「英語」,「日本史」,「世界史」,「現代社会」,「数学」,「国語」の6科目から2科目を選択し、解答すること。ただし、国際共創学部に出願した者は,「英語」を含む2科目を選択すること。

「国語」はたて書きで、うしろから始まっているので注意すること。

注 意 事 項

- 1. 試験開始の合図があるまで問題冊子を開かないこと。 ただし、マーク記入上の注意は裏表紙にあるので、問題冊子を裏返して読んでおくこと。
- 2. 監督者の指示に従い、別紙解答用紙の所定欄に氏名、受験番号を記入すること。さらに受験番号の下のマーク欄に受験番号をマークすること。
- 3. 解答する科目を2つ選び(国際共創学部は「英語」必須), 解答用紙の科目欄にマークすること。その際,「日本史」「世界史」「現代社会」からの2科目選択はできない。マークされていない場合, 3科目以上にマークされている場合, または3科目以上を解答した場合は採点の対象にならないので注意すること。解答用紙は表が「数学」, 裏が「英語」,「日本史」,「世界史」,「現代社会」,「国語」となっている。
- 4. 解答はすべて、解答用紙の解答欄にマークすること。
- 5. 「数学」において分数形で解答が求められているときは、既約分数で答える こと。根号を含む形で解答が求められているときは、根号の中に現われる自 然数が最小となる形で答えること。
- 6. 試験時間は100分。出題科目、ページ数はつぎのとおり。

出題科目	ページ
英 語	1 ~ 16
日本史	$17 \sim 33$
世界史	$35 \sim 47$
現代社会	49 ~ 64
数 学	65 ~ 69
国 語	1 ~ 22

※裏表紙に続く。

英語

3		次の日本文と同じ意味になるように, () 内の語句を並べ替えて, こくる最も適切なものを①~④から選べ。なお, 文頭にくる語も小文字に
	1	フランス語は話すのが難しい言語だと言われる。 French (① said ② be ③ to ④ is) a difficult language to speak.
	2	彼女は母を助けるために精をだして働いている。 She (① hard ② help ③ to ④ works) her mother.
	3	ジョンより背が高い生徒はこの学校には他にいない。 (① student ② no ③ in ④ other) this school is taller than John.
	4	私はそんな褒められ方に慣れていない。 I'm not (① admired ② being ③ to ④ used) in such a way.
	5	ここでお菓子を食べないでいただけますか。 Would you (① not ② eating ③ mind ④ snacks) here?
	6	私はタクシーを降りるとき彼が友人と話しているのが聞こえた。 I (① talking ② him ③ with ④ heard) his friend as I got out of the taxi.

7 私の父をサポートして頂けたら有難いのですが。

I (\bigcirc if \bigcirc appreciate \bigcirc would \bigcirc it) you'd support my father.

8 今日は昨日ほど風が強くない。

It is (1) windy 2 than 3 today 4 less) it was yesterday.

9 その大学は市の中心にとても近いのでアクセスが良い。

The university is so (① as ② to ③ close to ④ the center of the city) be accessed easily.

10 その少女は湖を目にするや否や泣き出した。

Hardly (① girl ② seen ③ had ④ the) the lake when she started to cry.

第2問()に入れる	のに	最も適切なも	のを	①~ ④ から選	べ。	
11	Cig	carette () (on television	was	s banned.		
	1	advertise			2	has adverti	sed	
	3	advertising			4	had adverti	sed	
12	Thi	s book will i	inter	rest children	() all age	s.	
	(1)	off	2	out	3	of	4	outside
13		e is such a o	comp	petent teach	er () many	y scl	hools want to
	(1)	who	2	whom	3	which	4	that
14	Hei	r father is () to pay fo	or he	er education.		
	(1)	stepped	2	willing	3	bothering	4	crowded
15	I tl	hink you had	1 () leave	now	·.		
	(1)	suddenly	2	better	3	calmly	4	good
16	We	() M o	om 1	to afternoon	tea	at the hotel.		
	①	treated	2	protected	3	defended	4	ordered
17	Let	this issue () more th	orou	ghly by expe	erts.	
	(1)	has discusse	ed		2	discuss		
	3	discussing			4	be discussed	d	
18	A l	ot of people	() they u	nder	stand moder	n ar	t.
	①	pretends		-	2	has pretend		
	3	pretend			4	pretending		

