



英 語 問 題

はじめに、これを読みなさい。

1. この問題用紙は 23 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、受験票と照合して確認すること。
3. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
4. 解答は全て解答用紙の所定欄に記入するか、またはマークすること。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. 解答用紙は持ち帰らず、必ず提出すること。
10. 問題用紙は必ず持ち帰ること。
11. マークシート記入例

良い例	悪い例
	

[I] 次の各組の意味が同じになるように、かっこの中に単語を一つ入れて、解答欄に記入しなさい。

1. [Chris does not have enough money to go to New York.
Chris cannot () the trip to New York.

2. [As well as the house in Tokyo, Mr. Yamazaki has a cottage in Karuizawa.
Mr. Yamazaki has a cottage in Karuizawa in () to the house in
Tokyo.

3. [We should close our shop rather than keep it open for the very few
customers we have now.
We might as () close our shop as keep it open for the very few
customers we have now.

〔Ⅱ〕 次の英文を完成させるために、かっこの中の語を適当な活用形(例 pay→paid) または派生語(例 music→musical)にかえて解答欄に記入しなさい。かえる必要のない場合には、かっこの中の語をそのまま記入しなさい。いずれの場合も、解答欄に記入する語は1語のみとする。

1. Both of these philosophers had powerful reasons for holding to their (respect) positions.
2. The witness gave the police a full (describe) of the victim.
3. This scenario is (theory) possible, but not very likely.
4. The number of Japanese university students who come late to class has (late) been decreasing.
5. Everybody wants to make fun of Mary about her hairstyle. She'd much rather they (ignore) it.
6. Other things (be) equal, his quickness should bring him the victory.
7. We should make (allow) for the damage and give 10 percent discount.

〔Ⅲ〕 次の英文を読んで、それに続く設問に答えなさい。

① To Western sensibilities, the idea of an arranged marriage is almost unacceptable. Only when freed of the chains of tradition (あ) marriage truly become an expression of romantic love and personal identity, a commitment^(ア) between two independent individuals who fell in love and decided to make a life for themselves. Such an important decision, perhaps the most important decision of one's life, cannot be made by others.

② But in many cultures it simply doesn't make sense. Marriage is fundamentally a social bond, uniting families and cementing^(イ) their cultural and religious values. It may be romantic, but it is not just about the bride and groom; it's about family and community⁽¹⁾. Indeed, even in the West for most of history, marriage was not primarily about the individual needs and desires of a man and woman and the children they produced. Marriage had as (い) to do with getting good in-laws and increasing one's resources and family labor force as it did with finding a lifetime companion and raising a beloved child. Marriage spoke to the needs of the larger group.

③ Different traditions, different marriages⁽²⁾. In India, over 90 percent of the marriages are arranged. One survey in 2013 revealed that 74 percent of young Indians aged between 18-35 years said that they would rather let their parents choose their life partners than choosing themselves. While the traditional practice of arranged marriage has been illegal in China since the 1950s, parents remain heavily involved in their children's marital decisions, with many parents trying hard to persuade their children to get married by interrogating^(ウ) them during family gatherings. In Japan, it was not until the early 1960s that love marriages outnumbered^(エ) arranged ones.

④ Arranged marriages can take a variety of forms ranging from forced marriages (where either the bride or the groom, or both, have no choice in the matter) to consensual marriages (where the bride and groom have allowed

outside parties to bring them together). There is a gray zone between the two, where marrying people may not be mature enough to give truly informed consent. Globally, one in five girls are married before they are eighteen. India (印 度) has 15.5 million married children. Although widely criticized, forced marriage is still practiced in some cultures, and most particularly one form of this — forced child marriage — is considered beneath international norms and has been condemned by the United Nations. In Chad in Central Africa, girls usually marry at the age of 12 or 13, and despite the fact that early marriage is illegal, its rate is growing, now at 56 percent of all marriages. Some are willing to pay 600 US dollars for a child bride, forcing the girl into marriage when she is not psychologically prepared. These girls are expected to behave like an adult wife from Day One — sexually active and able to bear children. It means they don't get to finish their education and are vulnerable to abuse.

