

(第1時限：80分)

2022年度 ①

英語問題 (全20ページ)

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. 試験開始前に、監督者より解答用紙へ氏名・受験番号を記入・マークするよう指示があります。指示の後、以下の例を参考に記入・マークしなさい。試験開始までは、氏名・受験番号欄以外は絶対に記入してはいけません。

<受験票控>

20XX年度 受験票控
全学統一方式(文系)

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試験日	20XX年 2月 1日 (X)		試験地
試験会場			

<解答用紙>

氏名・受験番号を記入・マーク

氏名										開 頭 部
		受験番号								①
										②
-	0	0	0	0	0	0	0	0	0	③
0	1	0	1	0	1	0	1	0	1	④
0	2	0	2	0	2	0	2	0	2	⑤
-	3	0	3	0	3	0	3	0	3	⑥
-	4	0	4	0	4	0	4	0	4	⑦
-	5	0	5	0	5	0	5	0	5	⑧
0	6	0	6	0	6	0	6	0	6	⑨
-	7	0	7	0	7	0	7	0	7	⑩
-	8	0	8	0	8	0	8	0	8	⑪
-	9	0	9	0	9	0	9	0	9	⑫

3. 解答はすべて別紙の解答用紙に記入しなさい。
4. マークに際しては、マークした部分を機械が直接読み取って採点するので、下記の注意事項を読み、間違いのないようにしなさい。

1. マークする時は、HBの黒鉛筆(シャープペンシルはHBの0.5ミリ以上の芯)を使用すること。

2. 解答用紙は折り曲げたり、汚したりしないよう注意すること。

3. 例えば、③と解答したい場合、次のとおり③の円を完全に黒くぬりつぶすこと。
(ぬりつぶしがうすい場合は、解答が正しく読み取れないことがあります)

① ② ● ④ ⑤

4. マークする場合の悪い例 (次のようなマークは正解と判定されません)

① ② ③ ④ ⑤	○で囲む	① ② ③ ④ ⑤	線を引く
① ② ④ ⑤	✓印をつける	① ② ④ ⑤	ぬりつぶしが不完全

5. 一度マークした解答を訂正する場合は、消しゴムで完全に消してからマークし直すこと。

① ② ✕ ④ ⑤ ×印をつけても消したことになりません。

5. 試験終了後、問題冊子は持ち帰りなさい。

I. 次の文を読んで、問いに答えなさい。

The Hawaiian language has no term for “virtual reality.” At least, it didn’t in 2017, when the Smithsonian Asian Pacific American Center held its first event in Hawai‘i. Visitors to the Honolulu festival—called “*Ae Kai: A Culture Lab on Convergence*”—could learn about Hawaiian fabric-making and surfboard-crafting or watch Hawaiian films and poetry readings. Most of the presenters were native Hawaiians and Pacific Islanders and the signs were in the Hawaiian language. But organizers faced a problem: Some of the words needed to describe the exhibits didn’t exist yet.

“We worked with Hina Kneubuhl, a linguist¹ who was taking part in the program,” says Kālewa Correa, the center’s curator² of Hawai‘i and the Pacific. “She would ask us questions like, ‘What is at the core of virtual reality? What is it, really?’ We had to really tease out³ how to describe that idea within a Hawaiian worldview⁴.” The term they came up with was *ho‘opili ‘oia‘i*, which literally means “true connection,” or being fully immersed in an experience. The Hawaiian language expert presented the word to an official panel that approves new words, and the term was submitted to the modern Hawaiian dictionary.

Stories like this remind us of a time when Hawaiian was more actively spoken. Correa recalls that his Portuguese immigrant ancestors on his father’s side learned the language when they arrived in the mid-1800s. So did immigrants from China, Japan, Africa, and all over the world. Only about half of the islands’ population were indigenous⁵ at the time, but Hawaiian was the kingdom’s language, spoken in shops, in the fields, in the houses of government.

“It was the language of an advanced, multicultural society,” Correa says. “People often don’t realize how sophisticated Hawai‘i was at the time.

We had universal suffrage⁶. We had women judges. King Kalākaua and Queen Kapiʻolani were the first monarchs⁷ to ever travel around the globe, back in the 1880s.” On their tour, the royal couple stopped in Washington, DC, where President Ulysses S. Grant hosted them at the first-ever state dinner. The queen toured the Smithsonian museum, and when she returned to Hawaiʻi, she had her boat makers create a special canoe and send it to the museum.

In 1896, just a few years after the king died, Kalākaua’s sister, Queen Liliuokalani, was overthrown and the US government acquired the islands as a US territory. Part of the overthrow involved banning the Hawaiian language from all schools. By the time Correa was born in 1975, only the elderly could still speak Hawaiian fluently.

