

## 英 語

## 注 意

1. 問題は全部で16ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

## マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

I 次の英文を読み、設問に答えなさい。

As the war in Syria has uprooted lives by the millions, humanitarian organizations have worked to supply food, shelter and medical relief. These services are a lifeline for millions, and it's a herculean task to fulfill them on the scale that refugee crises demand. But humanitarian workers are also now doing more to address the mental and emotional health of refugees, particularly children.

Research reveals that the traumatic experiences of many refugees can affect their health in wide-ranging ways that can last a lifetime — social anxiety, depression, addiction, and more. Children and youth are most vulnerable. A mounting body of evidence demonstrates that repeated traumatic events early in life interfere with healthy brain development. This physiological response is known as “toxic stress.” But the damage is not irreparable if treated in time.<sup>(A)</sup>

Alexandra Chen, a child trauma specialist affiliated with Harvard who works with refugee families around the world, said humanitarian intervention has not done nearly enough to build resilience in children who face circumstances unimaginable to those who have never been forced to leave their homes for safety; and programs that have been designed to provide psychosocial support have been insufficient in their reach and inadequate in their quality.

“We need to act in a strategically different way,” she said. That includes exploring the potential for intervention procedures that haven't previously fallen into the psychosocial services category “but that may in fact be more effective” in providing psychosocial support.

Rasha Al-Masry, who fled Syria in 2014, may be part of this shift<sup>(1)</sup> in the community in Jordan. Al-Masry, 30, is an ambassador for ‘We Love Reading,’ a local organization that trains adults to read aloud to children in dedicated

public spaces and provides books written specifically for the context they're going to be read in, with messages and images that the children can relate to. "It's through these stories that kids learn to deal with their challenges," from gender inequality to migration, said Rana Dajani, the founder of 'We Love Reading.'

A few months ago, Al-Masry started leading story times twice a week at a nearby community center, and she has already noticed changes in the children who attend. One book in particular, "Above the Roof," has helped some identify and overcome fears triggered by everyday events, a residual effect of having lived through conflict.

"It's about children who hear sounds like wind and rain, and there's one boy, he always feels afraid," Al-Masry said. For some children she was reading to, sudden sounds and other everyday things had become emotional triggers, and the book resonated with them. By the end of the story, the boy understands that wind and rain are sounds of nature and that there's nothing to be afraid of.

One boy in Al-Masry's group had been wetting his bed at night because he was afraid to go to the bathroom alone. His parents had no idea what was happening, so they couldn't help. After a few reading sessions with Al-Masry, that changed. He no longer wets his bed, but the root issue — the discomfort or fear of talking openly about the problem — is what the story sessions really helped him overcome. As Al-Masry put it: "The children, they can't speak about their fears, they can't share these fears with others. After the stories, they start to share their fears."

Dajani started 'We Love Reading' in 2006 in her neighborhood in Amman, Jordan, with the goal of fostering a love of reading in the local children. The program has since been adopted more widely, and it demonstrates the links between education and psychosocial health, and between supportive, loving relationships and resilience in children.

With the backing of UNICEF, the organization embarked on a pilot program for Syrian refugees in the Za'atari refugee camp in Jordan in 2014. Two years later, it was working in all of Jordan's refugee camps for Syrians and in the Gambella camp for South Sudanese refugees in Ethiopia.

Books are also read in the children's native language, which Dajani emphasized is crucial for building confidence and a sense of identity — important qualities for healthy development in anyone, but paramount for building resilience in children dealing with trauma. “If you want to plant a love of reading — not education, but a love of reading — it has to be in your native tongue,” Dajani said. “We use ‘We Love Reading’ as a stepping stone to falling in love with your identity, which is so important for psychosocial health. When you know who you are, you don't get lost.”

The bonding that the dedicated reading time promotes is especially important. The most powerful finding about trauma's effects on brain function and development is that a healthy, loving relationship with a parent or caregiver can provide a buffer against the problem, even in highly stressful settings. To the degree that story times increase the time that grown-ups focus on and attune to children, they may help to form or strengthen that protective buffer.

“It helps to create connection in a lost space,” Zahara Kassam, an independent consultant, said. “Imagine these kids, they've left everything they've ever known. These camps are not places where people are thriving. They're simply surviving. A program like this gives kids a little bit of focus, even without the formal setting of schools.” That provides a value that can be hard to see and even harder to measure.

