこねた。

While riding the bus, I was so absorbed in my book getting off at my intended stop.

- ① that I forgot ② that I missed
- ③ to forget ④ to miss

問5 荷物を整理していたら、懐かしい手紙と写真を偶然見つけた。

When I was sorting through my belongings, I some old letters and photos.

- ① broke into ② brought about
- ③ came across ④ took after

問6 『三国志』は、現代の日本で常に根強い人気を誇っている。

The Romance of the Three Kingdoms has always enjoyed strong in modern Japan.

- ① popular ② popularity ③ popularly ④ population

問7 それは私たちが知らない秘密だった。

It was a secret we were .

- ① aware of ② ignorant of
- ③ impossible to ④ known to

問8 その少年がサッカーに興味があるとわかって、私はとても嬉しかった。

I was very happy to find the boy in soccer.

- ① interest ② interested ③ interesting ④ to interest

問9 成功したい人は誰でも，相当な努力が必要だ。

9 wants to succeed needs to make a considerable effort.

- | | |
|----------|------------|
| ① Anyone | ② Everyone |
| ③ Who | ④ Whoever |

問10 英子の歌を初めて聞いた時，こんなに美しい歌声は聞いたことがないと感動した。

When I first heard Eiko sing, I was very impressed: it was the first time I 10 such a beautiful voice.

- | | |
|-------------------|--------------------|
| ① had ever heard | ② had never heard |
| ③ have ever heard | ④ have never heard |

第2問 次の問い（問1～5）の会話の空欄 ～ に入れるのに最も適切なものを、それぞれ下の①～④の中から一つ選びマークしなさい。

(配点 15)

問1 Jiro: Lately, I have been seeing a lot of news reports that there are more bad drivers compared to before.

Kate: I'm not sure about that. I think .

Jiro: That's true. Such annoying drivers have been around for a long time.

- ① it just didn't get much attention in the past
- ② it's rude of you to speak that way
- ③ you can't be too careful when driving
- ④ you've just lost your temper

問2 John: Excuse me, do I have to cross this bridge to get to Central Station?

Allie: .

John: So, can you tell me a shortcut?

- ① I'm sorry, but I'm a stranger here
- ② It's a mistake to judge by appearances
- ③ It's the shortest route to get there
- ④ That would be the long way around

問3 Abril: I can't believe you're eating blue cheese!

Fujiko: Why do you say that?

Abril: Actually, no. I don't like the smell of it.

- ① Do you dislike it?
- ② Don't you like it?
- ③ I like it the best.
- ④ It's far from my favorite.

問4 Daisuke: Nancy, what's up? You look really happy.

Nancy: !

Daisuke: Of course you did! You're the best cook I know!

- ① I won an Italian recipe contest
- ② I'm going to eat out at the restaurant
- ③ My favorite chef is having a dinner party
- ④ My favorite chef won a competition

問5 Ryad: Hey, Ivan!

John: .

Ryad: Sorry about that. I have a friend who looks just like you.

- ① Let's go have lunch
- ② Long time no see, Ryad
- ③ You are very late
- ④ You've got the wrong guy

第3問 次の問い（問1～5）において、それぞれ①～⑤の語（句）を並べ替えて空所を補い、日本語の意味を表す英文を完成させなさい。解答は、空欄

16

 ～

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 に入れるものの番号をマークしなさい。（配点 15）

問1 私はハワイに移り住んで初めて、日本の桜の良さがわかるようになった。

Only after _____

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 _____ to appreciate the cherry blossoms of Japan.

- ① did ② I ③ moving
④ start ⑤ to Hawaii

問2 少年たちは次々とその部屋に入っていった。

The boys _____

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 _____ another.

- ① after ② into ③ one
④ that room ⑤ went

問3 私はマークの言うことを全て鵜呑みにするほど愚かではない。

I am not _____

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 _____ believe everything Mark says.

- ① a ② as ③ fool
④ such ⑤ to

問4 今、私の家の近所に大きな病院が建設されている最中だ。

A large hospital _____

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 _____ neighborhood now.

- ① being ② built ③ in
④ is ⑤ my

問5 招待客のリストを持っているのはグリフィンだ。

It's _____ 24 _____ 25 _____ list.

- ① Griffin ② guest ③ has
④ the ⑤ who

第4問 次の英文の文意にそって空欄 ～ に入れるのに最も適切なものを、それぞれ①～④の中から一つ選びマークしなさい。(配点 20)

Charles Darwin created the most successful theory in the history of biology: the theory of evolution. He was also responsible for another grand theory: the theory of emotion, which dominated his field for more than a century. That theory was totally wrong.

