

英 語

2021 年度（令和 3 年度）

入 学 試 験 問 題

受 験 番 号	
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1. 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) この問題冊子は 15 ページあります。
試験中に、問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れなどに気づいた場合は、手を挙げて監督者に知らせてください。
- (3) 問題冊子の表紙の受験番号欄に受験番号を記入してください。
- (4) 解答用紙には、氏名、受験番号の記入欄および受験番号のマーク欄があります。それぞれに正しく記入し、マークしてください。
- (5) 問題冊子のどのページも切り離してはいけません。
- (6) 辞書機能や計算機能、通信機能などをもつ機器等の使用は禁止します。使用している場合は不正行為とみなします。
- (7) 試験終了後、解答用紙はもちろん、問題冊子も持ち帰ってはいけません。

2. 解答上の注意

- (1) 解答用紙の左下に記載している「注意事項」を読んでください。
- (2) 問題は **I** , **II** , **III** の 3 つの大問があります。

I 問1～問18について、(①)～(⑱)に入れるのに最も適当なものを
Ⓐ～Ⓓのうちから一つずつ選べ。

問1 There is an old saying that a man is known (①) the company he keeps.

- Ⓐ by Ⓑ to Ⓒ for Ⓓ after

問2 I am going to talk my dad (②) buying me one of the newest computers.

- Ⓐ about Ⓑ into Ⓒ for Ⓓ out

問3 I'm afraid the charity concert (③) by the time you get to the music hall.

- Ⓐ begins Ⓑ began
Ⓒ has begun Ⓓ will have begun

問4 All of a sudden it (④) me that the volcano might erupt at any moment.

- Ⓐ broke Ⓑ occurred Ⓒ struck Ⓓ happened

問5 Rumor has (⑤) that Yuichi is now in Canada as an exchange student.

- Ⓐ it Ⓑ so Ⓒ in Ⓓ done

問6 If there is another specialist who can offer you a more advanced medical treatment, your doctor may (⑥) you to him or her for consultation.

- Ⓐ care Ⓑ refer Ⓒ choose Ⓓ diagnose

問7 He stared me (⑦) the face without saying a single word.

- Ⓐ in Ⓑ of Ⓒ to Ⓓ at

問 8 She is a true diplomat in every (⑧) of the word.

- (a) part (b) example (c) sense (d) order

問 9 My son is (⑨) with photography, so he goes out to shoot photos with his favorite camera every weekend.

- (a) assessed (b) confessed (c) progressed (d) obsessed

問10 The passenger was kind enough to stand up in the crowded train to make (⑩) for an elderly woman.

- (a) seat (b) room (c) effort (d) pace

問11 I'm very happy to know that there are (⑪) many people who recycle on a regular basis.

- (a) that (b) all (c) how (d) for

問12 "Long time no see," I said when I saw him. It was a (⑫) meeting with one of my old friends.

- (a) rarely (b) new (c) chance (d) sight

問13 Dragons are said to be mythical and (⑬) creatures.

- (a) imaginary (b) imagination
(c) imagine (d) imaginable

問14 In our daily lives, almost all of us (⑭) occasion encounter something unknown.

- (a) meet (b) have (c) in (d) on

問15 (⑮) accustomed was he to getting up early that he had no trouble catching the first train to work.

- (a) Such (b) So (c) For (d) Being

問16 Jane is good at reading between the (⑩) when people are talking.

- ① words ② spaces ③ languages ④ lines

問17 There was nothing the old man could do (⑪) cry for help because he was unable to move.

- ① for ② as ③ but ④ that

問18 And then, the professor began to give one clear, concrete, and fascinating example (⑫) another to make his biology class even more fun.

