

英 語

(解答番号

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〔 I 〕 次の英文を読んで、問 1 ～問 4 に答えなさい。

(解答番号は

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17

) (34点)

First Mro language grammar book brings hope for the native community

Every year, International Mother Language Day is celebrated to promote awareness of *linguistic and cultural diversity and celebrate all mother languages in the world. In 2022, the highlight of this day in Bangladesh was the publication of the first grammar book written in Mro, an endangered native language.

The Mro people live in the Bandarban district of the Chittagong Hill Tracts in Bangladesh. According to the 1991 *census, their population was 22,178. Their language belongs to the Sino-Tibetan language family.

In 1982, a 17-year-old teenager named Kramadi Menle developed the Mro alphabet. It is a simple left to right alphabet with no combining characters, but further development of the language has been (ア). There is a Unicode block for Mro, but it still cannot be written online.

The name of the first grammar book in the Mro language is *Totong*, and it was written by Younguang Mro, a writer and researcher from the Mro community in the Chittagong Hill Tracts. He created and wrote the grammar following the style of Bengali and English grammar. (イ) there have been some books published in the Mro language before, the language never had fixed grammar structures written down.

The book was launched in an informal setting on February 17, 2022, at the author's home at Ujani Para in Bandarban city. Younguang Mro said at the ceremony: "Through this book, people of the Mro community will be

able to read and write correctly in their language. This will be especially (উ) for Mro students also to understand Bengali and English grammar as they have similar structures.”

After graduating from the Department of Oriental Languages at the University of Chittagong, Younguang Mro is working for the socio-cultural development of the Mro community. As a writer, Younguang has so far published a total of 28 books on Mro culture and fairy tales; of these, 18 are in the Mro language and 10 are in Bengali.

Mro teacher Ngansing Mro ^(b) was present at the *book launch. He took part in the discussion and said: “After the creation of the Mro alphabet, it was taught to students with handwritten scripts. Now the alphabets and the grammar are printed in a book form. So the students will be able to read and write Mro language more accurately.”

Ekushe Book Fair, the largest book fair in Bangladesh, is taking place now, and new books are published every day. On Facebook, young author Suhan Rizwan writes in appreciation of the publication of the first grammar book in Mro language: “That book is ^(c) invaluable among all the books of the book fair.” Young artist Tufan Chakma highlights various issues of the native communities in Bangladesh through the visual arts. On Facebook, he noted that ^(A) Younguang’s appearance is “like a ray of light in the remote dark Chittagong Hill Tracts”.

Bangladesh is a country of Bangla (Bengali) speakers, with 98 percent of the people speaking the language. According to the data provided by the *anthropologists and tribal leaders of Bangladesh, there are about 5 million people of 47 native communities. Of these, about 30 languages of 4 language groups are spoken widely and 12 to 16 languages are endangered at different levels. Native researcher Salek Khokon mentioned in an editorial on the online news portal BdNews24.com that the Kurukh and Nagari languages have become almost extinct. The Mro language, meanwhile, is on UNESCO’s

list of definitely endangered languages.

In order to (エ) endangered languages, the National Education Policy of 2010 recognizes the right of native children in primary schools to learn in their mother tongues. The policy states that “native children will be provided with native teachers and local language textbooks so that they can learn in their mother tongue.” Article 20 states, “Primary schools will be set up in remote areas ^(d)inhabited by tribals (hills or plains).” In accordance with the policy, the government first introduced primary school books in a number of native languages in 2017. However, the policy is now in crisis because of (オ) trained native teachers.

People's ^(e)progress depends on acquiring knowledge through languages. The importance of language, especially the mother tongue, to survival is high. And to learn and practice a language properly, a structured grammar is necessary. In that context, Younguang Mro's *Totong* will ^(B)*usher in a new history of language development for the Mro people.