19	() you have	been to Europe,	you will alwa	ys want to go
	back.			
	① Despite	2	Accordingly	
	3 Once	4	Therefore	
		,		
20	Please lend me a j	pen to write ().	
	① after ②	with 3	for 4	under

第3問

	から選べ。
(アーイーウ② アーウーイ③ イーアーウイーウーア⑤ ウーアーイ⑥ ウーイーア
(4	イーウーア ⑤ ウーアーイ ⑥ ウーイーア
21	A: What did you do yesterday?
	B: Me? ()
	A: Oh, yeah, that's your new job, right? (
	B: Umm, it's a bit tough. I mean, it requires a lot of strength
	because the dishes are heavy. But the hourly pay is good, so
	I don't mind it so much. (
	ア. How's it going?
	1. It's good exercise, too.
	ウ. I had to work at the restaurant.
22	A: I'm thinking about deleting all my SNS accounts.
	B: Really? Why?
	A: ()
	B: But how will you keep in touch with everybody?
	A:(
	B: I know sometimes social media takes up much of your time.
	(
	7. I'll just phone them or email them.
	1. I'm just tired of negative news and comments.
	ウ. But it's also interesting.

A () にア~ウの文を入れて会話を完成させる場合,最も適切な順番を

- 23 A: I think a smartphone is too slow for doing online class assignments.
 - B: Hmm, I disagree. () I mean, most smartphones these days are quite powerful. They are like mini-computers.
 - $A:Hmm,\ but\ I\ think\ it's\ more\ difficult\ to\ do\ online\ assignments$ on a smartphone. (
 - B: Well, those are good points, but a smartphone is nice and compact. So, you can carry it easily.
 - A: Hmm, that's true. But I still would rather use a laptop for doing online assignments.
 - 7. A laptop, on the other hand, is large and takes up room in your backpack.
 - 1. I mean, a smartphone has a small screen and it's hard to type on.
 - ウ. I think a smartphone is pretty fast for doing online classwork.

【出典:Alan Bossaer, What Do You Think?, 南雲堂, 2023年, 一部改変】

В	3 空所に入れるのに最も適切なものを ①∼⑨ から選べ。ただし,同]じものを繰
	り返し選んではいけない。	
	著作権の都合上、省略	
	ENTRY/ HV EL - L. ECH	

【出典:『ラジオ英会話2023年1月号』NHK出版,2022年,一部改変】

- How is your family?
- ② Do we need a visa to go there?
- 3 You should go.
- 4 We enjoyed the spectacular views.
- (5) What are you listening to?
- 6 I didn't know there was such a beach in Vienna.
- 7 Have you ever been to Vienna?
- 8 That was inexpensive.
- 9 You really like that symphony, don't you?

第4問 空所に入れるのに最も適切なものを①~**④**から選べ。

Α

Makeup artist Kazu Hiro on Monday received an Oscar* for best makeup and hairstyling at the 92nd Academy Awards in Los Angeles. Hiro—formerly 29 as Kazuhiro Tsuji in Japan—was nominated for his work on "Bombshell," a biographical drama about a group of female Fox News employees.

Hiro, 50, has made a name for himself in the art of prosthetics*, having created visual effects for such films 30 "Men in Black" (1997) and "Planet of the Apes" (2001). He also received Oscar nominations for "Click" (2006) and "Norbit" (2007), but had to 31 until 2018 for his first win. His work transforming Gary Oldman into British wartime Prime Minister Winston Churchill for 2017's "Darkest Hour" saw him 32 up an award.

Hiro was born in Kyoto in 1969 and later moved to Los Angeles to pursue film work. His first 33 was the 1989 Japanese film "Sweet Home," by Kiyoshi Kurosawa. He obtained U.S. citizenship in 2019, upon which he changed his name.

Oscar* オスカー像 prosthetics* 特殊メイク

【出典:The Japan Times, Februrary 10, 2020 一部改变】

29 (1) to know (2) knows (3) knew (4) known

30 **(1)** as **(2)** so **(3)** to **(4)** of

31 ① belong ② wait ③ laugh ④ hit

32 ① have picked ② to pick

n picked a pick

33 ① competition ② addiction

3 production
4 information

В

Screening results for textbooks* to be used in elementary schools in Japan from the 2024 school year have been announced. A characteristic of these textbooks 34 an increase in content geared toward the application of digital technology. This issecond round the authorization since curriculum guidelines were 35 in 2017 to focus on active learning, in which students take a proactive role. This learning method, in which children explore issues through discussion and come up with solutions, has become mainstream. The full-scale introduction of digital textbooks is also underway in line with the distribution of digital devices to each and every student. 36 , textbooks have changed from their conventional form of providing only the material that is taught, into learning tools enabling children to come into contact with a range of information. Videos, audio and other reference materials are not subject to screening because they are regarded as supplementary. While textbook companies to provide their own, independent this teaching aids, ensuring quality is an issue. In order to take the positive aspects of the new textbooks, it is essential for teachers to first boost the skills needed to master using them.