- ① after ② by ③ in ④ for

II 問 19～問 28 について、次の英文を読み、最も適当なものを㉑～㉓のうちから一つずつ選べ。

A culturally competent healthcare system provides high quality care regardless of race, ethnicity, culture or language proficiency for patients who are already members of the patient population. Disparities*¹ in healthcare provision due to the lack of cultural competency are entirely created by the preconceived biases*² already (㉑) among healthcare workers. This inadvertently*³ influences the way they deliver healthcare. Studies have shown that ethnic minorities are more likely to perceive that the healthcare staff had negatively judged them and treated them with disrespect due to their race, ethnicity or how well they spoke English. They are also more likely to be less satisfied with the care they receive and believe that they would have gotten better care if they belonged to a different race. Ethnic minorities of low socioeconomic status and elderly demographics*⁴ tend to have more passive interactions with physicians and are not given the opportunity for shared decision-making in their healthcare. Most healthcare practitioners are not racists. However, they tend to assume that the aforementioned*⁵ groups are less health (㉓) due to an inability to relate to them on a cultural basis. Studies have shown that race-and-socioeconomic-status-concordant*⁶ physicians had more meaningful interactions with their patients than those from different groups. Patients with race-concordant relationships with their healthcare provider tended to report greater satisfaction with the care than those who did not. Poorer health outcomes occur when socio-cultural differences between patients and staff are not reconciled during the healthcare encounter. Current standards for culturally and linguistically appropriate services are set by the Office of Minority Health. These standards are divided into the following categories: 1) governance, leadership and workforce, 2) communication and language assistance and 3) engagement, continuous improvement and accountability.

Cultural and linguistic competency is necessary throughout every level of a healthcare organization. The first step in achieving cultural and linguistic competency is to perform a baseline community needs assessment of the organization's patient service area to determine typical patient demographics. One way to increase cultural and linguistic competency is to hire staff that are representative of target demographics for the organization. However, this strategy is not always feasible^{*7}. Therefore, in-service cultural competency training should be mandated^{*8} for all staff. Ideally, a representative member of the target population should be involved in the creation of the training curricula. Language services should be incorporated into the organizational structure and the staff should be trained to utilize the system. Language barriers are not always immediately evident. Patients can identify themselves as being fluent in English but only have an incomplete understanding of the language. The staff may believe themselves to be competent in conversing in another language when they actually are not. For these reasons, the staff should be trained to utilize language services each time any language discrepancy^{*9} occurs. All cultural and linguistic concerns should be addressed in an action plan that determines baseline capabilities and tracks improvement.

[<http://harvardpublichealthreview.org/healthcommunication/>より抜粋]

- (Notes)
- *¹disparity: a difference, particularly one about unfair treatment
 - *²bias: an unfair personal opinion that influences one's judgment
 - *³inadvertently: unintentionally; without intention
 - *⁴demographics: data concerning the population and different groups within it
 - *⁵aforementioned: mentioned above, in an earlier sentence
 - *⁶concordant: having the same characteristics
 - *⁷feasible: possible to be achieved
 - *⁸mandate: to order someone to do something
 - *⁹discrepancy: a difference between two things that should be the same

問19 What is a culturally competent healthcare system? (19)

- (a) It hardly provides high quality care regarding race, ethnicity, culture or language proficiency.
- (b) It disregards all four necessary factors such as race, ethnicity, culture and language proficiency.
- (c) It provides high quality care irrespective of patients' race, ethnicity, culture or language proficiency.
- (d) It includes culture or language proficiency for those who were previously members of the population.

問20 Choose the most suitable word for (20). (20)

- (a) exist
- (b) lead
- (c) grow
- (d) present

問21 What does the word "They" refer to? (21)

- (a) Healthcare staff
- (b) Ethnic minorities
- (c) Patients who speak English well
- (d) Healthcare staff and ethnic minorities

問22 Which of the following tend to have more passive interactions with physicians? (22)

- (a) Those of elderly demographics
- (b) Those with high socioeconomic status
- (c) Those given the opportunity for shared decision-making
- (d) Those who share the same ethnic background with the physicians

問23 Choose the most suitable word for (㉓). (㉓)

- (a) literate
- (b) consciousness
- (c) disabled
- (d) knowledge

問24 According to the article, when can poorer health outcomes possibly occur? (㉔)

- (a) When the healthcare worker and the patient cannot resolve the medical costs
- (b) When social and cultural differences exist between patients and staff
- (c) When the patient has a complaint against the physician's care
- (d) When the healthcare encounter is too abrupt and inconclusive

問25 Which is NOT included in the current standards for culturally and linguistically appropriate services? (㉕)

- (a) Governance
- (b) Engagement
- (c) Language assistance
- (d) Improvement in accounting

問26 Which strategy is not always practical in achieving cultural and linguistic competency? (㉖)

- (a) To determine typical patient demographics
- (b) To perform a baseline community needs assessment
- (c) To employ personnel that belong to the same demographics
- (d) To aim for competency throughout every level of a healthcare organization

問27 What does the sentence “Language barriers are not always immediately evident” imply? (㉗)

- ㉗ Patients have a complete understanding of English to communicate with their physicians.
- ㉘ Healthcare staff may think that they are medically competent.
- ㉙ Healthcare staff are not linguistically competent.
- ㉚ Patients can incorrectly state that they fully understand a foreign language.