*〔注〕 linguistic : 言語の

census : 人口調査

book launch : 本の出版記念イベント

anthropologist : 人類学者

usher in ~ : ~の先駆けとなる

問1 空所(ア)～(オ)に入れるのに最も適した語(句)を①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

- | | | | |
|-----|-----------------|------------------|---|
| (ア) | ① active | ② rapid | |
| | ③ remarkable | ④ slow | 1 |
| (イ) | ① Although | ② As far as | |
| | ③ If | ④ Once | 2 |
| (ウ) | ① harmful | ② helpful | |
| | ③ inappropriate | ④ useless | 3 |
| (エ) | ① divide | ② protect | |
| | ③ switch | ④ waste | 4 |
| (オ) | ① an excess of | ② the danger of | |
| | ③ the lack of | ④ the search for | 5 |

問2 下線部(a)～(e)の語(句)の意味に最も近いものを①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

- | | | | |
|-----|------------------|-----------------|----|
| (a) | ① anticipation | ② interruption | |
| | ③ responsibility | ④ understanding | 6 |
| (b) | ① attended | ② proposed | |
| | ③ revealed | ④ was given | 7 |
| (c) | ① manual | ② precious | |
| | ③ responsible | ④ vague | 8 |
| (d) | ① broken off | ② lived in | |
| | ③ managed by | ④ served for | 9 |
| (e) | ① advancement | ② cultivation | |
| | ③ decline | ④ preservation | 10 |

問3 本文の内容を考えて、次の(あ)～(え)に最も適したものを①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

(あ) The underlined part (A) means that Younguang

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- ① has brought positive changes to the isolated countryside
- ② has written many books about Chittagong Hill Tracts
- ③ installed electric lights in the dark hills far from the city
- ④ would become a wonderful artist who lives in remote areas

(い) Which of the following is NOT mentioned in the National Education Policy of 2010 regarding education of native children?

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- ① Knowledge of cultural diversity will be taught in their mother tongues.
- ② Many school books written in native languages will be introduced in primary schools.
- ③ Native teachers and local language textbooks will be provided to native children.
- ④ Primary schools will be established in remote areas.

(う) The author thinks the reason for the underlined part (B) is that

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- ① *Totong* enables the Mro people to practice the language properly by learning its grammar
- ② *Totong* helps the Mro people learn the history of the language that became extinct
- ③ the Mro people can write some words at school by learning the Mro alphabet
- ④ Younguang has published many books in the Mro language for the community

(え) Which of the following is true about Younguang Mro?

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- ① He held the Ekushe Book Fair in Bangladesh to sell his books.
- ② He introduced a new language for the Mro people.
- ③ He is a researcher and author of the first grammar book in the Mro language.
- ④ He teaches various issues concerning native communities at university.

問4 次の①～⑧の中から本文の内容と一致するものを三つ選び、その番号をマークしなさい。

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- ① According to the 1991 census, the population of the Mro people living in the Chittagong Hill Tracts was over 25,000.
- ② The first grammar book for the Mro language was published forty years after the development of the Mro alphabet.
- ③ The Mro language was so unique that its grammatical structure differed significantly from others.
- ④ Younguang wrote 18 books about Mro culture and fairy tales, including 10 written in Bengali.
- ⑤ Comments expressing appreciation for the publication of *Totong* were posted on Facebook.
- ⑥ Bangladesh is a country where the vast majority of the people speak Bengali.
- ⑦ According to Salek Khokon, 12 to 16 languages in Bangladesh have already become extinct.
- ⑧ UNESCO believes that the issue of native languages, including the Mro language, has been solved.

〔Ⅱ〕 次の英文を読んで、問1～問4に答えなさい。

(解答番号は

18

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) (26点)

Secondhand kimono recycled into new clothing

Old kimono with vivid colors and various designs are getting a second life by being crafted into men's suit jackets, shirts and other articles of ^(a) clothing. The clothes were on display for a limited time at a department store in Fukuoka City.

Far East Fabric is a Kitakyushu-based *startup that was established in 2020. It's tackling the task of expanding sales channels of products at home and abroad that are manually recycled from secondhand kimono by ^(b) craftsmen. The fabric of secondhand kimono is made using Oshima-tsumugi silk, a kind of fabric produced with traditional craft techniques in Kagoshima Prefecture.

The establishment of the company was (ア) by a used goods auction. The company's founder noticed that there were a lot of kimono that nobody wanted to buy. The founder wondered how to utilize the unsold ones. As they were considering this problem, they became inspired by aloha shirts seen in a magazine and ^(A) (イ) the idea of converting them into men's jackets.