screening results for textbooks* 教科書検定結果

【出典:The Mainichi, March 29, 2023 一部改变】

① is 34 2 are 3 were 4 have been 35 ① revise 2 revised 3 revising 4 revises ① Accordingly 2 Nevertheless 36 (4) Otherwise 3 Previously 37 (1) allow 2 allows 3 had allowed 4 allowing 38 1 fortune 2 damage 3 advantage 4 order

Sports for the disabled, with the Paralympic Games being the most well-known example, began as a result of reintroducing sports as part of the rehabilitation process for soldiers injured in World War II. Today, these sports are highly competitive, and athletes with different types and degrees of disability compete. Unlike general sports, which tend to exclude people based on height or physical size, sports for people with disabilities have modified rules, technologies, and concepts to make them more inclusive, while still accounting for a wide range of possible disabilities.

((1) The word itself does not tell us what part of the body is disabled, nor what kind of disability the person has, such as the difference between wheelchair users and amputees*. Also, even for people who are visually damaged, the degree of vision varies from person to person, from those who cannot see at all to those who can see unclear shapes and colors. Even though these people enjoy sports like the rest of authorities must consider each disability accommodations for things that a person would be unable to do due to disability. Otherwise, their disabilities may determine their superiority or inferiority even before the game begins. Therefore, two concepts have been created for athletes with disabilities. The first is to modify tools and rules, and the second is to divide disabilities and compete fairly. ((2)

Sports for people with disabilities with such ingenuity* are called adapted sports. As the name implies, adapted sports means sports that flexibly apply new tools or rules to adapt to the physical and mental condition of the person according to the type and degree of disability. On the other hand, traditional sports have pursued efficiency and

excellence by training people and adapting to existing tools and rules. However, in such a traditional way, there are people who cannot participate in sports and are left behind.

(3) It is the idea of adapted sports that has supported the development of sports for people with disabilities today. In order to improve the quality of human life and society, it is necessary for those without disabilities to be more aware of the difficulties faced by people with disabilities. Instead of asking people with disabilities to solve the difficulties they face in society, we should all realize that society may be responsible for those difficulties and think about what we can do as a society and act accordingly. With just one apostrophe, the meaning changes from "Impossible" to "I'm possible". In this way, a small effort by each person can change society for the better. (4)

amputees* 手足を切断した人々 ingenuity* 工夫や配慮

【出典: Seishirou Ibaraki 他, *Thinking about Human Life and Society*, 南雲堂, 2023年, 一部改変】

問1 以下の文章を入れるべき最も適切な箇所を本文中の(①)~(**④**) から選べ。 39

First, we need to examine the word "disability".

- 問 2 下線部 to modify tools and rules の具体例として**明らかに適切でない** ものを選べ。 40
 - ① No rules are changed in wheelchair tennis except for allowing two bounces of the ball.
 - ② Unlike traditional basketball, wheelchair basketball does not have a double-dribble rule.
 - 3 Deaf or hearing-impaired people play football with the same rules as traditional players.
 - The court size of sitting volleyball is smaller than that of traditional volleyball.
- 問3 下線部 **people** に含まれるものとして最も適切なものを選べ。 41
 - 1 Athletes who decided to retire
 - 2 Students who came to dislike sports through physical education
 - 3 Athletes who lost in the Olympics
 - 4 Amputees with artificial legs
- 問4 本文のタイトルとして最も適切なものを選べ。 42
 - ① The Paralympic Games ② A Sound Body
 - 3 The Sports Competition 4 Adapted Sports

問 5 本文の内容と一致するものを 2 つ選べ。 43 ・ 44 (順不同)

- ① The first Paralympic Games was held for soldiers before World War II.
- ② Fair competition is achieved by classifying athletes based on the degree of their disabilities and competing in their appropriate classes.
- 3 Sports authorities must treat people equally regardless of their disabilities.
- The awareness of the difficulties faced by people with disabilities can lead to social improvement.
- **5** Adding one apostrophe grammatically changes a positive word into a negative one.