



# 英 語 問 題 紙

経営学部 1 部（経営情報学科）

法学部 1 ・ 2 部

工学部（社会環境工学科 環境情報コース）  
生命工学科

2023 年 2 月 11 日

14 : 10 ～ 15 : 10（60分）

## 注 意 事 項

- 英語の問題紙は全14ページである。  
問題は学部（1・2部の区別を含む）によって異なる。受験者は下表にしたがって問題に解答すること。

学 部 名	問 題
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法学部 1 部	1 2 3 4 5 6
工学部（社会環境工学科 環境情報コース） 生命工学科	
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- 解答は選択肢の中から選び、その記号を解答用紙の指定された欄にマークすること。
- 試験開始の合図があるまで問題紙を開いてはいけない。  
試験終了まで退室してはいけない。

次の英文を読み、設問に答えよ。

As of the end of May 2022, more than 1 million Americans had died from COVID-19, and almost twice as many poor people had died from it as rich people. This is the main finding of a report produced by the Poor People's Campaign in partnership with a team of economists at the United Nations' Sustainable Development Solutions Network led by Jeffrey Sachs. Researchers from both groups came to this shocking conclusion by analyzing statistics from more than 3,200 districts, and by comparing the poorest 10% with the richest 10%. Looking at the 300 districts with the highest death rates, researchers also found that 45% of this population lives below the poverty line, the point at which people are considered to be poor.

Before the report was published, few knew about the extent to which the virus had affected poor communities because the Centers for Disease Control and Prevention (CDC) had not systematically analyzed data linking COVID-19 deaths with income and wealth information. This relationship between COVID-19 deaths and socio-economic status in America cannot be explained by differences in vaccination rates, because more than half of the population of poor people had received two vaccine shots by the time the report was being drafted. The biggest reason for this difference is that, compared to the proportion of rich Americans without health insurance, the proportion of poor Americans lacking health insurance is twice as high.

Although the virus itself did not discriminate between rich and poor people, society and the U.S. government did. According to Bishop William Barber, co-chair of the Poor People's Campaign, "This troubling difference in how this pandemic has affected the poor and the rich is largely due to neglect and sometimes intentional decisions by politicians and leaders not to focus on the poor. This is immoral, shocking, and unjust." Jeffrey Sachs said the findings underlined how the pandemic was not just a national tragedy but also a failure of social justice. "The burden of disease—in terms of deaths, illness, and economic costs—was borne disproportionately by the poor, women, and people of color. The poor were America's essential workers, such as cashiers and delivery persons. They were on the frontlines, saving lives and also incurring disease and death."

The researchers also ranked U.S. districts according to poverty and COVID-19 death rates. On the top of their list is Galax District, a small rural community in south-west Virginia. Its death rate per 100,000 people now stands at 1,134, compared with 299 per 100,000 nationally. To understand poverty, researchers use median income, the point at which half the households are above and half are below. The median income in Galax District is only \$33,000 per year, and almost half of the population lives below the poverty line. Also with high poverty and

death rates is the Bronx in New York City, where 56% of the population is Hispanic and 29% Black. More than half of Bronx residents live under the poverty line, and the COVID death rate is 538 per 100,000—within the highest 10% of COVID-19 death rates in the U.S.

This is not just a problem related to how American society deals with poverty, but also how it deals with ethnic minorities. As more data about the COVID-19 pandemic is being analyzed, it is becoming clearer that Black people and Hispanics in America are dying from COVID at twice the rate of whites and Asians. However, this does not seem to bother white people. On the contrary, a study in the journal *Social Science & Medicine* found that when white Americans were informed through the media that Black Americans were dying at higher rates than their demographic group was, their fear of the virus lowered and they became less empathetic toward those vulnerable to the disease. They were also more likely to abandon COVID safety precautions such as masks and social distancing.

