

I 次の英文を読み、下記の設問に答えなさい。

(*の付いた語は注を参照すること)

**この部分につきましては、
著作権の都合により公開いたしません。**

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【出典：Hayes, Bill. *Sweat: A History of Exercise*. Kindle Edition. Bloomsbury, 2022. 出題の都合上, 原文の一部に変更を加えている。】

注

the <i>Laws</i>	『法律』(プラトンの著作)
the Talmud	タルムード(ユダヤ教の口伝・説話の集成)
the Torah	トーラー(律法)
pankration	古代ギリシャで行われた格闘競技
<i>De re militari</i>	『軍事論』(ウエゲティウスの著作)

設 問

1. 下線部(1)の文意がもっとも適切に通るように括弧内の10語を並べ替え, 2番目, 7番目, 10番目の語をそれぞれ書き出さない。
2. 下線部(2)を日本語に訳さない。
3. 下線部(3)を日本語に訳さない。ただし, “this” の具体的内容を文脈に即して明らかにすること。
4. 下線部(4)の Tisandrus と水泳との関わりについて, パウサニアスとピロストラトスはどのようなことを述べているか。25字以内(句読点も含む)の日本語で答えなさい。
5. 下線部(5)を英語に訳さない。

6. ~ に入るもっとも適切な文を下記の(ア)~(ク)から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (ア) A similar perspective held true in ancient Egypt, where most people lived on the Nile or on one of the canals branching from the river.
- (イ) Among the Greeks, it seems to have been expected that everyone—man, woman, and child—should be able to swim.
- (ウ) In this context, historical evidence for people learning how to swim is limited.
- (エ) Our earliest recorded evidence of swimming comes in a group of cave paintings created during the Neolithic period, dating to about ten thousand years ago.
- (オ) This was more broadly the case in antiquity.
- (カ) Through the centuries, swimming continued to be an important skill for women.
- (キ) Vegetius's treatise was translated into Italian, French, and German during the Renaissance.
- (ク) Whereas parents teach their children to ride a bicycle for the sheer fun of it, for the sense of freedom and independence it brings, swimming is taught, first of all, as a basic safety measure.

II 次の英文を読み、下記の設問に答えなさい。

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【出典：Barker, Holly. “How Do Dolphins Choose Their Name?” *Discover Magazine*, 6 July 2022. 出題の都合上、原文の一部に変更を加えている。】

注

bottlenose dolphin バンドウイルカ

cetacean クジラやイルカ等の動物

設 問

1. 下線部(1)について、なぜ科学者たちがそうしてきたのか、30字以内(句読点も含む)の日本語で説明しなさい。
2. [ア]～[キ]に入るもっとも適切な表現を選び、記号で答えなさい。文頭に入る場合も小文字で表記してある。各記号は1回しか使用できない。
(A) according to (B) compared to (C) however
(D) if (E) instead of (F) like
(G) meanwhile (H) thus (I) unlike
3. (①)～(⑥)に入るもっとも適切な表現を選び、記号で答えなさい。ただし、各記号は1回しか使用できない。
(A) alliances (B) changes (C) cohesion
(D) habitat (E) independence (F) siblings
(G) sociability (H) social factors
4. 下線部(2)の具体的内容を30字以内(句読点も含む)の日本語で説明しなさい。
5. 下線部(3)を日本語に訳しなさい。

6. 空欄

あ

 に入る一文として最も適切なものを以下から
選び、記号で答えなさい。

- (A) They allow dolphins to communicate with each other about a variety of matters, including food and danger.
- (B) They are a method that dolphins use to coordinate their hunting and mate-guarding activities.
- (C) They are used by dolphins to identify family members in various environments, such as muddy or clear water.
- (D) They reflect the dolphins' social status and location, such as the depth of water.
- (E) They reveal dolphins' family ties and friendships, as well as aspects of their environment.