[5] The overall “success rate” of arranged marriages, however, appears better than average. ⁽³⁾ According to a 2012 study, 53 percent of marriages are arranged worldwide, and their global divorce rate was 6.3 percent, faring far better than the 2010 all-inclusive global divorce rate of 41 percent. Admittedly, girls who are sold to marry would have no choice to divorce. Leaving aside this worst-case scenario, the lower divorce rate may be due to the greater financial dependency of wives on their husbands in the kind of societies where arranged marriage is common. Another possible reason is that, even if a marriage turns out to be an unhappy one, the couple may choose not to divorce because its damage could extend to both their families, and sometimes even to the community level. And of course, it could be said that divorce rate is not the only measure of a successful marriage.

[6] That said, the lower divorce rate among those who had arranged marriages has led scholars to ask if arranged marriages are more stable than love marriages. For example, in 1982, psychologists Usha Gupta and Pushpa Singh ran a study comparing marriages of choice in India, recruiting 50 couples in the

city of Jaipur, half of whom having arranged marriages, the other half married out of love. The couples had been together for varying lengths of time, ranging from one to 20 years. The couples were interviewed separately in order to avoid psychological interference,⁽⁴⁾ and asked to respond to questions that measured the level of their attachment, caring, and intimacy. The results showed that the couples who had married for love, and who had been married for less than one year, had an average score of 70 points out of a possible 91. However, love couples who had been married for 10 years or longer only had an average score of 40, a steep decline indeed. The corresponding numbers for those who were in an arranged marriage were 58 points (for those married less than a year) and 68 points (for those who had been married for a decade or more). In short, the results would seem to confirm the popular saying that “(I .)”

[7] Data doesn't show that arranged marriages are unquestionably better than choice marriages or vice versa. There have been other studies, one in 1982 on Japanese and another in 2007 on Orthodox Jews, which found no significant differences in love between arranged and choice marriages. And as societies modernize, the type of arranged marriage in which the boy and girl have absolutely no say is becoming less common. Even in villages and among members of certain religions where arranged marriage is common, the boy and girl have a bit more say in the match. In most arranged marriages today, the parents or relatives are merely facilitators who introduce the boy and girl to each other after having satisfied themselves that their backgrounds are similar and that the two might be a good fit. The two meet and talk, sometimes go out together and then decide whether they want to go ahead with the match.

問 1 下線部(ア)~(エ)と最も近い意味の語句をそれぞれ(A)~(E)の中から一つ選び、
解答欄の記号をマークしなさい。

(ア) commitment

(A) compromise

(B) similarity

(C) trial

(D) vow

(E) wedding

(イ) cementing

(A) announcing

(B) doubting

(C) planning

(D) reinforcing

(E) selecting

(ウ) interrogating

(A) complimenting

(B) consoling

(C) criticizing

(D) questioning

(E) teasing

(エ) outnumbered

(A) were better than

(B) were equal to

(C) were fewer than

(D) were more than

(E) were worse than

問 2 本文中の空欄(あ)～(う)に入るのに最もふさわしい語句をそれぞれ(A)～(E)の中から一つ選び、解答欄の記号をマークしなさい。

(あ)

(A) and

(B) but

(C) can

(D) of

(E) that

(い)

(A) better

(B) good

(C) little

(D) much

(E) something

(う)

(A) alone

(B) also

(C) but

(D) hardly

(E) which

問 3 下線部(1) It may be romantic, but it is not just about the bride and groom; it's about family and community が西洋においてもあてはまった理由として最も適切なものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) For many centuries in the West people married for more wealth and workers in the family.
- (B) It was very difficult to find a lifetime companion in the West for many centuries.
- (C) The idea of romantic love did not start in the West.
- (D) Western people have always put the individual before community.
- (E) Western people used to have a low opinion of individual needs and desires.

