

受験番号						氏名	
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英 語

(100 点)
(50 分)

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけない。
2. この問題冊子は 15 頁ある。試験開始後、頁の落丁・乱丁及び印刷不鮮明、また解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせること。
3. 監督者の指示にしたがって、解答用紙の該当欄に以下の項目をそれぞれ正しく記入し、マークせよ。

(1) 解答用紙（マークシート）

① 受験番号欄

受験番号を 5 ケタで記入し、さらにその下のマーク欄に該当する 5 ケタをマークせよ。（例）受験番号 20025 番→

2	0	0	2	5
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 と記入。

② 氏名欄

氏名・フリガナを記入せよ。

(2) 記述式問題解答用紙

受験番号・氏名欄 受験番号を 5 ケタで記入し、氏名を記入せよ。

4. マークシートについて


- (1) 受験番号が正しくマークされていない場合は、採点できないことがある。
- (2) 解答は、解答用紙の注意事項をよく読み解答欄に H B 鉛筆で正確にマークせよ。
例えば

20

 と表示された問題の正答として ④ を選んだ場合は、次の(例)のように解答番号 20 の解答欄の ④ を濃く完全にマークせよ。薄いもの、あるいは不完全なものは解答したことにはならない。

(例)

解答番号	解 答 欄
20	① ② ③ ●

- (3) 解答を修正する場合は必ず「消しゴム」であとが残らないように完全に消すこと。鉛筆の色や消しくずが残ったり、 のような消し方などをした場合は、修正したことにならない。

5. 記述式問題について

解答は、解答欄に濃く丁寧に記入せよ。

6. 試験終了後、問題冊子および解答用紙を机の上に置き、試験監督者の指示に従い退場しなさい。

第1問 次の [1] ~ [5] の英文中の下線部に最も意味が近いものを、それぞれ下の①~④のうちから1つずつ選びなさい。

[1] The examination was pretty difficult.

- ① beautiful
- ② cute
- ③ quite
- ④ rightly

[2] We have to take new measures to reduce crime.

- ① calculations
- ② degrees
- ③ scales
- ④ steps

[3] I spoke to him in his native tongue.

- ① flavor
- ② language
- ③ taste
- ④ voice

[4] Tom has a great gift for music.

- ① bargain
- ② souvenir
- ③ talent
- ④ tool

5 We need the even surface to put the machine on.

- ① flat
- ② partial
- ③ rough
- ④ solid

第2問 次の a～j の英文中の空欄 ～ に入れるのに最も適当なものを、それぞれ下の ①～④ のうちから1つずつ選びなさい。

a. The bus leaves ten minutes.

- ① along
- ② in
- ③ on
- ④ till

b. The movie I saw yesterday was .

- ① amuse
- ② amused
- ③ amusedly
- ④ amusing

c. The organization's position to the matter was made clear.

- ① as a result
- ② by means
- ③ for the sake
- ④ with regard

d. This exercise is beneficial if regularly.

- ① doing
- ② done
- ③ it done
- ④ you doing

e . This is the most dangerous virus we have experienced.

- ① ever
- ② no
- ③ seldom
- ④ still

f . I can't understand what is .

- ① been saying
- ② being said
- ③ being saying
- ④ to be say

g . I my father into buying a new bike.

- ① asked
- ② proposed
- ③ talked
- ④ wanted

h . My boss with a good idea.

- ① came up
- ② had a lot in common
- ③ kept in contact
- ④ was on good terms

i . John objected to to pay the charge.

- ① be compelled
- ② fail
- ③ having
- ④ putting off

j . Could you me a few minutes?

- ① donate
- ② endow
- ③ spare
- ④ spend

第3問 次の a～e の対話中の空欄 ～ に入れるのに最も適当なものを、それぞれ下の ㉠～㉣のうちから1つずつ選びなさい。

a. “You look in good shape. How do you do it?”

“ ”

- ㉠ Me? I was on the wrestling team when I was in high school.
- ㉡ No, it isn't, but I really enjoy yoga.
- ㉢ To be honest, I don't do it anymore.
- ㉣ Well, I go to the gym three times a week, and I do yoga.

b. “How about some tea or coffee?”

“ Whichever is easier for you.”

- ㉠ Either is fine.
- ㉡ I'd like tea with lemon.
- ㉢ It's not too much trouble.
- ㉣ No, thank you.

c. “I'm concerned about your blood pressure.”

“ ”

- ㉠ I know, but you really must. It's absolutely essential.
- ㉡ I understand. Do you have any suggestions that might help?
- ㉢ Thank you. Those are good suggestions.
- ㉣ Yes. I strongly advise you to change your diet.

d. "How much is the rent? Does that include utilities?"

