

英 語

(問 題)

2019年度

〈2019 H31130015 (英語)〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～15ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題冊子は持ち帰ること。

I. 以下の英文(1)～(10)において、各文に続く()内に与えられた単語を全て用いて空所[1]～[8]を補充し文を完成させた時、各問で問われている空所に入る単語はどれか、a～dから一つ選んで答えよ。ただし、空所一箇所につき一単語を補充するものとする。

(1) Please [1] [2] [3] [4] [5] [6] [7] [8]. These fermented beans taste really good.

(what / don't / like / by / fooled / they / be / look)

空所 [8] に入る単語はどれか？

- a. like
- b. by
- c. fooled
- d. look

(2) Do you think that he [1] [2] [3] [4] [5] [6] [7] [8]? I have my doubts.

(become / it / has / a / what / politician / to / takes)

空所 [2] に入る単語はどれか？

- a. it
- b. a
- c. what
- d. to

(3) I can't open this file. To open it, [1] [2] [3] [4] [5] [6] [7] [8].

(software / I / install / may / some / to / have / special)

空所 [3] に入る単語はどれか？

- a. install
- b. may
- c. some
- d. have

(4) I don't think she has a lot of talent. If [1] [2] [3] [4] [5] [6] [7] [8] promote her, she probably wouldn't have sold that many albums.

(it / her / endeavor / for / been / to / hadn't / manager's)

空所 [4] に入る単語はどれか？

- a. it
- b. her
- c. for
- d. hadn't

(5) My parents don't mind me going to the movies every weekend. I told them that watching movies is as [1] [2] [3] [4] [5] [6] [7] [8] reading novels.

(way / to / effective / as / English / a / your / improve)

空所 [3] に入る単語はどれか？

- a. way
- b. to
- c. as
- d. a

- (6) The bus company has started [1] [2] [3] [4] [5] [6] [7] [8]. Maybe that's why there are more older drivers now.
(its / more / hire / implementing / to / drivers / policy / experienced)
空所 [2] に入る単語はどれか？
a. its
b. more
c. hire
d. to
- (7) Here are [1] [2] [3] [4] [5] [6] [7] [8]. Please let me know if there is anything else I can do for you.
(asked / bring / you / me / documents / to / which / the)
空所 [6] に入る単語はどれか？
a. bring
b. you
c. me
d. asked
- (8) When I ordered the children's menu, my friend [1] [2] [3] [4] [5] [6] [7] [8]. But I'm just not a big eater.
(insane / though / at / as / was / looked / I / me)
空所 [5] に入る単語はどれか？
a. though
b. at
c. as
d. was
- (9) We have already sent out the invitations, [1] [2] [3] [4] [5] [6] [7] [8]. There is no way back.
(it / we / through / better / go / had / so / with)
空所 [5] に入る単語はどれか？
a. through
b. go
c. had
d. with
- (10) Teaching English grammar is difficult [1] [2] [3] [4] [5] [6] [7] [8] single standard variety of English.
(the / that / to / fact / no / there / due / is)
空所 [5] に入る単語はどれか？
a. the
b. that
c. to
d. due

II. 次の英文を読み、設問 1～10に答えよ。答えは a～d から一つずつ選べ。なお、段落番号は【 】内の数字で示した。

【1】 In 1862, the British newspapers were buzzing with news of a royal wedding — of sorts ⁽¹⁾ — that was unlike any other that people could remember. The bride was goddaughter and ward of Queen Victoria — newsworthy in itself. But the fact that Sarah Forbes Bonetta was a black woman, elevated the event to something sensational.

【2】 It seemed the chattering classes were fascinated not just by the bride herself, but by the presence of so many black guests at the church in Brighton where they wed. There were, one newspaper exclaimed, “white ladies with African gentlemen, and African ladies with white gentlemen, until all the space was filled”.