問 4 下線部(2) Different traditions, different marriages の実例として段落 [3] には挙げられていないものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) The approval rate of arranged marriage among the young in India
- (B) The rate of arranged marriages in China
- (C) The rate of arranged marriages in India
- (D) The trend of arranged versus love marriages in Japan
- (E) The way Chinese parents try to persuade their children to marry

問 5 段落 [4] の内容と一致するものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Chad's governmental action making child marriage illegal is now well in place.
- (B) Children are the majority of people who have arranged marriage in India.
- (C) Forced child marriage is the commonest form of arranged marriages.
- (D) Globally, one in five girls are forced to marry before they are eighteen.
- (E) In Chad, many girls who are not mature enough are still being forced to marry.

問 6 下線部(3)において "success rate" と引用符が使われている理由として、段落 [5] には挙げられていないものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Girls who were married by force would have no way to ask for divorce.
- (B) Many unhappy wives may have to decide to stay married because they have no financial resources to live on their own.
- (C) The idea of successful marriage varies from one culture to another.
- (D) Unhappy arranged-marriage couples may have to think twice before divorce because of its possible repercussions beyond themselves.
- (E) Whether or not a marriage is successful should be evaluated using a number of factors.

問 7 段落 [6] の下線部(4)に The couples were interviewed separately in order to avoid psychological interference とあるが、なぜこのようにしたのか、考えられる理由を(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Husband and wife may have different ideas about what happiness in marriage means.
- (B) Some couples may not stand the idea of being in the same room.
- (C) The couple may not tell the truth if they are interviewed together.
- (D) The couples of arranged marriage may have different views about the status of their marriage.
- (E) The couples of love marriage would choose to say they are happy whatever the case.

問 8 段落 [6] の空欄(I)に入るのに最もふさわしいものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) A man in love is incomplete until he has married. Then he's finished.
- (B) An ideal wife is any woman who has an ideal husband.
- (C) A love marriage is like a pot of hot water on a cold stove; an arranged marriage is like a pot of cold water on a hot stove.
- (D) Let the wife make the husband glad to come home, and let him make her sorry to see him leave.
- (E) Love and marriage, love and marriage, go together like a horse and carriage. This, I tell you, brother, you can't have one without the other.

問 9 段落 7 の内容と一致するものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) In the cultures where the tradition of arranged marriage is strong, the Western practice has not taken hold.
- (B) Many cultures are beginning to realize that there is no significant difference between arranged and choice marriages.
- (C) There are other studies which confirm the results of the study made by Gupta and Singh.
- (D) There are still areas and religions which would not accept the idea of love marriage.
- (E) Unlike the old days, both parties of arranged marriage have a say in the matter and can turn down the prospective alliance.

問10 本文のタイトルとして最も適切なものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Arranged Marriage: Better than Love Marriage?
- (B) Arranged Marriage: Comparison between the East and the West
- (C) Global Divorce Rate in Decline
- (D) Why Arranged Marriage is Better in the Long Run
- (E) Why We should Condemn Arranged Marriage

