

2023年（令和5年）度
一般入学試験 A 日程問題 [大学・短期大学]
英 語

注 意 事 項

- (1) 試験開始の合図があるまで問題用紙を開かないでください。
- (2) 一般 A 日程 [大学]・一般 A 日程 [短期大学] の英語の試験問題は共通です。ただし、一般 A 日程 [短期大学] は、リスニングがありません。
- (3) 試験時間は筆記が 80 分、リスニングが約 10 分です。
- (4) 試験問題は筆記が 1～10 ページまで、リスニングが 11～13 ページまでです。
ただし、リスニング問題は筆記試験終了後に配布します。
- (5) 試験中に問題用紙の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて試験監督者に知らせてください。
- (6) 解答用紙はマーク解答用紙と記述解答用紙の 2 種類あります。
- (7) 解答用紙には座席番号と氏名を記入してください。
- (8) 試験終了後、問題用紙は持ち帰ってください。

[1] Read the passage below and answer the questions that follow.

For many years, people have considered studying abroad a highly beneficial experience, particularly for students interested in foreign languages and cultures. Studying abroad can involve a short stay of a few weeks, or a stay of one year or more. (①) some students see studying abroad as an opportunity to develop foreign language skills, others regard it as an opportunity to immerse oneself in a foreign cultural environment and tackle academic study with students from around the world. For many students, ⁽¹⁾long-term studying abroad is a transformational process. It brings to them not only new knowledge and experiences, but also new ways of looking at the world and their place in it. At the same time, life in another country can be a very stressful and lonely experience. The exact benefits that arise from studying abroad depend on how the individual approaches the experience and how well they adjust their expectations as they interact with the local environment.

Most Japanese students who study abroad are able to effectively adjust to the local culture and broaden their worldview. (②), if students simply form friendships with other Japanese students, the learning potential will be limited. Studying abroad offers the opportunity to encounter a lot of differences, such as foods, daily lifestyle patterns, degrees of expressiveness in communication, and common ideas about national and international events. Cultural differences can sometimes be overwhelming because they make you doubt your current ways of thinking and acting. The term “culture shock” is familiar to many people, but it is often misunderstood. ⁽²⁾Culture shock does not simply mean to be “shocked” by aspects of foreign cultures which appear very different from our own. Culture shock is one stage of a larger process of psychological adaptation that occurs when a person spends time in a different cultural environment.

(③) spending longer in the foreign culture and building more connections, the student starts to feel comfortable in the new environment and develops more balanced perspectives on the local culture and their home culture. The student can look at their home culture from an outsider perspective and also explain aspects of the local culture to friends back home in a sensitive way. ⁽³⁾This stage is called integration. At this stage, the student will be able to identify with local people and comfortably participate in local activities. However, this does not mean that there is no stress or that the student always feels comfortable.

Most Japanese students who study abroad have a very enriching academic and cultural experience. However, it is also true that many students struggle at some point. One big difference is the culture of learning at many universities in English-speaking countries. (④), students have to read a significant amount of material before a lecture, then take notes during the lecture and participate in class discussion. Furthermore, participating in classroom discussion requires that students have a solid understanding of the class content and ability to analyze complex issues from multiple perspectives. (⑤), high-level English communication skills are an essential requirement before studying in English-speaking countries.

Before making the decision to study abroad, it is important to clarify what one's goals are and to (4). This means learning about the local culture, improving one's academic literacy skills as much as possible, and gathering information about class content and learning style. The experience of studying abroad has the potential to lead to tremendous growth and intercultural learning, but careful and strategic preparation is essential.

(Adapted from a work by Troy McConachy et al.)