However, poor white communities are also at high risk. Mingo District in West Virginia, for example, has one of the lowest income levels in the U.S., following the collapse of the coal mining industry there. The district is 96% white, with over half its residents living below the poverty line. Its COVID death rate is 470 per 100,000—putting it within the top 25% of districts in the nation for pandemic mortality. Unfortunately, what is happening in the U.S. can also be seen in other parts of the world.

Globally, two decades of progress in the reduction of extreme poverty around the world has been reversed by a combination of the impact of the COVID-19 pandemic and the growing climate emergency. Near the end of 2021, the World Bank warned of an “unprecedented increase” in levels of poverty. It published its own findings showing that between 119 and 124 million people around the world had fallen into poverty because of the pandemic and poor governmental responses. Axel van Trotsenburg, managing director of operations at the World Bank, says that the reduction of extreme poverty has more or less stalled, and signs increasingly show that poverty will increase in the future. He estimates that there will be around 150 million people falling into poverty by the end of 2022.

This worsening trend is unlikely to be reversed soon. Homi Kharas, a senior fellow for global economy and development at the Brookings Institution, argues that the impact of the COVID crisis is likely to last well beyond 2030. Looking at likely projections for the future, Kharas points out that “half of the rise in poverty could be permanent. By 2030, the poverty numbers could still rise by 60 million people above the baseline.”

This change is very unfortunate. As a matter of fact, global poverty had seen a spectacular decline since the 1960s, when about 80% of the world’s population lived in extreme poverty.

Before the COVID pandemic, that number had been reduced to roughly 10%. The likely rise in the number of poor people around the world will create problems in multiple areas from education to employment for years to come. We can already see signs of this worrying trend. In recent months, multiple reports have noted higher dropout rates in education in the developing world, falling wages, and rising unemployment, since the beginning of the pandemic. One of these reports was published by the International Labour Organization (ILO), which said workers around the world lost 3.7 trillion dollars in earnings during the pandemic.

Particularly affected are women, who in many countries make up the majority of low-paid, temporary workers. It's not just women who suffer more, but also young girls. Van Trotsenburg identified a disproportionate number of girls around the world who, when they leave school, will permanently quit education, and so they will lose even more. In this context, the social and economic impacts of COVID-19 will continue to weigh heavily on poor and middle-income people in America and the rest of the world. Without adequate resources to overcome large-scale problems such as poverty, climate change, wars, and unbalances created by the global economy, their struggles will only increase.

問1 Choose the best answer based on the reading.

1. The Poor People's Campaign and Jeffrey Sachs's team found that...
  - A. 45% of the U.S. population has been infected by COVID-19.
  - B. fewer than 1 million Americans died from COVID-19.
  - C. more poor Americans died from COVID-19 than rich ones.
  - D. COVID-19 spread in 300 districts in total.
2. What was the main focus of the Poor People's Campaign and Sachs's report?
  - A. How the CDC usually analyzes its data.
  - B. The relation between COVID-19 deaths and socio-economic status.
  - C. The number of Americans who received two vaccinations.
  - D. The proportion of rich to poor Americans without health insurance.
3. Who should be blamed for differences in how COVID affected the rich and the poor?
  - A. Bishop William Barber.
  - B. Politicians.
  - C. Essential workers.
  - D. Jeffrey Sachs.

4. Which statement best describes Galax District?
  - A. Its COVID-19 death rate was the highest in America.
  - B. 1,134 people died from COVID-19.
  - C. It is a mid-sized city in south-west Virginia.
  - D. It is located in the Bronx, New York City.
  
5. Which ethnic groups were hit hardest by the COVID-19 pandemic?
  - A. Black people and Hispanics.
  - B. Black people and Asians.
  - C. White people and Hispanics.
  - D. White people and Asians.
  
6. What is striking about the pandemic mortality rate in Mingo District?
  - A. A lot of people died at the coal mines.
  - B. More Black people died than white people.
  - C. People there have a higher income compared to other districts.
  - D. The death rate is very high among poor white people.
  
