





英 語 問 題

はじめに、これを読みなさい。

1. この問題用紙は 16 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、すべて解答用紙の所定欄にマークするか、または記入すること。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)で記入すること。
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。持ち帰らず、必ず提出すること。ただし、この問題用紙は、必ず持ち帰ること。
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] 次の英文の意味が通るように、かっこの中に単語を一つ入れて、解答用紙の該当欄に記入しなさい。

1. I knew he would end () in prison. He was always such a bad boy at school.
2. The letter got so wet in the rain it was impossible to make () the words.
3. It serves him right that he got fired. He was asking () it when he refused to listen to what we were saying.

〔Ⅱ〕 以下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)に変えて解答欄に一語を書きなさい。変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。

1. When you arrive at the airport, go to the (depart) floor and check in.
2. Immediately after graduating from Meiji University, Gary found (employ) at NASA's Johnson Space Center.
3. After Jane left him, Rupert looked thoroughly (misery).
4. The fans all (crowd) around the band, and screamed their names.
5. In the springtime, the fields are full of (sheep) and lambs.
6. Sherlock Holmes was a brilliant detective in spite of his drug (addict).
7. When there are small children around, it is almost impossible to hold a proper (converse).

〔Ⅲ〕 次の英文を読んで以下の設問に答えなさい。

Since I came to Japan, many people have asked me about 'the English gentleman'. They wonder who these 'gentlemen' are, how they behave, and how they spend their time. But the question 'What is an English gentleman?' is very difficult to answer. ^(ア) Probably, when you hear the word 'gentleman', you think of a stiff middle-aged man in a black suit and tie and a black bowler hat, carrying a long black umbrella, a briefcase, and a copy of *The Times*. In fact, this is what the typical London businessman looked like about fifty years ago; ^(イ) it was the uniform of people who worked in offices, banks, the civil service, or respectable companies. But is this an accurate image of the gentleman? What ^(ウ) does the word 'gentleman' mean? And, importantly, did it mean the same in the past as it means now?

The idea of the gentleman dates back to medieval times. The word 'gentle' has two meanings — 'kind' and 'noble' — and long ago, a gentleman was always from an upper-class family. However, it was not enough just to be upper class. It was (イ) a gentleman (ロ) and to be educated (ハ) as a gentleman (ニ) important (ヘ) to behave like. ^(エ) In the sixteenth century, for instance, a gentleman would be educated at Oxford or Cambridge, where he'd study Greek and Latin and read works by Greek and Roman authors. He would know about manners, and how to dress and eat correctly. At mealtimes, he would keep his hands clean and would not eat with his mouth open or make rude noises. However, he would also have the skills of a soldier, and be able to ride a horse, fight with a sword, and follow his king into battle if war broke out.

A gentleman would also be kind and polite to women. An old story about the explorer Walter Raleigh (1552-1618) and Queen Elizabeth I ^(オ) gives an example of how a true gentleman would behave. One day, the Queen was walking down to the River Thames to get on a boat, and Raleigh was near by

with some other gentlemen. The path was wet, and Raleigh noticed that the Queen was about to step into a muddy pool of water and ruin her shoes. To prevent this, Raleigh took off his expensive fur coat and laid it on the path in front of her so that she could keep her feet dry.

Gentlemen were always rich and had plenty of property, so, although a gentleman might choose to have an occupation, it would never be absolutely necessary for him to work for a living. But how did gentlemen get their money? A gentleman would own lots of farms and houses, and farmers and peasants would pay him rent so that they could grow crops on his land and live in his houses. However, it was not acceptable for a gentleman to be idle. It was his duty to spend his time usefully, for example, doing scientific experiments, collecting rare plants, or writing literature. Unlike poorer people, gentlemen were allowed to become Members of Parliament. Many were involved with politics, and some would become judges or *magistrates in the courts of law. A gentleman was also supposed to provide help for widows, the poor and the old in his local area.

However, eventually, the idea of the gentleman had to change. In the eighteenth century, when ideas of liberty and equality were sweeping across Europe, many people began to think that gentlemen had too much wealth and power, complaining that, far from being well mannered and kind, they were selfish and rude. People said that upper-class men drank too much alcohol, spent all day hunting, wasted their money on fine clothes, elegant furniture, and luxurious food, and neglected the poor. Moreover, during the Industrial Revolution, many middle-class people became rich by inventing machines or starting businesses. They started to do the things that gentlemen did, such as going to university, joining parliament, voting, and traveling abroad. They said that you didn't have to be upper class to be a gentleman; in fact, it didn't matter what your job was. A gentleman just had to behave nicely: to dress modestly, be polite, avoid getting drunk, be kind to children and animals, and

behave in a sensible and intelligent way.

Charles Dickens described changing ideas of the gentleman in his novel *Great Expectations* (1861). This novel is about Pip, an ambitious countryside boy who is **an apprentice in a blacksmith's shop belonging to his sister's husband, Joe. One day, Pip unexpectedly receives a huge amount of money from a mystery person, and goes to London to learn how to be a gentleman. However, in London he is shocked by the bad behaviour of wealthy upper-class men, and realizes that Joe, the working-class blacksmith, actually behaves more like a gentleman than the rich men in London. In this way, the modern, democratic idea of the gentleman was born, and any man who was willing to make an effort could be a gentleman.