A. Choose the best word or expression to fill in each blank, ①~⑤. [4×5]

- | | | | | |
|--------|--------------|----------------|----------------|--------------|
| 1. (①) | a. Because | b. Once | c. Unless | d. While |
| 2. (②) | a. However | b. Namely | c. Otherwise | d. Then |
| 3. (③) | a. After | b. Before | c. Like | d. Unlike |
| 4. (④) | a. Certainly | b. Generally | c. Hopefully | d. Similarly |
| 5. (⑤) | a. By chance | b. For example | c. In contrast | d. Of course |

B. Which one of the following best expresses the content of the underlined part (1)? [4]

6. a. It gives students a new way of adjusting the expectations and an opportunity to have a very stressful and lonely experience.
b. It gives students a new way of being interested in foreign languages as well as an opportunity to have a highly spiritual experience.
c. It gives students a new way of seeing the world and their place in it as well as an opportunity to broaden their knowledge and experience.
d. It gives students a new way of staying for a certain length of time and an opportunity to improve foreign language skills.

C. Which one of the following is a suitable explanation of the underlined part (2)? [4]

7. a. It happens when aspects of foreign cultures are very similar to our own.
b. It happens when cultural differences make us doubt our current views.
c. It happens when we encounter a lot of differences.
d. It happens when we stay away from different cultures.

D. Which one of the following best expresses the content of the underlined part (3)? [4]

8. a. The student develops less balanced ways of thinking on both the local and their home culture.
- b. The student does not get to see their culture from outside and explain it in a sensitive way.
- c. The student does not have so much difficulty participating in local activities and communicating with people.
- d. The student never feels stressful and uncomfortable about participating in local activities.

E. Choose the best expression to fill in the blank within the passage. [4]

9. a. become as expressive as the local people abroad
- b. feel your way out of them
- c. learn more and work harder than anyone else
- d. spend enough time preparing for the experience

F. Which one of the following ideas can be found in the passage? [4]

10. a. Experiencing things in a foreign cultural environment always brings new insights and is stress-free.
- b. Good students have to grasp the class content fully and to look at issues from a variety of angles.
- c. Japanese students who study abroad have rich experiences, and no difficulties at all.
- d. The benefits of studying abroad do not vary no matter how hard a student studies.

[2] In the context of the following statements, choose the best word or expression for each item. [3×12]

11. Nancy is really stubborn at times. She () to change her decision, even when she is wrong or is being unreasonable.
a. intends b. obliges c. refuses d. seeks
12. Mary gave us () account of what happened at the building yesterday. Her explanation was correct and true in every detail.
a. a limited b. a personal c. an accurate d. an incorrect
13. I tried to listen to his voice as closely as I could, but unfortunately I could () hear him, because the noise around us was just too much.
a. barely b. clearly c. eagerly d. instantly
14. Ken felt () about today's final exams. He was so worried that he couldn't sleep the night before.
a. confident b. guilty c. silly d. tense
15. Tom obviously () his mother's dedication and consideration very much. You can easily notice how grateful he is to her.
a. appreciates b. despises c. forgives d. indicates
16. The speaker greeted the audience with great () at today's ceremony. Throughout the speech, he expressed a strong feeling of excitement and interest.
a. anxiety b. caution c. enthusiasm d. fear
17. I heard someone hit the front door () last night. I felt scared since the person sounded out of control.
a. nearly b. politely c. severely d. violently
18. Thousands of people took to the street a week ago to publicly express () to the shooting incident in the region. Now they are still protesting and blocking the City Hall.
a. admiration b. gratitude c. opposition d. regret
19. My father believes in the () that coming across a black cat is unlucky; he assumes that doing so definitely brings bad luck.
a. invention b. legend c. superstition d. tradition

20. Mr. Smith is a person of high virtue and is liked by other people. They always () his moral strength of character and behavior.
 a. admire b. criticize c. destroy d. predict
21. I got an unexpected email from Anne, () me to get in touch soon. She seemed quite nervous about something.
 a. considering b. preferring c. reminding d. urging
22. Jennifer was disappointed with the way her husband treated their next-door neighbors. She was even () with it.
 a. annoyed b. delighted c. pleased d. undisturbed

[3] Choose the underlined part in each text below that is **NOT** grammatically correct. [3×8]

