

英 語 問 題

(解答番号 1～40)

はじめに、これを読みなさい。

1. この問題冊子は18ページある。ただしページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか受験票と照合し、確認すること。
3. 監督者の指示に従い解答用紙の氏名欄に氏名を記入すること。
4. 解答はすべて解答用紙の所定欄にマークもしくは記入すること。所定欄以外のところには何も記入しないこと。
5. 問題に指定された数より多くマークしないこと。
6. 解答は必ず鉛筆またはシャープペンシル(いずれもHB・黒)で記入のこと。
7. 訂正する場合は消しゴムできれいに消し、消しくずを残さないこと。
8. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
9. 解答用紙はすべて回収するので、持ち帰らず、必ず提出すること。ただし、この問題冊子は、必ず持ち帰りなさい。
10. 試験時間は60分である。
11. マーク記入例

良い例	悪い例
	

[I] 次の文章を読んで、以下の各問に答えなさい。*の付いた語句には文末に注がある。

“The idea of dogs as man’s best friend became popular because dog books and stories about dogs, like the tale of *Greyfriars Bobby* (the heartwarming story of a real-life dog in Edinburgh who was so devoted to his late master that he spent 14 years sitting on his grave), were selling very well in the late *Victorian era,” explains Garry Jenkins, the author of *A Home of Their Own*. “The world’s first dog show was held in Newcastle in 1859, and dogs began to be treated as household pets.” In 1862 Charles Dickens, famous storyteller and social critic of his time, wrote that it was impossible to see a large group of dogs without being reminded (1) the faces of people you have met or known.

The Victorian trend of telling stories about animals coincided with the rise of 19th-century humanitarianism, a largely ⁽²⁾ *philanthropic movement which advocated that Christians should be concerned with the plight of the less fortunate. The anti-slavery campaigner William Wilberforce was one of the early champions of the Society for the Prevention of Cruelty to Animals, while the ⁽³⁾ American academic Kathleen Kete believes that the early feminists identified with the *anti-vivisectionist lobby because “women came to identify these animals as victims of male rationality.”

At the same time, Charles Darwin’s research into the evolutionary process made natural history into a popular pastime for the middle and upper classes. “This developed a sort of respect for animals,” explains Desmond Morris, the renowned zoologist and author of *The Naked Ape*. “The Catholic Church had ⁽⁴⁾ been teaching that you could do whatever you wanted with animals because they were ‘insensitive beasts of (5) understanding.’ Once we became more scientifically enlightened as a culture, we began to see animals as creatures with feelings.”

As society softened its stance towards the disadvantaged — slavery was

abolished in 1833, women over 30 were given the vote in 1918, and the idea of rights for children gained acceptance through the 20th century — so we became more kind-hearted (6) our dealings with animals. In fact, for Professor Andrew Linzey, the director of the Oxford Centre for Animal Ethics and the author of *Why Animal Suffering Matters*, the comparison between infants (who cannot give or withdraw their consent) and animals (who are similarly unable to protect themselves) is an obvious one. “If this concern (7) children is rational, it also applies to other creatures with feelings who are also innocent and cannot consent, comprehend, or represent their own interests,” says Linzey. The next phase of our increasing affection for cats and dogs could conceivably be the granting of rights to animals in the same way that children have been protected by the United Nations Declaration of the Rights of the Child since 1979.

(9) the anthropomorphism of animals — a way of thinking about animals as if they have human characteristics — continues to this day, thanks to the joint efforts of writers, filmmakers and artists from Beatrix Potter to Dick King-Smith. In 1961 Walt Disney’s animated version of Dodie Smith’s book *101 Dalmatians* (which featured a whole heap of talking dogs) was the 10th highest-grossing film of that year. The success of animated movies such as *Ice Age* or *Madagascar* encourages children and adults to think of animals (10) being more like them, often with obvious results — the 2008 film adaptation of John Grogan’s bestselling book *Marley & Me*, the heartwarming story of a misbehaving Labrador rescue dog, prompted a surge in dog adoptions.

