

II 次の 11 ~ 15 は二人の会話である。設問に対して最も適切なものを、それぞれ下の c1 ~ c4 のうちから一つずつ選べ。

11 Roly: I bought a new Apple computer yesterday. It is really fast.

Poly: Does it have the new M1 chip?

Roly: Yes. I had to wait three months to get it.

Poly: Was it expensive?

Roly: Sadly, it was. It broke the bank.

What does Roly mean by the phrase "It broke the bank"?

c1> A bank lost all its money.

c2> It was more expensive than he could afford.

c3> Apple fell in a bank and was broken.

c4> Apple needed a loan to purchase the computer.

12 Jerry: It was a beautiful day yesterday, so I decided to go to the beach.

Tom: Lucky you. I had to attend three lectures yesterday.

Jerry: I had one, too, but since it has been so overcast and rainy this year, I could not resist the temptation to go. Unfortunately, every man and his dog had the same idea, so it was hard to swim in the water.

Tom: That's too bad.

What situation does Jerry describe by the phrase "every man and his dog"?

c1> There were lots of dogs.

c2> There were lots of pets.

c3> There were lots of people.

c4> There were lots of hot dogs.

13

Jack: What do you plan to do for the spring vacation, Jill?

Jill: I am not sure, yet, but I want to go kayaking somewhere.

Jack: That sounds exciting. Do you have your own kayak?

Jill: Yes. I bought a sea kayak several years ago. I had to learn how to kayak at first and that was a little hard. But now I can enjoy the open spaces and watching for marine life.

Jack: What have you seen?

Jill: I saw two whales last year, and in January a pod of dolphins swam nearby.

Jack: (13)

What would be the most appropriate thing for Jack to say in response to Jill's information?

- <1> Shame on you!
- <2> I'm lucky!
- <3> Were you at an aquarium?
- <4> Superb!

- Mr. Mandella: Good Morning, Nelson. I haven't seen you for a long time.
- Nelson: Yes, Mr. Mandella. I have been tied up in knots about my graduation thesis.
- Mr. Mandella: That's not good. Is there any way I can help?
- Nelson: Thanks, Mr. Mandella. I wonder if you can help me narrow the focus of my research. I think the topic is too big.
- Mr. Mandella: What is your topic?
- Nelson: I want to research about the plastic problem.
- Mr. Mandella: How about focusing on how the money the consumers pay for a plastic bag is used to help the environment?
- Nelson: That is a great idea. The bags used to be free before. A good question, Mr. Mandella. Thanks.

What does Nelson mean by the phrase "tied up in knots"?

14

- <1> He was confused and anxious.
- <2> His shoelaces were tied to each other.
- <3> He was practicing yoga.
- <4> He was practicing *origami* on his thesis.

Where does this conversation most likely take place?

15

- <1> At a hotel
- <2> On the elementary school bus
- <3> At a university campus
- <4> At the company office

Ⅲ 次の会話を読み、下の問い（16～20）に答えるとき、最も適当なものを、それぞれ下の
c1～c4のうちから一つずつ選べ。

Mari: I have a plan to swim the English Channel this summer.

May: Wow! That sounds difficult. How far is it across?

Mari: It is nearly 33 kilometers at the narrowest point.

May: That is a long way. How many people have completed the crossing?

Mari: I think there have been about 2,428 successful crossings. An Australian, Chloe McCardel, has swum it 44 times. She holds the record for the most crossings.

May: That is incredible. Does she hold the fastest time, as well?

Mari: An Australian also holds that record, but it is not Chloe McCardel. The record time is just under seven hours. The oldest person to swim across was 73 years of age. A lady from the United Kingdom holds the record as the oldest woman to swim the English Channel.

May: How old was the youngest swimmer?

Mari: Just under 12 years of age.

May: These people must be amazing. Aren't they scared of sharks?

Mari: As I understand the swim, there are no sharks to be concerned about. However, there are many jellyfish and I have been told to expect getting stung a few times. Also, the water temperature ranges from between 14 and 18 degrees Centigrade. That is almost ten degrees colder than most pools in Japan. And then you could be unlucky with the tide. You might have to swim into a current much of the way. You might even have to swim in the dark. Anyone wanting to try also needs to qualify. That might include completing any open water swim that is longer than six hours.

May: Do people swim from England to France or vice versa?

