

2022年度入学試験問題

英 語

注 意

- 1 問題冊子は1冊（10ページ）、解答用紙は4枚です。
- 2 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等により解答できない場合は、手を高く挙げて監督者に知らせなさい。
- 3 すべての解答用紙に、それぞれ2箇所受験番号を記入しなさい。
- 4 解答は、すべて解答用紙の指定されたところに書きなさい。
- 5 試験終了後、問題冊子は必ず持ち帰りなさい。

問 1 次の英文を読んで、下の設問に答えなさい。

“Ghost nets” from unknown origins drift among the Pacific Ocean’s currents, threatening sea creatures and littering shorelines with the entangled remains of what they kill. Lost or discarded at sea, sometimes decades ago, this fishing gear continues to cause great damage to marine life and coral reefs in Hawaii. Now, researchers are doing a study to trace this harmful debris back to fisheries and manufacturers—and that takes extensive, in-depth analysis on tons of ghost nets.

“The biggest concern is that ruined and abandoned gear keeps killing fish and other wildlife such as endangered seals, seabirds and turtles long after it has floated away,” said Drew McWhirter, one of the study’s lead researchers. “These nets bulldoze over our reefs before they hit shore,” McWhirter added. “They leave a path of destruction, pulling coral heads out, and can cause a lot of ecological damage.” Ghost nets pollute oceans throughout the world, but the Hawaiian Islands—with the Great Pacific Garbage Patch to the east and another current of floating trash to the west—are a central area for marine waste.

Past efforts to identify origins of nets have proven difficult because debris comes from so many countries and nets have few, if any, unique identifying marks or features. Experts believe many nets are lost accidentally, but boats occasionally leave behind nets to avoid prosecution when fishing illegally. Other fishermen cut away portions of damaged nets instead of returning them to shore.

The ghost net study is being supervised by Hawaii Pacific University’s Center for Marine Debris Research co-director, Jennifer Lynch, a research biologist with the National Institute of Standards and Technology. “We’re going to have a very challenging time trying to identify it back to its source,” said

Lynch. “And if we fail, that’s going to be increased evidence for policymakers to see the importance of gear marking and potentially bring those kinds of regulations to the front.”

For Lynch, it’s not about pointing fingers. Rather, she hopes the study, which will be presented to the fishing industry first, will help develop new ways to prevent damage to the marine environment. “We’re doing this study in a very scientific way where we’re gathering as much evidence as we possibly can so that we can present the best, most accurate story,” Lynch said.

The crew gets ghost nets from three sources: the main Hawaiian Islands, the fishing grounds of the Hawaii commercial tuna fishing boats that often catch nets, and the shores of the uninhabited Northwestern Hawaiian Islands, which are part of a famous National Marine Monument. An April cleanup expedition to this monument brought back nearly 50 tons of nets and other lost gear.

In a shed on Hawaii Pacific University’s campus, researchers pull apart bundles of fishing gear, noting the relationships between items. Then samples are taken to a lab for analysis. “We only really need a small sample here to understand how it’s constructed,” said Raquel Corniuk, a research technician at the university.

Researchers look at about 70 different aspects of each piece of net, including its polymer types. “We look at how it’s twisted. Is it twisted or braided? We are trying to look at how many threads it has, its cord diameter, mesh stretch size,” Corniuk said.

The information is entered into a database, which will help scientists find patterns that could lead to manufacturers and eventually individual fisheries or nations. The researchers have spent about a year collecting data and hope to have findings peer reviewed and published this year. They have already found debris from all corners of the Pacific, including Asian countries and the U.S. West Coast.

Much of the ghost net problem lies with less developed nations that have few fishing regulations and sometimes buy or manufacture low-quality nets, according to a career fisherman who now works for a net manufacturer in Washington state. “Their products tend to be weaker,” said Brian Fujimoto, a sales executive for NET Systems Inc. “And if you look at the poly netting and ropes that you’re finding, they’re all very inexpensive stuff.”

Fujimoto said his company uses technology, colors and other construction techniques unique to their products, so they’re easily identifiable. Making that an industry standard, he said, is “only going to happen with the more industrialized nations, say for example, the U.S., Canada, and Japan.”

Daniel Pauly, a marine biologist and professor at the University of British Columbia, said, “We kill fish for consumption, but these fish killed by lost gear are killed for no reason, not to mention the marine mammals and turtles and other animals that we like.”

Jonathan Moore, principal assistant secretary of the Bureau of Oceans and International Environmental and Scientific Affairs at the U.S. State Department, said last year, “Illegal, unreported, and unregulated fishing, which is sometimes associated with ghost gear, is among the greatest threats to the sustainable use of our shared ocean resource.”