And, of course, our sentimentalised attitude towards our pets could also be a consequence of people having become substantially (11). People who do not have to get up at dawn to plough fields or bake bread generally have more time on their hands to take care of their dogs and feed their cats fish-shaped biscuit treats, which might partly explain why animal cruelty in poorer nations is more widespread.

注

Victorian era : ヴィクトリア朝(1837-1901)

philanthropic : 博愛主義の

anti-vivisectionist : 動物実験反対主義者

各問の答えとして最も適切なものを選び、その記号を所定の解答欄にマークしなさい。

問 1 空欄(1)に入れるべき最も適切なものは、次のどれか。

- A. in
- B. for
- C. of
- D. with

問 2 下線部(2)の意味に最も近いものは、次のどれか。

- A. 意見が合わなかった
- B. 一致した
- C. 同時に起こった
- D. 偶然が重なった

問 3 下線部(3)の意味に最も近いものは、次のどれか。

- A. 管理者
- B. 戦闘者
- C. 擁護者
- D. 優勝者

問 4 下線部(4)の意味に最も近いものは、次のどれか。

- A. famous
- B. new
- C. old
- D. young

問 5 空欄(5)に入れるべき最も適切なものは、次のどれか。

- A. all
- B. any
- C. great
- D. no

問 6 空欄(6)に入れるべき最も適切なものは、次のどれか。

- A. at
- B. in
- C. off
- D. to

問 7 空欄(7)に入れるべき最も適切なものは、次のどれか。

- A. as
- B. for
- C. of
- D. on

問 8 下線部(8)の意味に最も近いものは、次のどれか。

- A. 影響
- B. 愛情
- C. 思い込み
- D. 対処

問 9 空欄(9)に入れるべき最も適切なものは、次のどれか。

- A. Besides
- B. Despite
- C. Instead
- D. Meanwhile

問10 空欄(10)に入れるべき最も適切なものは、次のどれか。

- A. as
- B. for
- C. of
- D. with

問11 空欄(11)に入れるべき最も適切なものは、次のどれか。

- A. better off
- B. less amusing
- C. more straightforward
- D. more careful

問12 本文のタイトルとして、最も適切なものは次のうちどれか。

- A. Animal and Human Equality
- B. Changing Attitudes to Animal Rights
- C. How to Look After Pets
- D. The Abolition of Pet Slavery

〔Ⅱ〕 次の文章を読んで、以下の各問に答えなさい。

For me, the issue of Scottish independence is not about what happens to Scotland, but about how those of us who are left behind are able to cope if Scotland leaves the United Kingdom. Scotland's population is a nice size, with about five and a quarter million people. That's about the same population as those well-off and almost classless Nordic countries across the North Sea: Norway, Denmark and Sweden. The population of England alone is around 53 million plus. This, in my opinion, gives us a problem, because size does matter.

It seems to me that progressive, reasonable, peaceful and well-off states — like the Nordic countries, or Switzerland or New Zealand — tend to be less than 10 million people. That's almost intimate, for a nation. Citizens of smaller countries feel pride and connection. The population is small enough to have a carefully thought about public policy which takes account of local needs. The health service and the education service seem less distant from everyday lives. People feel more involved and valued. I can imagine how Scotland might achieve that, with only five million. But what about the rest of us?

Before Alfred the Great unified the English in resistance to the Vikings, England was not one country. Between about 500 and 850 AD, it was a heptarchy, meaning seven kingdoms. If I remember correctly from my days of studying early English history at Cambridge, the leading members of the heptarchy comprised Northumbria, Wessex, Mercia, and East Anglia. The others were Sussex, Kent and Essex. In truth, the number of these kingdoms tended to vary, and of course there was quite a bit of boundary change happening for the three centuries or so that this era lasted. It was just like the TV drama series, "Game of Thrones," with its kings fighting to conquer rivals and establish their own kingdoms.

But what are the possibilities if we put away again the swords and spears, and think in terms of England as a heptarchy? Divide 50 million by seven, and you would get a neat set of seven countries, corresponding geographically to the ancient kingdoms, each with a population of around seven million.