23. The number of people attending the local festivals this year were far greater than we had expected.
 (a) (b) (c)
 (d)
24. Sadly, none of my friends, whose I expected to come to see me, visited while I was in hospital.
 (a) (b) (c)
 (d)
25. I don't like being laughed by the audience, so I will do my best not to make trivial mistakes in next week's presentation.
 (a) (b) (c)
 (d)
26. The executives are going to come together in the meeting room and talk about how much the part-timers' wages should be risen to meet the needs of rising prices.
 (a) (b)
 (c) (d)
27. I was hoping for a quick check, but the dental clinic was so busy that I was made wait for as many as two hours.
 (a) (b) (c)
 (d)

28. For the improvement of your health, you should start exercising and stop to eat
 (a) (b) (c)
 too much food.
 (d)
29. Even though almost of my friends have finished their homework two days ago, I'm
 (a) (b)
 not even halfway done.
 (c) (d)
30. When my sister asked me why I looked so tired, I said her that I had been studying
 (a) (b) (c)
all day long for the university entrance exam.
 (d)

[4] Read the passage below and answer the questions that follow. Words marked with an asterisk (*) are explained in Japanese after the passage.

Among the most famous environmental activists of the last century was the late Professor Wangari Maathai, who founded the Green Belt Movement and inspired hundreds of thousands of people around the world to push for environmental progress.

Born in 1940 in Nyeri, Kenya, Wangari spent her childhood in the Kenyan countryside and her young adult life in the United States. She studied biology at Mount St. Scholastica College in Kansas, then obtained a master's degree in biological sciences from the University of Pittsburgh. After returning to Kenya and pursuing her Ph.D at the University of Nairobi, Wangari became the first woman in East Africa to receive a doctorate.

In the 1970s and '80s, along with teaching at the University of Nairobi and serving as a department chair, Wangari was an active member of the National Council of Women of Kenya, an organized group of rural Kenyan women fighting for women's rights. Women came to the council in part to search for solutions to the environmental worsening they were seeing in their villages; worsening conditions had caused many of the resources women relied on for food and clean water to decrease. Fueled by her knowledge of biology and passion for helping others, Wangari decided to take action.

During her life, Wangari had two goals in mind: to help restore environmental resources and give women the ability to support their families in a self-sufficient*, sustainable way. To achieve her goals, she came up with a practical and impactful idea: to grow seedlings and plant trees. The trees would definitely help increase the forests, enrich the soil, and improve rainwater management, in addition to providing food and

firewood—and, therefore, a better livelihood for local families.

Wangari's plan inspired the formation of the Green Belt Movement in 1977, an organization dedicated to environmental conservation and poverty reduction in Kenya. As the work of the movement evolved, Wangari realized that the environmental issues poor communities faced were a direct result of bigger problems, like governmental corruption and a history of disenfranchisement*.

To help deal with the causes of these concerns, the organization began leading what are now called Community Empowerment and Education seminars, meetings designed to educate community members about the environment and their civic rights.

As the Green Belt Movement grew and began to inspire tree-planting missions across the continent, Wangari expanded her focus. A strong supporter of both social justice and the environment, Wangari's activism sat at the intersection of several different but complex causes: environmental conservation, democracy, and human rights.

Wangari used citizen's movements to lead important protests throughout the decades that followed. In the late 1980s, she encouraged her community to oppose the construction of a tall modern building in Uhuru Park, Nairobi's central public space. Though international investors eventually gave up on the project as a result of her opposition, the Kenyan government and press criticized both Wangari and the Green Belt Movement in the process.

Despite facing ongoing repression and opposition from powerful actors in the region, Wangari never slowed down her work.

Wangari served on the boards of countless environmental organizations, spoke to members of the United Nations, and represented her community as a member of Kenya's parliament for several years in the early 2000s. Due to her tireless work as both an environmental activist and a humanitarian*, Wangari received the Nobel Peace Prize in 2004.

