英　　語

（解答番号　1　～　60　）

〔Ⅰ〕　次の英文を読んで，**問1～問5**に答えなさい。

（解答番号は　1　～　15　）（30点）

A moment that changed me

It was the *deflated football that did it. The field, which was partly covered with lawn, behind the apartment buildings in Atlanta, Georgia, was miles apart—in every sense—from the lively streets of Amman, Jordan, where I grew up. But seeing a group of kids kicking that old ball around took me right back to the barefoot street matches I played as a girl.

To me, there was nothing （　ア　） about asking to play with them. In Amman, anyone who wanted to play football would just ask. I grabbed a ball from my car. What started as a match on the spot soon became a regular event.

Of course, there were differences between playing in Georgia and Jordan. (A) When I was a girl, we used turtles for goalposts (not always successfully, as they tended to move). We all spoke Arabic and went home to comfortable houses. Many of my family members held powerful positions in business or (a) government. In Georgia, the kids used rocks as goalposts; most of them spoke different languages and went home to small apartments.

The buildings were in Clarkston, a suburb of Atlanta and one of the top refugee *resettlement central places in the US. Almost all the families living there had recently arrived in the US and were doing their best to rebuild their lives after fleeing war and *persecution: having difficulties in coping (b) with US immigration policy, learning English, working long hours and facing frequent *xenophobia.

As a refugee myself, I knew how lonely this experience could be. I left (B)

— 2 —　　　　　　　　　　　　　　　　（5－2）

Jordan in the early 90s to go to university in the US. As a gay woman raised in a country where attitudes to homosexuality are extremely unfavorable, I had spent my life feeling out of place, forced to hide the main parts of myself. I came into my own at a university in Massachusetts and realised I would never survive a lifetime of hiding who I was back home. So, when I was 21, I applied for *political asylum, which was accepted in 1997. My family broke off the relationship with me when I told them the news that I wasn't coming back. Overnight, I went from being the child of millionaires to having nothing — no family, no money, no idea how I was going to survive.

I spent a year washing dishes and cleaning toilets. Then I landed a job in Atlanta coaching elite girls' football. As I had played in college, they didn't ask me to go through the training requirements. I loved my team and I soon got used to a life of privilege again. Football became about winning — about having the best and being the best, above anything else.

That is what struck me when I happened to play that game with the deflated ball. My workplace was less than five miles from that field in Clarkston, but it was a different world. The rough Clarkston members eventually became a team — the Fugees. We stood out instantly: I was a female coach of black, Asian and minority ethnic players in a league where white kids and （ イ ） coaches made up the majority. By the middle of the first season, the Fugees were winning a lot. The football team （ ウ ） a study group, then a school — Fugees Academy — where we have built a community-centred approach to refugee education that serves as a model for schools across the US.

As a society, too often we choose the most exceptional "success stories" of refugees and immigrants, admiring them instead of thinking about what it really means to succeed. Yes, I am filled with pride when one of our students is accepted to their dream university. But I am just as proud of the

kids who (エ) and get discouraged, but get up and try again.

I am no longer the coach of the elite football team; <u>running</u> our non-
(e)
profit, Fugees Family, takes up all my time. When I think back to that first
football match, I realise it changed everything about how I define success.
Now that I have young kids of my own, that lesson touches my heart even
more. Yes, I am still competitive and want the best for my children. I want
them to win — but I want them to play, rest and love themselves more. I
don't need them to have perfect test scores. I don't need to be the perfect
mother. What I work toward, every day, is to show the power to recover
and a belief in myself that makes self-confidence *second nature to them.

*〔注〕　deflated：しぼんだ　　resettlement：再定住

persecution：迫害　　xenophobia：外国人嫌悪

political asylum：政治的亡命者の保護

second nature：第2の天性

問1　空所（　ア　）〜（　エ　）に入れるのに最も適した語（句）を①〜④の中から
それぞれ一つ選び，その番号をマークしなさい。

(ア)　① good　　　　　　② interesting

③ strange　　　　④ usual　　　　　　　| 1 |

(イ)　① adult　　　　　　② foreign

③ male　　　　　　④ young　　　　　　| 2 |

(ウ)　① broke up　　　　② caught up with

③ soon became　　④ used to be　　　| 3 |

(エ)　① fail　　　　　　② find themselves

③ rise up　　　　　④ win　　　　　　| 4 |

問2 下線部(a)～(e)の語(句)の意味に最も近いものを①～④の中からそれぞれ一つ選び，その番号をマークしなさい。

(a) ① areas   ② posts
    ③ scenes   ④ space   5

(b) ① bringing out   ② escaping from
    ③ protecting against ④ referring to   6

(c) ① at my school   ② away from home
    ③ in my house   ④ in my own country 7

(d) ① actually   ② finally
    ③ mostly   ④ suddenly   8

(e) ① founding   ② managing
    ③ moving   ④ supporting   9

問3　本文の内容を考えて，次の(あ)〜(う)に最も適したものを①〜④の中からそれ ぞれ一つ選び，その番号をマークしなさい。

(あ)　One of the examples of the underlined part (A) is that [10].