So then you would have Scotland, Wales and seven English territories on the island of Britain, all of approximately the same scale, and all with a chance of building a sense of identity for themselves. And, interestingly, these small states would be about the same size as the average American state or a Nordic country.

There would be plenty of advantages. Restructuring of the 30 or so British police forces is long overdue, and this way there would be seven obvious territories for separate police forces. Sport would become very interesting, as the seven nations battled with each other and with Wales, Scotland and Northern Ireland. The new arrangement would suit the traditionalists, because it would be rooted deep in history, and it would suit progressive types, because it's all about decentralizing power, bringing it closer to the ordinary citizen.

Each of these new seven states, together with Scotland, Wales, and Northern Ireland could set its own policies. People could decide which type of regime they want to be a citizen of, and move house to somewhere they feel they belong. These new states would compete with each other economically, as well as in terms of sports and culture, and this competition would drive up standards for everyone. Forget the phrase "Dark Ages," as it would be a new Golden Age, thanks to the re-thinking which the idea of Scottish independence has invited among the rest of us.

Of course, there would be disadvantages too, as I realized when an American friend pointed out to me that my plan reminded him of the debate about state rights that often dominates U.S. politics. The 50 U.S. states average about five million citizens each, and they can often be resentful not just of federal

dominance, but also of their neighbours. South Carolina once quarreled with Georgia about who could call itself the “peach state.” As water becomes scarce, states argue about who is entitled to run dams or water supply schemes on shared rivers. States have often tried to uphold more conservative legislation than the federal government, for example with regard to racial equality, gun control or, more recently, gay marriage.

Another drawback of localism might be NIMBY (*Not In My Back Yard*) thinking. When citizens think at the level of their immediate community, they fail to see the common interest that they share with others in their wider society, so they reject, for example, proposals such as a hostel for recovering drug addicts. They tend to be more short-term than long-term in their analysis.

This is not the kind of world that I want. My view is that we need fewer borders, not more. That’s why the European Union makes sense to me, with free movement of people and goods across its borders. I worry that if we were to go back to historical precedent for the basis of our political units, we would end up fighting medieval battles, not with bows and arrows, but with immigration rules and tax regimes. In the 21st Century, surely it’s time to celebrate what unites us, not what divides us. If we are ever to overcome the problem of climate change, we must think and act globally, with the good of the whole in mind. I do love the idea of bringing back the heptarchy, because I think smaller countries work better, and also because I love traditions. But, proud as I am to be an East Anglian, I think I am first and foremost a human being. So the problem I see is this: is it possible for us to have small nations with their own local identities, friendly rivalries and borders, and at the same time a sense that we are all here to help each other succeed and enjoy life?

各問の答えとして最も適切なものを選び、その記号を所定の解答欄にマークしなさい。

問13 In paragraph 1, the important problem with Scottish independence for the writer is

- A. what happens to Scotland after it separates from the rest of the United Kingdom.
- B. how the Scots are going to treat those who remain in the United Kingdom.
- C. the selfishness of the Scots in leaving the United Kingdom, without caring what happens.
- D. how the rest of the U.K. population is going to be affected after the separation.

問14 In paragraph 1, the writer states that the population of

- A. England is well balanced with that of Scotland.
- B. each of the Nordic countries is about the same as that of Scotland.
- C. Scotland is too small to provide a good standard of living.
- D. England is large enough to allow citizens to have a voice in public affairs.

問15 In paragraph 1, the writer imagines that Scotland, with a population of around five million,

- A. would create a perfect society where everyone lives in harmony.
- B. might become a happy and successful society.
- C. needs to have good relations with countries of a larger size.
- D. would be better off if it doubled its population.

問16 In paragraph 2, what does the writer NOT say about the people of the smaller countries of Europe?

- A. They benefit from more responsive government.
- B. They can work together more effectively because of their size.
- C. They take more pride in their nations than those with larger populations.
- D. They are more likable than those of larger countries.