問28 What should be required of the healthcare staff in order to overcome the language barriers? (㉛)

- ㉛ They should be competent in conversing in multiple languages.
- ㉜ They should call an interpreter each time a language discrepancy occurs.
- ㉝ They should have training for using language services when a language issue arises.
- ㉞ They should avoid all cultural concerns in an action plan for baseline capabilities.

Ⅲ 問 29～問 43 について、次の英文を読み、最も適当なものを㉑～㉓のうちから一つずつ選べ。

The art of persuasion is one of the most crucial business skills. Without the ability to persuade others to support your ideas, you won't be able to attract the support you need to turn those ideas into realities. And though most people are unaware of it, the ways you seek to persuade others and the kinds [find / arguments / are / you / persuasive / of] deeply rooted in your culture's philosophical, religious, and educational assumptions and attitudes. Far from being universal, then, the art of persuasion is one that is profoundly culture-based.

That was the hard lesson learned by Kara Williams, an American engineer newly working as a research manager for a German firm in the automotive industry. As one of the leading experts in her field Williams had extensive experience presenting recommendations and influencing her American colleagues to follow her ideas. But when Williams began working in a German environment she didn't realize that being persuasive would require a different approach. "When I think back to my first presentation to my new German bosses, I wish I had understood the difference and hadn't let their feedback get under my skin. If I had held my cool I might have been able to salvage the situation."

Williams has faced many challenges in her career. Before taking the job with the German firm, she worked for an Australian company from her home office in Boston, traveling frequently to the Sydney headquarters to give presentations and offer advice. "A lot of my job relies on my ability to sell my ideas and influence my internal clients to take the best path," she explains. "I'm good at what I do, but I hate constant long-distance travel. When offered a similar position working for a German auto supplier, I jumped at the opportunity for shorter travel distances."

Williams's first project was providing technical advice on how to reduce carbon emissions from one of the group's "green" car models. After visiting several automotive plants, observing the systems and processes there, and meeting with dozens of experts and end users, Williams developed a set of recommendations that she felt would meet the company's strategic and budgetary goals. She traveled to Munich*¹ to give a one-hour presentation to the decision makers — a group of German directors.

"It was my first internal presentation, and its success would be important for my reputation," Williams recalls. In preparation for the meeting Williams thought carefully about how to give the most persuasive presentation, practicing her arguments, anticipating questions that might arise, and preparing responses to those questions.

Williams delivered her presentation in a small auditorium with the directors seated in rows of upholstered*² chairs. She began by getting right to the point, explaining the strategies she would recommend based on her findings. But before she had finished with the first slide, one of the directors raised his hand and protested, "How did you get to these conclusions? You are giving us your recommendations, but I don't understand how you got here. How many people did you interview? What questions did you ask?"

Then another director jumped in: "Please explain what methodology you used for analyzing your data and how that led you to come to these findings."

"I was taken aback," Williams remembers. "I assured them that the methodology behind my recommendations was sound, but the questions and challenges continued. The more they questioned me, the more I got the feeling that they were attacking my credibility, which puzzled and annoyed me. I have a Ph.D.*³ in engineering and expertise that is widely acknowledged. Their effort to test my conclusions, I felt, showed a real lack of respect. What (39) to think that they would be better able to judge than I am!"

Williams reacted defensively, and the presentation went downhill from

there. “I kick myself now for having allowed their approach to derail my point,”⁽⁴⁰⁾ she says. “Needless to say, they did not approve my recommendations, and three months of research time went down the drain.”

The stone wall Williams ran into illustrates the hard truth that our ability to persuade others depends not simply on the strength of our message but on how we build our arguments and the persuasive techniques we employ.

Jens Hupert is a German director at the company Williams worked for. Having lived in the United States for many years, he had experienced similar failures at persuading others, though the cultural disconnect⁽⁴¹⁾ ran in the opposite direction. Hupert recalled the problems he’d had the first few times he tried to make a persuasive argument before a group of his American colleagues. He’d carefully launched his presentation by laying the foundation for his conclusions, setting the parameters, outlining his data and his methodology, and explaining the premise of his argument. He was taken aback when his American boss told him, “In your next presentation, get right to the point. You lost their attention before you even got to the important part.”

