

2023年度 前期

# 個別学力検査

## 英 語

### 注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 問題冊子は18ページあります。解答冊子には解答用紙5枚が綴じられています。
3. 試験時間は90分間です。
4. すべての解答用紙の所定の欄に受験番号を記入してください(氏名は記入しないでください)。
5. 問題冊子と解答冊子に印刷不鮮明や落丁などがある場合は、手を挙げて監督者に知らせてください。
6. 試験中に気分が悪くなったときは、手を挙げて監督者の指示に従ってください。
7. 問題冊子は試験終了後に持ち帰ってください。ただし、無断で複写、複製、転載などを行うことはできません。

個別学力検査

英語

## 第1問 (配点 33点)

次の英文を読んで、以下の設問に答えなさい。

Most people reading this will be familiar with SDGs (Sustainable Development Goals). Many of you will know not only the phrase, but have seen the list of the seventeen goals, or the colorful icons used to represent them.

On 25<sup>th</sup> September 2015, a United Nations summit adopted the resolution ‘Transforming our world: the 2030 Agenda for Sustainable Development.’ In the published document<sup>1</sup>, this agenda is positioned as a plan of action for people, planet, and prosperity. The SDGs are set out in this plan, and although only the seventeen goals are well-known, the resolution also gives a total of 169 targets to give a concrete image for each of the goals. In addition, the resolution includes 231 indicators that allow us to numerically measure how well the targets are being achieved.

Table 1 shows the list of objectives. Many of you may have worked on some of the ‘Goals’ in school, in extra-curricular activities, or in your daily life at home.

Goals 12 and 14 in particular seem to (ア) our daily efforts as Japanese consumers. Target 12.3 of Goal 12, for example, is to halve per capita global food waste at retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses, by 2030. Day-to-day efforts to achieve this target are likely to include following rules like (A) and (B).

Meanwhile, target 14.1 of Goal 14 is to significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution, by 2025. Indeed, in recent years, microplastic pollution in the oceans has been receiving a lot of attention, and we can see societal efforts to reduce it by following rules like (C) and (D).

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<sup>1</sup> [www.unfpa.org/resources/transforming-our-world-2030-agenda-sustainable-development](http://www.unfpa.org/resources/transforming-our-world-2030-agenda-sustainable-development)

**Table 1. List of SDGs.**

Goal 1	No poverty
Goal 2	Zero hunger
Goal 3	Good health and well-being
Goal 4	Quality education
Goal 5	Gender equality
Goal 6	Clean water and sanitation
Goal 7	Affordable and clean energy
Goal 8	Decent work and economic growth
Goal 9	Industry, innovation, and infrastructure
Goal 10	Reduced inequalities
Goal 11	Sustainable cities and communities
Goal 12	Responsible consumption and production
Goal 13	Climate action
Goal 14	Life below water
Goal 15	Life on land
Goal 16	Peace, justice and strong institutions
Goal 17	Partnerships

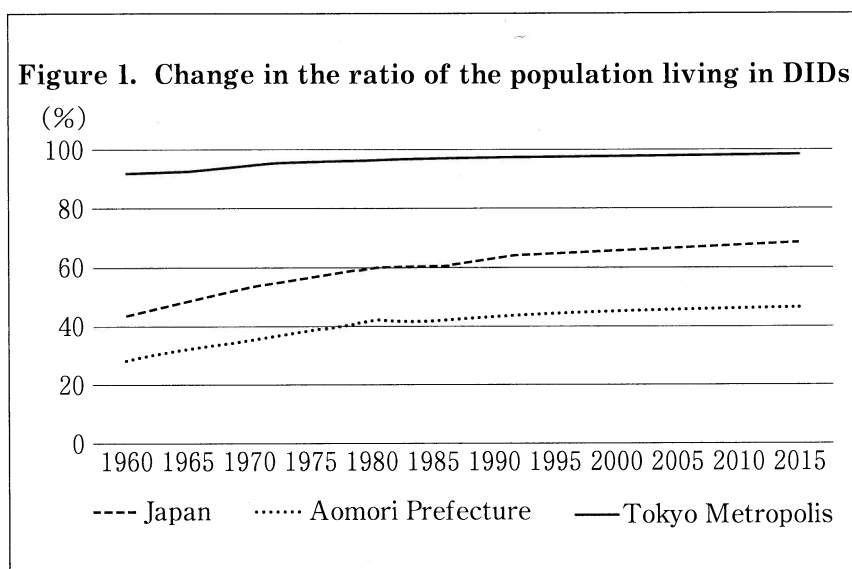
The examples above are easy to understand and give the impression that the  
<sup>(2)</sup>SDGs are something that can be tackled immediately in everyday life, so that  
they indeed look like a call to daily ‘good’ deeds. This is probably in part why the  
term SDGs appears so often in the daily press and corporate advertisement.