The fabric used in kimono is known for being *inelastic, and thus ^(c) recycling them was not easy. But the company's craftsmen carefully sewed the collar and other curved parts, and (ウ) succeeded in producing unique products from secondhand kimono.

Far East Fabric sells products mainly via the internet, but also at its store and during department store events in Kitakyushu. (エ), it has more than 1,300 clients. The company said that the range of clients has expanded to include people in traditional entertainment worlds, (オ) rakugo and kabuki.

“It is believed that nationwide, there are 800 million unused kimono,”

said Hideaki Nijima, a board director of Far East Fabric. “We want to boost the recycled goods markets and convey the significance of kimono to the rest of the world.”
(d)

*〔注〕 startup：新設企業 inelastic：伸縮性のない

問1 空所(ア)～(オ)に入れるのに最も適した語(句)を①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

- | | | | |
|-----|----------------|------------------|----|
| (ア) | ① damaged | ② funded | |
| | ③ run | ④ triggered | 18 |
| (イ) | ① came up with | ② got along with | |
| | ③ looked up to | ④ talked back to | 19 |
| (ウ) | ① as a result | ② in contrast | |
| | ③ nevertheless | ④ yet | 20 |
| (エ) | ① Currently | ② Generally | |
| | ③ Previously | ④ Relatively | 21 |
| (オ) | ① according to | ② except for | |
| | ③ such as | ④ thanks to | 22 |

問2 下線部(a)～(d)の語(句)の意味に最も近いものを①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

- | | | | |
|-----|------------------|-----------------|----|
| (a) | ① details | ② items | |
| | ③ news | ④ stories | 23 |
| (b) | ① blocking | ② breaking in | |
| | ③ holding | ④ working on | 24 |
| (c) | ① appropriate to | ② judged by | |
| | ③ popular for | ④ recognized as | 25 |
| (d) | ① classification | ② importance | |
| | ③ method | ④ sympathy | 26 |

問3 本文の内容を考えて、次の(あ)、(い)に最も適したものを①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

(あ) What problem does the underlined part (A) refer to? 27

- ① It was difficult for the company to recycle kimono.
- ② The company needed a large stock of unsold kimono.
- ③ The patterns of aloha shirts seen in a magazine were too vivid.
- ④ There were a lot of unsold kimono.

(い) Which of the following is NOT true about Far East Fabric? 28

- ① It is based in Kitakyushu.
- ② It was founded in 2020.
- ③ The founder owns an aloha shirts shop.
- ④ They have more than a thousand customers.

問4 次の①～⑤の中から本文の内容と一致するものを二つ選び、その番号をマークしなさい。 29 30

- ① Those who want to sell their old kimono can display them for a certain period at a department store in Fukuoka City.
- ② The fabric used by Far East Fabric is a special textile produced with traditional craft techniques.
- ③ Craftsmen have found that it is easy to make shirts and jackets using the fabrics of secondhand kimono.
- ④ Clothes made by Far East Fabric can be bought through the internet and at the store.
- ⑤ About 800 million unused kimono collected from all over Japan have been recycled.

〔Ⅲ〕 次の(1)～(10)の空所に入れるのに最も適したものを①～④の中からそれぞれ一つ選び、その番号をマークしなさい。

(解答番号は

31

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)(20点)

Many of us are familiar with ketchup and tomato sauce, but only some know its origin. It was originally made in China, (1) it was called “Ketsiap.” Initially, it was a sauce made (2) fermented fish. Later, people in Europe adapted the sauce, using ingredients like mushrooms or walnuts. In America, tomatoes were added to the recipe. (3) its fish-based origins, tomato ketchup has undergone a remarkable transformation, becoming a globally beloved condiment.

- | | |
|-----------|---------|
| (1) ① how | ② where |
| ③ which | ④ why |
- | |
|----|
| 31 |
|----|

- | | |
|-------------|--------|
| (2) ① after | ② from |
| ③ into | ④ over |
- | |
|----|
| 32 |
|----|

- | | |
|-----------|-----------|
| (3) ① But | ② Despite |
| ③ Though | ④ While |
- | |
|----|
| 33 |
|----|

(4) *Tsuchinoko* are (4) creatures said to inhabit Japan.

