

## 令和5年度富山大学人文学部特別選抜

## 帰国生徒選抜・社会人選抜

科 目	外国語(英語)
-----	---------

## 注 意

1. 開始の合図があるまで、この問題冊子を開いてはいけません。
2. 問題は、1ページから4ページにわたっています。問題冊子に不備がある場合は、直ちにその旨を監督者に申し出てください。
3. 解答用紙は2枚で、問題冊子とは別になっています。解答は、すべて解答用紙の所定の欄（配列に注意のこと）に記入してください。解答用紙の所定の欄以外に記入した解答は、評価（採点）の対象としないことがあります。
4. 受験番号は、解答用紙2枚のそれぞれの所定の欄に記入してください。
5. 試験終了後、問題冊子は持ち帰ってください。

1 次の英文を読んで、設問に答えなさい。\*印がついた語句には大まかな意味を表す注があります。

A study into the reputation for “aggressiveness” of swans has found they are more likely to be hostile to their own kind than to other birds.

The University of Exeter and Wildfowl and Wetlands Trust (WWT)\* research was carried out at sites in Gloucestershire and Dumfries and Galloway\*.

Three species of swan—mute, whooper and Bewick’s\*—were all most frequently aggressive to other swans.

The WWT said this made “ecological sense” in the fight for food sources.

The research was undertaken to better understand how swan behaviour affects other waterbirds over winter.

(A)Dr Kevin Wood, from the WWT, said: “We know that swans have a reputation for aggressiveness, but some of us suspected that in reality a lot of the aggression was directed towards other swans rather than smaller birds such as ducks or geese.

“To test that idea, we recruited some great students who used the webcams\* at Slimbridge and Caerlaverock\* to collect behavioural data on aggressive interactions between the various waterbirds at those sites over the past two winters.

“Our suspicions were right.”

He said (B)almost all of the waterbird species in the study were most aggressive towards their own kind which was likely to be because they were the “greatest competition for food and other resources.”

“It’s valuable to finally have the data to show that, and it’s another rung on the ladder\* of better-informed judgment on swans,” he added.

(C)It is one of the first studies to rely completely on remotely collected data and could be one of the solutions to continuing research with restrictions during the Covid-19 pandemic.

Dr Paul Rose, from the University of Exeter, said: “This is a great example of how undergraduate\* projects can really help wild conservation\* action by allowing students to practise key research techniques but at the same time collecting data that is valuable to field scientists.”

The next step is to study other waterbirds to see how their behaviour alters depending on the presence and number of swans.

(Adapted from “Swans’ reputation for aggression examined,” *BBC News*)

from BBC News at [bbc.co.uk/news](http://bbc.co.uk/news)

注

Wildfowl and Wetlands Trust: 英国の野鳥や湿地の保護団体の名

Gloucestershire and Dumfries and Galloway: Gloucestershire は England の州の名, Dumfries and Galloway は Scotland の (ひとつの) 州の名

mute, whooper and Bewick's: mute swan はコブハクチョウ, whooper swan はオオハクチョウ, Bewick's swan はコハクチョウ

webcam: web-camera

Slimbridge and Caerlaverock: いずれも英国にある WWT の湿地研究センター内の保護区の名

another rung on the ladder: (比喩的に) 梯子のさらなる一段

undergraduate: (大学の) 学部学生

conservation: (自然環境などの) 保護

1. 下線部(A)の Dr Kevin Wood によると, 従来から白鳥はどのような鳥であることが知られていましたか。本文に即して日本語で答えなさい。
2. Dr Kevin Wood たちは Slimbridge と Caerlaverock で何に関するデータを収集しましたか。本文に即して日本語で答えなさい。
3. 下線部(B)を日本語に訳しなさい。
4. Dr Kevin Wood によると, 下線部(B)のようであるのはなぜだと考えられますか。本文に即して日本語で答えなさい。
5. 下線部(C)を日本語に訳しなさい。Covid-19 pandemic は「Covid-19 パンデミック」とすること。

2 次の英文を読んで、設問に答えなさい。\*印がついた語句には大まかな意味を表す注があります。

A significant number of “young carers” in Japan, who provide nursing care and other help for families, are elementary school students, an inaugural\* government survey targeting sixth graders has found.

Among the students targeted in the survey, about one in 15 was providing care for their family. A separate survey targeting junior high and high school students that was released a year ago recorded a similar proportion of young carers, and the results indicate that many are providing care from a young age.

About 70% of the students targeted in the latest survey said they were caring for siblings\*—the most common answer. Nearly 20% were looking after their mother, and a little over 10% their father. The help they provided ranged widely from household chores to nursing care and looking out for them.

The survey showed that such care had an impact on the students’ lives. Around 10% were providing an average of at least six hours of care per day. (A)The longer they spent on care, the more likely they were to face problems such as being late to school and getting poor grades.

A space provided for children to add their own comments contained earnest pleas such as, “I want people to acknowledge that I’m doing my best and providing care,” “I want others to understand how tough it is. (B)I want people to listen to how I feel.” and “I want a way out to be created.”

The younger children are, the less likely they are to know who they can open up to about their concerns. And some children apparently don’t want to talk about family problems.

There are also cases in which children are carrying an excessively heavy burden without realizing it. One expert pointed out, “It’s important for the adults around them to notice.”

Schools, which are in contact with children on a daily basis, can play a major role. It is important for teachers and other school workers to pay attention and talk to students on a regular basis, and for the permanent stationing of counselors and other experts who can listen to students’ concerns to be advanced.

When it emerges that a child needs support, it’s necessary to link them up to administrative welfare divisions and medical institutions.

University students were also targeted for the first time in the latest survey. It emerged that some of those providing care had altered their university of choice, or felt restrictions on their job-seeking activities. They also had major concerns about paying for their tuition\*. Fine-tuned\* support corresponding to the young carers’ age groups is required.

Children are taking on an overly heavy burden at a stage of development when they should be protected. Society as a whole needs to extend a helping hand to them and establish a support mechanism.

(Adapted from “Editorial: Society needs to extend a helping hand to Japan’s young carers,” *The Mainichi*)

注

inaugural: 最初の

sibling: (男女の別なく) きょうだい

tuition: 授業料

fine-tuned: 細やかに調整された

1. 以下の(ア)～(ウ)の記述が本文の内容に合致する場合は○を, 合致しない場合は×を, 解答欄に記入しなさい。

(ア) There is much difference in the proportion of young carers between students in elementary school and high school.

(イ) Not all children want to talk about family problems.

(ウ) Some young carers do not realize that they carry an overly heavy burden.

2. 下線部(A)を日本語に訳しなさい。

3. 下線部(B)を日本語に訳しなさい。

4. 大学生を対象にした調査から明らかになったことを, 本文に即して3点, 日本語で答えなさい。

令和5年度富山大学人文学部特別選抜  
帰国生徒選抜・社会人選抜

科目	外国語（英語）
----	---------

解答用紙（2枚中1枚目）

受験番号							

総点

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

採点

令和5年度富山大学人文学部特別選抜  
帰国生徒選抜・社会人選抜

科目	外国語（英語）
----	---------

解答用紙（2枚中2枚目）

受験番号							

2 1. (ア) \_\_\_\_\_ (イ) \_\_\_\_\_ (ウ) \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. • \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

採点