That changed around the time Correa went to college. A new program at the University of Hawaiʻi at Hilo revived the language and developed immersion programs⁸ for Hawaiian schoolchildren. Today, more than 18,000 people speak Hawaiian fluently, a large proportion of them under the age of 18. Correa is also playing a role in the revival of the Hawaiian language. Through the center, he runs a program called *Our Stories*, which helps native Hawaiian and Pacific Islander filmmakers and multimedia artists share their own tales and perspectives.

One of the *Our Stories* projects is called *Language of a Nation*. It’s a four-part series by the native Hawaiian filmmaker Conrad Lihilihi, relying on interviews with leading Hawaiian historians and cultural experts to explore the 1896 ban and its consequences. “Language really is the code of thinking,” says Kaleikoa Kaeo, a professor of ethnic studies at the University of Hawaiʻi in Maui, in the beginning of the series. “It is really the framework of how we see the world.”

Along with his research and storytelling work, Correa has become interested in the boat Queen Kapiʻolani sent to the Smithsonian back in

the 1880s. He served as the cultural advisor when his colleague, Joshua Bell, the curator of globalism at the National Museum of Natural History, brought in two native Hawaiian canoe experts to take a look. The Hawaiians pointed out that sometime after it was donated, the queen's canoe was unexplainably modified to include parts of other boats. According to Correa, "They said, 'This is a Samoan mast and it must be part of something else. And those pieces of wood at the bottom — those aren't part of the design. They're the packing materials that were used to hold the boat straight inside the crate⁹.'" The experts also insisted that the boat needed more than just repairs. "The Hawaiian mindset¹⁰ about boats is almost like the way musicians think about a Stradivarius violin — that you have to play it and give it energy," says Correa.

The same is true of the Hawaiian language itself. Reviving it involves more than learning the vocabulary and grammar. It requires a whole new kind of engagement. "Take a place name like Waimea Bay," Correa says, in reference to a part of the island of Oahu. "*Waimea* means 'reddish-brown waters.' When you see places with '*waimea*' in their name, it means that people long ago noticed the reddish color of the water there — a result of dissolving volcanic rock. Once you know the language, you understand so much more about the land around you and how your ancestors saw it. Those stories and perspectives are still there. You just need to unlock them."

(Adapted from a work by Jennie Rothenberg Gritz)

(注)

1. linguist	言語学者
2. curator	(博物館などの) 学芸員
3. tease out	見つける
4. worldview	世界観
5. indigenous	先住民の
6. suffrage	投票権
7. monarch	君主
8. immersion program	他教科も当該言語で学ぶ外国語学習法
9. crate	木箱
10. mindset	考え方

[1] 本文の意味, 内容にかかわる問い(A)~(D)それぞれの答えとして, 本文にしたがってもっとも適当なものを(1)~(4)から一つ選び, その番号を解答欄にマークしなさい。

(A) What was challenging for the organizers of the Honolulu festival “Ae Kai: A Culture Lab on Convergence?”

- (1) They could not find enough activities for visitors to participate in.
- (2) The Hawaiian language did not have terms to describe all the displays to the visitors.
- (3) It was difficult to explain the Hawaiian worldview to the other Pacific Islanders attending the festival.
- (4) An official panel sometimes had trouble approving the creation of new words for the modern Hawaiian dictionary.

- (B) Which of the following is NOT given as evidence of how sophisticated Hawai'i was in the 19th century?
- (1) The royal family traveled internationally.
 - (2) Hawai'i was industrializing at a rapid pace.
 - (3) Hawai'i had a form of democracy at that time.
 - (4) Women held positions in the higher ranks of the legal system.
- (C) According to the text, what is the current situation regarding the Hawaiian language?
- (1) It is mainly spoken by linguists and cultural specialists.
 - (2) It is currently in serious decline and unlikely to survive.
 - (3) More young people are able to speak it fluently than before.
 - (4) Hawaiian has just been made a compulsory subject in high schools.
- (D) According to Kālewa Correa, why is reviving the language so important?
- (1) It will enable more people to communicate with elderly relatives.
 - (2) It will help people to better understand its vocabulary and grammar.
 - (3) It will give people a greater appreciation of their history and environment.
 - (4) It will allow Hawaiians to better enjoy their visits to Waimea Bay.