【3】 Even today, people remain fascinated. “Will Meghan Markle’s mother be displaying her dreadlocks in Windsor?” one commentator asked. What else would she do, I thought? It’s hard to forget about Meghan’s mother’s hair, because when news of the royal engagement was first broadcast, the newspapers kept discussing it. There were also questions about whether Harry would be popping in for tea in “gang-scarred” Compton — the LA neighbourhood where Meghan grew up, and the description of Markle’s blood as “exotic”.

【4】 Sometimes it almost feels as if it could still be the 1860s, when the British press pulled off a similarly ironic feat of congratulating itself for being so tolerant as to allow “natives of a distant continent” at an English wedding, all the while banging on about “Negroes” this and “civilisation” that — fairly good evidence that the couple’s race was, most definitely, an issue.

【5】 When Meghan and Harry’s wedding was announced, I was surprised by the need to explain that she will not be the world’s first black or brown princess. Apart from England’s own potential precedents, it had not occurred to me that anyone needed reminding of the countless kingdoms, empires and royal families that have existed and survive across the world in places where people are not white. But in Britain, it seems, a princess — or a duchess, as Meghan Markle will be — is still regarded as something intrinsically to do with whiteness.

【6】 I have no idea whether she — or anyone — can truly be prepared for the realities of the institution she is entering. But Meghan has already done so much for us. She has served as a key to unlocking things in our own society that have remained hidden in plain sight ⁽²⁾. The long history of blackness in Europe that is now finally becoming mainstream. The personal experiences of race and identity that other high-profile people in this country so often shy away from ⁽³⁾ discussing, but which she has so openly addressed.

【7】 “While my mixed heritage may have created a grey area surrounding my self-identification, keeping me with a foot on both sides of the fence, I have come to embrace that,” she has explained. For myself, growing up as a mixed-race woman in a part of Britain where that placed me firmly in the minority, Meghan’s tales of the awkwardness growing up the mixed girl in a white neighbourhood were powerfully resonant with my own.

【8】 I am not alone in relating ⁽⁴⁾. Britain has the greatest number of interracial relationships of any country in western Europe, and a rapidly growing mixed-race population. As the face of Britain changes, would it have been sustainable for the Royal family to remain, as they largely have been in recent years, an entirely white institution?

【9】 We all project ourselves on to the Royal family. In one sense, that is their role. They are symbols of who we are as a nation, arbiters of belonging and, for some people, love for them is a test of patriotism and commitment. At the same time, they are a blank canvas on to which we, as British people, paint our feelings, fantasies, fears and identities.

【10】 There is no escaping the significance of this royal wedding, whether as historic journey into the ritual of British pageant and tradition, joyous statement against British isolationism, declaration of the irrelevance of a divorce — the legacy of Wallis Simpson redeemed — a radical step towards diversity and a true reflection of modern romance, or even a simple party to warm the heart of troubled Brexit Britain. This royal wedding will be whatever you want it to be, but the one thing it is is unparalleled.

