

2024 (令和 6) 年 度

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英 語

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13 : 30 ~ 15 : 10

文 学 部

英 文 学 科

一般選抜(中期日程)

注 意 事 項

1. 合図があるまでこの冊子を開いてはいけません。
2. 合図があったら受験番号を解答用紙の指定の欄に記入しなさい。
3. 問題は **I** から **IV** までで、ページ数は全部で14ページです。落丁、乱丁、印刷不明、汚れの箇所があった場合は、すみやかに申し出てください。
4. 解答は必ず解答用紙の指定された解答欄に記入しなさい。
5. この冊子は持ち帰ってください。

問題は次のページから  
はじまります。

I 次の英文を読んで設問に答えなさい。

Languages which have only a few speakers and are likely to die out soon are called *endangered* languages. Most of the world's endangered languages are spoken in countries on either side of the equator. There are hundreds of languages spoken in south-east Asia, in such countries as Papua New Guinea. Hundreds more are spoken across India and Africa. Many more are in South America. 1

But we can find endangered languages anywhere. Most of the Native American languages of North America are endangered. And so are the Celtic languages of Britain, Ireland, and France. Fewer and fewer people speak Gaelic, the Celtic language of Scotland.

Perhaps half the languages of the world are going to die out in the next 100 years. That's 3,000 languages disappearing in 1,200 months. If we work out the average, we'll find that there's a language dying out somewhere in the world every two weeks or so. 2

There's nothing unusual about a single language dying. But what's going on today is extraordinary, when we compare the situation to what has happened in the past. We're seeing languages dying out on a massive scale. It's a bit like what's happening to some species of plants and animals.

3 Why is this?

Plants and animals die out for all sorts of reasons, such as changes in climate, the impact of new diseases, or changes in the way people use the land. And some of these reasons apply to languages too. A natural disaster such as an earthquake can destroy towns and villages, and kill many people. But if the people are dead, or if their community is devastated, then their language will die out too.

Humans can be the cause of language death. Hunters can kill all the remaining animals in a species. Collectors can take all the remaining plants.

And governments can stop people using their language. If a language is banned, and the children are forbidden to learn it, it will soon die out.

But the main reason that so many languages are endangered is not as sudden or as dramatic as a disaster or a banning. In most cases, the people stop using their first language simply because they decide to use a different one. This is why, for example, most people in Wales speak English or most people in Brittany speak French. 4

Why have they done this? It's usually because the new language promises them a better kind of life. In particular, they'll get a better job if they learn the new language.

Now imagine being a member of a small tribe in Africa, America, or Australia a few hundred years ago, when the British, Spanish, and others were colonizing the world. The colonists come in with their guns and new ways of life, and they take over your country. They're in charge, so if you want to get on, in the new society, you've just got to learn their language. And when that happens, it's very easy to let your old language slip away. Your children don't bother with it, because the new language is the really useful one. It's fashionable. It's cool. Your old language is definitely uncool. 5

It doesn't have to be that way. People can learn a new language without having to lose their old one. That's what bilingualism is all about. Bilingualism lets you have your cake and eat it. The new language opens the doors to the best jobs in society; the old language allows you to keep your sense of 'who you are'. It preserves your identity. 6

These days, in many countries, people have come to realize this. They see the importance of preserving the language diversity of the world, just as they see the importance of preserving the diversity of plants and animals. The world governing bodies, such as the United Nations, have repeatedly drawn attention to the issue. It isn't enough just to preserve the 'tangible' heritage of the Earth—all the physical things we can see around us in the landscape,

such as deserts, forests, lakes, monuments, and buildings. It's also important to preserve the 'intangible' heritage — all the things which show how we live, such as music, dance, theatre, painting, crafts, and especially languages.

How do we preserve languages? Three factors have to be present for this to happen. The people themselves must want their language to survive. The government of their country must want to help them. And money has to be found to keep the language going. It's an expensive business. The language has to be documented — that is, written down and described in grammars and dictionaries. Teachers have to be trained, books published, street signs put up, community centres established, and lots more.

But when all three factors are in place, amazing things can be done. New life can be brought into a language. The term is *revitalization*. The language is *revitalized*.

Even an extinct language can be brought back to life, if conditions are right. It must have been written down and described, or audio-recorded in some way, and the people must want it back. This has happened with an Aboriginal language of South Australia called Kurna. The last native speaker died in 1929, but in the 1980s a group of Kurna people decided that they wanted their language back. 'The language isn't dead,' they said, 'it's only sleeping.' Fortunately, material survived from the nineteenth century so that a linguist was able to make a fresh description and help the Kurna people start learning the language again. It's taught in schools now. One day, perhaps, some children will start learning it as their mother tongue.