However, looking at some of the other goals and targets, we can see  
( 1 ) aspect of the SDGs. For example, target 11.3 of Goal 11 is to ‘by 2030,  
enhance inclusive and sustainable urbanization and capacities for participatory,  
integrated and sustainable human settlement planning and management in all  
countries.’ There are two indicators for this target, one of which is the ‘ratio of  
land consumption rate to population growth rate’ — for example, how quickly a

city grows spatially versus how quickly its population grows.

This awareness — that cities should generally be denser, making life in and travel around the city more efficient, and avoiding taking over nearby land used for farming or support services — means that cities should become more urbanized, or have a (ウ) of people living in a Densely Inhabited District (DID).

Figure 1 shows the change in the ratio of the population living in DIDs to the total population of each area, for Tokyo Metropolis, Aomori Prefecture, and Japan as a whole from 1960 to 2015 (based on the five-yearly national census).

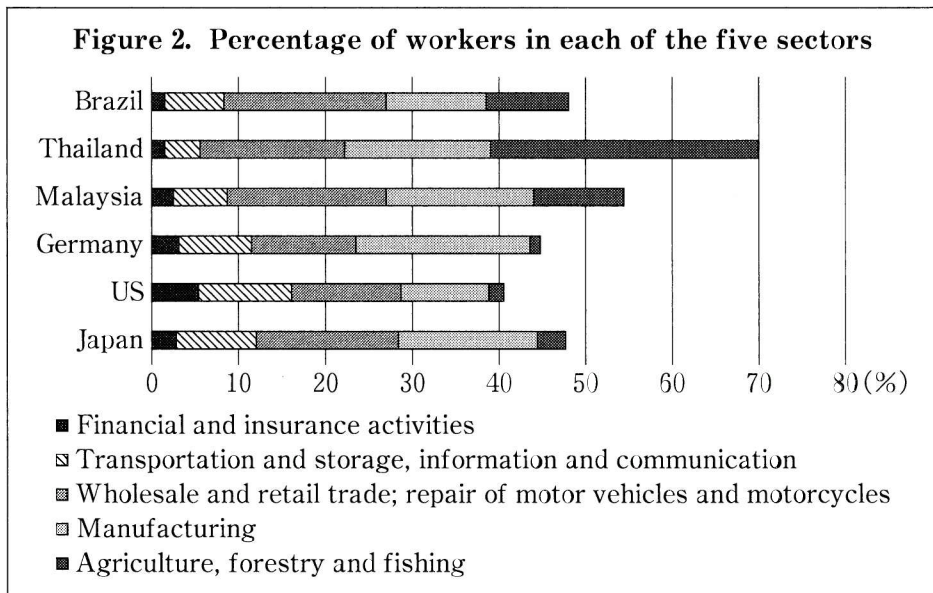


The degree of increase in each ratio is different, but each of them (エ). So, assessing this situation according to target 11.3, can we say that the situation shown in Figure 1 is 'on track', or is some other evaluation more appropriate? (E) It seems we cannot apply the SDG target without considering the particular circumstances of the area concerned.

Goal 9 seems to be similar in this regard. Target 9.2 of Goal 9 is to 'promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with

national circumstances, and double its share in the least developed countries.’ This directs us to promote industrialization and increase the share of employment and GDP that the industrial sector provides. Indicator 9.2.2 is the share of manufacturing employment in total employment—the idea is that workers should move from agricultural and other traditional sectors into manufacturing jobs that have higher wages and create more value.

Figure 2 shows the percentage of workers in each of five sectors in six countries showing that 16% of all workers in Japan are in manufacturing (note that there are other sectors, so the percentages do not add to 100%).