1. 下線部（１）の意味として最もふさわしいものを選び。
 - a. あらゆる種類の
 - b. 正真正銘の
 - c. ある種の
 - d. 劣悪な
2. 段落【２】で、結婚式への大方の反応と思われるものは次のどれか。最もふさわしいものを選び。
 - a. 花嫁にばかり目を奪われた。
 - b. 花嫁だけでなく、式の会場に集った黒人の出席者たちにも目を奪われた。
 - c. 花嫁そっちのけで、黒人の列席者にばかり注目した。
 - d. 花嫁にも黒人の列席者にも関心を示さなかった。
3. 段落【４】で、1860年代の英国メディアが取った姿勢は次のどれか。最もふさわしいものを選び。
 - a. 新郎新婦の人種など、いっさい問題にしなかった。
 - b. 新郎新婦の人種を、あからさまに問題にした。
 - c. 有色人種に寛大な態度を示すことで自己満足に浸る以上のことはしなかった。
 - d. 有色人種に寛大な態度を示して自己満足に浸りつつ、裏では人種問題などを執拗に追求した。
4. 段落【５】までの内容と合致するものを選び。
 - a. ロイヤル・ウェディングを経験する有色人種の女性はメーガン・マークルが世界初である。
 - b. 今回のロイヤル・ウェディングを機に、英国王室の白人至上主義は消滅するだろう。
 - c. 英国王室をめぐるのは、白人至上主義的な傾向が依然として残っているように思われる。
 - d. 有色人種の女性のロイヤル・ウェディングは、英国でこれまでもたびたび行われてきた。
5. 下線部（２）の意味として最もふさわしいものを選び。
 - a. よく見えていながら誰も気づかなかった。
 - b. 視力の低い人には見えなかった。
 - c. ありふれた景色の中に隠されてきた。
 - d. 平凡な光景なので誰も気づかなかった。
6. 下線部（３）の意味として最もふさわしいものを選び。
 - a. 遠くからこっそり窺う。
 - b. 恥ずかしさのあまり逃げ出す。
 - c. 尻込みする。
 - d. 果敢に挑戦する。
7. 段落【７】の内容と合致するものを選び。
 - a. 筆者はメーガン・マークルと境遇が似ており、共感を覚えている。
 - b. 筆者はメーガン・マークルと境遇は似ているものの、あまり共感は覚えていない。
 - c. メーガン・マークルは自分の置かれた状況を最後まで受け入れることができなかった。
 - d. メーガン・マークルは自己のアイデンティティに曖昧なものを感じたことは一度もなかった。
8. 下線部（４）と同様の意味で relate が用いられている文は次のどれか。最もふさわしいものを選び。
 - a. This type of writer relates the personal to the supra-personal, or social.
 - b. The point I'm making now relates to what I said before.
 - c. She related the events of the previous week to the police.
 - d. I often wake up very early — I'm sure most people over 50 can relate.
9. 段落【９】の内容と合致しないものを選び。
 - a. 王室は英国国民が自分自身を投影する鏡のような存在である。
 - b. 王室は英国国民が自分の思いの文やアイデンティティを描き出す、真っ白なキャンバスである。
 - c. 王室は英国国民のありようを、象徴するような存在である。
 - d. 王室は英国国民に愛国心を抱き、忠誠を誓うことを求めている。
10. 筆者がメーガン・マークルの先駆的な存在として、本文中で引き合いに出している人物は誰か。
 - a. Queen Victoria
 - b. Sarah Forbes Bonetta
 - c. Wallis Simpson
 - d. Meghan's mother

Ⅲ. 次の英文を読み、設問 1～10に答えよ。答えは a～d から一つずつ選べ。

At 16, Mark Warren says he struggled to spell “architecture”, let alone think he might enter the profession one day. Now aged 30, he’s an architect at a leading London practice. His passion was inspired by a teacher, Neil Pinder, who taught him design and technology at Graveney school, south-west London. Had it not been for Pinder, Warren is sure he would not be designing buildings for a living.

Nearly 94% of British architects are white, despite 14% of the UK population being of a black and minority ethnic background. Warren’s mother, originally from the Philippines, worked “day and night in a range of menial jobs” ⁽¹⁾to make ends meet, so joining a profession such as architecture was not on Warren’s radar. “No one in my family had been to university and, at the time, the thought of seven years’ studying without earning a penny was terrifying,” he says.

Warren is featured, alongside some of Pinder’s other former students, in a new film due to premiere at the Royal College of Art (RCA) this month. *Celebrating Architecture*, which aims to encourage diversity in the profession, will be accompanied by architecture workshops for around 80 pupils from communities under-represented in the profession.

Funded by the Greater London authority and the Architecture Foundation, which organizes architectural exhibitions, competitions and debates, Pinder made the film with Venetia Wolfenden of the education and architecture consultancy Urban Learners. “The industry is beginning to recognize ⁽²⁾the need for diversity in the built environment and hopefully this film will bring the message to a wider audience,” Wolfenden says.