出典 Adapted from Crystal, D. (2010). *A little book of language*. Yale University Press.

問 1 次の英文は本文の一部です。 1 ~ 6 のどの位置に補うのが最も適切か、記号を答えなさい。ただし、同じ記号を 2 回以上使用してはいけません。

- ア. And gradually, it falls out of use.
- イ. Over the years, families have gradually stopped using one language and started using another.
- ウ. These are the places where languages are dying out very quickly.
- エ. They're dying out faster than ever before.
- オ. This is much faster than anything that's happened in the past.
- カ. With two languages, you have the best of both worlds.

問 2 本文の内容について、以下の質問または指示の答えになるように、英文を完成させなさい。

(1) What is one of the causes of language death?

…One reason is that \_\_\_\_\_  
\_\_\_\_\_.

(2) These days, what have people come to realize about language in many countries?

…They have come to realize \_\_\_\_\_  
\_\_\_\_\_.

(3) Provide one of the factors by which we preserve languages.

…We can preserve them by \_\_\_\_\_  
\_\_\_\_\_.

問 3 下線部はどうか。日本語で説明しなさい。

問 4 Do you think the Japanese language should be preserved?

Why or why not? Write in English.

II

次の英文は、コロナ禍前のヨーロッパについて書かれたものである。この文章を読んで設問に答えなさい。

In Giovanni Bonazzon's paintings, Venice is a vision of serenity. Bridges arch gracefully over canals, sunlight bounces off flower-filled balconies, and not a single human damages the tranquility.

Bonazzon's daily view is not as tranquil, however. An artist who paints and sells watercolors from an easel set up near \*San Marco Square, he has a ringside seat to the \*selfie-posing, ice-cream-licking \*hordes and he readily agrees that tourism is killing his hometown.

Yet when he heard that Venice Mayor Luigi Brugnaro had, at a busy weekend in May, installed checkpoints intended to block arriving visitors from especially crowded roads (while allowing locals through), Bonazzon was dismayed. "Yes, they should control the tourists," he says. "But they shouldn't close Venice. We're a city, not a theme park."

(1)

That's a refrain echoing in a growing number of European cities. The neoclassical gems that once made up \*the grand tour have been stops on package tours since the 19th century. But it's only over the past decade or so that the number of travelers to these and other must-see destinations risks \*subsuming the places. Around 87 million tourists visited France in 2017, breaking records; 58.3 million went to Italy; and even the ( a ) Netherlands received 17.9 million visitors.

It's happening nearly everywhere. Asia experienced a 9% increase in international visitors in 2016, and in Latin America the contribution of tourism to GDP is expected to rise by 3.4% this year. Even a devastating hurricane season couldn't stop arrivals in the Caribbean, where tourism grew 1.7% in 2017. (The U.S., on the other hand, has seen foreign tourism drop, partly because of a strong dollar.)

But Europe is \*bearing the brunt. Of the 1.3 billion international arrivals

counted by the U.N. worldwide last year, 51% were in Europe—an 8% increase over the year before. Americans, in particular, seem ( b ) to the perceived glamour and sophistication of the Old Continent (as well as the increased spending power of a strong currency). More than 15.7 million U.S. tourists crossed the Atlantic in 2017, a 16% jump in the space of a year.

With tourism in 2018 expected to surpass ( c ) records, frustration in Europe is growing. This past spring witnessed antitourism demonstrations in many cities throughout Europe. On July 14, demonstrators in Mallorca, Spain, conducting a “summer of action” greeted passengers at the airport with signs reading TOURISM KILLS MALLORCA.

Now, local governments are trying to \*curb the \*surges that block streets, diminish housing supplies, pollute waters, turn markets and monuments into no-go zones, and generally make life ( d ) for residents. Yet almost all of them are learning that it can be far more difficult to stop the tourist hordes than it was to attract them in the first place.

The reasons for this modern explosion in tourism are nearly as ( e ) as the guys selling selfie sticks in \*Piazza Navona. Low-cost airlines expanded dramatically in the 2000s, with competitive ticket prices driving up passenger numbers. From 2008 to 2016, the cruise-ship industry in Europe exploded, growing by 49%. Airbnb, which launched in 2008, made accommodations less expensive. Rising prosperity in countries like China and India has turned their burgeoning middle classes into eager travelers. Even climate change plays a role, as warmer temperatures extend summer seasons and open up previously ( f ) areas.