The most important tenet* of his theory was that the mind consists of two competing* forces, the rational and the emotional. He believed , but in humans emotions were a vestige* whose role had been largely replaced by the evolution of reason.

We now know that, on the contrary, emotions enhance our process of reasoning* and aid our decision-making. In fact, we can't make decisions, or even think, .

If emotions aid rational reasoning, how does that work? Perhaps the most important discovery regarding the role of emotion is that even when you believe you are exercising cold, logical reason, you aren't. People usually don't notice it, but the very framework* of their thought process is highly influenced by —sometimes in small ways, sometimes not. As the neuroscientist* Ralph Adolphs says: "Each emotion is a functional* state of the mind that puts your brain in a particular mode of operation that adjusts your goals, directs your attention, and modifies the weights you assign to various factors as you do mental calculations."

Though much more complex, the human brain is in that it constantly carries out computations*. It developed to calculate what actions would be most likely to better your health, prevent early death and increase the chances that you will successfully reproduce. And like a computer, our brains possess a number of special programs, each tailored to solving a problem. Some of our programs apply to practical issues such as searching

for food, mate choice, facial recognition, sleep management and energy allocation*. Others handle more complex issues such as 30 and so on.

(出典 : <https://www.theguardian.com/commentisfree/2022/jan/05/emotions-crucial-to-how-we-think-charles-darwin-decision-making> 一部改変)

(注) tenet 「信条」

competing 「競合する」

vestige 「痕跡, 名残り」

reasoning 「推論」

framework 「枠組み, フレームワーク」

neuroscientist 「神経科学者」

functional 「機能的な, 機能上の」

computation 「計算」

allocation 「配分, 割り当て」

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- ① emotions played an important role in the lives of non-human animals
- ② humans might not be rational and logical creatures
- ③ language made humans better than non-human animals
- ④ the forces of nature were always greater than human capacity

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- ① if we become too emotional
- ② if we no longer have time to think about them
- ③ without being influenced by our emotions
- ④ without using our potential to the fullest

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- ① how they are spending their free time
- ② how they are using tools at the time
- ③ what they're always reading
- ④ what they're feeling at the time

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- ① like a bicycle
- ② like a smartphone
- ③ similar to cooking
- ④ similar to nature

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- ① birds, fish, insects
- ② earthquakes, lightning, floods
- ③ jumping, running, swimming
- ④ learning, memory, goal selection

第5問 次の文章を読み、下の問い（問1～8）に答えなさい。なお、設問の都合上、本文を [A]～[D] の部分に分けてある。（配点 30）

[A] Globalization* and migration* are increasing cultural diversity* worldwide. Because of this expanded cultural contact, many individuals may have ancestries or backgrounds that include more than one culture. Many kinds of people are likely to have multiple cultural identities: indigenous* peoples, immigrants, mixed ethnic individuals, and “third culture kids (TCK)”—children raised outside of their parents’ place of birth. These individuals will learn to understand the cultural values, worldviews*, and practices of their cultural memberships across different contexts. For example, a Filipino American may connect with their Filipino cultural identity when celebrating *the Feast Day of Santo Niño* and participating in *the Sinolog Festival* whereas the same individual may connect with

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 when having a picnic to celebrate Independence Day on the Fourth of July.

[B] The circumstances of peoples’ experiences may encourage or require multiple cultural identities. Moving to a new home is one of these experiences. When people do that, many encounter a gap between their culture and the culture of their new home. This is particularly true in contexts where immigrants experience conflict, unfair treatment, and prejudice. For children and teens forming their cultural identity, this gap can be particularly difficult and produce stress and tension.

For example, many indigenous and immigrant children are bicultural* and must transition between different cultural settings—their home culture and mainstream* culture at school. These children often experience cultural dissonance—a gap between conflicting cultural identities when cultural expectations at school are not well matched with those at home. Programs such as KEEP (*Kamehameha* Early Education Program) and The Bridging Cultures Project are successful educational treatments that recognize and

respect children's culture and strive to help all children achieve academic success. Many of these children develop multiple cultural identities.