“Certainly, gear-marking guidelines and regulations should be a central pillar of all responsible fisheries management operations,” he said. Although U.S. and some international laws require identifying markers on some fishing gear, such as crab pots and buoys, nets are not required to be marked.

Officials with the National Oceanic and Atmospheric Administration’s fisheries division declined to be interviewed for this story, but said in an email: “We are unaware of any regulations that have been, or are being considered, with regard to ghost nets. We continue to work agency-wide on this international marine debris problem.”

(注) debris 残骸 braided 編み込まれた

[*The Mainichi*, Study seeks origins of ghost nets that haunt Hawaii's shores.
May 27, 2021. より抜粋, 一部改変]

1. Which of the following is **NOT** a reason the article gives for why nets are abandoned? Circle the best answer.
 - a. Damaged portions of nets are cut away and left at sea.
 - b. Many nets are lost accidentally from fishing boats.
 - c. Nets are abandoned to avoid prosecution for illegal fishing.
 - d. Nets are left behind by the Hawaii commercial tuna fishing boats.

2. According to the article, which of the following steps are currently being taken to identify ghost nets? Circle **ALL** of the correct answers.
 - a. Analyzing polymer types, cord diameter, and mesh stretch size
 - b. Entering information in a database to find patterns
 - c. Identifying construction techniques unique to specific companies
 - d. Requiring net manufacturers to use identifying markers on nets
 - e. Taking samples of nets from manufacturing companies

3. “ghost nets” が引き起こす問題 3 点 (1), (2), (3) (順不同) を, 日本語で述べなさい。

4. この記事で取り上げられた問題に対して, (1) 現行ではどのような取り組みがあり, またそれでは何が不十分なのか, (2) これからの取り組みの柱として何が提案されているのか, 本文に則して日本語で説明しなさい。

問 2 次の英文を読んで、下の設問に答えなさい。

I am a slow reader—annoyingly slow. I can read about 294 words per minute (wpm), which is only slightly slower than the average adult (300 wpm). But I've found that this estimate—based on the time it took me to read and comprehend a 300-word passage—poorly reflects how long it takes me to read a full book.

“Keeping up” in the literary world is always difficult, but being a slow reader presents a unique set of challenges. A typical book requires more time, more effort and more discipline for the slow reader than the average one. Plus, reading slowly can be demotivating. As an English major desperately trying to keep up with the curriculum, I often felt like I was walking a marathon that everyone else was running. It drained me and made me feel stupid, leaving little energy or desire to read for fun. Even after I graduated, I read once in a while, slowly making my way through five or six books a year.

Today, six years out of college, I read almost every day and finish anywhere between twenty and thirty books a year. I do it by following a lot of the advice that's already out there, but if you are a slow reader looking to cover more literary ground, I'd add the following suggestions.

(1)

The first year that I committed to “reading more,” I made the mistake of forcing myself to read more quickly. If I could read more efficiently, I reasoned, maybe I'd be more motivated to do it. Although I can't say I succeeded in reading quickly, I read hastily, rushing from one sentence to the next. ①The result was precisely the opposite of what I'd intended: I found myself less motivated to read simply because I enjoyed it less. It became exhausting and chore-like, rather than enriching or relaxing. And by denying myself the time to pause and think about particularly interesting passages, or reread ones I didn't

問 4 次の英文を読んで、指示に従って英語で答えなさい。

Imagine that you had a time machine. You could go back in time or into the future. Which would you choose? Describe the world around you and what kinds of things you would want to do while you are there. Explain both positive and negative aspects of how life would be different from today. Write your ideas in about 10 lines in English.

問 3 次の文章を読んで、下線部 ①, ②, ③ を英語にしてください。

「いいことってどういう意味だろう？ 楽しいこと？ ためになること？ 誰にとっていいこと？ 誰にとって楽しいこと？ 自分にとって？ みんなにとって？ みんなって誰？ 自分はどんな時に楽しいと感じる？ 最近楽しかったのっていつ？ 自分のためになることって何？ 自分に必要なもの？ 何のために、いつ必要なもの？……」

こうして問いを重ねていくと、考えが前進する。すると、「いいこと」が具体的に見つかるかもしれないし、やらなければいけないことがはっきりして「いいことないかな」などと考えている場合ではないと思うかもしれない。いずれにせよ、先に進める。

「①何である人はこんな面倒なことばかり頼んでくるんだろう？」と思っているだけでは、鬱陶しい、非常識だ、ワガママだ、いい加減にしろ！等々と、心の中で相手をののしるだけだろう。そうではなく、こんなふうに問うてみる。