Helen Taiwo, a Liverpool University architecture student whose Nigerian mother works on a checkout till and Ghanaian father is an airport cleaner, is giving the film her backing. She says: “There are more than 100 students on my course, and only three of us are black. Initially, it was a shock ⁽³⁾to feel so under-represented. I grew up in London, where three in 10 people aren’t white.” And it is not just Taiwo’s ethnicity that is under-represented in architecture. ⁽⁴⁾Although half of architecture students are female, women make up only 26% of the profession. While Taiwo doesn’t believe her ethnicity or socioeconomic background directly hindered her career choice, she does think the black African community could be better-informed about the profession. “People rate it highly but don’t know much about the course of study or career field. ⁽⁵⁾It could be why architecture is a less popular career aspiration in my community than medicine and law.”

Lack of awareness about the profession is not the only problem. ⁽⁶⁾“Nepotism rules in architecture,” says Pinder. “I’ve got really strong industry contacts I’ve built up over the years, and which have helped many of my students. But my pupils from privileged backgrounds never tap me for them. Their parents already have those links.”

⁽⁷⁾Unconscious bias may also play a part. Pinder volunteers for Open House London, an annual event that gives the public access to architecturally important, and normally private, buildings for free, and has been “mistaken for the security guy”. These kinds of experiences are not uncommon, he says, and can discourage students from ethnic minorities from pursuing professions such as architecture.

The advent of the *Ebacc and Progress 8, which measures schools according to their pupils’ performance in academically focused *GCSEs, means that getting into a career such as architecture is likely to get more complicated. “Not enough emphasis is put on creative subjects in the new structure,” says Pinder, who notes that the number of pupils who sat GCSE exams in design and technology fell by 10% last year. ⁽⁸⁾He is concerned that this will fall further, and black and minority ethnic students could be hit hardest — something discussed at length in his film. Warren agrees: “I hope the film shows pupils like my younger self that they can have an architectural stake in their city. I want the London of tomorrow to be built by people who have lived in its *social housing, who understand what makes it tick.”

⁽⁹⁾The Royal Institute of British Architects (RIBA) agrees the profession needs to change. Lucy

Carmichael, RIBA director of practice says: "Architecture should be a rewarding career for talented people regardless of any aspect of their identity, but we have some way to go before the UK architecture profession, or construction industry, properly reflects the diversity of society at large." She says the organisation is "supporting women's progression in architecture through nationwide mentoring resources and has initiatives in place to reduce the gender pay gap". She adds that the RIBA is backing the development of a new apprenticeship standard to provide a route to qualification for students from lower socio-economic and *BAME backgrounds.

*Ebacc : English Baccalaureate の略語

*GCSE : General Certificate of Secondary Education の略語

*social housing : 公的機関等が提供する低家賃住宅

*BAME : Black Asian Minority Ethnic の略語

1. 下線部 (1) の言い換えとして最もふさわしいものを選び。
 - a. to become extremely poor
 - b. to achieve their purpose
 - c. to earn just enough money to live on
 - d. to end up with a large income
2. 下線部 (2) の言い換えとして最もふさわしいものを選び。
 - a. that more varied architectural designs are needed
 - b. that more people of a different gender should be included
 - c. that more diverse programmes are needed
 - d. that more people of different backgrounds should be included
3. 下線部 (3) の言い換えとして最もふさわしいものを選び。
 - a. to notice that there were so few black students in her programme
 - b. to find out that three in 10 students in London are black
 - c. to discover that there were only three female students with African ancestry in her class
 - d. to realise that she had become a victim of discrimination
4. 下線部 (4) の内容として最もふさわしいものを選び。
 - a. Three quarters of the professional architects living in London are male.
 - b. In the field of architecture, gender equality is achieved in schools, but not in the workplace.
 - c. Women are under-represented at both the educational and professional levels in architecture.
 - d. The present ratio of female architects is only 26%, but there will surely be more female architects in the future.
5. 下線部 (5) の理由として最もふさわしいものを選び。
 - a. Because black people are not encouraged to be architects.
 - b. Because the black community is not well-informed about the architectural profession.
 - c. Because black people are ill-informed about medicine and law.
 - d. Because the black community has nothing to do with the profession.
6. 下線部 (6) の言い換えとして最もふさわしいものを選び。
 - a. Those from privileged backgrounds are more likely to ask their teachers for advice on job-hunting
 - b. Those whose family members are leading figures are more likely to get better jobs
 - c. Those who ask their teachers for help are more likely to get better jobs
 - d. Those who have contacts in the industry are not likely to have jobs

