

I 次の問い(問1～15)の英文の空欄 ～ に入る最も適当なものを、それぞれの①～④の中から一つずつ選べ。

問1 I'm not very good at English, () other foreign languages.

- ① let alone ② in spite of ③ based on ④ even if

問2 () of its difficulty, she decided to change her original plan.

- ① Free ② Instead ③ Aware ④ Saying

問3 We have realized () hard it is to learn to speak English in this country.

- ① what ② so ③ why ④ how

問4 You have () next week to submit your assignments.

- ① until ② during ③ by the time ④ while

問5 One of the topics () at last week's meeting was the number of students interested in the project.

- ① discuss ② discussed ③ discussing ④ discussion

問6 Successful () this event was, there were some things that need to be improved.

- ① if ② what ③ as ④ so

問7 People who () positive for COVID-19 will be quarantined for two weeks.

- ① think ② test ③ check ④ judge

問8 We should not underestimate the extent () this spirit of modesty has taken root in Japanese culture.

- ① to which ② of which ③ over which ④ from which

問9 Many of us will never forget () happened on January 6, 2021 at the US Capitol.

- ① what ② who ③ why ④ where

問10 As the () says, all work and no play makes Jack a dull boy.

- ① legend ② myth ③ proverb ④ story

問11 A : (サ)

B : I'm sorry. I have plans for that day.

- ① Are you free next Sunday?
- ② May I have your name?
- ③ How much does it cost?
- ④ What took you so long?

問12 A : I majored in literature at university.

B : (シ)

- ① So was I.
- ② So I was.
- ③ So I did.
- ④ So did I.

問13 A : Would you like some cake?

B : No, thank you. (ス)

- ① Unfortunately, I am still hungry.
- ② Actually, I'm on a diet.
- ③ I really love sweet things.
- ④ That sounds like a great idea.

問14 A : I wasted the entire day yesterday.

B : Me too. (セ)

- ① I shouldn't have stayed inside playing video games.
- ② I would have gone outside if I had more time.
- ③ I was able to get all caught up on my homework.
- ④ I was so busy getting ready for my concert.

問15 A : (ソ)

B : I'll say. You certainly have more than I do.

- ① You have the most CDs of anyone I know.
- ② Nobody has fewer CDs than I do.
- ③ I have many more CDs than my friends.
- ④ It goes without saying that I have the fewest CDs.

Ⅱ 次の問い(問1～5)の日本語に合うように、それぞれの①～⑧の語を並べ替えて空所を補い、文を完成させよ。ただし、解答は ア ～ コ に入るものの番号のみを解答欄にマークせよ。なお、文頭に来るべき語も小文字で記してある。

問1 私は朝ご飯を食べる前に本を読むことにしている。

I () () () (ア) () (イ) a book ()
() breakfast.

- | | | | |
|--------|----------|--------|------|
| ① make | ② having | ③ rule | ④ it |
| ⑤ to | ⑥ before | ⑦ read | ⑧ a |

問2 彼はフランス語がとても上手くて、まるでフランス生まれみたいだ。

He speaks () (ウ) () that () () (エ)
() () born in France.

- | | | | |
|--------|------|----------|--------|
| ① it's | ② so | ③ if | ④ well |
| ⑤ were | ⑥ as | ⑦ French | ⑧ he |

問3 君たちには教室の掃除を手伝ってもらわなければならない。

I () () () () (オ) () (カ) () the
classroom.

- | | | | |
|------------|--------|--------|--------|
| ① have | ② have | ③ help | ④ with |
| ⑤ cleaning | ⑥ me | ⑦ you | ⑧ to |

問4 これは私が今まで観た中で飛び抜けて面白い映画だ。

This is by () () (キ) () () () (ク)
() seen.

