

2023 年度一般選抜試験問題

英 語

注 意 事 項

看護学部志願者とリハビリテーション学部志願者では解答すべき問題が一部異なる。

看護学部志願者は ～ を解答しなさい。

リハビリテーション学部志願者は ～ , を解答しなさい。

1 看護学部志願者は、別にマークシート式解答用紙が1枚ある。

(例) 受験番号を記入し、さらにその下のマーク欄にマークして下さい。

受験番号				
0	0	6	0	3
●	●	○	●	○
1	1	1	1	1
2	2	2	2	2
3	3	3	3	●
4	4	4	4	4
5	5	5	5	5
6	6	6	●	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

リハビリテーション学部志願者は、マークシート式解答用紙と記述式解答用紙の2枚ある。

マークシート式解答用紙の受験番号欄に受験番号5桁を記入し、マーク欄の該当するところをマークしなさい。氏名を記入してはならない。なお、記入した受験番号やマークが誤っている場合および無記入の場合は、当該科目の試験が無効となる。

2 マークシート式解答用紙に選択する科目名を記入し、その科目コードをマークしなさい。

	科目名	英 語	
●	英語	○	数学 I ・ 数学 A
○	国語	○	生物基礎 ・ 生物
		○	化学基礎 ・ 化学
		○	物理基礎 ・ 物理
			適性能力試験
		○	英語 ・ 国語
		○	英語 ・ 数学

注意事項の続きは本冊子の裏にあります

I 次の対話文を読み、各問いに答えなさい。

Keita: Today's our lucky day!

Patty: It sounds like it. What's going on?

Keita: Just one of the most important summer events in Kyoto.

Patty: Really? What's this one called?

Keita: The Gion Festival.

Patty: Wait a second! I thought the festival we saw in Tokyo was one of the most famous ones.

Keita: That's right. But that was just in Tokyo. This is one of the most important festivals in all of Japan.

Patty: (1), Keita!

Keita: No, I'm not! You haven't seen anything yet. Some of these floats are unbelievable.

Patty: Wow! (2) You're right. Look at that one!

Keita: See what I mean?

Patty: Yeah. I think I've got the picture now. It's huge!

Keita: To be honest, it probably weighs several tons.

Patty: (3)

Keita: It's on large wooden wheels, and it's pulled by long ropes.

Patty: Oh, that's smart. Japan sure has lots of festivals. Don't people get bored doing the same thing every year? I mean, it seems like a lot of trouble to go through.

Keita: No. (4) You have the same parades year in and year out in Chicago, don't you?

Patty: Yes, I guess you're right. But our parades are nothing of this scale.

Keita: Well, neither are all of ours. They're all unique in some way.

Patty: Look! There are a lot of spectators in kimono.

Keita: Yeah. We call it yukata, a casual kimono in summer.

Patty: (5)

Keita: Oh, younger people wear the brighter ones and older people prefer quiet colors, I guess.

問 1 空所(1)に入れるのに最も適切なものを, 次の a ~ d から一つ選び, 記号で答えなさい。

- a Don't talk stupid
- b It's too much
- c No way! Enough of your jokes
- d You are quite exaggerating

問 2 空所(2)に入れるのに最も適切なものを, 次の a ~ d から一つ選び, 記号で答えなさい。

- a I couldn't agree with you more.
- b It doesn't meet my expectations.
- c What more could you have done?
- d What the heck are you talking about?

問 3 空所(3)に入れるのに最も適切なものを, 次の a ~ d から一つ選び, 記号で答えなさい。

- a Do you know what this huge float is made out of?
- b How do they get a float like this one through the streets?
- c What kind of tool do they use to make such a huge float?
- d Why do they make such a huge and heavy thing?

問 4 空所(4)に入れるのに最も適切なものを, 次の a ~ d から一つ選び, 記号で答えなさい。

- a Some people get injured every year at this festival.
- b The floats are too heavy to go through the streets.
- c They don't care about how much the floats cost.
- d This is something that people look forward to.