①　in Georgia, all the children wore nice shoes to play football, but not in Jordan

②　in Jordan, all the players spoke in Arabic, while in Georgia, all the players spoke in English

③　in Jordan, animals were used to mark football goals, while in Georgia, rocks were used

④　the goalkeeper was more popular in Jordan than in Georgia

(い)　What does the underlined part (B) refer to? [11]

①　Having no opportunities to learn the US immigration policy by themselves

②　Having to leave their relationship with their family

③　Having to work hard to settle, even though they are not welcomed

④　Not being allowed to play sports until officially accepted

(う)　What is the reason for the underlined part (C)? [12]

①　All of her family members moved to the US without their fortune.

②　Her family ended their relationship with her.

③　She was too young when she applied for political asylum.

④　She wasn't accepted as a refugee in the US.

問4　本文中で筆者が自分自身の経験を踏まえて，子どもたちにできるように
　　なってほしいと考えている内容と合うものを次の①〜④の中から一つ選び，
　　その番号をマークしなさい。　13

　　① To be a perfect mother and raise perfect children

　　② To go through the difficulties and resettle in the US as a refugee

　　③ To have confidence in themselves and stand up again and again

　　④ To study hard and enter the dream university

問5　次の①〜⑤の中から本文の内容と一致するものを二つ選び，その番号を
　　マークしなさい。　14　15

　　① The author started playing football after leaving Amman.

　　② The author had to hide her sexuality before attending university in
　　　the US.

　　③ Right after the author was accepted for political asylum in the US,
　　　she started to teach football.

　　④ It took several years for the author to make "the Fugees" an elite
　　　team.

　　⑤ It was when she joined the football game in Clarkston that she
　　　changed her way of defining success.

〔Ⅱ〕 次の英文を読んで，**問1**〜**問5**に答えなさい。

（解答番号は $\boxed{16}$ 〜 $\boxed{30}$ ）（30点）

Survey: 32.4% of college students in Japan say they use ChatGPT

More than 30 percent of university students in Japan used ChatGPT, according to a survey that also found many students were well aware of the potential risks of the *chatbot.

"Many students were surprisingly honest about the way they use the chatbot and how they're trying to make the most of it," said Jun Saito, (a) associate professor at the Obihiro University of Agriculture and Veterinary Medicine, who （ ア ） the research.

Of 4,000 *undergraduate students surveyed, 32.4 percent said they have used ChatGPT, with 14 percent saying they have used it for their *assignments. Of those who used it for assignments, 91.8 percent said they checked and corrected answers the chatbot had given, and 85.3 percent edited the generated text and added sentences to express their own ideas. (b)

The survey results "will help highlight （ イ ） in Japan's higher education, such as there being less focus on developing writing skills," said Fujio Omori, a professor who specializes in higher education at Tohoku University. A team led by Omori conducted the study online over 10 days until June 2. The government and universities need to know how students use ChatGPT and their views on it （ ウ ） discussing how to take advantage of it, the team members said.

Many people have voiced concerns that ChatGPT and similar artificial (c) intelligence programs could *undermine students' creativity and their ability to think critically, but a lot of students seemed to think otherwise. Of those (A) who used ChatGPT for assignments, 77.5 percent said it helped them improve their writing and 70.7 percent said it improved their thinking.

However, not all students were positive about using the chatbot for their (B) academic work. Of those who have used ChatGPT, 56.8 percent have never

used it for their assignments. Asked （　エ　）, 28.4 percent of the respondents said that they consider it to be cheating. Another 24.7 percent said they don't use it for assignments because the chatbot can give incorrect answers.

Such responses seem to reflect the guidance and instructions that *faculties have given to warn students about relying <u>entirely</u> on AI.
(d)

The study found students holding a variety of views on ChatGPT. Some said it should be prohibited on campus to ensure <u>fairness</u> in student
(e)
assessments while others opposed a *blanket ban.