問17 In paragraph 2, the writer suggests that

- A. the advantages of size allow more services to be offered to citizens of larger countries.
- B. the services offered to citizens of smaller countries are nearer to their needs.
- C. the people of smaller countries pay lower taxes for the services they receive.
- D. the people of smaller countries are intimately familiar with each other.

問18 In paragraph 3, the situation before Alfred the Great was that

- A. England was divided into separate kingdoms that were often at war.
- B. the leaders of the various kingdoms cooperated to make a peaceful society.
- C. there were many kingdoms that had been brought together to fight the Vikings.
- D. nobody wanted to be king of a united nation where different interests had to be satisfied.

問19 In paragraph 3, the writer

- A. cannot remember anything that he studied at Cambridge.
- B. knows that there were three leading kingdoms and four lesser ones.
- C. remembers that there used to be seven different kingdoms.
- D. thinks that life in those kingdoms was better than the current situation.

問20 In paragraph 4, the writer suggests

- A. that England will be unable to continue to exist without Scotland.
- B. what will happen to the rest of the world if Scotland becomes separate.
- C. that it could be good for England to be divided into several small nations.
- D. who might be able to unite the people of England in creating a new country.

問21 In paragraph 4, the writer's proposal is to

- A. divide the seven kingdoms so that they are equal in size to England.
- B. create new nations within England that would be of a similar size to Wales.
- C. use the seven ancient kingdoms as a basis for re-organizing Scottish independence.
- D. make a number of new nations within England based on the seven ancient kingdoms.

問22 In paragraph 5, under the writer's plan,

- A. England would disappear and be replaced by seven independent states.
- B. Scotland and Wales would have a population and power equal to that of England.
- C. in England there would be nine independent countries with their own identities.
- D. the populations of the new states would be similar enough for them to fight on equal terms.

問23 In paragraph 6, the writer thinks that if there were a number of different states rather than the one nation, then

- A. sports teams would be extremely popular because they would be closer to the people.
- B. people who love old traditions, as well as those who want to see changes, would be satisfied.
- C. there would be more teams playing sports representing different areas, which would be confusing.
- D. the people would be split by the wide divisions between traditionalists and progressives.

問24 In paragraph 6, the writer suggests that the police forces would be

- A. better organized in seven clearly defined states.
- B. more just and caring than under the present system, which encourages rivalries.
- C. more representative of the local citizens than would be the case under a centralized system.
- D. less centralized than at present, and would give the police more power.

- 問25 In paragraph 7, the writer suggests that these seven new states would
- A. fight against each other to decide which one would dominate the others and enjoy better lives.
 - B. play games with each other to see which are superior to the others.
 - C. compete with each other and boost their economies, establishing better living standards for all.
 - D. think again about Scotland achieving independence and reflect on whether it is worthwhile for them.

- 問26 In paragraph 7, the writer suggests that these seven states would also
- A. be able to have their own policies, and people would be moved to areas where there are people who share their religion.
 - B. allow people to leave a country if they were not happy with its social and economic policies.
 - C. require people to move house to somewhere where their beliefs would not cause problems for others.
 - D. set up rules for citizenship, and if the people didn't like these rules they would have to move house.

- 問27 In paragraph 8, the example of the United States is used by the writer to show that
- A. states cannot survive without the federal government, because they are small.
 - B. states are usually in a politically dominant position over the federal government.
 - C. states frequently have arguments with their neighbouring states and the federal government.
 - D. states often tend to agree with the federal government and neighbouring states.

問28 In paragraph 9, the writer suggests that one of the drawbacks of smaller states is that

- A. they will look after their own interests instead of thinking of the good of all.
- B. they will not be strong enough to protect their people.
- C. they will not be able to see what is important for the area in the short term.
- D. they will make the environment difficult for locals by setting up drug centres.

問29 In paragraph 10, the writer expresses the opinion that

- A. the nation states of the world should agree on having stronger borders.
- B. the free flow of people and goods over borders is a worry.
- C. the historical precedent of political units should be followed.
- D. the borders between countries should not limit people's freedom.