Mari: Nearly all people swim from England to France.

May: Does it cost money?

Mari: Actually, it could cost more than \$5,000, as you also need a support boat.

May: Well, I wish you the best of luck, Mari, but I am going to stick with a hotel on the beach in Hawaii.

16 What does Mari want to do in summer?

- c1> Go on a holiday to Hawaii
- c2> Row across the English Channel
- c3> Swim across the English Channel
- c4> Take a boat trip on the English Channel

17 What does the number 2,428 refer to?

- c1> The number of Australians that have completed the challenge
- c2> The number of people that have attempted the challenge
- c3> The number of women that have completed the challenge
- c4> The number of people that have completed the challenge

18 Who is Chloe McCardel?

- c1> She is the oldest person to complete the challenge from England to France.
- c2> She is the youngest person to complete the challenge.
- c3> She is the fastest Australian to complete the challenge.
- c4> She is the person who has completed the challenge the most.

19 What are some of the things people might encounter if they attempt the challenge?

- c1> Sharks, jellyfish, and warm water
- c2> Jellyfish, tides, and cold water
- c3> Sharks, jellyfish, and tides
- c4> Jellyfish, stinging bees, and the dark

20 What is May going to do in summer?

- c1> Support Mari
- c2> Go with Mari but stay on the beach
- c3> Go with Mari but stay in a hotel
- c4> None of the above

IV 次の文章を読み、下の問い (21 ~ 25) に答えるとき、最も適当なものを、それぞれ下の c1 ~ c4 のうちから一つずつ選べ。* の付いた語には注がある。

In October 2019, just a few months before the novel coronavirus swept the world, Johns Hopkins University released its first Global Health Security Index, a comprehensive analysis of countries that were best prepared to handle an epidemic or pandemic. The United States ranked first overall, and first in four of the six categories—prevention, early detection and reporting, sufficient and robust health system, and compliance with international norms. That sounded right. America was, after all, the country with most of the world’s best pharmaceutical companies, research universities, laboratories, and health institutes. But by March 2020, these advantages seemed like a cruel joke, as Covid-19 tore across the United States and the federal government mounted a delayed, weak, and erratic response. By July, with less than 5% of the world population, the country had over 25% of the world’s cumulative confirmed cases. America struggled compared not only with its peers but even with many developing nations. Was this the new face of American exceptionalism?

It would be easy to blame President Trump, and he deserves a great deal of blame for downplaying the pandemic as it was arriving, remaining passive once it took hold, and continually undermining the guidelines of his own scientific advisors. He never was able to coordinate action across federal agencies and the fifty states. But there is more to the story than just an ²² inept White House. There were missteps across the government. The Centers for Disease Control (CDC) and Prevention failed by sending out faulty test kits and initially discouraging the public from wearing face masks. The Food and Drug Administration dragged its feet on fast-tracking procedures that would have allowed private labs to bridge the gap in testing. The Department of Health and Human Services was unable to roll out its own system of mass testing. Many countries, from South Korea to New Zealand, emerged from their lockdowns with strong systems of testing and tracing in place. Not the United States.

In theory, America has formidable strengths. It is the world’s richest country and boasts a scientific and technological establishment that is second to none. Its public health agencies, like the CDC, have been copied across the world, including by the Chinese. But years of dominance have led to complacency. All the while, Washington has loaded these agencies with mandates and rules while paring back their budgets—a recipe for dysfunction. Coordinating across a federal government as large and complicated as the United States’ is always a hellish management challenge. Add to this an administration that openly regarded much of government as the enemy, a “deep state” to be dismantled*, (25) the result was

an across-the-board failure.

(Ten Lessons for a Post-Pandemic World by Fareed Zakaria. Copyright © 2021, 2020
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* dismantle 解体する