*〔注〕　chatbot：チャットボット（ChatGPT のような，人間とコンピューター
　　　　　が自然な会話を行うことを目的としたプログラム）

　　　　　undergraduate student：学部生　　　assignment：課題

　　　　　undermine：徐々に衰えさせる　　　faculty：（大学の）教授陣

　　　　　blanket ban：全面禁止

問1　空所（　ア　）〜（　エ　）に入れるのに最も適した語（句）を①〜④の中から
　　それぞれ一つ選び，その番号をマークしなさい。

　　㋐　①　called off　　　　　　　②　encouraged
　　　　③　was disappointed with　④　was involved in　　　| 16 |

　　㋑　①　differences　　　　　　②　excellence
　　　　③　potential　　　　　　　④　weak points　　　　| 17 |

　　㋒　①　after　　　　　　　　　②　before
　　　　③　despite　　　　　　　　④　since　　　　　　　| 18 |

　　㋓　①　how　　　　　　　　　②　what
　　　　③　when　　　　　　　　　④　why　　　　　　　| 19 |

— 9 —

問 2 　下線部(a)～(e)の語(句)の意味に最も近いものを①～④の中からそれぞれ一

つ選び，その番号をマークしなさい。

(a) 　① 　do away with 　　② 　look up to

　　③ 　make full use of 　② 　make up for 　　　20

(b) 　① 　reported 　　② 　revised

　　③ 　trusted 　　④ 　understood 　　　21

(c) 　① 　approval 　　② 　objection

　　③ 　supports 　　④ 　worries 　　　22

(d) 　① 　partly 　　② 　totally

　　③ 　traditionally 　　④ 　secretly 　　　23

(e) 　① 　effect 　　② 　equity

　　③ 　friendship 　　④ 　hardship 　　　24

問 3　本文の内容を考えて，次の㋐，㋑に最も適したものを①～④の中からそれ
ぞれ一つ選び，その番号をマークしなさい。

㋐　The underlined part (A) means that many students think that
　　　　25　．

①　ChatGPT and similar AI programs are vital to practice critical thinking at university

②　ChatGPT and similar AI programs don't necessarily harm their creativity or critical thinking skills

③　there are more effective ways to improve their academic skills than using ChatGPT or similar AI programs

④　they cannot think creatively or critically without ChatGPT or similar AI programs

㋑　Which of the following is a reason for the underlined part (B)?
　　　　26

①　They believe chatbots' answers are always correct.

②　They think chatbots are not always reliable sources of information.

③　They think chatbots often add their own opinions to those written by humans.

④　They think professors know that some students use chatbots for their assignments.

問4　本文を読んで，２人の生徒が会話をしています。空所に入れるのに最も適したものを①～④の中から一つ選び，その番号をマークしなさい。 27

A: The article about ChatGPT was interesting. Have you ever used ChatGPT?

B: Yes. I think it's very useful. What about you?

A: I've used it, too. Would you like to use it for your assignments?

B: No. I want to do my assignments by myself. How about you?

A: I would like to try it but（　　　）.

B: You feel the same as about 85% of the students who said they had used ChatGPT for their assignments.

① I can write reports only when good ideas come to my mind
② I need to know how to use it first
③ I only use it when the assignments are too difficult
④ I want to change chatbot-generated phrases and communicate my own ideas

問5　次の①〜⑧の中から本文の内容と一致するものを三つ選び，その番号を
マークしなさい。　 28 　 29 　 30

① Professor Saito said that a lot of students were honest about their use of the chatbot.

② In the survey, 14 percent of students said they had used ChatGPT to finish their homework.

③ Professor Omori thinks that students should develop writing skills before entering universities.

④ The professors who conducted this survey collected the data to advise the government to prohibit ChatGPT.

⑤ Students who wanted to develop their creativity never used ChatGPT at university.

⑥ It was found that some students used chatbots for their assignments even after they were warned.

⑦ University faculties have already warned students not to rely on chatbots for everything.

⑧ In the survey, it was found that almost half of the students thought the chatbot should be banned at university.

〔Ⅲ〕 次の（ 1 ）〜（ 10 ）の空所に入れるのに最も適したものを①〜④の中から
それぞれ一つ選び，その番号をマークしなさい。

（解答番号は 31 〜 40 ）（20点）

　　　More than 60 years （ 1 ） since the first satellite was launched. Many
satellites and rockets have been launched since then, and the used satellites
and the separated parts are left in orbit. These human-made objects in space
are called "space debris." It is said that （ 2 ） a hundred million objects
are floating in space. Now, scientists are searching for efficient ways to
collect the debris. That is （ 3 ） there have already been accidents in
which debris and satellites have crashed into each other.