問30 From the whole text, choose the sentence that does NOT match the writer's beliefs.

- A. He wants to see smaller national units based on local needs.
- B. He takes pride in his local roots and the traditions of his area.
- C. He thinks that human beings are incapable of acting for the good of the earth.
- D. He is not in favour of the traditional national borders in Europe.

〔Ⅲ〕 次の会話を読んで、以下の各問に答えなさい。

When my daughter Audrey was three, my wife and I decided that she had been sitting in front of the television too much. On any given day she was watching up to three hours. We wanted her to grow up stimulated and active, so (31).

“Why, Daddy?”

“Because TV makes your brain shrink, and I want you to grow up with a big brain.” We turned off the television, climbed onto the sofa and read a book.

The next day I returned home from work, and Audrey met me at the door. “I didn’t watch TV today,” she announced. (32) I sat down and stood her in front of me. I tugged her ears, tilted her chin, twisted her nose and turned her head. “Much bigger,” I determined. “Your brain feels (33).” She smiled and then ran off to her room to play.

This scenario played out every afternoon for the next two weeks. One day I arrived home in time to catch a Northwestern basketball game on TV. I called to Audrey, “Come watch the game with me.” She climbed up next to me on the couch and settled in.

At the end of the first half, it happened. “Daddy, (34) the basketball game make my brain grow smaller?”

I could have said that she hadn’t watched much TV that day and that this little bit was allowable. I should have turned off the television.

Instead, I said, “No, sweetheart, games don’t count. Games are neutral.” Then she asked me (35), and I said something about it being neither thumbs up nor thumbs down. She lowered her head again, and we watched the rest of the game. The lie was safe. Life moved on.

A few weeks later, during a short drive to the pool, Audrey said (36). I looked at her in the rearview mirror and said, “You’re silly.”

Laughing, she said, “Yeah, well, you’re a LIAR. That’s what Mommy said.”

I pulled the car to the curb and turned around to face Audrey. “Why did Mommy call me a liar?” I asked.

Still smiling, she answered, “She said that games do make your brain grow smaller.”

Just like that, the moment passed. Audrey looked out the window and said, “Let’s go, Daddy. Let’s go to the pool.”

(37) through the parking lot, Audrey looked at me and asked, “Can we watch a game later?”

“Sure, maybe for a little bit, but Mommy was right. Games do make your brain grow smaller.”

“Daddy, why did you lie?”

I wanted to say that it had seemed like a good idea at the time. What I did say was, “I’m sorry, sweetheart, (38).”

Sometimes we dig holes for ourselves in pursuit of a greater good. And sometimes we get stuck in those holes.

I lied to my daughter because I wanted her to spend her time doing (39). I also lied (40) a game together. The reasons don’t make the lies right, but the lies don’t make the reasons wrong. And that’s the honest truth.

空欄(31)～(40)に入れるべき最も適切なものを選び、その記号を所定の解答欄にマークしなさい。

- 問31 A. I told her to stop to watch
B. I said she must have stopped watching
C. I said she must stop to watch
D. I told her to stop watching

- 問32 A. "Can you measure my brain?"
B. "Have you measured my brain?"
C. "What is the measurement of my brain?"
D. "Have you weighed my brain?"
- 問33 A. heaviest
B. a lot heavier
C. the heaviest
D. the more heavy
- 問34 A. doesn't to watch
B. won't watching
C. hasn't watching
D. can't watch
- 問35 A. what "neutral" meant
B. what means "neutral"
C. what would be the meaning of "neutral"
D. the mean of "neutral"
- 問36 A. the funny thing
B. anything funny
C. something funny
D. the funny things
- 問37 A. During our walking
B. While our walking
C. As our walking
D. While we were walking
- 問38 A. I had been confusing
B. I confused
C. I was confused
D. I confuse
- 問39 A. other than watching TV
B. other things besides watching TV
C. anything else watching TV
D. besides watching TV

- 問40
- A. so that we could spend time watching
 - B. so that we can spend time to watch
 - C. for watching
 - D. to be watching