From: Databook of International Labour Statistics 2022, Japan Institute for Labour Policy and Training.

What, then should we think, looking at Goal 9 and indicator 9.2.2? Should countries with a lower proportion of workers in the manufacturing sector compared to other countries be encouraged to increase it? It might not be so simple. In Japan, industrialization has progressed rapidly since the 1960s, and a number of problems have arisen. The biggest problem is probably pollution.

一方、労働者の工業部門への移行により、農林水産業に従事する人々の数は減少し  
(3) ています。 This in turn has led to a decrease in the population and a decline in rural areas. More recently, it is clear that rapid industrialization in some countries have caused serious air pollution. So, is industrialization really always desirable?

Now, this probably all seems very confusing. The simple truth is that the  
(4) SDGs are not absolute principles that everyone in the world must accept and apply in the same way. Indeed, the concluding part of the UN resolution that proposed the SDGs states that ‘The Goals and targets will be followed up and reviewed using a set of global indicators. These will be complemented by indicators at the regional and national levels which will be developed by Member States.’ In addition, the 9.2 target notes that it must be applied ‘in line with national circumstances’ and that part is relevant only in ‘in the least developed countries’. Countries which have only recently started to industrialize will follow target 9.2, but countries like Japan, which is already highly industrialized, might not need to be industrialized further, and may expect the reverse trend, where jobs in manufacturing are reduced to cut costs. In fact, even within a single country, different industries and zones may be at different stages of development and in different circumstances, making the development of appropriate indicator targets a ( 才 ) task.

Of course, some SDG goals look more universal—like Goal 4, quality education, or Goal 7, affordable and clean energy. But even for these, the best route towards the targets depends on the local circumstances. Wind and solar  
(5) power energy, the usual candidates for renewable energy sources, are not suitable for every area, and could cause new problems of their own if scaled up. So while humanity can hold some very broad goals in common, we perhaps need to be careful in adopting plans and policies that are not sufficiently linked to our particular situations.

**問題 1** 空欄(ア)～(オ)に入る最も適切な語句を以下の(a)～(d)から選び、記号で答えなさい。

- ア (a) call for                      (b) call in                      (c) call off                      (d) call to  
イ (a) the other                      (b) some                      (c) others                      (d) another  
ウ (a) small population                      (b) lower population  
                    (c) middle population                      (d) higher proportion  
エ (a) remains steady                      (b) rises                      (c) drops                      (d) fractures  
オ (a) easy                      (b) single                      (c) complex                      (d) plural

**問題 2** 下線部 per capita<sup>(1)</sup> とは本文中ではどのような意味か、以下の選択肢(a)～(d)から選びなさい。

- (a) 首都ごと      (b) 1口座につき      (c) 頭文字によると      (d) 一人あたり

**問題 3** 下線部(2)を日本語に訳しなさい。

**問題 4** 下線部(3)を英語に訳しなさい。

**問題 5** 下線部(4)を日本語に訳しなさい。

**問題 6** 下線部(5)を日本語に訳しなさい。

**問題 7** (A)と(B)に入る内容の組み合わせとして最も適切な選択肢を以下の1～4から選びなさい。

1. 'Don't leave leftovers', 'When shopping, choose products close to their expiry date'
2. 'Choose non-standard vegetables', 'Use pesticides to increase food production'
3. 'Don't leave food uneaten', 'Eat fatty meat with high calories'
4. 'Encourage *washoku* (Japanese food)', 'Don't leave food uneaten'



**問題 8** ( C )と( D )に入る内容の組み合わせとして最も適切な選択肢を以下の1～4から選びなさい。

1. 'Switch from transport by ship to air transport', 'Eliminate plastic disposable tableware'
2. 'Swim in the sea less', 'Charge for plastic bags'
3. 'Increase the number of transport vessels powered by electricity', 'Use disposable bamboo chopsticks'
4. 'Charge for plastic bags', 'Eliminate disposable plastic tableware'