- | | | | |
|-------|--------|--------|---------|
| ① I | ② best | ③ that | ④ have |
| ⑤ far | ⑥ the | ⑦ ever | ⑧ movie |

問 5 A : 健康のために気を付けていることは何かある？

B：特にないけど、最近はTikTokで流行っている体操をやることが多いかな。

A : TikTok の動画は時間が短いから取り組みやすいよね。YouTube も面白い動画が多いけど、ひとつの動画が長過ぎるんだよね。だから、運動を続ける気にならないの。

B : TikTok やってごらんよ。最初は短時間でも、続けていれば習慣になるよ。

A : Is there anything you are doing to stay healthy?

B : Nothing in particular, but lately I've been doing a lot of the exercises that are popular on TikTok.

A : TikTok is easy to work out to because the clips are short. YouTube also has a lot of interesting clips, but each of them is too long. So () () () (ケ) () to get motivated () (コ) ().

B : You should try TikTok. Even if it is only for a short time at first, if you continue, it becomes a habit.

- ① difficult ② is ③ to ④ me
⑤ for ⑥ exercising ⑦ it ⑧ keep

Ⅲ 次の文章〔英文 1・2〕を読み、下の問い(問 1～9)に答えよ。なお、*印のある語句には注がある。

〔英文 1〕

The atmosphere is one of the most important components of the environment to consider from the viewpoint of applied ecology since it connects all portions of the Earth into one ecosystem. The atmosphere is composed of a variety of gases, of which oxygen and nitrogen make up the largest percentage. It is not uniform in its depth or its composition, but is divided into several layers or zones which differ in density and composition. Although most interaction with humans occurs in the zone nearest Earth, the most distant parts of the atmosphere are also important (A) they affect the heat balance of the Earth and the quality of radiant energy striking the surface. Disturbances to these portions of the atmosphere could affect the entire biosphere.

The composition of the atmosphere varies according to location. The qualities of minor gases such as carbon dioxide, the amounts of various metallic elements, and the quantity of water vapor and dust all may differ, depending on the relative distance from land or sea. But, in addition, the atmospheric composition may change in time. (B), over the history of the planet, the percentage composition of oxygen has changed from a very oxygen-poor environment to the present atmosphere, with 20.95% oxygen by volume.

Human activities may introduce (C) pollutants into the atmosphere. The principal pollutants are carbon dioxide, sulfur compounds, hydrocarbons, nitrogen oxides, solid particles (*particulates), and heat. The amounts of pollutants that are produced may be quite large, especially in local areas, and have increased in amount as industrialization has become more widespread. Industrial and domestic activities have also been estimated to put 218×10^6 tons of sulfur into the atmosphere per year. In most cases, these pollutants have increased during the recent past, and in many areas have become a serious problem.

Atmospheric problems can have a variety of impacts on humans. Numerous observers have attributed climatic change to atmospheric alteration, since any change in the gaseous envelope of the Earth could alter the heat balance and the climate. The Earth's climate is not constant, and it is difficult to establish an exact correlation between pollution and variation in temperature or solar radiation at the Earth's surface. The pollutants most likely to have an effect on climate are carbon dioxide and solid particles. Besides this possible effect on overall climate, pollution may affect the chemical balance of regions of the Earth. These effects may be extremely complicated. For example, it has been reported that *sulfur oxides produced in the industrial districts of northern Europe have moved north in the atmosphere over Scandinavia. The sulfur

oxides react with water to form sulfuric acid, which rains out in precipitation. The acid rain changes the acidity of the soil in this region and depresses the activity of blue-green algae, which fix nitrogen from the atmosphere. The reduction in nitrogen fixation, in turn, causes a serious reduction in the growth of trees. Other pollutants may act in a similar complicated fashion through the network of interactions in the Earth ecosystem.

