

令和3年度入学者選抜学力検査問題

国際地域学部

〔前期日程〕

## 外国語

英語

(コミュニケーション英語Ⅰ・Ⅱ・Ⅲ, 英語表現Ⅰ・Ⅱ)

### 注意事項

- 1 学力検査開始の合図があるまでこの冊子を開いてはいけない。
- 2 学力検査開始と同時に、まず受験番号を記入すること。
- 3 解答は必ず解答用紙の所定の欄に記入すること。所定の欄以外に記入したものは、無効である。
- 4 解答用紙は持ち帰ってはいけない。
- 5 この問題冊子は持ち帰ってもよい。
- 6 試験時間は100分。時間配分は、**①**と**②**に40分、**③**に60分を推奨。

1 次の英文を読んで、後の問い（Q1～Q5）に答えなさい。答は最も適切なものを(A)～(D)の中から1つ選び、解答欄の記号（A, B, C, Dのどれか）を○で囲みなさい。\*印の付いた語句に関しては、本文の後に注があります。

著作権の関係上、この部分は公開しておりません。

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From Campbell, J. Y., "No Sustainable Development Without Indigenous Peoples" (August 8, 2019). <<https://sdg.iisd.org/commentary/guest-articles/no-sustainable-development-without-indigenous-peoples/>>

|                            |                                    |
|----------------------------|------------------------------------|
| <b>indigenous</b>          | 先住の, 土着の                           |
| <b>deforestation</b>       | 森林伐採, 森林破壊                         |
| <b>land degradation</b>    | a decline in the condition of land |
| <b>detriment</b>           | 損なうこと                              |
| <b>advocacy</b>            | 支持, 擁護                             |
| <b>wield</b>               | 及ぼす                                |
| <b>de facto</b>            | 事実上の                               |
| <b>biodiversity</b>        | 生物の多様性                             |
| <b>pastoralist</b>         | 家畜の放牧者                             |
| <b>sustainability</b>      | 持続可能性                              |
| <b>resilience</b>          | 弾性, 回復力                            |
| <b>eradication</b>         | 根絶, 撲滅                             |
| <b>conflict resolution</b> | 紛争解決                               |

|                              |  |
|------------------------------|--|
| <b>ecosystem</b>             | 生態系, エコシステム                                  |
| <b>UN</b>                    | United Nations (国際連合) の略                     |
| <b>disproportionately</b>    | 不均衡なほどに, 不釣り合いなほどに                           |
| <b>land insecurity</b>       | the inability to keep and control one's land |
| <b>social dislocation</b>    | groups of people being forced off their land |
| <b>observance</b>            | 祝うこと   |
| <b>forestry</b>              | 林業   |
| <b>tenure</b>                | 保持, 保有                                       |
| <b>initiative</b>            | action                                       |
| <b>climate-resistant</b>     | 気候に左右されない, 気候変動にたえる                          |
| <b>intellectual property</b> | 知的財産   |
| <b>concession</b>            | 使用权  |
| <b>momentum</b>              | 勢い, はずみ                                      |

Q 1. What is the main idea of this reading?

- (A) Deforestation makes biodiversity impossible since trees prevent dislocation.
- (B) Indigenous peoples prevent sustainable development by living in forests.
- (C) The knowledge of indigenous peoples is essential for sustainable development.
- (D) Traditional food sources of indigenous peoples destroy healthy landscapes.

Q 2. What type of information is the author trying to give in this reading?

- (A) the ways global advocacy groups are trying to save indigenous peoples
- (B) issues surrounding indigenous peoples and animal rights
- (C) the connection between indigenous peoples and natural resources
- (D) reasons for promoting the UN's role in sustainable development

Q 3. Which of the following is not stated in the reading about the cause of traditional knowledge and indigenous food systems disappearing?

- (A) land insecurity
- (B) youth migration
- (C) agricultural innovation
- (D) social dislocation

Q 4. Which of the following is not true according to the reading?

- (A) Indigenous peoples account for less than 5% of the world's population.
- (B) Indigenous peoples' rights, especially territorial rights, are protected worldwide.
- (C) Indigenous peoples are some of the world's poorest people.
- (D) Indigenous peoples use methods of land management and food production that continue to be effective in dealing with environmental changes.

Q 5. Which of the following best reflects the author's attitude toward the possibility of a world commitment to indigenous rights and sustainability?