**問題 9** ( E )に入る内容として最も適切な文章を以下の1～4から選びなさい。

1. In target 11.3, the ratio of DIDs in Tokyo is already close to 100% and this is a very good situation. Therefore, this should be maintained. In Aomori Prefecture, the ratio is lower than in the whole of Japan, so policies to increase the population density should be strongly promoted in Aomori.
2. It is a question whether target 11.3 is entirely appropriate for the goal of SUSTAINABLE CITIES AND COMMUNITIES. Particularly in Japan, where the population is declining, an increase in the proportion of DIDs might accelerate the depopulation in non-DID areas and cause other difficult problems.
3. The proportion of DIDs in Tokyo is too high compared to the proportion in the whole of Japan. This represents overcrowding in the city and causes various stresses for the people living the area. To solve this problem, migration to areas with low DID ratios should be compulsory.
4. Areas with a high DID ratio can be the result of the desire of many people to live in an area. On the other hand, areas with a low ratio can be said to be unattractive. Therefore, people living in low DID areas should realize they have no happy future and migrate to high DID areas.

**問題10** 本文中の表1からあなたが一番大切だと思う Goal を1つ選び、その理由とあなたが日々取り組んでいる内容を25語以上35語以内の英語で書きなさい。いずれの Goal を選ぶかは、評価の対象としません。

## 第2問 (配点 29 点)

次の英文を読んで、以下の設問に答えなさい。(\*を付した語句には本文末に注が示されています。)

(ア) the widespread use of smartphones and tablets, social networking service (SNS) is being used by people all over the world. They introduce their personal lives and sometimes freely express their opinions. Businesses also use SNS to advertise and promote their products. Celebrities' SNS is very popular, and the number of followers is like a barometer of their popularity. In particular, the younger generations have mastered using multiple SNS in their lives. I also can no longer live without SNS.<sup>(1)</sup> The first thing I do when I wake up in the morning is to check SNS, and at night, I watch videos until I am about to go to bed. I might be an SNS addict.

One of the great strengths of SNS is that I can quickly find people who share my hobbies and interests. I like fashion and travel, so I tend to visit those kinds of sites. I also use the chat function to communicate with other SNS users and ask for more detailed information, so my world expands rapidly on SNS. I sometimes keep (イ) touch with old acquaintances and make new friends. This has allowed me to expand my community and enrich my relationships. I think it is also very beneficial for my work because it gives me information about the companies I do business with.

Furthermore, SNS is very useful in times of disaster. It is said that the Great East Japan Earthquake in 2011 triggered the spread of the concept of social disaster prevention. In the disaster-stricken areas, it was difficult to make phone calls, and people actively used SNS to send out information and confirm their safety. One of the major advantages of using SNS in a disaster is that information can be transmitted and collected immediately. (ウ) television or radio, SNS allows individuals to immediately transmit information about things

that have occurred in front of their eyes. The function to retweet information makes it easier for information to spread, leading to rapid rescue of disaster victims and support for supplies.

Recently, however, I have been terrified of SNS. At times, I feel that the disadvantages of SNS may outweigh the advantages. The first is slander\*. Once slander is uploaded to the Internet, it immediately spreads, and even if it is not true, it could cause great damage and anguish\*\* to the target. Moreover, it could also cause further damage to family members and coworkers.

Another problem is that information posted on the Internet leaves traces even if it is deleted. This means that traces will remain semi-permanently even ( 工 ) I die, which is very frightening to think about. It is alarming to consider that one's personal information they would rather not publish might be revealed. There may be cases in which one will be in danger of being involved in a crime because their personal information is known to an unspecified number of people. (2) When I sometimes see the news of victims being stalked on SNS, I feel very frightened because it might happen to me.

What I find most frightening in such situations is the aggressiveness of SNS users. When they see a celebrity scandal, they may attack the person so much that the person cannot recover from it. behind / such / therefore, / the / content / what / aggressive / is / state / posting / psychological /? (3) Such people may search for a target on the Internet to attack in order to get rid of their stress and frustration. On the other hand, they may desire to be superior ( オ ) others that make a mistake because they have a complex about themselves. If they don't realize that they hurt a target by attacking them, they will not stop doing it. If they believe they are right, they will escalate their actions.

私たちは SNS を使っている限り、利益同様に不利益も受け入れなければなら (4) ないのだろう。 I have recently been faced with the dilemma of how to use SNS.