" 19 "

- ① \$800 a month. Everything except gas.
- ② \$800 a month. That apartment has a large balcony.
- ③ It is a little expensive, but you'll like the neighborhood.
- ④ That is not so expensive, but it is inconvenient.

e. "Let's go over your symptoms. Exactly where does it hurt?"

" 20 "

- ① I hurt my back gardening once, but that was years ago.
- ② It seems to vary. Sometimes a couple of hours, sometimes less.
- ③ Mm, at the bottom of my back, but it sometimes goes up to my shoulders as well.
- ④ Well, it's sort of a cramp. It seems like the muscles are all tense and stiff.

第4問 次の会話を読み、下の問いに答えなさい。

注： continence 排便・排尿の調節 bedpan 病人用の便器

Nurse: Your mother is going to be fine. There are no bones broken.

Kate: I was worried because she's a bit frail.

Nurse: Is that the first time she's had a fall?

Kate: Yes, it is.

Nurse: I'm doing an assessment of her, so I've got some questions. Can you help me with them?

Kate: Of course, go ahead.

Nurse: Right. Number one. How's your mother's hearing? Does she wear a hearing aid?

Kate: Without her hearing aid she hears nothing at all.

Nurse: OK. Can she see?

Kate: With glasses, yes.

Nurse: Right. Mobility? Are her movements very restricted?

Kate: Well, she needs help in getting dressed and getting in and out of the bath. She has a walking stick and she's very independent. But some days she gets dizzy and can be unsteady on her feet.

Nurse: The next question is about sleeping habits. Does she have any sleep disorders?

Kate: She often wakes up in the middle of the night. Sometimes she can't sleep at all. She takes sleeping pills, and of course she has a nap every now and then during the day.

Nurse: OK. Any eating problems? Can your mother feed herself?

Kate: Oh yes, she's fine at the table.

Nurse: Right. Continence is next. Does she ever wet herself?

Kate: Well, that happens quite often. Probably because she doesn't like using a bedpan and she can't get to the bathroom.

Nurse: Does she ever show signs of confusion?

Kate: Occasionally, yes. The other night I heard someone moving around downstairs, and when I went down, I found my mother in the kitchen. She didn't know where she was. We laughed about it afterwards.

Nurse: Does this often happen?

Kate: No. Very rarely.

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A. 本文中の空欄 ~ に入れるのに最も適当なものを, 下の①~⑦のうちから1つずつ選びなさい。

- ① Oh, that's good news.
- ② No, she's on a special diet.
- ③ She has a lot of problems.
- ④ She uses a scooter for shopping.
- ⑤ Sometimes she thinks I'm her sister.
- ⑥ Very well for her age.
- ⑦ Yes, she is very deaf.

B. 次の問い 26 ～ 28 に対する答えとして最も適切なものを、それぞれ下の①～④のうちから1つずつ選びなさい。

26 Why did Kate's mother receive treatment?

- ① Because she didn't eat nutritious meals.
- ② Because she fell down.
- ③ Because she had a severe allergy.
- ④ Because she is vulnerable to disease.

27 How is Kate's mother's mobility?

- ① She can't change her clothes on her own.
- ② She can't take a bath for a long time.
- ③ She is able to walk anywhere she likes.
- ④ She often feels dizzy, so she wants to stay home.

28 What happened the other night?

- ① Kate enjoyed talking with her mother in the kitchen.
- ② Kate heard someone break into her house.
- ③ Kate's mother burst into laughter, which woke Kate.
- ④ Kate's mother was confused about where she was in her own house.

C. 本文の内容と一致するものを、下の①～④のうちから1つ選びなさい。

29

- ① Kate's mother doesn't hear anything at all because she has lost her hearing aid.
- ② Kate's mother can't keep a regular sleep pattern.
- ③ Kate's mother sometimes eats too much.
- ④ Kate has to take her mother to the bathroom many times in the night.

第5問 次の英文を読み、下の問いに答えなさい。

注：interdisciplinary 多くの分野にまたがる
palliative 一時的に緩和する modality 処置法
optimal 最適な acupuncture 鍼療法
pharmacologic 薬理学の guidepost 道しるべ
hallmark 特質 poignancy 痛切さ
psychosocial 社会心理的な

Hospice care workers must possess a wide variety of skills — some that are unique to the hospice care field, which might require learning new skills or a period of adaptation. The following sections provide an introduction.