7. 下線部 (7) Unconscious bias のために、人々がするかもしれない質問は次のどれか。最も可能性の高いものを選べ。
- a. Is there anyone who can answer questions about architecture?
 - b. What kind of building would you like to create next?
 - c. How long have you been teaching architecture?
 - d. What made you want to study architecture?
8. 下線部 (8) の理由として最もふさわしいものを選べ。
- a. Because the Ebacc and Progress 8 will have a negligible impact on schools in black communities.
 - b. Because the pupils who choose creative subjects for GCSEs usually have better results.
 - c. Because the newly introduced measures will definitely have a negative impact on black and minority ethnic students for a long time.
 - d. Because the new educational reform is not likely to help students who have to take certain subjects in order to study architecture at university.
9. 下線部 (9) に関する記述として正しいものを選べ。
- a. The institute believes architecture should be a rewarding career solely for talented Nigerians and Ghanaians.
 - b. The institute is trying to establish gender equality in wages.
 - c. The institute is proud of its present gender equality and age discrimination policy.
 - d. The institute will set up a new internship programme for established architects from different backgrounds.
10. この記事にタイトルをつけるとしたら、次のどれか。最もふさわしいものを選べ。
- a. *Architecture for All*
 - b. *Diversity and Culture*
 - c. *Black Architecture*
 - d. *Is Architecture Art?*

次ページへつづく

IV. 次の英文を読み、設問 1～10に答えよ。答えは a～d から一つずつ選べ。

⁽¹⁾Even the toughest prisoners fear solitary confinement. There is a growing awareness across the globe that we are facing an epidemic of loneliness. Prolonged social isolation and loneliness can lead to many profound physiological and neuropsychiatric conditions, including depression and heart disease, and to increased mortality rates. But the biological mechanisms underlying the effects of social isolation are poorly understood. Writing in *Cell*, Zelikowsky *et al.* reveal a signalling mechanism that acts in several brain regions in mice to drive some of the harmful effects of the stress caused by chronic social isolation.

The authors examined the effects of two weeks of social isolation on the brains and behaviour of male mice (equivalent to more than a year in these conditions for humans). First, the researchers used an array of behavioural tests to compare mice kept in isolation with control mice that had been housed in groups. These assays revealed widespread effects. Compared to control animals, isolated mice showed enhanced aggression and hypersensitivity to diverse stressful stimuli. For example, the socially isolated mice responded more aggressively to an unfamiliar mouse placed in their cage. In another assay, the researchers presented mice with a dark circle that loomed overhead, simulating an approaching predator. Control animals froze in response to ⁽²⁾the threat, but moved normally after the stressful stimulus was removed, whereas isolated mice remained frozen long after the apparent threat was removed.

Next, Zelikowsky *et al.* investigated the brain mechanisms underlying this behaviour. In a previous study of fruit flies, the same group had identified the gene *Tac* as essential for the regulation of aggression induced by social isolation. Rodents have two versions of *Tac*, which are expressed in various brain regions, including regions associated with social behaviour, anxiety and emotions. Using several independent methods, Zelikowsky and colleagues now found a massive increase in the ⁽³⁾expression of *Tac2* throughout the brain following social isolation.

The gene *Tac2* encodes a protein called neurokinin B (NkB), which binds specifically to the receptor Nk3R. The researchers performed a series of experiments to alter NkB signalling in the brain. First, they systemically inhibited NkB signalling in isolated male mice using a drug called osanetant, which inhibits the activity of Nk3R. Administration of osanetant, either throughout the social-isolation period or 20 minutes before behavioural testing, substantially reduced the effects of social isolation on behaviour. Next, the authors genetically upregulated *Tac2* expression and simultaneously activated *Tac2*-expressing neurons in group-housed animals, using specially designed viruses that were injected intravenously but could cross the blood-brain barrier to reach the brain. They found that ⁽⁴⁾this genetic manipulation led to group-housed mice ⁽⁵⁾behaving in a similar way to those that had been isolated.