III Three international students at a university in Japan, Izabel from Brazil, Melati from Indonesia, and Oliver from Australia, are queuing up to have lunch together in the cafeteria. Read the conversation and answer the following questions.

Oliver: Strewth! The queue's a bit slow, isn't it? Decided what you're going to have today, have you, Melati? I've got my eye on a double portion of chicken nuggets to start with, followed by a bowl of sukiyaki or the pork katsudon set.

Melati: Wow! Have you got hollow legs?
(1)

Oliver: No, it's just that I was late for early morning soccer practice today and didn't have time for breakfast, so I'm starving.

Melati: Oh, right. Well, I think I'm going to [ㄗ] for the vegetable curry and rice. What are you going to have, Izabel?

Izabel: Well, the tofu salad looks tempting.

Oliver: Tofu? Seriously?
(a)

Izabel: Yes, why not?

Oliver: That white, wobbly stuff? Yuck! It looks so bland and unappetizing.

Melati: You should try it, Olly. I've had it and it's really delicious, especially with the Japanese-style dressing. It's very healthy, too.
(b)

Oliver: You're not both vegetarians, are you?

Melati: I'm not, no. What about you, Izzy?

Izabel: I'm not yet either, but given the way the world is going, I think I'm definitely moving in that direction.

Melati: You're not the only one. Several of my environmentally-conscious friends have turned vegetarian in the last few years.
(2)

Oliver: Hold on a second! What has being a vegetarian got to [ㄨ] with the state of the planet?

Melati: Well, for a start, giving up on meat could do a lot to reduce

deforestation, which is a big problem in my country.

Oliver: You don't [ウ]?

Izabel: Mine, too. Brazil loses a huge amount of its natural forest in the Amazon every year, and much of the land is used for raising cattle for beef. I'm getting more and more concerned about the loss of biodiversity, the soil erosion and desertification, not to mention the effect it all has on global warming.

Oliver: Well, maybe, but I play a lot of sport so I need plenty of protein. And we Aussies do [エ] our barbecues. There's no way I could stop eating meat.

Melati: Well, perhaps, in a sense, you don't have to.

Oliver: How [オ]?

Melati: There are several meat substitutes available now, usually made from plants like soybeans.

Oliver: Oh no, we're back to tofu again!

Melati: No, this is totally different. About a year ago, a big hamburger chain in my country started selling hamburgers made with soybeans. They had an amazingly meaty taste and texture and were a huge hit, especially with young people.

Oliver: Soybeans, eh? Well, I'm not sure.

Izabel: How about fungus meat then?

Oliver: What? You've lost me there. Are you talking about mushrooms or something?
(c)

Izabel: I mean mycoprotein. It's a kind of protein that you get from fungi. Professor Sato was talking about it in class just the other day, don't you remember?

Oliver: Um, I think I overslept and missed that one.

Melati: Oh really, Oliver! You [カ], your trouble is ...
(d)

Oliver: All right, all right, you don't need to go on about it, Mel. What

did she say, anyway?

Izabel: Well, according to Professor Sato, if we could just replace twenty percent of the world's beef consumption with mycoprotein, we could halve the destruction of the planet's forests over the next thirty years.

Melati: Yes, and it would [キ] greenhouse gas emissions by half too.

Oliver: And you reckon it really is like meat?

Izabel: Yes. And Professor Sato said that products made with it [ク] you up more than the usual sources of protein like those chicken nuggets of yours.

Melati: And even though mycoprotein is rich in fiber, it is low in calories and fat so it is good for people who are on a diet.

Oliver: Well, in that case, I wouldn't mind giving it a try. Look, there's a suggestion box for the cafeteria over there. I'll drop a message in asking them to add some mycoprotein dishes to the menu.

Izabel: Great idea!

Oliver: ^(e) OK, but wait! First things first. The queue's moving, so come on, grab a tray!

QUESTIONS

1. Which of the options below most closely matches the meaning of Melati's question to Oliver in the underlined part after (1)? Indicate your answer by writing ONE alphabet letter on the answer sheet.