Pain and Symptom Management Skills

This is a specialty area in hospice. Because of the teamwork in hospice, this is often an interdisciplinary effort with input from the hospice nurse, the physician, the pharmacist, and other team members, such as a social worker and a spiritual counselor. Because the focus of care is palliative and supportive, [1. that 2. be 3. hospice nurses 4. imperative 5. is 6. it] competent in pain assessment, intervention, and evaluation. The fifth vital sign, pain, should be (イ) during every patient encounter. Modalities for pain relief and optimal comfort (ロ) from pharmaceutical agents to acupuncture, imagery, massage, and other care interventions. Many patients receive a complement of pain solutions (pharmacologic and nonpharmacologic).

Knowledge and Concepts Related to Death and Dying

The hospice philosophy of care views death as a natural part of life. Dame Cicely Saunders's development of the total pain theory and hospice approach as well as Dr. Elizabeth Kübler-Ross's research on the stages of dying serves as theoretical guideposts for hospice teams. Hospice teams [1. are 2. that 3. the concepts 4. understand 5. need 6. to] the hallmarks of hospice and integrate

them into their critical thinking skills, evidence-based practice, and care delivery at end of life.

Stress Management

Hospice teams have varied mechanisms for supporting themselves and each other. Hospice care may be stressful for clinicians and other hospice workers. It is important that all hospice team members take care of themselves and find activities and events that promote emotional well-being and nurture and support growth and healing.

Communication Skills

Communication skills include active listening, realizing the work of “getting things in order,” presence as an intervention and being sensitively cued to what the patient and family are saying (and sometimes asking for). Communication skills are essential for effective hospice team members. There is untold intimacy and poignancy in hospice. A clinician walks into the homes of patients who may have been (入) cancer for years and are now ready to change the focus from fighting the disease to making the best of their last days in their chosen way. The patient’s sole priority may be symptom management, or it may be the well-being of a pet or the maintenance of a garden. These values also (二) the hospice team’s priorities to support care and respect the patient’s wishes. The psychosocial and spiritual components of hospice are important to the patient’s quality of life and the overall patient/family experience. Patient and family needs, both those clearly articulated and those that are more veiled, should be identified to ensure that the hospice team is addressing and (ホ) those needs. Spiritual and other psychosocial needs are a key component in the provision of high-quality hospice nursing.

(Adapted from Hospice & Palliative Care Handbook
2018 Marrelli and Associates, Inc.)

Excerpts adapted from: Marrelli, T. M. (2018). Hospice & Palliative Care Handbook: Quality, Compliance, and Reimbursement, Third Edition. Sigma Theta Tau International. Copyright 2018, Marrelli and Associates, Inc.

A. 本文中の空欄 , に、カッコ内の1～6の語句を並べ替えて最も自然な英語を入れる場合、その順序として最も適当なものを、それぞれ下の①～④のうちから1つずつ選びなさい。

- ① 1-5-3-6-2-4 ② 1-5-4-3-6-2
③ 6-5-3-1-2-4 ④ 6-5-4-1-3-2

- ① 4-2-3-1-5-6 ② 4-3-2-1-5-6
③ 5-4-2-3-1-6 ④ 5-6-4-3-2-1

B. 次のa～cの英文中の空欄 ～ に入れるのに最も適当なものを、それぞれ下の①～④のうちから1つずつ選びなさい。

a. Hospice team members .

- ① have to acquire all the skills necessary to save the lives of their patients
② should be given emotional support by their family members
③ think that death is inseparable from life and so should be delayed as long as possible
④ try to learn pain and symptom management skills from each other

b. Hospice care .

- ① has made critical thinking skills and evidence-based practice essential to medical science
② is also supervised by social workers and spiritual counselors
③ may cause so much stress that hospice care workers should be mindful of their own health
④ was theoretically established mainly by Elizabeth Kübler-Ross

c. Communication skills 34.

- ① enable patients to feel relieved and focus on their hobbies or pets
- ② help hospice team members find out their patients' last wishes
- ③ include active listening, which means attending to other team members' requests
- ④ should be used after psychosocial and spiritual skills

C. 本文の内容と一致するものを、下の①～④のうちから1つ選びなさい。 35

- ① Pain is one of the medical signs that show the condition of someone's health.
- ② More patients tend to opt for pharmacologic interventions.
- ③ Cicely Saunders was a statewoman noted for her role in the development of terminal care and hospice approach.
- ④ Hospice facilities have created various systems where their staff members can get widespread support.

D. 本文中の空欄（イ）～（ホ）に入れるのに最も適当な動詞を下の語群から1つずつ選び、必要ならば正しい形に直して1語で記述式問題解答用紙の解答欄に書きなさい。ただし、同じ語を繰り返し用いることはできません。

assess battle become criticize
meet range refrain