Today, although she passed away, Wangari lives on through the countless lives she's touched, and through the Green Belt Movement, which has continued its work in Kenya and globally through international tree-planting and climate change advocacy.

Every one of us—regardless of geography or background—can honor Wangari's lifelong work and support her legacy by taking a few simple steps. In her famous "Rise Up and Walk" speech, Wangari said that we can start by planting 10 trees to cancel out the carbon dioxide* we each breathe out; practice the philosophy of reducing, reusing, and repairing; and look for opportunities to volunteer our time and services to our communities.

self-sufficient: 自給自足の

disenfranchisement: 権利のはく奪

humanitarian: 人道主義者

carbon dioxide: 二酸化炭素

(Adapted from a work by Goldmanprize.org)

A. Choose the best expression to complete each sentence. [4×6]

31. According to the passage, Wangari Maathai
- spent most of her life in the US.
 - was born and raised in the US.
 - was born in Kenya but spent her childhood life in the US.
 - went to university both in the US and Africa.
32. The National Council of Women of Kenya helped
- improve women's rights and the environment.
 - people living in rural areas to buy food more easily.
 - women living in rural areas to study at Nairobi University.
 - women who wanted to study biology at university.
33. The main idea for the Green Belt Movement
- connected growing trees with better livelihood.
 - encouraged the government to grow trees for firewood.
 - was created to develop equipment for collecting rainwater.
 - was developed with a single goal.
34. As the Green Belt Movement grew,
- Wangari Maathai needed to travel more widely across the continent.
 - Wangari Maathai spent more time studying social justice for seminars.
 - Wangari Maathai worked more closely with educators.
 - Wangari Maathai's focus became wider and included more causes.
35. Protests against a large building development
- failed to stop the park being built on.
 - helped the development to get more international investors.
 - successfully stopped the development from happening.
 - were supported by international investors who wanted to conserve the park.
36. According to the passage, we can reflect on her life and achievements by
- becoming a member of the Green Belt Movement.
 - looking after the environment and our communities.
 - sharing the article with as many friends and family members as possible.
 - watching her famous speech about planting trees.

B. The text below explains the underlined part “Rise Up and Walk” speech within the passage. Choose the best word or expression to fill in each blank, 37~41. [2×5]

The work she did when she (37), continues to affect (38) people around the world. For example, the tree planting organization she (39) is still (40) in many countries around the world, which in turn helps (41) work to reduce the effects of climate change.

- | | |
|-----------------|-----------------|
| 37. a. got sick | b. had time |
| c. lived abroad | d. was alive |
| 38. a. a few | b. a handful of |
| c. countless | d. poor |
| 39. a. closed | b. founded |
| c. opposed | d. owned |
| 40. a. active | b. banned |
| c. taxed | d. unpopular |
| 41. a. avoid | b. describe |
| c. find | d. support |

[5] Choose the most suitable order for each set of expressions that complete the sentence. [4×4]

42. Honestly, () outside.

- (1) how cold
(3) it was

- (2) I did not realize
(4) until I went

- a. (1) (2) (3) (4)
c. (3) (4) (2) (1)

- b. (2) (1) (3) (4)
d. (4) (2) (1) (3)

43. We employees ().

(1) believe that it is
(3) our duty

(2) feel at home
(4) to make our customers

a. (1) (3) (4) (2)
c. (2) (3) (1) (4)

b. (1) (4) (3) (2)
d. (2) (4) (1) (3)

44. Hardly ().

(1) about the car accident
(3) had she talked

(2) began to cry
(4) when she

a. (3) (1) (4) (2)
c. (4) (1) (3) (2)

b. (3) (4) (1) (2)
d. (4) (3) (2) (1)

45. Many people ().

(1) others are listening
(3) that they never

(2) notice whether or not
(4) talk so much

a. (1) (2) (4) (3)
c. (4) (2) (1) (3)

b. (1) (3) (4) (2)
d. (4) (3) (2) (1)

[6] Read the dialogue below and complete B's responses, (1) and (2). Write your answers in **15 or more words in English** for each response. More than one sentence is acceptable. Do not copy or repeat A's phrases or sentences. [15×2]

(Two friends meet in front of a university building.)