- 21 Johns Hopkins University's first Global Health Security Index suggested that the United States was _____.
c1> the best prepared in the world to handle a pandemic
c2> the least prepared in the world to handle a pandemic
c3> moderately but not ideally prepared to handle a pandemic
c4> less prepared to handle a pandemic than other developed nations
- 22 Which is closest in meaning to the underlined word inept?
c1> incompetent
c2> elegant
c3> incredible
c4> extreme
- 23 According to the passage, which of the following is true?
c1> The failure of the United States in handling Covid-19 was entirely President Trump's fault.
c2> Countries such as South Korea and New Zealand emerged from their lockdowns stronger than the United States.
c3> The Centers for Disease Control and Prevention strongly encouraged the public to wear face masks from the start.
c4> In terms of mass testing, the United States was better than many other countries.
- 24 According to this passage, which of the following is **NOT** mentioned as an American strength?
c1> economic prosperity
c2> world-class science and technology
c3> public health agencies
c4> a well-organized federal government
- 25 Which of the following best fills in the blank (25)?
c1> because c2> and c3> although c4> while

V 次の英文は、19世紀後半から20世紀にかけ、ハワイの移民となった日本人に関する文章である。これを読み、下の問い（ ～ ）に答えるとき、最も適当なものを、それぞれ下のc1～c4のうちから一つずつ選べ。*の付いた語には注がある。

Hawaii was the first U.S. possession to become a major destination for immigrants from Japan, and it was profoundly transformed by the Japanese presence.

In the 1880s, Hawaii was still decades away from becoming a state, and would not officially become a U.S. territory until 1900. However, much of its economy and the daily life of its residents were controlled by powerful U.S.-based businesses, many of them large fruit and sugar plantations. Unlike in the mainland U.S., in Hawaii business owners actively recruited Japanese immigrants, often sending agents to Japan to sign long-term contracts with young men who'd never before laid eyes on a stalk of sugar cane. The influx of Japanese workers, along with the Chinese, Filipino, Korean, Portuguese, and African American laborers that the plantation owners recruited, permanently changed the face of Hawaii. In 1853, indigenous* Hawaiians made up 97% of the islands' population. By 1923, their numbers had dwindled to 16%, and the largest percentage of Hawaii's population was Japanese.

Plantation-era Hawaii was a society unlike any that could be found in the United States, and the Japanese immigrant experience there was unique. The islands were governed as an oligarchy*, not a democracy, and the Japanese immigrants struggled to make lives for themselves in a land controlled almost exclusively by large commercial ⁽²⁹⁾ interests. Most Japanese immigrants were put to work chopping and weeding sugar cane on vast plantations, many of which were far larger than any single village in Japan. The workday was long, the labor exhausting, and, both on the job and off, the workers' lives were strictly controlled by the plantation owners. Each planter had a private army of European American overseers to enforce company rules, and they imposed harsh fines, or even whippings, for such offenses as talking, smoking, or pausing to stretch in the fields. Workers shopped at company stores and lived in company housing, much of which was meager and unsanitary. Until 1900, plantation workers were legally bound by 3-to 5-year contracts, and "deserters" could be jailed.

For many Japanese immigrants, most of whom had worked their own family farms back home, the relentless* toil and impersonal scale of industrial agriculture was unbearable, and thousands fled to the mainland before their contracts were up.

Plantation life was also rigidly stratified by national origin, with Japanese, Chinese, and Filipino laborers paid at different rates for the same work, while all positions of authority

were reserved for European Americans. Plantation owners often pitted one nationality against the other in labor disputes, and riots broke out between Japanese and Chinese workers. C As Japanese sugar workers became more established in the plantation system, however, they responded to management abuse by taking concerted action, and organized major strikes in 1900, 1906, and 1909, as well as many smaller actions. In 1920, Japanese organizers joined with Filipino, Chinese, Spanish, and Portuguese laborers, and afterwards formed the Hawaii Laborers' Association, the islands' first multiethnic labor union, and a harbinger* of interethnic solidarity to come.

Although Hawaii's plantation system provided a hard life for immigrant workers, at the same time the islands were the site of unprecedented cultural autonomy for Japanese immigrants. In Hawaii, Japanese immigrants were members of a majority ethnic group, and held a substantial, if often subordinate, position in the workforce. Though they had to struggle against European American owners for wages and a decent way of life, Japanese Hawaiians did not have to face the sense of isolation and fear of racial attacks that many Japanese immigrants to the West Coast did. D Buddhist temples sprung up on every plantation, many of which also had their own resident Buddhist priest. The midsummer holiday of *obon*, the festival of the souls, was celebrated throughout the plantation system, and, starting in the 1880s, all work stopped on November 3 as Japanese workers cheered the birthday of Japan's emperor.