- (A) Do you always eat so much meat?
- (B) Have you got holes in your legs?
- (C) How can you eat so much?
- (D) What's wrong with your legs?
- (E) Why are you so thin?

2. Select the most appropriate word from the list below to match the emotions expressed by phrases (a) to (e). Answer using the numbers (1) to (9). Do not use any number more than ONCE.

- | | | |
|---------------|-------------------|----------------|
| (1) amusement | (2) comfort | (3) confusion |
| (4) disbelief | (5) encouragement | (6) enthusiasm |
| (7) envy | (8) expectation | (9) irritation |

3. Based on the conversation, which TWO of the following can be inferred to be most likely true?

- (A) A hamburger chain in Indonesia invented the protein made from mushrooms.
- (B) Izabel and Oliver have been taking the same class.
- (C) Izabel has tried mycoprotein meat and thought that its taste was very similar to that of regular meat.
- (D) Izabel is considering becoming a vegetarian.
- (E) Oliver has given his suggestion to the cafeteria.
- (F) Oliver thinks that fungus meat is disgusting.
- (G) Professor Sato's textbook shows that mycoprotein is nutritious.
- (H) The three students are concerned about the environment in their respective countries.

4. Select the most appropriate word from the list below to fill in the blanks (7) to (8). Answer using the numbers (1) to (8). Do not use any number more than ONCE.

- | | | | |
|----------|----------|----------|----------|
| (1) come | (2) cut | (3) do | (4) fill |
| (5) go | (6) know | (7) love | (8) say |

5. In the underlined phrase after (2), Melati says that several of her environmentally-conscious friends have turned vegetarian in the last few years. There are many other things that people do to try to reduce their impact on the environment. Give one example and explain how you think it helps to reduce the impact. Your answer should be between 25 and 35 English words in length. (Indicate the number of words you have written at the end of your answer. Do not count punctuation such as commas or periods as words.)

IV Every year, the Japanese Red Cross Society collects blood from voluntary donors and delivers blood products to those who need them. Figure A below shows how the numbers of younger (between the ages 16 and 39) and older (between the ages 40 and 69) blood donors have changed in Japan from 2000 to 2019, as well as how the number of all blood donors has changed for the nineteen-year period. Figure B shows the total amount of blood donated in Japan from 2000 to 2019. Linear trend lines are shown in dotted lines.