This work opens a gateway to much future research. First and foremost, it will be interesting to determine whether ⁽⁶⁾TAC3, the human equivalent of *Tac2*, is involved in mediating the effects of loneliness and social isolation in people. To our knowledge, *TAC3* has not yet been directly associated with sociality or social behaviour of any kind in humans. However, it is expressed in the human brain and has shown abnormal gene-expression levels in children with autism-spectrum disorder, which profoundly affects social interaction. The systemic manipulations presented in Zelikowsky and colleagues' paper could be rapidly applied to humans, because osanetant and other NkB inhibitors have already been tested in clinical trials. These drugs could potentially treat anti-social disorders induced by isolation, as well as mood and anxiety disorders.

Finally, one has to wonder: to what extent can we rely on a mouse model of social isolation to truly examine the underlying mechanisms of human loneliness? After all, loneliness and mental isolation are subjective, and a person might feel alone even when surrounded by other people. The traits exhibited by mice under prolonged social isolation greatly resemble those found in humans experiencing solitary confinement, so these animals do provide a good model for studying ⁽⁷⁾this process. What we currently lack

are relevant animal models for other forms of human loneliness, such as social withdrawal or antisocial personality disorder. Expanding our research toolbox — for example, by studying various species, including non-social and community-living animals, as well as humans — might bring us closer to understanding the biology of human loneliness.

1. What is meant by underline (1)?
 - a . Prisoners must be confined alone.
 - b . No one is tough enough to endure complete isolation.
 - c . Everyone fears tough prisoners.
 - d . Tough prisoners must endure solitary confinement.
2. Which of the following is **NOT** an appropriate substitute for underline (2)?
 - a . the researcher
 - b . a dark circle that loomed overhead
 - c . the stressful stimulus
 - d . an approaching predator
3. Which of the words below is closest in meaning to underline (3)?
 - a . application b . appearance c . departure d . description
4. What is meant by underline (4)?
 - a . intravenous injection of a drug called osanetant
 - b . upregulation of *Tac2* expression
 - c . activation of *Tac2*-expressing neurons
 - d . upregulation of *Tac2* expression and activation of *Tac2*-expressing neurons
5. What is meant by underline (5)?
 - a . behaving amicably to an approaching predator
 - b . behaving normally to diverse stressful stimuli
 - c . behaving aggressively to an unfamiliar animal
 - d . behaving abnormally to a familiar animal
6. Which of the following statements about underline (6) is true?
 - a . *TAC3* has been found to mediate the effects of loneliness and social interaction in male mice.
 - b . *TAC3* has not yet been systemically manipulated by Zelikowsky and colleagues.
 - c . *TAC3* is directly linked to sociality or social behavior in humans.
 - d . *TAC3* has already been manipulated in clinical trials using NkB inhibitors like osanetant.
7. What is meant by underline (7)?
 - a . mice undergoing prolonged social isolation
 - b . humans experiencing solitary confinement
 - c . a person not feeling alone when surrounded by other people
 - d . scientists expanding their research paradigm
8. Which of the following statements correctly describes the findings by Zelikowsky *et al.*?
 - a . *TAC3* is the human equivalent of *Tac2* and mediates the effects of loneliness and social isolation in people.
 - b . There is a genetic basis in humans for some of the mental effects caused by social isolation.
 - c . Feelings such as loneliness and isolation are basically the same for animals and humans.
 - d . How social isolation triggers harmful mental effects in mice can be described in neuro-scientific terms.

9. Which of the following statements matches the content of the article?
- a. A mouse model of social isolation is readily applicable to humans.
 - b. The biological mechanisms underlying the effects of social isolation are well researched and understood.
 - c. There are drugs which could potentially treat anti-social disorders induced by isolation, as well as mood and anxiety disorders.
 - d. It is proved by experiments on mice that lengthy social isolation and loneliness can cause non-social behaviours, such as withdrawal.
10. What is the main theme of the article?
- a. understanding loneliness and social isolation in non-human communities
 - b. understanding social withdrawal in animals
 - c. understanding the consequences of genetic manipulation
 - d. understanding the biological mechanisms of the effects of social isolation in animals and humans

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V. 次の会話文を読み、設問 1～10に答えよ。答えは a～d から一つずつ選べ。

Peter: What do you think about this house?