[2] 次の(1)～(5)の文の中で、本文の内容と一致するものには1の番号を、一致しないものには2の番号を、また本文の内容からだけではどちらとも判断しかねるものには3の番号を解答欄にマークしなさい。

- (1) In the middle of the 19th century, a large majority of the population of Hawai'i were indigenous.
- (2) When she was in Washington, DC, Queen Kapi'olani presented the President of the United States with a specially made canoe.
- (3) The *Our Stories* program was funded by the US government.
- (4) The project, *Language of a Nation*, explores the effects of prohibiting the Hawaiian language in schools.
- (5) Hawaiian canoe experts discovered that the canoe donated to the museum by Queen Kapi'olani had been changed from its original form.

[3] 本文の内容をもっともよく表しているものを(1)～(5)から一つ選び、その番号を解答欄にマークしなさい。

- (1) A festival in Honolulu: "Ae Kai: A Culture Lab on Convergence"
- (2) The historical relationship between the United States and Hawai'i
- (3) An example of saving an endangered language and its related culture
- (4) How immigration has influenced the language and culture of Hawai'i
- (5) The importance of maintaining language diversity in the twenty-first century

II 次の文を読んで、問いに答えなさい。

In 2020, a team led by Dr Gilad Bino visited the area surrounding the Manning and Hastings rivers, on the Mid North Coast of New South Wales, Australia. Only six months previously, fire had swept through the area, destroying ecosystems already damaged by continued drought, and Bino, a freshwater ecologist, was there to assess the effects of these multiple disasters on platypus¹ populations. Over two weeks, Bino's team used nets to trap and count platypuses along Dingo Creek, examining captured animals before returning them to the water. They also carried out surveys of the populations of macroinvertebrates² that platypuses depend upon for food.

Interestingly, Bino's team's findings suggested that even in areas badly damaged by fire, macroinvertebrate numbers were relatively high. But when it came to platypuses, it was a very different story. On sections of creek unaffected by fires, the team were able to catch six platypuses over three nights. (A), in areas that weren't directly affected by the fires but had suffered indirect impact in the form of erosion³ and poor water quality, the team were also able to trap several platypuses over two nights. However, on sections of creek directly affected by fire the team caught only one platypus over five nights in one location, and another one at a second location. Even more (B), they found no young platypuses at any location, suggesting none of the populations had bred successfully in the previous year.

Although disturbing, Bino didn't find these (C) surprising: "Intuitively⁴, it makes sense that fire and drought pose significant threats to freshwater species, especially in combination." But his team's findings were significant. "Previous studies that looked at the impact of fires on platypuses didn't find a strong association between fire and platypus

numbers. (D) , in those studies the condition of the rivers wasn't as dire⁵ as it was at the peak of the drought in 2019 when the fires hit."

There seems little question these conditions had already placed pressure on platypus populations. Bino thinks that as creeks and rivers dry out, platypuses have to move along the dry stream bed in search of the deep pools they use as shelter. This puts them at risk of attack by invasive species⁶ such as foxes and cats. He believes this was happening^③ in these areas because some of the local people who live along the river mentioned seeing fox holes with platypus carcasses⁷ scattered about. More importantly, though, Bino's study suggests the drought alone was not enough to account for the drop in platypus populations. (E) , the number of platypuses in the rivers seems to be linked to whether the rivers and their surrounding areas had also been affected by fire.

Fire has a variety of direct impacts upon platypuses because it damages important vegetation that they rely upon. The upper sections of riverside plants offer shade, cooling the water and protecting the animals from direct sun, as well as providing a habitat for the insects whose larvae⁸ form a significant part of the platypus' diet. Simultaneously, the roots of bushes and trees growing along the riverbank support the burrows⁹ in which the species breeds and rests. Fires also affect platypuses in less direct ways. Run-off of ash and increased erosion resulting from loss of vegetation in river systems reduce water quality, leading to the build-up of toxins¹⁰ and organic compounds, and decreasing oxygen.

It might come as a shock to many that we (F) the health of the platypus. After all, as well as their significance in many Aboriginal cultures, the species has long been a subject of scientific and public curiosity. In the 18th and 19th centuries, much of this revolved around the way the platypus seemed to belong to two different classes of organism, exhibiting the characteristics of mammals alongside ones associated with

birds.

A lack of data on this exceptional creature's health and habitat has created a situation in which platypus populations could suffer rapid declines or local extinctions without scientists or policymakers noticing. This concern prompted Dr Tahneal Hawke to try to develop a better understanding of platypus distribution and abundance over time. To do this,[Ⓐ] Hawke searched newspaper reports, natural history books, explorers' journals, and museum records for references to platypuses. The results were clear. Over the past 20 years, platypuses appear to have disappeared from 21.3 per cent of their known historical territory.