〔IV〕 次の英文を読んで、それに続く設問に答えなさい。

- 〔1〕 Bicycles. For those who are not sure about the English spelling of this human-powered vehicle, there is one good way to remember it: a pedal (the “y”) ⁽⁷⁾ in between two wheels (the two “c”s). However, the original bicycle, which literally means “two wheels,” did not have pedals.
- 〔2〕 While stories about who invented the bicycle often contradict (あ) — some say it is traceable to Leonardo da Vinci’s sketch drawn around 1493, others say they are fake — many historians of the bicycle give the honor of invention to a German aristocrat Karl Drais. In 1815, a large volcano erupted in present-day Indonesia, giving out large fumes which clouded the atmosphere and cooled the global temperatures as a result. Crops around the world were ruined, leading to famine and starvation for horses and livestock. The disaster presented specific difficulties due to the issue of transporting people in such situations when horses became unavailable. In the hope of replacing horse riding, Drais (い) a strange two-wheeled design in 1818: a device with a simple saddle on the top of two wheels, but with no pedals. Consequently, the driver had to walk and run to gather the needed speed before raising his legs and letting it move forward on its own.
- 〔3〕 That design remained in use for almost 40 years until two Frenchmen thought of a revolutionary idea in the 1860s. Pierre Michaux and Pierre Lallemen devised the plan to attach the pedals to the front wheel and install the driving seat on the support beam. The invention was named “velocipede,” a word made up of Latin roots meaning speed and foot. Having no rubber tires, this mode of transportation made an uncomfortable ride on the poorly paved roads — that is why it was nicknamed “boneshaker” — but it became a stepping stone that created a market for bicycles that led to the development of more advanced and efficient models. ⁽¹⁾
- 〔4〕 The high-bicycle in the 1870s was the logical extension of the boneshaker, ⁽²⁾

the front wheel enlarging to enable higher speeds, the rear wheel shrinking and the frame being made lighter. This type of bicycle was later nicknamed “penny-farthing” in England (a penny representing the front wheel; and a coin smaller in size and value; the farthing, representing the rear). They were fast, but unsafe. The rider was high up in the air and traveling at a great speed. If he hit a bad spot in the road he could easily be thrown over the front wheel and be seriously injured or even killed.

[5] Then came a safer type of innovation. An Englishman, John Kemp Starley, produced the first successful one which he named the “Rover” in 1885. The new model was characterized by two wheels of the same size, the rear wheel connected to the pedals by a chain. This made for a more efficient bicycle that could use smaller wheels. This invention, which later came to be called the “safety bicycle” for the obvious reason that it was safer than the penny-farthing because of the lower center of gravity, was widely imitated, and completely replaced the high-wheeler in North America and Western Europe by 1890. Meanwhile, John Dunlop’s reinvention of the pneumatic* tire for bicycles in 1888 had allowed for a much smoother ride on paved streets.

[6] The safety bicycle in 1880s and 90s shifted the use and public perception of bicycles from being a dangerous toy for sporting young men to being an everyday transportation for riders of all ages. The number of bicycles in use boomed from an estimated 200,000 in 1889 to 1 million in 1899. This device ignited the era known today as “Golden Age of Bicycles,” which lasted from the 1900s to the 1950s in which bicycles became one of the primary means of public road transportation.

[7] By the 1890s, America was totally (じ) the bicycle — which by then looked pretty much like the ones we ride today. The craze was meaningful, especially, for women. Before the bicycle came along, women were expected to move on foot, in carriages, or on horseback, always supervised by men and preferably with the utmost slowness and delicacy. Various inventions changed

that, but the bicycle was likely the most crucial of them all. Inexpensive, easy to use and capable of high speeds, it remade the world for women in the 19th century. Bicycle-riding women were seen as exemplars of the New Woman, who wanted to have more independence educationally, financially, and politically. American suffragettes**, who demanded votes for women, embraced bicycles (4) both symbolically and physically. Susan B. Anthony, an American social reformer and women's rights activist, wrote in 1896 that she thought the bicycle "has done more to emancipate women than any one thing in the world."

【注】 pneumatic* 空気の入った

suffragettes** (特に女性の)婦人参政権論者

問 1 下線部(ア)～(エ)と最も近い意味の語句をそれぞれ(A)～(E)の中から一つ選び、
解答欄の記号をマークしなさい。

(ア) vehicle

(A) automobile

(B) bus

(C) engine

(D) machine

(E) wagon

(イ) invention

(A) astonishment

(B) creation

(C) devotion

(D) notion

(E) renovation

(ウ) value

(A) amount

(B) power

(C) price

(D) quality

(E) speed

(エ) made for

(A) haunted

(B) organized

(C) produced

(D) replaced

(E) resisted

問 2 本文中の空欄(あ)～(う)に入るのに最もふさわしい語句をそれぞれ(A)～(E)の中から一つ選び、解答欄の記号をマークしなさい。

(あ)