7. What is the warning by Axel van Trotsenburg?
  - A. Poor government responses will likely continue.
  - B. Almost 120 million people will die by the end of 2022.
  - C. Extreme poverty will worsen in the future.
  - D. The climate emergency will rapidly worsen in the future.
  
8. According to Homi Kharas, what will happen in the future?
  - A. Extreme poverty will likely decrease after 2030.
  - B. COVID-19's negative influence will continue after 2030.
  - C. A permanent poverty solution will be reached by 2030.
  - D. The percentage of poor people will not change in the future.
  
9. According to the reports, which of the following is NOT a result of poverty?
  - A. An increase in unemployment around the world.
  - B. An increase in dropout rates in schools in developing countries.
  - C. A decrease in problems in multiple areas around the world.
  - D. A decrease in wages around the world.

10. What would be a good title for this passage?
- COVID-19 and Poverty
  - COVID-19 in Galax District
  - COVID-19 and Unemployment
  - COVID-19 in Hispanic Communities

問2 Complete the following table.

COVID-19 and Poverty Statistics in the U.S.	
U.S. Overall	<ul style="list-style-type: none"> <li>The number of poor American who died from COVID-19 was double that of rich Americans.</li> <li>The COVID-19 death rate per 100,000 was ( 11 ).</li> </ul>
Galax, Virginia	<ul style="list-style-type: none"> <li>Median income per year was ( 12 ).</li> <li>About half of its residents lived below the poverty line.</li> </ul>
Bronx, NYC	<ul style="list-style-type: none"> <li>The COVID-19 death rate per 100,000 was ( 13 ).</li> <li>About half of its residents lived below the poverty line.</li> <li>Placed within highest 10% in terms of the COVID-19 death rate.</li> </ul>
Mingo, West Virginia	<ul style="list-style-type: none"> <li>Placed in the top ( 14 ) of districts in terms of the COVID-19 death rate.</li> <li>Over half of its residents lived below the poverty line.</li> </ul>

11. A. 299  
B. 470  
C. 538  
D. 1,134
12. A. \$3,200  
B. \$33,000  
C. \$100,000  
D. \$3.7 trillion
13. A. 299  
B. 470  
C. 538  
D. 1,134

14. A. 25%
- B. 33%
- C. 50%
- D. 55%

問3 *Mark A for TRUE and B for FALSE for each of the following statements.*

15. The Poor People's Campaign and Sachs's team surveyed 10% of middle-class people in the U.S.
16. The World Bank's 2021 report warned of an increase in worldwide poverty.
17. In the 1960s, about eighty percent of people around the world suffered from extreme poverty.
18. The majority of low-paid temporary workers in many countries are women.

次の 19 ～ 26 の空所に入れる語句として最も適切なものを A ～ D の中から選べ。

19. X: Susan got headhunted by a large IT company.  
Y: She has (        ) in the area, so she is a good choice.  
A. excess                      B. expectancy              C. exploration              D. expertise
20. X: What do you think of Mr. Jones's writing course?  
Y: Oh, it's an (        ) course. Students have to write three essays every week.  
A. inactive                      B. illiterate                      C. impolite                      D. intensive
21. X: Leonard broke his leg while he was doing aerial skiing.  
Y: I don't feel much (        ) for him. It's his own fault.  
A. obligated                      B. sympathy                      C. threatened                      D. shame
22. X: Hi, Mom. I'm home.  
Y: Where's your umbrella? You are (        ).  
A. soaked                      B. sacked                      C. seasoned                      D. simmered
23. X: I heard that you got a new job at Thompson's Department Store.  
Y: I did. That was the job I (        ) wanted, and I am so happy now.  
A. adequately                      B. desperately                      C. moderately                      D. separately
24. X: Have you read my comments on your report?  
Y: Yes, and I do appreciate your comments. I got a lot of (        ) from them.  
A. inflation                      B. intensity                      C. index                      D. inspiration
25. X: I wish I could act more like my brother. I can't be as positive as he is.  
Y: Oh, come on. You should just (        ) who you are. You're so thoughtful and gentle.  
A. commence                      B. embrace                      C. reinforce                      D. enforce
26. X: Are you free this weekend? Why don't we go shopping at the mall?  
Y: Sorry, I have no time. I have to concentrate on my work for the (        ) exams.  
A. upbringing                      B. upcoming                      C. upright                      D. upward