Finally, atmospheric pollution has direct effects on plants and animals and human activities. Pollutants, like other materials, can act as limiting influences on the growth, reproduction, and survival of plants and animals. A variety of plants, such as lichens and mosses, that are extremely sensitive to pollution can be used to indicate the degree of atmospheric deterioration. In some severe cases, all vegetation and animal life may be destroyed in the vicinity of the polluting industry. Gases and solids are taken into the lungs of humans, and cause disease or discomfort. In cities, (D) pollutants as asbestos and lead are exceedingly dangerous to the population. And finally, the impact of pollutants on buildings, clothes, artwork, and machines is costly.

Control of atmospheric pollution requires interception of pollutants at the point of discharge. Industrial control can be achieved by the use of special filters, *precipitators, and other devices. Control of pollution for automobiles also may involve special equipment, as well as redesign of engines and fuel. Reduction in dust and similar general sources of air pollution may demand a change in the operation producing the problem.

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*particulates 「微粒子」

*sulfur oxides 「硫黄酸化物」

*precipitators 「集塵機」

問 1 本文で用いられている次の語において、最も強いアクセント(第一強勢)のある音節を、それぞれ次の①～④の中から一つ選べ。

com-pli-cat-ed
① ② ③ ④

ア

in-dus-tri-al
① ② ③ ④

イ

問 2 本文中の空欄(A)～(D)に入る最も適当な語句を、それぞれ次の①～④の中から一つ選べ。

空欄(A) ウ

- ① but ② even when ③ on which ④ since

空欄(B) エ

- ① In the end ② In the least ③ For example ④ Meanwhile

空欄(C) オ

- ① an amount of ② a variety of ③ no great deal of ④ the number of

空欄(D) カ

- ① such ② even ③ those ④ most

問 3 下線部(1)の語が同じ意味で使われているものを、次の①～④の中から一つ選べ。 キ

- ① Domestic animals have been genetically adapted over generations.
② Domestic work is 'work performed in or for a household or households.'
③ Gross Domestic Product measures the monetary value of goods and services.
④ Some domestic factors can affect the foreign policy.

問 4 下線部(2)の内容に含まれないものはどれか、次の①～④の中から一つ選べ。 ク

- ① 二酸化炭素, 硫黄化合物, 炭化水素
② 窒素酸化物, 硫黄, 熱
③ 工場地帯から排出される汚染物質
④ 人間活動以外からもたらされる汚染物質

問 5 下線部(3)の内容として最も適当なものを、次の①～④の中から一つ選べ。 ケ

- ① 汚染物質が、地表温度や、地表の太陽光の変化の幅に影響を与えている可能性
② 汚染物質が、特定の工場の周りにある植物を全滅させてしまう可能性
③ 汚染物質が、地球の様々な場所でケミカル・バランスを悪化させている可能性
④ 汚染物質の中でも、二酸化炭素が特に甚大な影響を及ぼしている可能性

問 6 下線部(4)の語の意味として最も適当なものを、次の①～④の中から一つ選べ。 コ

- ① a copy of something, or the process of copying something
② the act of taking something out and showing it
③ the act or process of producing new life
④ the process of making or growing goods to be sold

問 7 本文の内容と一致するものを，次の①～④の中から一つ選べ。

サ

- ① 一人当たりの二酸化炭素の年間排出量は，約 8.5 トンである。
- ② 再生可能エネルギーの利用が，汚染物質の削減につながるとは限らない。
- ③ 地球大気は地表に近い下層ほど密度が小さく，上層ほど密度が大きい。
- ④ 粉塵の削減のために，問題発生源の作業工程を見直す場合がある。

問 8 本文の内容と一致しないものを，次の①～④の中から一つ選べ。

シ

- ① 地球のヒートバランスや地表に降り注ぐ放射エネルギーの質に乱れが生じると，生物圏全体に影響が及んでしまう可能性がある。
- ② 酸性雨はコンクリート成分のカルシウムを溶かし，空気中の炭酸ガスと反応することで，建物の壁や軒下につらら状の塊をもたらすことがある。
- ③ 大気汚染に極めて敏感な地衣類や苔類など様々な植物を用いて，大気汚染の度合いを示すことも可能である。
- ④ 企業には，排出地点での汚染物質を遮断し大気汚染を防止するために，様々な工夫をした取り組みが求められている。