What measures do we need to take to make SNS more secure? One expert points (5)

out that schools should spend more time teaching moral issues on information science and enhance media literacy. Another expert argues that penalties for slander and leaking of personal information should be stricter. There may be <sup>(6)</sup> people with the radical opinion that the government should control information on SNS.

Even when I try to rethink my use of SNS, I think that I will continue to use SNS because it is such a wonderful tool that has expanded my world. As a result, I will continue to use SNS with care, taking advantage of their wonderful features, while avoiding harming others.

注) slander\* : 誹謗中傷      anguish\*\* : 苦痛

**問題 1** 空欄(ア)~(オ)に入る最も適切な単語を以下の選択肢(a)~(e)から選び、記号で答えなさい。ただし、同じ選択肢を2回以上選んではいけません。また、文頭に来る語も、小文字で記してあります。

- (a) after                      (b) unlike                      (c) to  
(d) in                              (e) with

**問題 2** 下線部(1)と同じ意味の表現を本文中から抜き出さなさい。

**問題 3** 下線部(2)を日本語に訳しなさい。

**問題 4** 下線部(3)の語句を並べ替えて、正しい英文を作りなさい。ただし、文頭に来る語も小文字で記してあります。

**問題 5** 下線部(4)を英語に訳しなさい。

**問題 6** 下線部(5)を日本語に訳しなさい。

**問題 7** 次の中から筆者の考えに合うものを以下の(a)~(d)から1つ選び、記号で答えなさい。

- (a) The author has almost abandoned the use of SNS.
- (b) The author longs for the severe penalty for slander.
- (c) The author believes media literacy is unnecessary in education.
- (d) The author feels that sufficient consideration should be given to the use of SNS.

**問題 8** 下線部(6)について、あなたの考えを30語程度の英語で書きなさい。

### 第3問 (配点18点)

次の英文を読み空欄(ア)～(カ)に入る最も適切な語句を以下の(a)～(d)から選び、記号で答えなさい。

The opportunity to give a public speech is (ア). We give speeches every day in all sorts of places. For instance, when you explain something in a small meeting of two or three people, you are giving a speech. Of course, you are also giving a speech when you compliment your friends at a wedding reception or make jokes in public. Every lecture given by teachers can also be considered a speech. In addition, when you are playing a game with friends, your act of explaining the rules can also be regarded as a speech.

We have given many speeches in our lives, and listened to countless speeches as an audience. Some of them are still fresh in your mind and you remember them, even though they happened many years ago. On the contrary, some speeches are difficult to remember even if you listened to them (イ), or because you found a few minutes of it unbearably long. You may have thought, "This person is a good speaker.", or "It's hard to understand what the speaker is saying!"

Where does this difference come from? I always pay attention to three things when I give a speech; they are (ウ). I think it is important to choose a subject that is appropriate for the occasion when you want to give a speech. If you don't know or have a clear idea of what you are going to talk about, you will not be able to give a good speech. Next is the purpose. For example, if you want to talk about a 'microwave oven' and your aim is to get the audience to buy one, your speech will be different from when you want to explain the technological process of assembling the microwave oven — one is (エ), the other is explanatory. At a party, your aim might be to entertain, and a speech given by a teacher in classes will be often educative. Finally, the last important

aspect I would like to mention is the audience. Even if the subject and purpose are the same, the content and manner of delivery will be different according to the audience. The way you speak, or the contents of the speech must be different when you speak to 10-year-old schoolchildren and when speaking to 50-year-old adults. For example, if you try to explain the 'exchange rate' to primary school children, the words used, the overall length, the figures, and tables used as aids will naturally be different from ( オ ) when speaking to a group of 50-year-old office workers.

There are various other skills that are used in good speeches. Some people insist on a rule of 60 words per minute or less, while others advise that one slide per minute is appropriate. Many how-to books also suggest a three-part strategy such as introduction, body and conclusion as a logical design for a speech. Of course, non-verbal information such as hand movements, posture and eye contact are also considered as very important aspects of good speeches.

There are two speeches that have stayed with me. One, a talk by the late Queen Elizabeth II, was made in 2020 to the general public for the purpose of persuading UK citizens to stay at home and practice preventive measures of COVID-19. The second one is when the then US President Obama visited Hiroshima as the first US President to visit the city. In his memorial speech, he spoke of not only the physical damage to the city but also long-term psychological trauma endured by survivors after the war.