A: Good to see you on campus again. I heard you got a new part-time job, how do you like it?

B: (1) _____

A: Oh, really? Is the schedule going to work with your classes?

B: (2) _____

A: I'm glad to hear that, because the new term starts again.

リスニング問題

[7] これから流される放送を聴き、その指示に従ってください。(2点×10)

例題

Dialogue [1]

F: Do you remember that David needs a ride to school earlier than usual this morning?

M: Oh no, I forgot. What time does he need to leave?

F: Right now, actually. He's already waiting for you in the car.

M: Okay. I'll be ready in five minutes.

例

1	2	3	4	5
<input checked="" type="radio"/>	(a)	(a)	(a)	(a)
	(b)	(b)	(b)	(b)
	(c)	(c)	(c)	(c)
	(d)	(d)	(d)	(d)

Question No. 1: What will the man do?

- a. Give David a ride to school.
- b. Wait in the car.
- c. Leave later than usual.
- d. Come home from work earlier than usual.

Monologue [1]

Max had a lot of homework last night, but he talked with his best friend Harry on the phone until eleven. Then he started doing his homework. When Max finally finished his homework, it was already six o'clock in the morning, and so he ended up going to school without sleeping at all.

Question No. 6: How long did it take for Max to finish his homework?

例

6	7	8	9	10
(a)	(a)	(a)	(a)	(a)
(b)	(b)	(b)	(b)	(b)
<input checked="" type="radio"/>	(c)	(c)	(c)	(c)
(d)	(d)	(d)	(d)	(d)

指示があるまで開かないでください。

Dialogues

Dialogue [1]

1.
 - a. He wants to have fun with his family.
 - b. He wants to make money for his family.
 - c. He wants to reduce the amount of garbage.
 - d. He wants to reward his family and friends.

2.
 - a. 5
 - b. 10
 - c. 15
 - d. 20

Dialogue [2]

3.
 - a. Find some student friends.
 - b. Get a better job.
 - c. Move closer to her college.
 - d. Move her desk and computer.

4.
 - a. A large apartment.
 - b. A modern apartment.
 - c. A shared house.
 - d. A small house.

5.
 - a. Complete a form.
 - b. Keep her costs down.
 - c. Look at what is available.
 - d. Visit some students.

Monologues

Monologue [1]

6.
 - a. Worked forty hours each week.
 - b. Worked four or five hours fewer each week.
 - c. Worked only forty days per year.
 - d. Worked only four days a week.

7.
 - a. They were happy but less productive.
 - b. They were less happy but less stressed.
 - c. They were less stressed and just as productive.
 - d. They were more interesting but less productive.

Monologue [2]

8.
 - a. It was a photo of an interesting type of rainbow.
 - b. It was a photo of an Italian person smiling.
 - c. It was of bright colors coming out from the ground.
 - d. It was the very first photo taken of a rainbow.

9.
 - a. They are high and cold.
 - b. They are six-sided.
 - c. They are very colorful.
 - d. They are very dark.

10.
 - a. They are difficult to see.
 - b. They are never high up.
 - c. They are not common.
 - d. They can be seen in clouds.

Dialogues

Dialogue [1]

W: What are you doing?

M: I'm making face masks for family and friends, or anyone who wants one.

W: Why? It looks like too much trouble. And they are so cheap to buy.

M: Yes, I know, but it's rewarding to make things yourself. And it helps reduce packaging and waste.

W: That's true. How many have you made?

M: About 20. So far, I have given 10 to people at my work, and 5 to my family. Would you like one?

W: Yes, please! Can I choose the color?

M: Yes, of course.

Question No. 1: Why is the man making his masks?

Question No. 2: How many masks has the man given to people at his work?

Dialogue [2]

M: Hello, how can I help you?