(A) each one

(B) one another

(C) others

(D) some

(E) the other

(い)

(A) came up to

(B) came up with

(C) caught in

(D) caught up with

(E) connected with

(う)

(A) controlled by

(B) endangered by

(C) indifferent to

(D) interested in

(E) obsessed with

問 3 本文の文脈上、下線部(1)～(4)の文中における意味に最も近いものをそれぞれ(A)～(E)の中から一つ選び、解答欄の記号をマークしなさい。

- (1) It became a stepping stone that created a market for bicycles.
- (A) The boneshaker caused the sales of bicycles to decrease.
 - (B) The boneshaker resembled a stone on the poorly paved roads.
 - (C) This mode of transportation became a stumbling block to creating a market for bicycles.
 - (D) The velocipede developed step by step until it sold well in a market.
 - (E) The velocipede made the first breakthrough in opening a market for bicycles.
- (2) The high-bicycle in the 1870s was the logical extension of the boneshaker.
- (A) The boneshaker extended the logic of the high-bicycle in the 1870s.
 - (B) The development of the boneshaker in the 1870s confirmed the logic of the high-bicycle.
 - (C) The high-bicycle came to be used as extensively as the boneshaker.
 - (D) The high-bicycle in the 1870s was invented in the attempt to improve the boneshaker.
 - (E) While the high-bicycle became popular in the 1870s, the boneshaker had a more logical design.

- (3) The safety bicycle in the 1880s and 90s shifted the use and public perception of bicycles from being a dangerous toy for sporting young men to being an everyday transportation for riders of all ages.
- (A) Bicycle riders are shifted from being sporting young men to reformist women.
 - (B) People of all ages came to ride the safety bicycle as the public perception changed.
 - (C) The public perception prevented the safety bicycle from becoming an everyday mode of transportation.
 - (D) The safety bicycle changed thrill-seeking young men into responsible riders.
 - (E) Thrill-seeking young men soon got bored of the safety bicycle.
- (4) American suffragettes, who demanded votes for women, embraced bicycles both symbolically and physically.
- (A) American suffragettes pursued both symbolic and physical significances of bicycles, rather than demanding votes for women.
 - (B) American suffragettes rode bicycles to promote their ideas as widely as possible.
 - (C) American supporters of votes for women not only rode bicycles but also treasured them as representing the New Woman.
 - (D) American women riding bicycles had to vote for women's rights.
 - (E) Bicycles changed women physically, which symbolized a movement for female suffrage.

問 4 段落 [2] の内容と一致するものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Drais's device had a saddle and pedals attached to the front wheel.
- (B) Drais knew that Leonardo da Vinci invented the bicycle around 1493.
- (C) The 1815 eruption of a large volcano motivated Drais to create a strange two-wheeled device.
- (D) The 1815 volcano eruption in present-day Indonesia affected only horses and livestock.
- (E) The drivers of the Drais's invention loved it because they could walk and run while riding.

問 5 段落 [5] の内容と合致しないものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Compared with the penny-farthing, the safety bicycle had a lower center of gravity.
- (B) Dunlop's pneumatic tire contributed to a smoother ride.
- (C) Starley's bicycle had smaller wheels than the penny-farthing.
- (D) Starley produced a safer bicycle and named it the "Rover."
- (E) The safety bicycle came to be called the "Rover" to respect the wishes of Starley.

問 6 段落 [7] の波線部 The craze was meaningful, especially, for women の理由として最も適切なものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Many bicycle-riding women became social reformists in 19th-century America.
- (B) The bicycle enabled women to engage in political discussions with men.
- (C) The bicycle greatly encouraged women to travel more freely.
- (D) The bicycle promoted the idea that American women should neglect their traditional roles.
- (E) Various other inventions were too expensive for women, while the bicycle was inexpensive.