3

次の 27 ～ 36 の空所に入れる語句として最も適切なものを A ～ D の中から選べ。

27. X: Excuse me. How can I get to the post office?  
 Y: The fastest way is to go through the (       ) street over there.  
 A. long narrow winding                      B. winding narrow long  
 C. winding long narrow                      D. narrow winding long
28. X: Where shall we meet tomorrow?  
 Y: What about (       )?  
 A. Kikusui Station                              B. the Kikusui Station  
 C. a Kikusui Station                              D. this Kikusui Station
29. X: You should see your parents more often.  
 Y: I know. I wish they (       ) so far away.  
 A. didn't live              B. don't live              C. lived                      D. live
30. X: What questions were you asked at the interview?  
 Y: The interviewer first asked how long (       ) working in my current job.  
 A. had I been              B. I had been              C. was I                      D. I am
31. X: Did you call the bank?  
 Y: Oh no, I forgot. (       ) them right now.  
 A. I call                      B. I'll call                      C. I'd call                      D. I called
32. X: Professor, when is the deadline for this assignment?  
 Y: Please submit it (       ) next Thursday. I won't accept it beyond that.  
 A. by                              B. until                              C. after                              D. since
33. X: When shall we have the party? How about this weekend?  
 Y: I heard that (       ) are away this weekend, so let's do it next week.  
 A. the Tanakas              B. the Tanaka                      C. Tanakas                      D. Tanaka
34. X: I don't understand why you like that kind of music.  
 Y: I just do. You know, there are things (       ) can't be explained.  
 A. that                              B. what                              C. where                              D. how
35. I want to make sure everyone is on the same (       ) before we begin today's meeting.  
 A. cover                              B. book                              C. sheet                              D. page
36. When I entered the university, I (       ) it for granted that I would start working soon after graduation.  
 A. held                              B. took                              C. thought                              D. imagined

それぞれの会話の空所に入れる最も適切な選択肢を A ～ Dの中から選べ。ただし、同じ選択肢が2箇所に入ることはない。

*Alma:* Kana, the meeting is scheduled for 3 pm this afternoon. ( 37 )

*Kana:* Yes, Alma. We'll have the meeting in the conference room.

*Alma:* How about a projector for the presentation?

*Kana:* I've got it ready.

*Alma:* ( 38 )

*Kana:* I've put the handouts and other materials on the table for each member.

*Alma:* Well done. ( 39 )

*Kana:* Yes, I also prepared coffee and green tea for the break.

*Alma:* Perfect. Thank you for your hard work.

A. May I help you?

B. Is everything ready?

C. How about refreshments?

D. Is there anything else we need to think about?

*Mother:* John, you're going to be late for school again.

*John:* I know, mom, but I don't like school. The classes are so boring.

*Mother:* Well, nothing is perfect. ( 40 )

*John:* Why? What's the point of having a degree? I know lots of people who don't like studying.

*Mother:* Of course. But it's better to graduate than not graduate. ( 41 )

*John:* Like who?

*Mother:* Well, let's see. Your father, your grandfather, your aunt, so many around us.

*John:* What did they learn in school?

*Mother:* ( 42 ) But they studied hard.