Hawke's research also offers an alarming glimpse of a time when platypuses were (G). Records from the 19th century frequently describe sightings of as many as 20 platypuses in an hour or two, often in daylight. Likewise, thousands of platypus furs passed through markets in Sydney and elsewhere, with one merchant in Nowra claiming to have sold as many as 29,000 furs in the years before World War I.

The recent (H) platypus populations are likely to become more apparent in years to come. As a result, Bino, Hawke and their colleagues at the Centre for Ecosystem Science recently applied to have the platypus listed as a threatened species. They hope this[Ⓑ] will lead to better monitoring of platypus populations, and more careful consideration of threats from developers and water management agencies. The team will be returning to carry out follow-up surveys. Their findings will contain important lessons about the future of this remarkable animal in a climate-changed world.

(Adapted from a work by James Bradley)

(注)

- | | |
|----------------------|----------|
| 1. platypus | カモノハシ |
| 2. macroinvertebrate | 大型無脊椎動物 |
| 3. erosion | 浸食 |
| 4. intuitively | 直感的に |
| 5. dire | 悲惨な |
| 6. invasive species | 外来種 |
| 7. carcass | (動物の) 死体 |
| 8. larvae | 幼虫 |
| 9. burrow | 巣穴 |
| 10. toxin | 毒素 |

[1] 本文の (A) ~ (H) それぞれに入れるのもっとも適当なものを(1)~

(4)から一つ選び、その番号を解答欄にマークしなさい。

- | | |
|--------------------------|-----------------------|
| (A) (1) As a result | (2) In contrast |
| (3) Likewise | (4) Nevertheless |
| (B) (1) concerning | (2) encouraging |
| (3) satisfying | (4) tiring |
| (C) (1) opinions | (2) questions |
| (3) results | (4) strategies |
| (D) (1) For instance | (2) However |
| (3) Similarly | (4) Therefore |
| (E) (1) As a consequence | (2) In fact |
| (3) Luckily | (4) On the other hand |

- (F) (1) are dependent upon (2) bring up
 (3) care so much about (4) know so little about
- (G) (1) far more abundant (2) given greater protection
 (3) not as tame (4) underpriced
- (H) (1) declines in (2) movements of
 (3) observations of (4) theories regarding

[2] 下線部 ㉔～㉖ それぞれの意味または内容として、もっとも適当なものを
 (1)～(4)から一つ選び、その番号を解答欄にマークしなさい。

㉔ it was a very different story

- (1) Bino's team was unable to complete its research.
 (2) The macroinvertebrates could no longer be eaten.
 (3) Greater numbers of platypuses were captured each night.
 (4) Platypuses were more badly affected than macroinvertebrates.

㉕ this

- (1) the observation of the local area
 (2) the hunting of platypuses by other animals
 (3) the falling of water levels in the rivers and streams
 (4) the effect of fire on the invasive species in the area

㉖ this

- (1) the last 300 years
 (2) our historical interest in the platypus
 (3) what we did not know about the platypus
 (4) the importance of the platypus to Australian Aborigines

⊗ To do this

- (1) To examine historical records
- (2) To raise concerns with other scientists
- (3) To improve policies to protect the platypus
- (4) To more fully understand trends in platypus populations

⊕ this

- (1) a plan to observe platypuses more closely
- (2) an effort to relocate the platypus to other areas
- (3) a decision to publish the team's findings in a scientific journal
- (4) an attempt to have the platypus recognized as an endangered animal

III

[1] 次の会話の ㉔～㉘ それぞれの空所に入れるのもっとも適当な表現を(1)～(10)から一つ選び、その番号を解答欄にマークしなさい。

On a bus

A: Excuse me, where are we now? Anywhere near Market Square?

B: (㉔) You've missed your stop, I'm afraid.

A: Oh, you're joking! Really?

B: Didn't you hear the announcement? A lot of people got out there.

A: I had my headphones on. I must have dozed off.

B: Not to worry. (㉕)

A: I know, but I wanted to get there early. The best bargains are always gone before midday.

B: Well, it's only ten o'clock. There's plenty of time.

A: Yes, you're right. OK, I see where we are now. The next stop's the university, right? (㉖)

B: You might as well wait until the station. There's a shuttle bus from there that'll take you straight to the market.

A: Yeah, I know. (㉗) I'd rather walk, I think. I'll go through the park.

B: Yes, it shouldn't take you long. Have fun at the market!

- (1) I'll go there instead.
- (2) But it's always so crowded.
- (3) That's what I was thinking.
- (4) I don't think anyone noticed.
- (5) We passed it ten minutes ago.
- (6) I'll get off there and walk back.
- (7) I think you're on the wrong bus.
- (8) There's another market tomorrow.
- (9) I can show you the way if you like.
- (10) If you're heading to the market, it's on all day.