But the cities and local governments here also share responsibility for the boom.<sup>(2)</sup> having attempted to stimulate tourism to raise money. In the decade since the financial crisis began, tourism has come to be seen by European countries as an economic lifesaver. The industry generated \$321 billion for the



E.U. in 2016 and now employs 12 million people. Governments in cities like Barcelona spent heavily to attract tourist dollars. “For decades, the government here was using tons of public money to attract cruise lines, new hotels, new airlines,” says Daniel Pardo, a member of the city’s Neighborhood Assembly for Sustainable Tourism. “But they didn’t think about the repercussions.”

Barcelona is one of the cities that got more than it bargained for. Every day in high season now, four or five cruise ships dock in it, spilling thousands of passengers at the base of the famous \*Rambla Boulevard. “You can’t walk there,” Pardo says. “You can’t shop at the Boquería market. You can’t get on a bus, because it’s packed with tourists.”

Over the past few years, Barcelona has begun taking action to improve tourist behavior, like fining visitors who walk around the city center in their bathing suits. The current mayor, Ada Colau, has dramatically intensified that action. In January 2017, her government prohibited the construction of new hotels in the city center and prevents their replacement when old ones close. Cruise ships that stop for the day may struggle to get docking licenses, as the city prioritizes those that begin or end their journey in Barcelona. Tour groups can now visit the Boquería market only at certain times, and the city is considering measures to ensure locals can still buy raw ingredients there.

“There is a risk that some areas of the city, like Sagrada Familia or the Boquería, will become amusement parks,” says Agustí Colom, the city councilman for tourism. “But we’re still in time to save them. We understand that Barcelona cannot become an economic monoculture.”

出典 Adapted from Lisa Abend, “The Tourism Trap.” *Time*. August 6–13, 2018.

注(\*)

San Marco Square サンマルコ広場(ヴェニス観光の中心地)

selfie 自撮り棒

horde 群衆

the grand tour 昔の上流子弟のヨーロッパ大陸巡遊旅行

subsume 組み込む

bear the brunt 矢面に立つ

curb 歯止めをかける

surge うねり

Piazza Navona ナヴォーナ広場(ローマの観光地)

Rambla Boulevard バルセロナの通り

問 1 下線部(1)で、その話者が意図していることは何か。日本語でわかりやすく説明しなさい。

問 2 下線部(2)に関して、ヨーロッパ各地の地方自治体が目標としていたこととその問題点について、80字以内の日本語でまとめなさい。

問 3 バルセロナ市長が overtourism 対策として取った施策について、具体的に日本語でまとめなさい。

問 4 本文中の空所( a )～( f )に入れるのに最もふさわしい語を、下記から選び記号で答えなさい。ただし、同じ記号を2回以上使用してはならない。

(ア) drawn

(イ) inaccessible

(ウ) miserable

(エ) numerous

(オ) previous

(カ) tiny

III 次の英文は、1950年代の英国を舞台にした母 Marjorie(マージョリー)とその子供 Patience(ペイシェンス)の物語です。この文章を読んで設問に答えなさい。

The children assembled at the station \*barrier.

Their trunks had been sent on ahead of them, so what they had with them were small suitcases, as though they might have been going away for the weekend. But the youngest of the children was ten years old, and it was from the violent weeping of this one girl that it was possible to imagine the long stretch of \*boarding school time to which the waiting train would carry them.

She was a little person, optimistically named Patience. Her mother, Marjorie, held her close and the hat was knocked to the back of her head. She felt herself to be embarking on a \*furiously misguided enterprise. It was the early autumn of 1954.

‘Why do I have to go? *Why?*’ \*wailed Patience.

‘Darling,’ said the mother, ‘I hate it, too. Hate it as much as you do. What am I going to do when I get home and you’re not there?’

But this was the wrong thing to say, absolutely wrong. It was what she felt, but should never have said, for it only brought on a new Niagara of tears in Patience. For now, not only was the child going to suffer the loss of her mother; she was also going to have to imagine this mother in distress, crying probably, forgetting to make herself any supper, forgetting everything but this awful separation . . .

What Marjorie should have said, but could not say, was that her parents-in-law had insisted upon Patience going to what they called a ‘reputable school’. They had not thought any of the London \*day schools were reputable enough. Children only learned to become responsible adults, they believed, if you sent them away from home. No matter if these children suffered a bit. Who in the world had not suffered? And who, indeed, more than they, who had lost their

only son, Tim, in the last week of the war?