A. I'm not sure.

B. But I do want you to graduate.

C. You will regret your lack of motivation.

D. Many people who study hard at school become successful.

5

次の文章の空所に入れる文として最も適切なものを A ～ D の中から選べ。ただし、同じ文が2箇所に入ることはない。

Traveling on a budget is not as hard as it seems, but it requires some planning. A good way to begin is to have clear strategies to avoid overspending. Airfare is usually where travelers spend most of their money. ( 43 ) However, the cheapest airfare often requires more stop-overs and less direct flight paths. This means you must be ready to spend more time in airports and airplanes. You can also save quite a lot of money by avoiding restaurants and buying your food in markets instead. Most open markets sell healthy foods that don't require cooking such as bread, cheese, and fruits. ( 44 ) Money can also be saved by staying at youth hostels instead of regular hotels. Youth hostels are like dormitories for students and young people to stay in one big room overnight. ( 45 ) They also provide great opportunities to meet other travelers from around the world. These tips will help you enjoy traveling cheaply.

- A. These places cost very little, sometimes less than half the price of the cheapest hotel.
- B. If you don't speak the local language, you can always use the Google Translate app.
- C. To reduce costs, reserve your tickets online rather than through a travel company.
- D. Doing so also allows you to stay healthy while traveling.

*Read the following information and answer the questions.*

(1部および工学部受験者のみ)

## **Come Study English for 3 Weeks at the University of Kent!**

Summer 2023 Programme

Spend 3 summer weeks at the University of Kent, be introduced to life in the UK, and practice your English language skills.

### **Learning objectives:**

Participants can improve their English language and intercultural skills in class by studying with students from around the world, and out of class by taking part in various group projects and excursions to explore British culture. Classes focus on speaking, listening, reading, and writing skill development, with a special emphasis on the use of Standard British English in everyday communication.

### **Programme duration:**

Monday 7th August 2023 – Sunday 27th August 2023.

### **Classroom schedule:**

Monday to Friday, from 9:30 to 16:30 (6 class hours/day)

### **Activities outside the University:**

We also provide free off-campus social and sports activities, including a one-day sightseeing tour of London and an afternoon of wall climbing. We also organize a one-day tour of historic Dover Castle, but admission is not included in the programme fees.

### **Accommodations:**

You have the choice of staying in an on-campus student dormitory for £110/week (meals not included) or with a host family for £175/week (all meals included)

### **Programme (class) fees:**

£445/week (excluding textbooks, health insurance, bus pass)

We accommodate students of all English language abilities. Upon arrival, students will be given a one-hour English language proficiency test and placed in different classes based on their proficiency level.

Please contact the International Centre to book a course or for more information:

Tel: +44 (0)1227 824402

Email: [int\\_programmes@kent.ac.uk](mailto:int_programmes@kent.ac.uk)

46. What is an important focus of this English programme?
  - A. International English.
  - B. The English used by British people.
  - C. Academic English.
  - D. Business English.
  
47. How long will the programme run?
  - A. Three weeks in summer.
  - B. Fall semester.
  - C. Three weeks in the fall.
  - D. During the month of June.
  
48. When are the classes scheduled?
  - A. Seven days a week.
  - B. It depends on the days.
  - C. On weekdays.
  - D. On weekdays and some weekends.
  
49. For off-campus activities, what will students have to pay extra for?
  - A. London sightseeing.
  - B. Wall climbing equipment.
  - C. Admission to Dover Castle.
  - D. Sports activities.
  
50. Students will have to prepare their own meals if they stay...
  - A. in the dormitory.
  - B. with a host family.
  - C. off-campus.
  - D. for one week.
  
51. What is included in the programme fees?
  - A. Costs of classes.
  - B. Textbooks.
  - C. Health insurance.
  - D. Bus pass.



52. What should students do if they want to join this programme?
- A. Seek more information in books.
  - B. Select their preferred class level.
  - C. Submit their English test results.
  - D. Email or call the International Centre.

(こ の ペ ー ジ は 白 紙 で す )