- (A) Indigenous peoples will definitely be included in world efforts toward sustainable development, if they work harder.
- (B) Indigenous peoples will definitely not be included in world efforts toward sustainable development because of land insecurity.
- (C) Indigenous peoples are already included too much in world efforts toward sustainable development, according to UNDRIP.
- (D) Indigenous peoples will only be included in world efforts toward sustainable development with the support of non-indigenous people.

(白 紙 頁)

- 2 次の英文を読んで、後の問い(Q1～Q5)に答えなさい。答は最も適切なものを(A)～(D)の中から1つ選び、解答欄の記号(A, B, C, Dのどれか)を○で囲みなさい。\*印の付いた語句に関しては、本文の後に注があります。

著作権の関係上、この部分は公開していません。

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From Heid, M., "Why Listening to Sad Music Makes You Feel Better" (September 5, 2019).

<<https://elemental.medium.com/why-listening-to-sad-music-makes-you-feel-better-46e9eb7d82a1/>>

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|                     |                    |
|---------------------|--------------------|
| paradox             | 逆説, パラドックス         |
| intriguing          | 興味深い, おもしろい        |
| somber              | 沈んだ, 重苦しい          |
| phenomenon          | 現象                 |
| melancholy          | 陰気な                |
| empathy             | 感情移入, 共感能力         |
| facet               | 局面                 |
| compassion          | 思いやり, 深い同情         |
| predictor           | 示すもの, 指標           |
| conjure             | 呼び起こす              |
| diagnose            | 診断する               |
| depressive disorder | 憂うつ症               |
| gravitate           | 引き寄せられる, 強く引かれる    |
| stimuli             | stimulus (刺激) の複数形 |
| maladaptive         | 不適応な               |
| woe                 | 悲痛, 苦痛             |
| therapeutic         | 治療力のある             |
| hormonal            | ホルモンの              |
| physiological       | 生理的な               |
| facilitate          | 容易にする              |
| arguably            | 議論の余地はあるが, ほぼ間違いなく |
| solace              | 慰め                 |
| probing             | 探ること               |
| baggage             | 重荷                 |
| coincidentally      | 偶然の一致だが            |
| suppress            | 抑える                |
| relevant            | 適切な                |
| steep               | 浸す                 |
| prolong             | 長引かせる              |

Q 1. What is the main idea of this reading?

- (A) Sad music helps people hide their hurt feelings, so it is an escape from pain.
- (B) Sad music increases people's feelings of grief; for that reason, it is unhealthy.
- (C) Sad music can have a healing effect on people and bring them enjoyment.
- (D) Sad music increases negative emotions in people, especially when depressed.

Q 2. According to the reading, which of the following statements is not true about listening to sad music?

- (A) It can help one accept and work through difficult emotions.
- (B) It can be a source of comfort when one is under stress.
- (C) It can stimulate physical responses to help one deal with grief.
- (D) It can result in one experiencing a major depressive disorder.

Q 3. Which of the following is a result found in the research of Jonna Vuoskoski?

- (A) People who think a lot about other people's feelings are most affected by sad artwork.
- (B) In many people, sad artwork causes mixed emotions that make them feel uncomfortable.
- (C) Responses to sad artwork vary among people, with most people having negative feelings.
- (D) Most people who are feeling down can stay calm by avoiding sad artwork.

Q 4. What theory did researchers from the University of South Florida disagree with?

- (A) People who are depressed listen to melancholy music more than people who are happy.
- (B) People who are depressed listen to sad music because it makes them feel calm.
- (C) People who are depressed have higher levels of empathy and amusement.
- (D) People who are depressed listen to sad music in order to increase their feelings of sadness.

Q 5. Which of the following words could best replace the word “catharsis” in line 50?

*“A sad song, film, or other piece of art may provide a unique kind of catharsis if it holds a special place in a person’s heart.”*

- (A) fondness
- (B) injury
- (C) relief
- (D) anxiety

3 次の英文をよく読んで、250語以上の英語の文章を書きなさい。その際、必ず序論と結論をつけること。書き終わったら、語数（コンマ、ピリオド等は除く）を数え、解答用紙裏面の右下の枠の中に語数を記入しなさい。

Recently there seems to be an increase in the number of movies, novels, and comic books whose main or supporting characters are people with superhuman strength or abilities. In what ways do you think superhero stories influence young people? Write about two different effects you believe these stories might have on young people.





裏面



裏面

Horizontal lines for writing.

語数:  words