By the 1930s, Japanese immigrants, their children, and grandchildren had set down deep roots in Hawaii, and inhabited communities that were much older and more firmly established than those of their compatriots on the mainland. E the privations of plantation life and the injustices of a stratified social hierarchy, since the 1880s Japanese Hawaiians had lived in a multiethnic society in which they played a majority role. The newspapers, schools, stores, temples, churches, and baseball teams that they founded were the legacy of a community secure of its place in Hawaii, and they became a birthright that was handed down to the generations that followed.

(Hawaii: Life in a Plantation Society, from The Library of Congress. <https://www.loc.gov/>)

* indigenous 先住の

* oligarchy 寡頭政治 (少数者が権力を握って行う独裁的な政治形態)

* relentless 情け容赦のない, 無慈悲な, 厳しい

* harbinger 先駆け, 先駆者

26 According to the passage, which of the following best describes the local economy and the daily life in Hawaii?

- <1> It was under the powerful control of the U.S.-based businesses.
- <2> It often prevented agents from recruiting the Japanese immigrants.
- <3> It was profoundly transformed by the flux of the workers from the U.S. mainland.
- <4> It would not officially become the Hawaii's territory until 1900.

27 According to the passage, the face of Hawaii was permanently changed because _____.

- <1> Hawaii became the destination for immigrants from various countries
- <2> sugar plantations were not familiar to the Japanese immigrants
- <3> the number of the Japanese immigrants sharply dropped in 1923
- <4> the population of indigenous Hawaiians continued to increase

28 According to the passage, which of the following best describes the plantation-era society in Hawaii?

- <1> The Japanese Hawaiians' unique experiences could be found anywhere in the mainland U.S.
- <2> The agricultural labor was so exhausting that the Japanese immigrants wanted to run away.
- <3> The islands were democratically controlled by a private army of European Americans.
- <4> The plantation fields in Japan were incomparably wider than those found in Hawaii.

29 Which of the following "interests" is the closest in meaning to "interests"?

- <1> As children grow older, they expand their interests and become more confident.
- <2> He can relax and enjoy some other interests and hobbies in his hometown.
- <3> In the interests of saving time, Tom bought a dishwasher.
- <4> The powerful combination of the politicians and the business interests pushed the project through.

- 30 Which of the following best describes the Japanese immigrants in Hawaii?
- <1> They failed to succeed in maintaining their cultural autonomy.
 - <2> They were not allowed to go shopping at the company stores.
 - <3> They could not avoid becoming the object of the racial attacks.
 - <4> They were a majority in a multiethnic society in Hawaii.
- 31 Choose the best place to put the following sentence from the blank , , , and .
- They confidently transplanted their traditions to their new home.
- <1>
 - <2>
 - <3>
 - <4>
- 32 Choose the best one to fill in the blank .
- <1> Besides
 - <2> Despite
 - <3> Unless
 - <4> With
- 33 Which of the following describes the thing that did **NOT** happen during the 1900s?
- <1> Hawaii had not been officially acknowledged as the U.S. territory for some decades.
 - <2> The Japanese sugar workers took actions to protest their plantation owners' strict control.
 - <3> The immigrant workers in Hawaii formed the first labor union named the Hawaii Laborers' Association.
 - <4> The number of the Japanese immigrants accounted for the largest percentage of Hawaii's population.
- 34 According to the passage, which of the following is **NOT** true for the Japanese sugar workers?
- <1> Some Japanese sugar workers engaged themselves in talking, smoking, or neglecting in the fields.
 - <2> The Japanese sugar workers were not given the chance to contact the European immigrants.
 - <3> The labor contract did not allow the Japanese sugar workers to quit their jobs within three or five years.
 - <4> Some conflicts happened between the Japanese sugar workers and the Chinese immigrant workers.

35

According to the passage, which of the following best describes the plantation owners?

- <1> They continued to emphasize total equality among all immigrant workers.
- <2> They forced all immigrant workers to stop working on the Japanese emperor's birthday.
- <3> They all participated in chopping and weeding sugar cane on the fields.
- <4> They punished the Japanese sugar workers who seemed to be lazy.

VI 以下の英文を読み, それに対するあなたの答えを5つ以上の英文で書きなさい。解答は, 記述
式解答用紙に書きなさい。なお, 解答欄の外に書かれたものは採点されません。 36

Describe a memorable experience you have had in your high school days.