W: I am looking for a cheap place to rent. I need to move closer to my college.

M: OK. What kind of place are you looking for?

W: I just need a place big enough for my bed, my desk and my computer and with quite a lot of natural light. So, not too dark.

M: Do you plan to live alone, or is a shared place OK? There are lots of houses for sharing with other students.

W: Actually, I prefer a shared house if possible, to help keep the costs lower. And it's also good to get to know other students.

M: OK, just fill out this form and I'll take a look at what we have available.

Question No. 3: What does the woman need to do?

Question No. 4: What kind of place is the woman looking for?

Question No. 5: What will the woman do next?

Monologues

Monologue [1]

In Iceland, in 2015, there was an interesting experiment involving about one percent of the country's workers, who reduced their 40-hour work week by four or five hours while still receiving the same pay. As expected, researchers found that they were happier and less stressed. More interestingly, however, the workers were also just as productive. Nearly 90 percent of Iceland's workers now work fewer hours. Similar experiments have been completed in New Zealand and Spain, while politicians in Japan and California have considered similar trials of their own.

Question No. 6: During the experiment, what did the workers do?

Question No. 7: What did the researchers find out about the workers?

Monologue [2]

Rainbows give us the image of a beautiful arch of bright colors bending towards the ground. But in a recent photograph taken by an Italian photographer the rainbow is turned around, making it appear like it is smiling! Rainbows appear when the sun's white light comes in contact with raindrops and splits into the beautiful bright color bands we are used to seeing.

However, when sunlight hits ice crystals inside clouds very high up, an upside-down type of rainbow can be seen when the light passes through the six-sided ice crystals. Scientists say that while these rainbows are common high up, they are hard to see due to clouds.

Question No. 8: What was special about the photograph?

Question No. 9: What is said about the clouds?

Question No. 10: What do scientists say about the rainbows?

2023年（令和5年）度 一般入学試験A日程

外国語 [英語・英語リスニング] 解答例

2023年2月6日実施

[1] 問A	1	2	3	4	5	問B	6	問C	7	問D	8	問E	9	問F	10
	d	a	a	b	d		c		c		c		d		b

[2]	11	12	13	14	15	16	17	18	19	20	21	22
	c	c	a	d	a	c	d	c	c	a	d	a

[3]	23	24	25	26	27	28	29	30
	c	b	a	c	c	c	a	b

[4] 問A	31	32	33	34	35	36	問B	37	38	39	40	41
	d	a	a	d	c	b		d	c	b	a	d

[5]	42	43	44	45
	b	a	a	d

[6]	(1)	I like it, but the store where I work part-time is very far from the university, and the transportation is not convenient.	22words
	(2)	Yes, I think so, because my classes finish at 3 pm on the days that I will be working.	19words

[7] リスニング問題

Dialogues					Monologues				
1	2	3	4	5	6	7	8	9	10
c	b	c	c	a	b	c	a	a	a

講評

[1]総合問題 1.~10.

問題文は海外留学と異文化交流にまつわる読み物で、留学に際した注意点が著者の観点から述べられている。

2.~5.の適語補充問題は概ねできていた。1.は40%で大半が間違えた問題であるが、補充問題は、文章の流れを踏まえて前後のつながりが自然となるような接続表現を選ばせる問題であるので、談話の流れに注目すれば比較的容易に解ける。例えば1.の正解はd. であるが、(①)の前後で留学の機会に対する捉え方が対比して書かれているので、while しか入らない。

6.~10.については概ねできていた。局所的な情報に関する6.~8.のような問題は各下線部の前後に答えのヒントとなる内容が書かれており、10.のように全体の内容を問うものに関しては細部にとらわれずに本文を通じて述べられている著者の主張を踏まえて答えれば、それほど難しいものではない。

[2]語彙問題 11.~22.