Rather than beginning from educational principles, let us start by considering an optimal intercultural pain communication, and then reverse-engineer the educational needs from there. Optimal intercultural pain communication would require that the barriers and disruptors to intercultural communication and pain communication should be realized, understood and neutralized. The health practitioner needs clear and complete information from the patient about the location, nature, severity and periodicity of the pain, together with its impact on the patient's quality of life. The patient needs to provide that information without cultural or personal filtering, and to give relevant information if the health practitioner's line of questioning omits it: patients need to feel free to ask the health practitioner unprompted questions, and to provide unprompted information. The two need to be able to negotiate these issues through the consultation to a point where the health practitioner understands all that the patient is able to communicate about the pain, and can make the most reliable possible diagnosis about the pain, its cause, and a subsequent plan of action. For their part, the patient should not be constrained by stereotypical or cultural models of the all-powerful health practitioner, and should feel at the end of the consultation that the interactions have led to a full and satisfying, and personally reassuring, outcome.

In educational terms, reaching this position will take a great deal in terms of effort, resources and learning. From the point of view of the training of doctors and healthcare professionals, there is already an emerging view, especially among pain specialists, that medical education about pain is limited and unsatisfactory. In a medical curriculum which is already both full and intense, finding room for training about pain, especially chronic pain, will be difficult. In contrast, training for health practitioner-patient communication is better established, and many medical curricula devote training to this question. However, when we come to intercultural communication as a part of medical training, the situation is more serious. There is intercultural communication training for healthcare professionals who have to work with specific ethnic groups, for instance with numerically substantial immigrant communities. The best levels of intercultural communication competence are probably found with health practitioners in countries where English is not a national language, but is increasingly being used as a lingua franca in medical consultations. The situation applies particularly clearly to tourism and medical tourism. But there are also broader needs for training in intercultural communication across the full range of healthcare professions. And healthcare professionals also need training in working with interpreters, in order to achieve a comprehensive understanding of what the patient has to tell them. Interpreters for their part will need special training in the specific difficulties of pain in medical consultations.

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問 9 上の英文に一致するよう、次の[A群]～[F群]の設問への答えをそれぞれ①～③の中から一つずつ選べ。

[A群] According to the passage, what is optimal intercultural pain communication?

ス

- ① to ignore any cultural differences that occur during the medical consultation
- ② the ability to recognize how different cultures express maximum pain limits
- ③ true communication between a patient and medical practitioner of different cultures

[B群] According to the passage, what must patients be sure to do?

セ

- ① They should provide all the necessary information even when not specifically asked.
- ② They must follow the line of questioning of the medical practitioner without fail.
- ③ They need to provide their health account after personally deciding what is important.

[C群] Which of the following best describes the role of the medical practitioner?

ソ

- ① to give immediate treatment without trying to understand the cultural implications
- ② to make a diagnosis after understanding the various aspects of the patient's pain
- ③ to encourage the patient to accept the treatment as prescribed in the new culture

[D群] According to the passage, what can be said about pain education today?

タ

- ① In its present state it is most beneficial for doctors and some health practitioners.
- ② It is covered both fully and intensely in the current medical school curriculum.
- ③ It is better for health practitioners than doctors but still lacks intercultural understanding.

[E群] According to the passage, what special training issues arise by using interpreters?

チ

- ① Both the health practitioner and the interpreter need to understand more about pain talk.
- ② The patient, but not the practitioner or interpreter, needs to have it.
- ③ It is not the role of the interpreter to understand what the patient says about pain.

[F群] Which of the following is the most suitable title for this passage?

ツ

- ① Education First in Dealing with Pain across Cultures
- ② Pain Communication in an Intercultural Medical Consultation
- ③ What Everyone Must Do for Successful Medical Tourism