- | | |
|---------------|---------------|
| ① imaginary | ② imagination |
| ③ imaginative | ④ imagining |
- | |
|----|
| 34 |
|----|

(5) The twins look so much (5) that it's difficult to tell one from the other.

- | | |
|----------|------------|
| ① alike | ② like |
| ③ likely | ④ likeness |
- | |
|----|
| 35 |
|----|

(6) The students needed to use the stairs because the elevator was out of (6) today.

- | | |
|-----------|-----------|
| ① fashion | ② order |
| ③ sight | ④ the way |
- | |
|----|
| 36 |
|----|

(7) Patty was (7) when her son gave her some flowers for Mother's Day.

① to touch

② touch

③ touched

④ touching

37

(8) Neither my brother nor I (8) to parties as we are very shy.

① go

② goes

③ had been

④ have not been

38

(9) The local government (9) the tourists to buy the fruits grown in the area.

① attempts

② encourages

③ explains

④ made

39

(10) Megan: Mr. Lee, may I have a few minutes of your time?

Mr. Lee: Sure, what do you want to (10) about?

① discuss

② mention

③ refer

④ talk

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〔Ⅳ〕 次の(ア)～(オ)の日本語の意味を表すように、①～⑥の語(句)を並べ替えて英文を完成し、3番目と5番目に来る語(句)の番号をマークしなさい。ただし文頭に来るものも小文字になっています。(解答番号は 41 ～ 60)(20点)

(ア) 私はシンガポールには少なくとも1週間滞在する価値があると思う。

I think _____ 41 _____ 42 _____ for at least a week.

- | | | |
|-------------|-----------|--------------|
| ① in | ② is | ③ it |
| ④ Singapore | ⑤ staying | ⑥ worthwhile |

(イ) リサが東京来ると、私達は必ず浅草にある彼女のお気に入りのお寺を訪ねる。

_____ 43 _____, 44 _____ to her favorite temple in Asakusa.

- | | | |
|----------|--------|------------|
| ① go | ② Lisa | ③ Tokyo |
| ④ visits | ⑤ we | ⑥ whenever |

(ウ) 子どもたちはもうとっくに寝る時間だと思う。

I think it's _____ 45 _____ 46 _____ bed.

- | | | |
|------------|--------|--------|
| ① children | ② high | ③ the |
| ④ time | ⑤ to | ⑥ went |

(エ) あなたがどれだけ遠くにいても、あなたは私の親友です。

You'll be _____ 47 _____ 48 _____ are.

- | | | |
|-----------|------------|----------|
| ① best | ② far away | ③ friend |
| ④ however | ⑤ my | ⑥ you |

(オ) 雨が降る場合にそなえて、カサを持っていきなさい。

Take _____ 49 _____ 50 _____ it rains.

- | | | |
|--------|-------|------------|
| ① case | ② in | ③ umbrella |
| ④ with | ⑤ you | ⑥ your |

- (カ) エミは長い間オーストラリアに住んでいたので、英語を流暢に話すことができる。

_____ **51** _____ **52** _____ long time, Emi can speak English fluently.

- | | | |
|----------|-------------|---------|
| ① a | ② Australia | ③ for |
| ④ having | ⑤ in | ⑥ lived |

- (キ) 私は1時間で仕事を終えるのが不可能だとわかった。

I _____ **53** _____ **54** _____ work in an hour.

- | | | |
|----------|---------|--------------|
| ① finish | ② found | ③ impossible |
| ④ it | ⑤ my | ⑥ to |

- (ク) オブライアン博士よりその件についてよく知っている人は他にいない。

_____ **55** _____ **56** _____ Dr. O'Brian.

- | | | |
|----------|---------|---------------|
| ① better | ② knows | ③ no |
| ④ one | ⑤ than | ⑥ the subject |

- (ケ) 明日は晴れるかなあ。

I _____ **57** _____ **58** _____ tomorrow.

- | | | |
|---------|---------|----------|
| ① going | ② if | ③ it's |
| ④ sunny | ⑤ to be | ⑥ wonder |

- (コ) 家に着く頃にはその荷物は配達されているだろう。

The package _____ **59** _____ **60** _____ I get home.

- | | | |
|--------|------------|-------------|
| ① been | ② by | ③ delivered |
| ④ have | ⑤ the time | ⑥ will |