問 5 空所(5)に入れるのに最も適切なものを, 次の a ~ d から一つ選び, 記号で答えなさい。

- a How come all the yukatas they wear look so colorful?
- b What kind of materials do they use to dye the yukatas?
- c Why are some of the yukatas more colorful than others?
- d Why do the young like bright colors better than quiet ones?

問 6 下線部(1)とほぼ同じ内容を表すものを, 次の a ~ d から一つ選び, 記号で答えなさい。

- a All the parades in Japan are small in scale.
- b None of the parades in Japan are large in scale.
- c Not all the parades in Japan are large in scale.
- d The parades in Japan aren't large in scale at all.

問 7 Keita と Patty の対話の内容に一致するものを, 次の a ~ d から一つ選び, 記号で答えなさい。

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- a Keita feels uncomfortable because they encountered one of the weirdest festivals in Kyoto.
- b The festival Keita and Patty saw in Tokyo was one of the biggest ones in Japan.
- c Patty wonders if people in Kyoto won't get sick of having the same festival year after year.
- d Patty saw a lot of young people watching the Gion Festival in quiet-color yukata.

Ⅲ 各問いに答えなさい。

問 1 次の(1)~(4)について、与えられた日本語の意味になるように()の中の(a)~(e)を並べかえるとき、()内で前から3番目にくるものとして最も適切なものを、(a)~(e)から一つずつ選び、記号で答えなさい。

(1) その仮説はまだ証明されていない。

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The hypothesis ((a) proved (b) be (c) has (d) to (e) yet).

(2) こんなにひどい経験をしたことはほとんどなかった。

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Seldom ((a) experience (b) have (c) had (d) a bad (e) I) like this.

(3) そのスキャンダルのせいで、彼は政治的な力を失った。

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The scandal ((a) him (b) of (c) his (d) has (e) deprived) political power.

(4) あなたが話しかけたいと思っているのはどなたですか。

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Who is it ((a) to (b) that (c) want to (d) you (e) talk)?

問 2 次の会話で与えられた日本文の意味になるように()の中のア～カを並べかえるとき、()内で前から3番目と5番目にくるものの組み合わせとして最も適切なものを、それぞれ下の a～d から一つずつ選び、記号で答えなさい。

(例) エーイ (前から3番目がエで、5番目がイを示す。)

マイク：10代の妹にはときどきイラっとさせられるよ。 22

My teenage sister (ア times イ on ウ at エ nerves
オ gets カ my).

a オーイ b エーア c アーエ d カーウ

サリー：どうして？ 洗面所で何時間もお化粧をするの？ 23

Why's that? Does she (ア hours イ bathroom ウ spend
エ in オ making up カ the)?

a オーカ b エーオ c カーア d イーウ

マイク：いや、そなんじゃないんだ。いつも携帯電話を見ながら僕に話しかけてくるんだよ。 24

No, it's not that. She always (ア to イ at ウ me エ looking
オ talks カ while) her cell phone.

a エーオ b ウーエ c カーア d オーイ

IV 次の英文を読み、各問いに答えなさい。

Adults are often embarrassed about asking for help. It's an act that can make people feel vulnerable*. The moment you ask for directions, (1), you reveal that you may be lost. Seeking someone's assistance can make you feel like you are broadcasting your incompetence*.

New research suggests young children don't seek help in school, even when they need it, for the same reason. Until relatively recently, psychologists assumed that children did not start to care about their reputation and peers' perceptions until around age nine. But a wave of findings in the past few years has pushed back against that assumption. This research has revealed that children as young as age five care deeply about the way others think about them. In fact, kids sometimes go so far as to cheat at simple games in order to look smart.

Our research suggests that, as early as age seven, children begin to connect asking for help with looking incompetent in front of others. Their concern about reputation may have significant consequences, particularly when it comes to education. At some point, every child struggles in the classroom. If they are afraid to ask for help because their classmates are watching, learning will suffer. With this knowledge, teachers and caregivers should evaluate their practices and consider how they might make children more comfortable with seeking aid.

To learn more about how children think about reputation, we applied a classic technique from developmental psychology. Kids' reasoning about the world around them can be quite sophisticated, but they can't always explain what's going on in their mind. So we crafted* simple stories and then asked children questions about these scenarios to allow kids to showcase their thinking.