Hupert was unsure. “These are intelligent people,” he thought. “Why would they swallow my argument if I haven’t built it carefully for them from the ground up?”⁽⁴²⁾

[Erin Meyer, *The Culture Map* より抜粋]

(Notes) *¹Munich: a city in southern Germany

*²upholster: to cover a chair with soft material or cloth

*³Ph.D.: the highest university degree

問29 Choose the right combination of (X) and (Y) when you complete the phrase by arranging the words in brackets: [find / arguments / are / you / persuasive / of] (29)

[() () (X) () (Y) ()]

- (29)
- (a) (X) you (Y) persuasive
 - (b) (X) are (Y) you
 - (c) (X) arguments (Y) are
 - (d) (X) persuasive (Y) find

問30 According to the author, what is the distinctive feature of the art of persuasion? (30)

- (a) It presumes that the other person is unaware of the art.
- (b) It requires the ability to turn ideas into reality.
- (c) It heavily reflects various aspects of culture.
- (d) It is undeniably universal in business.

問31 Which of the following best describes Kara Williams? (31)

- (a) An acknowledged expert on German engineering
- (b) An American applying her expertise in a new position in Germany
- (c) An American working at length in German automotive companies
- (d) A researcher on German development of business

問32 What did Kara have to deal with in a new way? (32)

- (a) How to get along with her German colleagues
- (b) What to say to her German bosses
- (c) When to listen to the feedback from others
- (d) What strategy to use to convince her German executives

問33 What is the meaning of the expression “get under my skin”? (33)

- (a) To reach a deeper understanding
- (b) To sacrifice much
- (c) To hide my feelings
- (d) To annoy me intensely

問34 What was the expected outcome of Kara’s recommendations? (34)

- (a) A decrease in the amount of CO₂ released into the air
- (b) Establishment of a German company with green car models
- (c) Monitoring of automotive plants in Germany
- (d) An explanation of the company’s budgetary goals

問35 How did Kara begin her presentation? (35)

- (a) She went to the auditorium with upholstered chairs for the directors.
- (b) She started by anticipating the questions she might be asked.
- (c) Being well-prepared, she addressed the main subject right off.
- (d) She first made it a point to learn the art of persuasion.

問36 What did one of the directors want to know? (36)

- (a) The qualifications she had to give them recommendations
- (b) The process that brought her to her conclusions
- (c) Who her former directors had been and what she had learned
- (d) Where she had studied and who had influenced her the most

問37 Why was Kara taken aback? (37)

- (a) She sensed that they had uncovered her weaknesses.
- (b) She thought that they were severely criticizing her expertise.
- (c) She felt deeply puzzled by the questions they continuously asked.
- (d) She perceived that they gave her more respect than she had expected.

問38 What is the meaning of the word “sound”? (38)

- (a) Physically fit
- (b) Financially secure
- (c) Good and reliable
- (d) Deep and undisturbed

問39 Choose the most appropriate word to fill in (39). (39)

- (a) arrogance
- (b) coincidence
- (c) encouragement
- (d) honor

問40 What does the sentence “I kick myself now for having allowed their
approach to derail my point” mean? (40)

- (a) I doubt that they really understood what I was trying to say.
- (b) I regret having let their questioning destroy my presentation.
- (c) I am embarrassed for answering their questions as I did.
- (d) I should have been harder on myself because they were more knowledgeable.

問41 What does the expression “cultural disconnect” mean? (41)

- (a) A misunderstanding of one’s own culture
- (b) A distrust of a new culture
- (c) An inability to communicate across two cultures
- (d) A prejudice against a certain culture

問42 What does the sentence “Why would they swallow my argument if I ⁽⁴²⁾ haven’t built it carefully for them from the ground up?” mean? (④)

- Ⓐ Why would they pay any attention to the original architect of the building?
- Ⓑ Why would they take my argument and build it up so completely?
- Ⓒ Why would they argue over the idea if it was grounded in engineering?
- Ⓓ Why would they accept my argument without hearing how I arrived at it from the start?

問43 According to the passage, what preference do German business leaders have over their American counterparts? (④)

- Ⓐ They prefer to be able to make a judgment quickly based on facts.
- Ⓑ They prefer to be given the details before the conclusion is presented.
- Ⓒ They prefer every presentation to be quick and to the point.
- Ⓓ They prefer not to be lectured, but to ask questions first.