問 7 本文の筆者の考えを最も適切に示しているものを(A)~(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) American women had become enthusiastic with the bicycle by the 1890s because they did not want to move on foot.
- (B) It is most important to learn the meaning of such words as “velocipede” and “penny-farthing.”
- (C) The development of bicycles over time led to more people enjoying inexpensive means of transportation, while importantly changing women’s lives.
- (D) The history of bicycles shows how dangerous early traveling used to be.
- (E) Without the 1815 eruption, the bicycle would never have come into being.

[V] 次の英文を読んで、それに続く設問に答えなさい。

It was then that the blind man cleared his throat. "Hey, listen to me. Will you do me a favor? I got an idea. Why don't you find us some heavy paper? And a pen. We'll do something. We'll draw one together. Get us a pen and some heavy paper. Go on, bub*, get the stuff," he said.

So I went upstairs. My legs felt like (1). They felt like they did after I'd done some running. In my wife's room, I looked around. I found some ballpoints in a little basket on her table. And then I tried to think where to look for the kind of paper he was talking about.

Downstairs, in the kitchen, I found a shopping bag with onion skins at the bottom. I emptied the bag and shook it. I brought it into the living room and sat down. I moved some things, smoothed the wrinkles from the bag, spread it out on the coffee table.

The blind man got down from the sofa and sat next to me on the carpet.

He ran his fingers over the paper. He went up and down (2). The edges, even the edges. He fingered the corners.

"All right," he said. "All right, let's do her."

He found my hand, the hand with the pen. He closed his hand over my hand. "Go ahead, bub, draw," he said. "Draw. You'll see. I'll follow along with you. It'll be okay. Just begin now like I'm telling you. You'll see. Draw," the blind man said.

So I began. First I drew a box that looked like a house. It could have been the house I lived in. Then I put a roof on it. At either end of the roof, I drew spires.

"Swell," he said. "Terrific. You're doing fine," he said. "Never thought anything like this could happen in your lifetime, did you, bub? Well, (3), we all know that. Go on now. Keep it up."

I put in windows with arches. I drew flying buttresses. I hung great doors.

I couldn't stop.

My wife opened up her eyes and gazed at us. She sat up on the sofa. She said, "What are you doing? Tell me, I want to know."

I didn't answer her.

The blind man said, "We're drawing a cathedral. Me and him are working on it. Press hard," he said to me. "That's right. That's good," he said. "Sure. You got it, bub, I can tell. Close your eyes now."

I did it. I closed them (4).

"Are they closed?" he said.

"They're closed," I said.

"Keep them that way," he said. He said, "Don't stop now. Draw."

So we kept on with it. His fingers rode my fingers as my hand went over the paper. It was like nothing else in my life up to now.

Then he said, "I think that's it. I think you got it," he said. "Take a look. What do you think?"

But I had my eyes closed. I thought I'd keep them that way for a little longer. I thought it was something I ought to do.

"Well?" he said. "Are you looking?"

My eyes were still closed. I was in my house. I knew that. But I didn't feel like I was inside anything.

"It's really something," I said.

- Abridged from Raymond Carver, "Cathedral."

【注】 bub*: a term of familiar address, especially for a man or boy

問 1 本文中の空欄(1)～(4)に入るのに最もふさわしい語句をそれぞれ(A)～(E)の中から一つ選び、解答欄の記号をマークしなさい。

- (A) as he followed me
- (B) it's a strange life
- (C) just like he said
- (D) the sides of the paper
- (E) they didn't have any strength in them

問 2 本文の内容と一致するものを(A)～(E)から一つ選び、解答欄の記号をマークしなさい。

- (A) Drawing with his eyes closed gave the narrator a new perspective.
- (B) The blind man gave specific instructions so well because he likes to draw cathedrals.
- (C) The blind man was impressed by the drawing when it was finished.
- (D) The narrator's wife was surprised to see how well the picture of the cathedral turned out.
- (E) The narrator was nervous because he didn't like drawing.