Kate: Let me have a look at the flyer. It looks as though it has four sizeable bedrooms and a modern kitchen-diner on the second floor. I guess it's worth a look.

Peter: I've been checking so many houses on the Internet and I think this is the best house I've seen so far. It's not only spacious but has a pretty garden to boot! I quite fancy the location as well. There are a few boutiques nearby and a huge park just around the corner. It's perfect for us!

Kate: I wouldn't go so far as to call it perfect, but it is certainly a tempting property. One big problem is the price tag. Prices in that area are skyrocketing these days and I'm not sure if we can afford to purchase such an expensive house at the moment. What do you think about buying an apartment instead?

Peter: I'm not too fond of apartments. I used to live in an apartment as a student and suffered from some troublesome neighbors. They would often come back late at night and put on loud music when I was trying to study. It was so annoying! The experience really put me off apartments for good.

Kate: I know what you mean. Noisy neighbors can be a nuisance. But keep in mind you can wind up with [1] neighbors even if you live in a house. On the other hand, there are so many advantages to living in an apartment. For one thing, we can live in the center of town for a reasonable price. We can shorten the commute to work and have access to all the amenities that a city affords. Remember our realtor's golden words when buying a property: "location, location, location!"

Peter: But just imagine living in the suburbs and being surrounded by greenery. It's so stressful living right in the middle of the hustle and bustle of a crowded city. At the end of a busy day, all I want to do is go back to a peaceful neighborhood rather than battling my way through hordes of people.

Kate: Oh don't be so dramatic, Peter! Another point we should consider is the re-sale value of the property. I think apartments not only sell quicker but we can also get most of our money back when we do sell. [2], buying property is first and foremost an investment.

Peter: It's just that I've always dreamt of living in a big house with our kids and a dog. But I guess buying a property is all about compromises so I'll give way and let you have your apartment.

Kate: Oh, I didn't know you felt so strongly about it. Had I known, I would have let you have your way earlier. You can't put a price on your dreams. Let's go buy our dream house. I'll get [3] with Adam, our realtor.

1. From the dialogue, we can infer that _____.
 - a. two people are looking to purchase a property
 - b. two business partners are deciding where to rent
 - c. two friends are discussing the pros and cons of an investment
 - d. two people are haggling with a realtor over the price of a house
2. Choose the item that is closest in meaning to underline (1).
 - a. in fact
 - b. on the other hand
 - c. instead
 - d. as well

3. Choose the item that is closest in meaning to underline (2).
- a. diminishing
 - b. increasing
 - c. flattening
 - d. contracting
4. Choose the item that is closest in meaning to underline (3).
- a. immediately
 - b. positively
 - c. indefinitely
 - d. particularly
5. Which word would best fit in blank [1]?
- a. problematic
 - b. kind
 - c. incompetent
 - d. objective
6. In underline (4), Kate suggests that Peter is ____.
- a. understating
 - b. complaining
 - c. uncaring
 - d. exaggerating
7. Which word or phrase would best fit in blank [2]?
- a. After all
 - b. Likewise
 - c. Eventually
 - d. Whatsoever
8. What does underline (5) mean?
- a. The value of your dreams is inexpensive.
 - b. The value of your dreams is incalculable.
 - c. The value of your dreams is indispensable.
 - d. The value of your dreams is inexplicable.
9. Why does Peter want to live in a house?
- a. Because he is fed up with living in apartments.
 - b. Because he has been convinced by their realtor.
 - c. Because he can shorten the commute to work.
 - d. Because he wants to spend less money.
10. Which phrase would best fit in blank [3]?
- a. in case
 - b. in between
 - c. in touch
 - d. in time

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