本学の語彙問題は意味の余剰性に注目して解くことを意図して作成された問題が多い。つまり、フレーズや連語の知識で解ける問題というよりは、カッコの前後の文をしっかりと読み、文中に存在する類義語や類義情報に注目して正解を入れることが求められる。このような力を養うには英英辞典を活用するのが有効である。たとえば、11.では最初の文にあるstubborn がキーワードであるが、ロングマン現代英英辞典で引くと、determined not to change your mind, even when people think you are being unreasonable と定義されている。この「自分の意見を頑なに変えようとしなない」という定義と、11.後半の“() to change her decision”が意味的に同趣旨のことを表していることが読み取れれば、選択肢c.が入ることがわかる。同じことが14.にも言える。ここでは最初の文“felt () about”が、後続するwas so worried that と意味的に類義であることがわかれば正解の選択肢d.に到達できる。このような類語の知識を増やすためには、普段の勉強において知っている単語を英英辞典で引くようにすることが重要である。習慣的に行うことで、類語をひとまとめにして覚えることができるようになり、語彙を着実に増やすことができる。また、21. の答えはd.のurge であるが、ロングマンの定義 to strongly suggest that someone does something が示すように、「人に~するよう強く勧める」と理解しておけば、文中の to get in touch soon 「すぐに連絡するよう」という部分を踏まえて、正答を導き出せる。

[3]正誤問題 23.~30.

日本人英語学習者が間違いやすい文法事項を問うている。概ねできていたが、25 と 30.の正答率に関しては3割を下回っていた。まず25.は自動詞 laugh が受動態で使用されている例であるが、自動詞を受動態で用いる際には、対象を表す前置詞 at を添える必要がある。

また、30.の said も自動詞であるが、直後に対象を表す to を入れるか、または said を told に変えて正しい文にすることが可能である。上述のような<自動詞+前置詞+目的語>の形は普段の学習においてフレーズ単位で音読して覚えるようにしておく、確信をもって誤文を訂正できるようになる。

[4]英文読解・内容説明 31.~41.

この問題文は、グリーンベルトという植林運動を立ち上げたケニア出身の女性環境保護活動家であり、ナイロビ大学の女性教授でもあった故 Wangari Maathai 氏に関する読み物である。内容理解や内容説明の問題に関しては全体的に良い出来であったが、問題 35.は正答率が 35%とやや正答率が低かった。このポイントは第 8 段落の 3 行目に記載されており、建築への反対を受けた結果として開発を断念したとある。したがって、これに合致する c.が答えである。一方、比較的チェックの多かった選択肢 a.は failed to が示すように公園の建設を阻止できなかったという意味を表すため不適切である。

[5]整序問題 42.~45.

概ね良い出来であった。整序問題は適切な流れになるよう選択肢の順序を吟味する必要がある。たとえば、43.は選択肢の duty と make がそれぞれ<it is + our duty + to + 原形動詞>と<make + 人 + 原形動詞>の形で用いることをおさえていけば、これら 2 つの順序にしたがった a.が正答であることがわかる。

[6]英作文（対話問題）

大学の構内で学生二人の行う対話が自然な流れになるよう英作する問題である。バイトに関する質問への返答として適切な表現を入れる必要がある。日常的なトピックであるため、全体として(1)はよくできていた。一方、(2)は A の最後の発話を無視した回答が少し目立った。バイトが学業に影響しないようシフトの調整をしているなどといった内容を英語で表現できればよいが、一朝一夕でできるものではないので、普段からコツコツと英語で自己表現の練習を行う必要がある。

[リスニング]

ダイアログとモノログの内容に関する問題である。それぞれ最後の問題の正答率が低かったが、内容的にはモノログの内容が相対的に難しかったと思われる。5.はダイアログの最後に男性が女性に向かって、“just fill out this form”と言っているので、この発話の趣旨に合致する a を選ぶ必要がある。モノログの 9.は雲に関して話者が“ice crystals inside clouds very high up”と述べていることから a.が導き出される。10.は虹について科学者が“they are hard to see due to clouds”と述べていることを踏まえて a.を選べばよい。