(1)　① are passed　　　　　　② are passing

　　　③ had passed　　　　　　④ have passed　　　　　　31

(2)　① as many as　　　　　　② as much as

　　　③ most of　　　　　　　④ much less than　　　　　32

(3)　① because　　　　　　　② the reason

　　　③ what　　　　　　　　④ why　　　　　　　　　33

(4)　（ 4 ） French, I could have talked with my cousin from France.

　　① Had I studied　　　　　② If I studied

　　③ If it were not for　　　④ Should it be　　　　　　34

(5)　The house （ 5 ） I used to live in is over there.

　　① it　　　　　　　　　　② when

　　③ where　　　　　　　　④ which　　　　　　　　35

(6)　She told me the story with her eyes （ 6 ） with tears.

　　① been filling　　　　　② fill

　　③ filled　　　　　　　　④ to fill　　　　　　　　36

(7)　My friend asked me （ 7 ） I would come to dinner.

　　① because　　　　　　　② if

　　③ that　　　　　　　　　④ what　　　　　　　　37

(8) Jane had a toothache, so she had her teeth （　8　） at the dentist.

① being checked   ② checked

③ checking   ④ to check   `38`

(9) Mike: That camera is the latest model. You've been wanting a new

        camera, haven't you? What do you think?

Ken: It's beautiful, but $500 is a bit too expensive for me. My budget is

       （　9　） $200.

① at least   ② more than

③ only   ④ over   `39`

(10) Staff: Would you mind （　10　） your car?

Driver: Oh, I am sorry. I will move it right away.

① move   ② moved

③ moving   ④ to move   `40`

〔IV〕 次の㋐～㋙の日本語の意味を表すように，①～⑥の語(句)を並べ替えて英文を完成し，３番目と５番目に来る語(句)の番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。（解答番号は　41　～　60　）(20点)

㋐ 私は宿題をやっていないことを母に叱られた。

My mother ＿＿＿ ＿＿＿ 41 ＿＿＿ 42 ＿＿＿ .

① doing ② for ③ me

④ my homework ⑤ not ⑥ scolded

㋑ 私たちがどんなに一生懸命そのプロジェクトに取り組んでも，結果は期待していたものではなかった。

＿＿＿ ＿＿＿ 43 ＿＿＿ 44 ＿＿＿ , the results were not what we had hoped for.

① hard ② however ③ on

④ the project ⑤ we ⑥ worked

㋒ 朝食は脳にエネルギーを供給するので重要である。

Breakfast is important ＿＿＿ ＿＿＿ 45 ＿＿＿ 46 ＿＿＿ .

① because ② energy ③ it

④ provides ⑤ the brain ⑥ with

㋓ この古い像は1000年以上前に彫られたと言われている。

This old statue ＿＿＿ ＿＿＿ 47 ＿＿＿ 48 ＿＿＿ more than 1,000 years ago.

① been ② carved ③ have

④ is ⑤ said ⑥ to

㋔ この商品は品質に関しては最良である。

This product ＿＿＿ ＿＿＿ 49 ＿＿＿ 50 ＿＿＿ .

① in ② is ③ of

④ quality ⑤ terms ⑥ the best

㈎ トムはまるで真実を知っているかのように振舞った。

Tom ＿＿＿ ＿＿＿ 51 ＿＿＿ 52 ＿＿＿ .

① as ② behaved ③ he

④ if ⑤ knew ⑥ the truth

㈭ この本を読めば経済が理解できる。

＿＿＿ ＿＿＿ 53 ＿＿＿ 54 ＿＿＿ the economy.

① enable ② this book ③ to

④ understand ⑤ will ⑥ you

㈯ シンガポールで彼がしたいことを知っていますか。

Do you have any idea ＿＿＿ ＿＿＿ 55 ＿＿＿ 56 ＿＿＿

Singapore?

① do ② he ③ in

④ to ⑤ wants ⑥ what

㈮ みんながそのシリーズの次の本を読むのを心待ちにしている。

Everyone is ＿＿＿ ＿＿＿ 57 ＿＿＿ 58 ＿＿＿ the series.

① anxious ② book ③ in

④ read ⑤ the next ⑥ to

㈰ あなたは毎日学校に通えることを当たり前だと思うべきではない。

You ＿＿＿ ＿＿＿ 59 ＿＿＿ 60 ＿＿＿ you can go to school

every day.

① for ② granted ③ it

④ shouldn't ⑤ take ⑥ that