‘Tim would have wanted it,’ they’d told Marjorie kindly but firmly. ‘Tim despised <sup>(3)</sup> \*mollycoddling. Tim would have insisted upon it. He would have wanted us to pay the fees, and we will. And you know, Marjorie dear, Tim was a very wise young man. He was almost always right.’

—中略—

In the group of children and parents who surrounded her, Marjorie now sensed a movement. The ticket barrier had been opened and the moment was coming when all the girls would have to get on the train.

She had paid no heed to any of these people. They were nothing to her. But now she looked <sup>(b)</sup> round at them, to see how they were managing this moment. She saw, with a feeling of relief, <sup>(c)</sup> that there was a little crying going on among the other children. One of them, a tall, slender girl of twelve or thirteen, carrying a new lacrosse stick, had pressed the net basket of the stick over her face and was sobbing into that, while a tall man, evidently her father, helplessly patted her shoulder.

—中略—

And it was coming nearer, nearer, the moment when Marjorie would have to unwind Patience’s arms from round her waist and lead her forwards to the barrier. She tried to stand a bit more upright, but the weight of Patience clinging to her was \*implacable, as though she had been roped to the ground. And she thought, I am bent like an old person, bent down by the gravity of love.

‘Come on, angel,’ she said, as firmly as she could. ‘I’m going to come with you as far as the ticket man. But then you’re going to have to be brave and

get on the train. Everybody else is going now. See? You can't be left behind.'

'I want to be left behind!' screamed Patience. And now she raised one of her determined little fists and hit Marjorie on the shoulder. 'I hate you for making me go!' she cried out. 'I hate you. I hate you!'

Marjorie knew that the other parents would pity her, or even despise her, for not \*crushing it the minute it started, so, with surprising strength, she grabbed Patience by the fist that had struck her and turned the sobbing child round to face the trains.

'Patience,' she said, 'nothing you do or say is going to change the fact that you are going away to school. You are going to learn Latin and Greek and do chemistry experiments and act in plays and read Shakespeare and run round a huge park in the sunshine. You are going to be happy there. I'm going to write to you every day. *Every day*. But now you're going to say goodbye to me. Here's your train ticket. You are going to say goodbye to me now.'

Patience's crying ceased quite suddenly. She looked shocked, as though <sup>(4)</sup>Marjorie had slapped her. She stood still and let her face be wiped with a handkerchief. Marjorie knew that now she would find the courage to board the <sub>(d)</sub> train.

—中略—

'Well done,' she said. 'Well done, Patience.'

Then she watched her go, joining the cluster of grey-uniformed children walking to this new piece of their lives and trying not to look back, but looking back all the same and waving and then suddenly running on.

出典 Adapted from Rose Tremain, "The Closing Door." *The American Lover*.  
Vintage, 2014.

Excerpt from *The Closing Door* by Rose Tremain reprinted by permission of Peters Fraser & Dunlop ([www.petersfraserdunlop.com](http://www.petersfraserdunlop.com)) on behalf of Rose Tremain

注(\*)

barrier 改札口

boarding school 全寮制学校

furiously 猛烈に

wail むせび泣く

day school (全寮制学校に対して)通学学校

mollycoddle 甘やかす

implacable 抑えようがない

crush 押しつぶす

問 1 下線部(1)について、なぜ彼女がそうしているのかを日本語で説明しなさい。

問 2 下線部(2)の理由として最も適切なものを一つ選び、その記号を書きなさい。

(ア) It's because Marjorie forgot everything about Patience.

(イ) It's because it made Patience cry even more.

(ウ) It's because the train would take Patience to Niagara.

(エ) It's because Marjorie would suffer the loss of Tim.

問 3 下線部(3)が指す具体的な内容を日本語で答えなさい。

問 4 下線部(4)について、Patience はなぜそのような行動を取ったのかを日本語で説明しなさい。

問 5 下線部(a)~(d)について、各語の意味を最も適切に説明しているものを以下から選び、記号で答えなさい。(ただし、同じ記号を2回以上使用することはできません。)

(ア) careful attention

(イ) a feeling that someone or something cannot be relied upon

(ウ) the quality of being brave when you are in danger, in pain, in a difficult situation etc.

(エ) a feeling of extreme unhappiness

(オ) a feeling of comfort following release from anxiety

IV There is a saying “April showers bring May flowers.” The saying means unpleasant things may bring about good things, just as rainy days cause flowers to bloom later on. Write your experience in which you thought the saying was true. The length of the description of your experience should not exceed 100 words. Write the number of words in (      ) on the answer sheet.