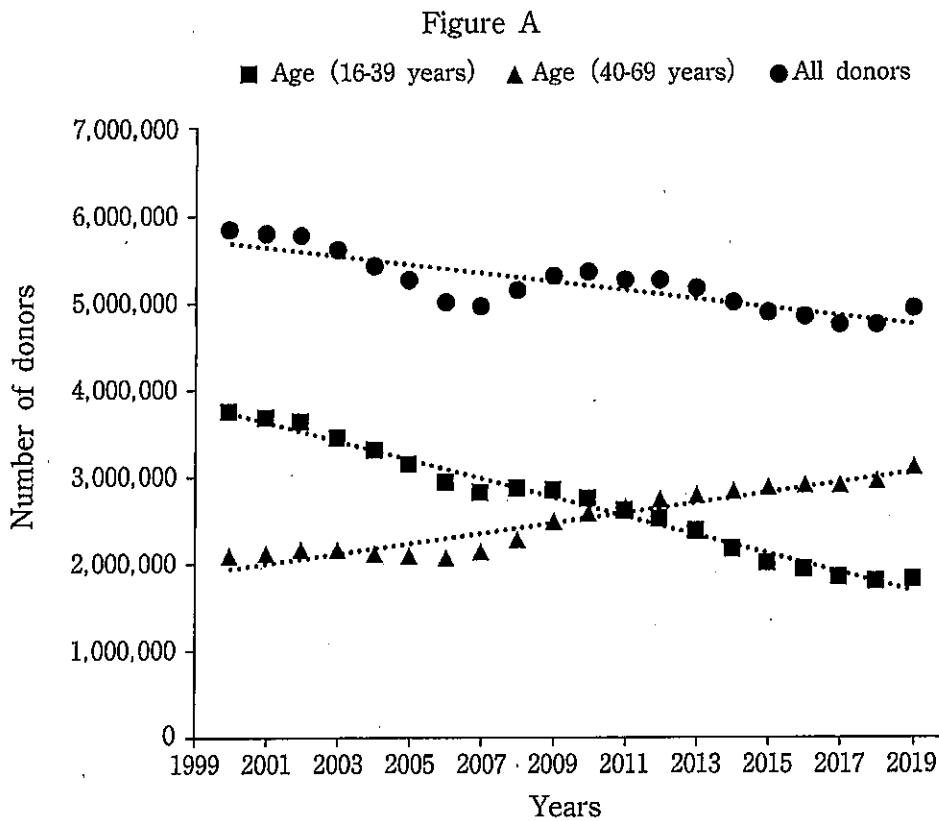
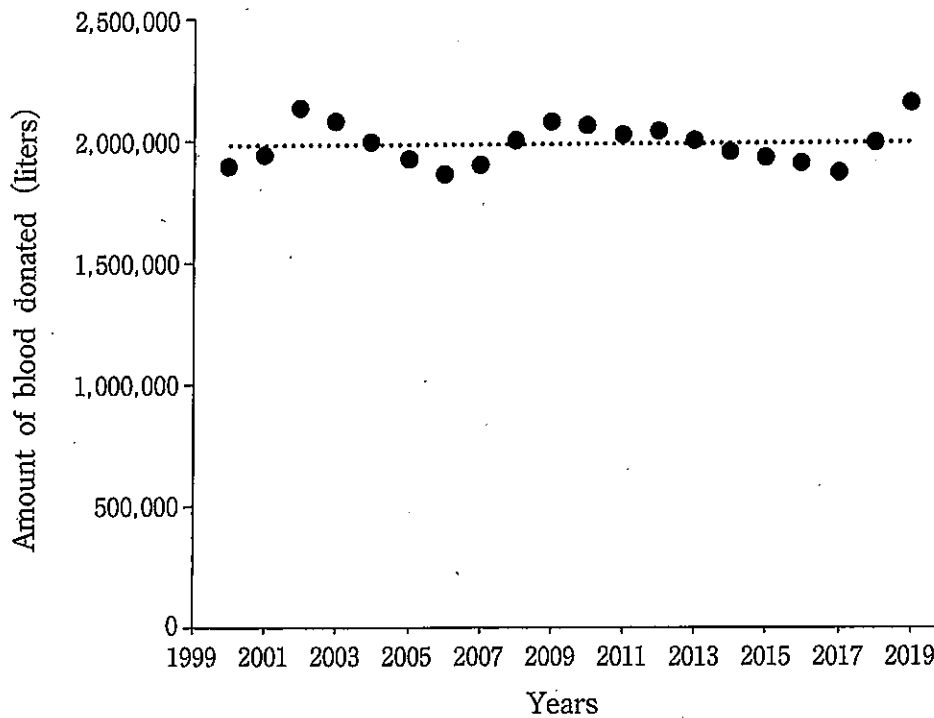


Figure B



Adapted from: Ministry of Health, Labour and Welfare website

<https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/0000063233.html>

QUESTIONS

1. Describe what the three trend lines in Figure A show. Write approximately 30 to 50 words. (Indicate the number of words you have written at the end of your answer. Do not count punctuation such as commas or periods as words.)
2. Describe the trend depicted in Figure B, and explain how the amount of blood donated per donor has changed since 2000 by referring to both Figures A and B. Write approximately 30 to 50 words. (Indicate the number of words you have written at the end of your answer. Do not count punctuation such as commas or periods as words.)