Both of these speeches did not have any ( カ ) tables, graphs, effective gestures or slides. So how were they able to share their thought so strongly with me or the public? I think it was because they had a clear subject and purpose, and above all, they made their speeches with the audience in mind.

- ア (a) anything unusual                      (b) nothing special  
(c) rare occurrence                          (d) terrible experience



イ (a) quite a years ago                      (b) quite a few hours ago  
(c) just a few hours ago                      (d) few hours ago

ウ (a) a subject, one purpose and the audience  
(b) one subject, one purpose and an audience  
(c) subjects, purposes and audiences  
(d) the subject, the purpose, and the audience

エ (a) persuade              (b) persuasive              (c) persuasion              (d) persuasible

オ (a) those used              (b) those              (c) others              (d) another used

カ (a) adding              (b) educative              (c) invisible              (d) visible

## 第4問 (配点20点)

問題1 次の会話文を読み、問1から5の各設問の答えとして最も適切なものを(a)~(d)から選び、記号で答えなさい。(\*を付した語句には本文末に注が示されています。)

Sister : You look so tired. How was the field trip today?

Judy : It was very interesting but I didn't expect to be so tired.

Sister : Where did you go?

Judy : First, we went to the castle in the middle of the town. The staff guided us inside the building.

Sister : That castle is famous, isn't it?

Judy : Yes, it's a very important castle that has remained since the early Edo period.

Sister : Hmm. I'd rather see modern architecture than a castle.

Judy : Anyway, after that, we went to the art museum and saw paintings from the Edo era. Ukiyo-e was wonderful. I bought some postcards of famous ukiyo-e at the shop.

Sister : I don't understand the popularity of ukiyo-e. I'd rather see western paintings than ukiyo-e. Where did you go for lunch?

Judy : We went to a Japanese restaurant by the river to try kaiseki cuisine. It was quite delicious.

Sister : What's kaiseki cuisine?

Judy : It's a classic Japanese dish.

Sister : Oh, I've never had it. I'd rather have French dishes.

Judy : Finally, we visited an old temple to experience Zen meditation\*. Have you ever done it?

Sister : Never. You're talking about a lot of topics that I am not familiar with.

Judy : I recommend it because it calms the mind.

Sister : I'm not willing to do it even if I have the opportunity. Is that all? It wasn't a busy schedule. Why are you so tired?

Judy : Because I had to go up thousands of steps to get to the temple.

Sister : I see.

Judy : I took a lot of pictures and will try to post them on SNS.

注) Zen meditation\* : 座禪

問 1 How was Judy after the field trip?

- (a) She was irritated.
- (b) She was depressed.
- (c) She was exhausted.
- (d) She was confused.

問 2 When was the castle built?

- (a) About one hundred years ago.
- (b) About two hundred years ago.
- (c) About three hundred years ago.
- (d) About four hundred years ago.

問 3 What is Judy's sister like?

- (a) She seems to have a strong interest in Japanese architecture.
- (b) She understands the fascination of ukiyo-e.
- (c) She is well versed in Japanese cuisine.
- (d) She seems to be indifferent about Japanese culture.

問 4 Where could the temple be?

- (a) In the middle of the town.
- (b) On a mountain.
- (c) Near the bank of a river.
- (d) On the shore of a lake.

問 5 What would be the theme of the field trip?

- (a) To compare western and Japanese culture.
- (b) To experience Japanese culture.
- (c) To introduce the town on SNS.
- (d) To purchase some goods of Japanese culture.

問題 2 以下のA～Eの英文を会話が成り立つように、正しい順に並べ替えなさい。ただし、会話の前後の文は示してあります。

Clerk : Our town promotes the immigration of people from abroad.

Migrant : What are the benefits of living in your town?

A : Depending on the number of rooms, it is about one-third the normal rent.

B : How much is the rent?

C : We can offer free health care for children, so you can raise your children without worrying about medical expenses.

D : We have many vacant houses, so we can rent them to you cheaply.

E : What other advantages are there to live and work here?

Migrant : This system seems very helpful to my household budget because my three children are prone to catching colds.

Clerk : Please do not hesitate to contact us.