“We grow up and we forget these little things we need,” she added. “I'm grown up and I completely forget that maybe bedtime stories had more things attached to them than getting kids to go to sleep.”<sup>(2)</sup>

‘We Love Reading’ has received grants from both UNICEF and USAID, an

indication that the humanitarian community is waking up to the growing body of evidence about toxic stress. However, there is still a long way to go, both in the quality and the reach of this program. Even the best psychosocial support intervention programs in existence require more precise impact evaluation and more dedicated coaching supervision for front-line facilitators and service providers.

Dajani says ‘We Love Reading’ and programs like it offer examples of an intervention that helps to fill the gap in psychological and social health services — without reinforcing the power dynamic that all too often prevails between nonprofit organizations and communities they aim to serve. “If you’re designing for refugees, you should have refugees with you at the table,” Dajani stressed. “And make sure that the power dynamics at that table are equal.”

問い I (1～10): 最もふさわしい答えを一つ選び、その番号をマークしなさい。

1. What is an after-effect of the traumatic experiences of refugees that is mentioned in the text?
  - ① Chronic mental conditions.
  - ② Increased resilience.
  - ③ Serious malnutrition.
  - ④ Temporary memory loss.

2. According to the text, what does *toxic stress* refer to?
- ① An effect of traumatic experiences in childhood on brain development.
  - ② An emotional reaction of adults who have been forced to leave their homes.
  - ③ A numbness triggered by a poisonous substance.
  - ④ A side effect of medicine that is toxic to children and young adults.
3. What does <sup>(1)</sup>this shift refer to?
- ① The attempt to provide a kind of new humanitarian intervention.
  - ② The fact that humanitarian organizations have started dealing with medical relief.
  - ③ The movement of refugees from Jordan to Syria.
  - ④ The start of a new program which teaches adults how to read bestsellers aloud to children.
4. What is 'We Love Reading'?
- ① A book-reading initiative.
  - ② A children's medical organization.
  - ③ An online reading site for children.
  - ④ A publishing company.

5. Why are some children afraid of sudden sounds or other everyday occurrences?
- ① Because such a response is a residual effect of having read scary stories.
  - ② Because such things remind them of the conflicts they have experienced.
  - ③ Because they are likely to relate such things to natural disasters.
  - ④ Because they have failed to undergo normal auditory development.
6. How has the boy in Al-Masry's group overcome the problem of wetting his bed?
- ① He met and talked with other children who also wet their beds.
  - ② His parents decided to intervene by taking him to the bathroom every night.
  - ③ The story sessions have allowed him to share his fears openly with others.
  - ④ Through the reading sessions, he realized that bed wetting is quite common for children his age.

7. Why does 'We Love Reading' work in the children's native language?

- ① Because English books are too expensive to provide due to underfunding.
- ② Because the children are more likely to develop a positive sense of self.
- ③ Because the children will gain educational qualifications in their native language.
- ④ Because the children's parents fear their children will lose their native language.

8. Which of the following could be an example of more things?  
(2)

- ① Developing foreign language skills.
- ② Helping trauma to grow invisibly.
- ③ Hurtful discrimination in refugee camps.
- ④ The development of a trusting relationship.

9. What is true about 'We Love Reading'?

- ① It began as a way of helping refugee children return to Syria.
- ② It is not a perfect program and requires more research.
- ③ It receives no assistance from non-governmental organizations.
- ④ It requires a formal school setting to work properly.

10. What is the best title for this text?

- ① A Humanitarian Program that Aims at Healing
- ② Reading for a Better Education in Syria
- ③ Reading Forces Children to Ignore Their Problems
- ④ Solving the Refugee Problem in Syria



問Ⅱ：下線部(A)を、the damage の内容を具体的に説明した上で、和訳しなさい。(別紙の解答別紙その2に記入しなさい。)



13. ① aggression  
③ eagerness
14. ① furthermore  
③ likewise
15. ① accessories  
③ hostility
16. ① approximately  
③ individually
17. ① factories  
③ receptions
18. ① at events  
③ sometimes
19. ① empty  
③ minor
20. ① mentors  
③ staff
- ② boredom  
④ laziness
- ② however  
④ therefore
- ② flaws  
④ qualities
- ② immediately  
④ satisfactorily
- ② machines  
④ transactions
- ② once only  
④ without fail
- ② huge  
④ secret
- ② patients  
④ supervisors

**III**

A(21~30): Read the following conversation that has words deleted in certain places. Choose the word ①~⑩ that best fills the numbered parentheses from the list below.