Across several studies, we asked 576 children, ages four to nine, to predict

the behavior of two kids in a story. One of the characters genuinely wanted to be smart, and the other merely wanted to seem smart to others. In one study, we told children that both kids did poorly on a test. We then asked which of these characters would be more likely to raise their hand in front of their class to ask the teacher for help.

The four-year-olds were equally likely to choose either of the two kids as the one who would seek help. But by age seven or eight, children thought that the kid who wanted to seem smart would be (2) to ask for assistance. And children's expectations were truly "reputational" in nature—they were specifically thinking about how the characters would act in front of peers. They could still conceive of situations in which the kid who wanted to seem smart would seek help: when assistance could be sought privately (on a computer rather than in person), children thought both characters were equally likely to ask for it.

We also asked kids about other scenarios. We found that they recognize several more behaviors that might make a child appear less smart (3) fellow kids, such as admitting to failure or modestly downplaying* successes. Children are therefore acutely aware of several ways in which a person's actions might make them appear less astute* in the eyes of others.

Given our findings, it seems quite possible that when children themselves are the ones struggling, they, too, might avoid seeking out help if they are concerned about reputation. If so, this reluctance to seek help when others are present could seriously impede* academic progress. To improve in any domain*, one must work hard, take on challenging tasks (even if those tasks might lead to struggle or failure) and ask questions. All of these efforts can be difficult when someone is concerned with their appearance to others.

(出典 <https://www.scientificamerican.com/article/why-kids-are-afraid-to-ask-for-help/>)

〈看護学部志願者のみ解答してください〉

問 4 下線部(イ)・(ウ)の表す内容として最も適切なものを、それぞれ下の a～d から一つずつ選び、記号で答えなさい。

(イ)

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- a as I mentioned education before
- b before we talk about education
- c if it were not for education
- d with regard to education

(ウ)

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- a apart from our findings
- b giving away our findings
- c if you have understood our findings
- d when we consider our findings

問 5 次の 1～5 のうち、本文の内容に一致するものの組み合わせとして最も適切なものを、下の a～d から一つ選び、記号で答えなさい。

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- 1 It is still assumed that children don't care about their reputation till nine years old.
- 2 Children reason the world around them sophisticatedly and they can explain all the things happening in their mind.
- 3 The researchers created two characters in a story: one really wants to be clever and the other just pretends to be clever.
- 4 Children can openly ask for help even when they are concerned about their reputation.
- 5 It is difficult to work hard and take on hard tasks when you are concerned with your appearance to others.

a 1, 3

b 3, 5

c 2, 5

d 3, 4

〈リハビリテーション学部志願者のみ解答してください〉

問 6 本文の内容に沿って，子どもの発達過程において生じる問題について，あなたの考えを200字以内の日本語で書きなさい。

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注 意 事 項 続 き

3 解答は、解答用紙の解答欄にマークしなさい。マークは **HB・B** の鉛筆(シャープペンシル可)で濃くマークしなさい。解答用紙を折ったり曲げたりしてはならない。

例えば

2


 と表示のある問に対して **c** と解答する場合は、次の(例)のようにマークシートの **2** の解答欄の **c** にマークしなさい。

指定欄以外へマークした場合は解答が読み取れなくなる場合があるため、記入しないこと。訂正は、消しゴムできれいに消すこと。

(例)

(マークの仕方)

解答 番号	解答欄				
	a	b	c	d	e
1	(a)	●	(c)	(d)	(e)
2	(a)	(b)	●	(d)	(e)

良い例	悪い例
●	

4 リハビリテーション学部志願者は、マークシート式解答用紙に加えて記述式解答用紙・下書き用紙が 1 枚ある。受験番号欄に受験番号 5 桁を記入しなさい。氏名を記入してはならない。

5 試験終了後には、看護学部志願者は問題冊子の上にマークシート式解答用紙を裏返して置きなさい。リハビリテーション学部志願者は問題冊子の上に記述式解答用紙、その上にマークシート式解答用紙を裏返して置きなさい。解答用紙の回収後は監督者の指示に従うこと。

6 問題冊子は持ち帰ること。