「あの人が頼んでくることって本当に必要？ なんで私はそれを面倒だと思うの？ あの人の言うことっていちいち聞かなきゃダメ？ あの人の付き合いって私にとってどれくらい大事？ 断ったらどういう問題が起きるの？……」という具合に。

ひょっとすると“あの人”自身が何か別の問題を抱えているのかもしれない。また私が過剰に反応して、必要以上に言うことを聞こうとしているのかもしれない。それは私が気弱で断れないだけかもしれないし、他人に“いい顔”をしたいだけかもしれない。結局は断っても大したことがないのであれば、問題はどややって断るか、だけなのかもしれない。それも、②もっともらしい言い訳などせず、単に「忙しいから無理」と言えばすんだりする。

③こうして問いを重ねることで、考えることは広がり、別の角度からものを見られるようになる。哲学的かどうかはともかく、問いは思考を動かし、方向づける。だから、考えるためには問わなければならない。重要なのは、何をどのように問うかである。

[梶谷真司 『考えるとはどういうことか』(2018年)より抜粋、一部改変]

fully understand, I engaged less in each book and remembered less of them afterward.

(2)

A good friend of mine once informed me that she doesn't read daily, or even weekly, but manages to finish twenty-five or thirty books a year by occasionally ②binge-reading three or four in a single week when her schedule allows it. I have never read three books in a single week and never will. Thus, getting through a good amount of literature each year requires reading on a daily basis. (More about this below.)

Avoid outcome-based goals.

It's common for “how to read more” articles to suggest setting a daily goal for reading: twenty pages or 30 minutes. But for slow readers, ③these kinds of outcome-based goals can have a negative effect. When it takes you an hour to read twenty pages, trying to do so every day can be overwhelming and unsustainable. Time-based goals are better, but even those can become obstacles to cultivating a habit of reading when reading is a slow and difficult process.

Like I said, for the slow reader, consistency is key. And in my experience, the key to reading consistently is getting really good at opening a book. Focusing on outcomes can make picking up a book scary, making you less likely to read as a result. By contrast, avoiding outcome-based goals (or keeping them very, very low) can help to take the pressure off. Make reading—for however long—the last thing you do at night. Or commit to reading just one page or one minute a day. Sometimes that one page or one minute will turn into ten, twenty, thirty pages or minutes. Sometimes it will be just that—one page or one minute—and that's okay. Because when it becomes as natural for you to pick up a book as it is to turn on Netflix or open your refrigerator, you will invariably read more than you do now.

(3)

Being thoughtful about the books I read helps raise my motivation to pick them up every day. For me, this means that I don't often read new releases. If it's a contemporary book, I usually wait for several reviews to come in, so I can determine whether or not it's worth picking up. I also read a lot of the classics—books that have withstood the test of time—because reading the best of the best is important to me.

That said, being selective isn't necessarily about reading the best books; there are good reasons to read bad books. The goal of thoughtful reading is to narrow your book selections to those that you will likely be glad to have read afterward. Whether you've picked it up because you suspect you will enjoy it, or it covers a topic that interests you, or it's controversial and you want to form your own opinion about it, your reason for picking up a book is not what's important—only that you do in fact have a reason.

(4)

Many of my friends, like me, participate in the annual Goodreads reading challenge (in which you set a goal for the number of books you'd like to read that year and track your progress as you make it). Every year, I find myself chuckling at the gap between my goal and theirs. Some shoot for fifty or even one hundred books a year! I could probably never manage that. Accepting this is important, because feeling ashamed that my goal is much lower than everyone else's only makes it harder for me to achieve it. The truth is that I am and ought to be very proud of the twenty or so books that I read every year. It's a lot more than I used to read, and certainly a lot better than nothing.

[Stephanie Murray, How to read more when you read slowly. July 17, 2019.
より抜粋, 一部改変]

1. 本文中の小見出し4カ所(1)～(4)が空欄になっています。候補リスト(a.～e.)の中からそれぞれ最適な小見出しを選び、記号で答えなさい。
 - a. Be selective.
 - b. Don't try to read faster.
 - c. Join a reading club.
 - d. Read more often.
 - e. Stop comparing yourself to other bookworms.
2. 下線部①について、具体的に日本語で説明しなさい。
3. 下線部②について、具体的に日本語で説明しなさい。
4. 下線部③とはどういうことか、日本語で説明しなさい。
5. What goal does the author recommend for people wanting to read more?
Circle the best answer.
 - a. Read 20-30 books per year.
 - b. Read 294 words per minute.
 - c. Read more new releases.
 - d. Read one minute or one page every day.
 - e. Read only the best of the best.