Kate: Are you looking forward to ( 21 ) your new job, Hiyori?

Hiyori: Well, yes and no. On the ( 22 ) side, the work will be much more interesting and challenging than what I'm doing now, and I'll also have a lot more opportunities to use my English.

Kate: That's great! Your English is one of your strong points, so it must have been ( 23 ) for you to hardly ever have the chance to use it.

Hiyori: The commute will be a lot easier, too. It used to take me nearly two hours to get to the office, but now it will only take about 40 minutes, and I won't even have to ( 24 ) trains.

Kate: Lucky you! That should make life a lot less stressful. There's nothing ( 25 ) than having to spend hours on packed trains every day.

Hiyori: Very true! I'm sure I made the right decision to change jobs ... but I can't ( 26 ) that I'm a bit uneasy as well as excited.

Kate: Don't worry, that's normal. Everyone feels nervous before they start a new job. You'll be fine!

Hiyori: Do you really think so? To tell you the truth, I'm not sure I'm really up to this new position. I'll be in charge of a team of six people, ( 27 ) I've never worked in such a position before. What if I can't do it?

Kate: Hiyori, you should give yourself more credit. Didn't you make a name for yourself at your old company as someone with great problem-solving and communication skills, who is also really good at long-term planning? You might not have actually worked as a ( 28 ) before, but you've already developed most of the necessary skills.

Hiyori: That's true. I guess they wouldn't have hired me ( 29 ) they

didn't think I could do the job.

Kate: Exactly! And because your English is so good, you should have no trouble communicating with ( 30 ) from other countries or with local staff in the company's overseas branches.

Hiyori: Kate, you always manage to cheer me up. You're too kind.

Kate: I'm not being kind. I'm just telling you the truth!

- |               |            |
|---------------|------------|
| ① but         | ② change   |
| ③ clients     | ④ deny     |
| ⑤ frustrating | ⑥ if       |
| ⑦ manager     | ⑧ positive |
| ⑨ starting    | ⑩ worse    |

B(31~35): Read the following conversation that has words deleted in certain places. Choose the word or phrase marked ①, ②, ③ or ④ that best fills the numbered parentheses from the choices below.

Emily: Nao, it ( 31 ) ceases to amaze me how punctual and clean the trains are here in Japan. The passengers too seem ever so polite even on extremely packed rush-hour trains.

Nao: Yes, they're definitely known for their punctuality, and the majority of passengers are considerate, but there's a ( 32 ) share of them who aren't.

Emily: Really? You could have fooled me.

Nao: Come on. You must have seen people sitting in the priority seats when there are clearly other seats available. The corners are obviously the least crowded areas of the carriage which makes them the most comfortable places to sit.

Emily: Maybe, on occasion, but since no one is ( 33 ) from sitting there, I just assumed they would readily give up their seat if they saw someone in need.

Nao: Oh Emily, if only I could be so forgiving. You were always one to give everyone the ( 34 ). What about people who rush to get on the train while other people are still getting off? Don't tell me you've never seen that happen?

Emily: Okay, I must admit every now and then I've witnessed that, but it still pales in comparison to how often it happens in other countries.

Nao: You do have a point. The other thing that gets me going is when someone starts dozing off and keeps leaning on me.

Emily: True, I'm not on the train to be anyone's pillow, but I'm usually just so happy to get a seat that I don't let it ( 35 ) me. Napping on the train seems to be a time-honored tradition here.

Nao: You can say that again!

31. ① always  
② doesn't  
③ never  
④ often
32. ① fair  
② minority's  
③ very  
④ wrong
33. ① allowed  
② prohibited  
③ refused  
④ supposed
34. ① benefit of a doubt  
② benefit of doubts  
③ benefit of the doubt  
④ benefits of doubt
35. ① bother  
② make  
③ mind  
④ please