[2] 次の会話の㉠～㉣それぞれの空所に入れるのもっとも適当な表現を(1)～(10)から一つ選び、その番号を解答欄にマークしなさい。

In a shop

A: Hello. I'll take this jacket, please. Can I pay by credit card?

B: Yes, of course.

A: Also, I got this coupon last time I was here. It should give me a 10% discount.

B: It's no longer valid, unfortunately. (㉠)

A: Oh, I didn't realize. How annoying!

B: Perhaps I can interest you in our new customer card. If you sign up for one now, you'll get 15% off all your purchases today.

A: Sounds good. Will it take long?

B: (㉡) If you could just fill in this form with your details

A: Let me see Hmm ... date of birth? Is that *really* necessary?

B: (㉢) We do need your home address though, and a telephone number if possible.

A: I'm sorry. I'm not happy about sharing so much personal information.

B: I understand. Do you still want the jacket?

A: (㉣) Maybe I'll come back for one when you have your next sale.

- (1) I'm afraid so.
- (2) It's the best I can do.
- (3) Please take your time.
- (4) We've completely sold out.
- (5) I can issue it straight away.
- (6) Actually, I think I'll leave it.
- (7) I don't really have much choice.
- (8) That campaign finished last week.
- (9) You can skip that part if you like.
- (10) We're only accepting cash payments now.

IV 次の(A)～(H)それぞれの文を完成させるのに、下線部の語法としてもっとも適当なものを(1)～(4)から一つ選び、その番号を解答欄にマークしなさい。

(A) He ate _____ bread each morning.

- (1) a (2) a few
(3) many (4) some

(B) They _____ a house with a white fence.

- (1) are bought recently (2) bought recently are
(3) have recently bought (4) recently bought is

(C) Since I've been so critical of the academy, it wouldn't be right for _____ the prize.

- (1) I accept (2) I were to accept
(3) me to accept (4) my accepting

(D) I could not _____ if he was lying.

- (1) insist (2) speak
(3) talk (4) tell

(E) This newspaper _____ published for about ten years in the early 20th century.

- (1) has been (2) having been
(3) is being (4) was

(F) Her wireless internet connection failed while she _____ an online class.

- (1) has taken (2) is taken
(3) takes (4) was taking

(G) Had you arrived on time, you _____ the answer to that question.

(1) knew

(2) know

(3) will know

(4) would know

(H) I quickly _____ the car and drove off.

(1) got at

(2) got in

(3) got on

(4) got up

V

[1] 次の(A)～(E)それぞれの文を完成させるのに、下線部に入れる語としてもっとも適当なものを(1)～(4)から一つ選び、その番号を解答欄にマークしなさい。

(A) Charles often asked his family and friends to _____ him money.

- | | |
|-----------|-----------|
| (1) flood | (2) lend |
| (3) rest | (4) upset |

(B) Some hairdressers enjoy working with _____ hair.

- | | |
|---------------|--------------|
| (1) civil | (2) curly |
| (3) intensive | (4) lifelong |

(C) Both sides must learn to _____ to gain lasting peace.

- | | |
|----------------|--------------|
| (1) compromise | (2) fragment |
| (3) leap | (4) orbit |

(D) The _____ of the new medical treatment are encouraging.

- | | |
|-----------------|-------------|
| (1) concessions | (2) flames |
| (3) outcomes | (4) ravages |

(E) Rather than living in luxury, the president donates 80% of her salary to charity and tries to lead a _____ life.

- | | |
|-------------|---------------|
| (1) costly | (2) frugal |
| (3) literal | (4) lucrative |

[2] 次の(A)～(E)の文において、下線部の語にもっとも近い意味になる語を(1)～(4)から一つ選び、その番号を解答欄にマークしなさい。

(A) I used to try not to rely on others for support.

- | | |
|--------------|--------------|
| (1) check on | (2) count on |
| (3) focus on | (4) spy on |

(B) Taylor had an outstanding match in the final.

- | | |
|-------------------|-----------------|
| (1) a competitive | (2) a favorable |
| (3) an impressive | (4) an unlucky |

(C) We should call the building's landlord about fixing the broken pipe.

- | | |
|---------------|----------------|
| (1) committee | (2) inhabitant |
| (3) owner | (4) tenant |

(D) In his speech, the prime minister spoke about the crucial role of education.

- | | |
|---------------|------------------|
| (1) changing | (2) contemporary |
| (3) important | (4) modern |

(E) We don't see ourselves as opponents, but some people do.

- | | |
|----------------|----------------|
| (1) colleagues | (2) innovators |
| (3) liberals | (4) rivals |