[C] In the United States, migration and increasing population diversity has led to concerns over preserving an American national identity. The fear of losing what defines one as an American for contemporary immigrants leads to pressures to assimilate* to mainstream American culture. This gives rise to conflict and tensions toward immigrants, particularly those of the Latin-American community, also known as Latinx, as this community represents the greatest percentage of twenty-first-century immigrants living in the US.

In their work, Christophe and colleagues explored cultural identity formation among Latinx communities in the US. For Latinx children and youths, acquiring a cultural and national identity can be a difficult process. As a group, most Latinx communities support cultural values and practices that promote family obligations, respect for elders, and community assistance and problem solving. This emphasis upon the family and the interdependent* nature of relationships often conflicts with mainstream American values that emphasize individual freedoms and the self as unique and separate from others. The ability of immigrants to adjust to their new home and the cultural messages caregivers, such as parents or relatives, provide for their children affect children's cultural identity formation.

[D] Many caregivers must balance maintaining their culture with helping their children acquire new skills and abilities to become successful and find their place in their new home. For example, when caregivers recognize mainstream society and preserve their culture, their children 37 from their multicultural experiences by developing multiple cultural identities. This has positive outcomes for children and teens going through their cultural identity formation. Yampolsky and colleagues suggest that having multiple identities helps children adapt to the demands of and better

understand the different cultural worlds in which they live, along with acquiring the skills and abilities necessary for success in those contexts. As bicultural individuals with multiple cultural identities, these children and teenagers will be better prepared to dismiss notions of what it means to be an American through a mainstream American lens.

(出典 : <https://blog.oup.com/2021/10/can-you-have-more-than-one-cultural-identity/> 一部改変)

- (注) globalization 「グローバル化」
migration 「移民, 移住」
diversity 「多様性」
indigenous 「先住民の」
worldview 「世界観」
bicultural 「二つの文化に属する, バイカルチャーの」
mainstream 「主流 (の)」
assimilate 「同化する」
interdependent 「相互に依存した」

問 1 空欄

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 に入れるのに最も適切なものを, 次の①～④の中から一つ選びマークしなさい。

- ① their American cultural identity
- ② their cultural heritage
- ③ their diversity
- ④ their individual personality

問2 [A] の内容に一致するものを、次の①～④の中から一つ選びマークしなさい。

- ① Cultural diversity creates the danger of breaking down people's identities.
- ② Globalization and modernization have increased the tendency to give little thought to specific cultural traditions.
- ③ Increased contact between different cultures has increased the number of people with multiple cultural traditions.
- ④ TCKs are less likely to be culturally diverse than immigrants.

問3 下線部 This⁽³³⁾ の内容として最も適切なものを、次の①～④の中から一つ選びマークしなさい。

- ① the fact that immigrants face differences between their original culture and the culture of their new home
- ② people's experiences including culture, customs, language, and religious beliefs
- ③ the difficulty that people who have moved from abroad face in finding a new place of residence
- ④ the migration of people to a new place, either by choice or not

問4 下線部 those が指すものとして最も適切なものを、次の①～④の中から一つ
③³⁴ 選びマークしなさい。 34

- ① the children
- ② the cultural expectations
- ③ the cultural identities
- ④ the experiences

問5 [B] で述べられている、多くの先住民や移民の子どもが苦勞することは何
か、最も適切なものを、次の①～④の中から一つ選びマークしなさい。

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- ① the gap between their culture and the culture of their new home
- ② the new circumstances given by programs such as KEEP
- ③ the stress and tension caused by tests at their new school
- ④ the unfair treatments from their own parents

問6 [C] の内容に一致しないものを、次の①～④の中から一つ選びマークしな
さい。 36

- ① Latinx account for the largest percentage of immigrants in the US in the 21st century.
- ② Latinx value interdependence, which often conflicts with mainstream American values that respect individual freedoms and independence.
- ③ There is increasing concern in the United States that the growing number of immigrants in the country will lead to a loss of American national identity.
- ④ Unlike their elders, Latinx children and youths are more flexible and thus more likely to acquire a cultural and national identity.

問7 空欄

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 に入れるのに最も適切なものを、次の①～④の中から一つ選び
マークしなさい。

① benefit

② depart

③ recover

④ stem

問8 [D] の内容に基づいて、以下の問いに対する答えとして最も適切なものを、
次の①～④の中から一つ選びマークしなさい。

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What helps children adapt to the demands of and better understand their different cultural worlds?

① Dismissing their native culture.

② Focusing on the main American culture.

③ Having more than one cultural identity.

④ Maintaining notions of what it means to be an American.