And nowadays, the same is basically true. A gentleman doesn't have to wear a suit or work in an office. A man can be a gentleman whatever his job is, whatever kind of clothes he wears. Even if he has no money, property, or home, he can still be a gentleman, as long as he cares for other people and has good manners. Gentlemen are everywhere; and although they may not have fine clothes or know Latin as in the past, you will certainly know them by the way they treat others.

*magistrates 治安判事

**an apprentice in a blacksmith's shop 鍛冶屋の見習い

問 1 文中の下線部(1)~(5)にそれぞれ最も近い意味の語を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) typical

- A. dull B. exceptional C. hardworking
D. old-fashioned E. representative

(2) accurate

- A. incorrect B. pleasant C. poetic
D. precious E. true

(3) occupation

- A. hobby B. home C. job
D. obsession E. wife

(4) idle

- A. busy B. exotic C. immoral
D. lazy E. restful

(5) fine

- A. cheap B. expensive C. new
D. poor E. warm

問 2 下線部 But the question 'What is an English gentleman?' is very difficult to answer. の理由として、文脈に照らし合わせて最もふさわしいものを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. Because the idea of the gentleman has changed a great deal through history.
- B. Because the word 'gentleman' usually means a stiff middle-aged man in a black suit and tie.
- C. Because there are no gentlemen left nowadays.
- D. Because too many people ask the same question.
- E. Because working in offices, in banks, and in the civil service has become unfashionable.

問 3 下線部 (い) a gentleman (ろ) and to be educated (は) as a gentleman (に) important (ほ) to behave like を並び替えて意味が通るようにしたい。本文の文脈に照らして最も適切と思われる組み合わせを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. (い) (ろ) (は) (ほ) (に)
- B. (は) (に) (ほ) (い) (ろ)
- C. (に) (い) (ろ) (ほ) (は)
- D. (に) (ほ) (い) (ろ) (は)
- E. (ほ) (い) (ろ) (に) (は)

問 4 下線部 An old story about the explorer Walter Raleigh (1552-1618) and Queen Elizabeth I の話は、何の例として挙げられているか。最もふさわしいものを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. how a nice gentleman looked
- B. how a true gentleman would have done his job
- C. what a real gentleman was expected to do
- D. what an old gentleman would have looked like
- E. where a good gentleman should eat

問 5 下線部 Raleigh took off his expensive fur coat and laid it on the path in front of her so that she could keep her feet dry. にあるような行為をRaleigh はなぜとったのか。最もふさわしいと思われるものを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. Because a gentleman should look after women.
- B. Because he wanted to marry her.
- C. Because it was the teaching of Greek and Latin writers.
- D. Because the coat was waterproof.
- E. Because the Queen told him to.

問 6 下線部 the idea of the gentleman had to change. とあるが、実際にどう
いう変化が 18 世紀において生じたのか。間違っているものを 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. Ordinary people began to think that many so-called gentlemen were selfish and rude.
- B. Ordinary people began to think that those who were considered to be gentlemen were unfairly rich.
- C. Ordinary people began to think that upper-class men were naturally more sensible than other people.
- D. Ordinary people began to want to participate more in politics.
- E. Ordinary people thought that they were horribly treated by the rich and powerful.

問 7 下線部 Industrial Revolution の時期に新しい「中流」階級がしたこととして、
間違っているものを 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. They drank a lot of alcohol.
- B. They made money by inventing machines.
- C. They started businesses of their own.
- D. They travelled overseas.
- E. They went to university.

問 8 下線部 In this way, the modern, democratic idea of the gentleman was born とあるが、本文によれば Dickens の *Great Expectations* においてその
最も良い例となっているのは誰か、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. Joe
- B. Londoners
- C. the mystery person
- D. Pip
- E. wealthy young upper-class men

[IV] 次の英文を読んで以下の設問に答えなさい。

Many people decorate their rooms with art that reflects their taste, personality, and sense of style. However, while some people design their rooms beautifully, carefully matching the colours and theme of the artwork they choose, many decorate their rooms in a random, even chaotic way. Imagine you are visiting your friend's room. You see pictures and posters on the walls, and ornaments and souvenirs on the tables and shelves. These decorations all have a special meaning to that individual, and each item is a key to unlocking the door of their personality. Everything they use to decorate their room says something about their likes, dislikes, hopes, memories and image of themselves. For most people, hanging a picture on their wall at home serves not only to make their personal space look more attractive, but also to make a statement about themselves, about what status they feel they have in society, and about which social groups they belong to.

Sometimes the choice and arrangement of these items are so personal that they make you uncomfortable, at least for a while. Many of them may look trashy, being far from the conventional idea of 'good' taste, and the sense of unease grows inside you, as you feel you are in a private area where you shouldn't really be. Perhaps you even find your friend's taste rather embarrassing. There might be a *Pokemon* figure next to a postcard of a windmill received from a friend on a trip to Holland, with a large poster of some teenage pop-singer making the thumbs-up gesture on the wall above. You might see a strange variety of pieces of paper pinned up on the wall—letters, photos, reproductions of paintings, newspaper clippings, and postcards—all of which send you confused messages about the resident's personality. And because you don't know or understand what these items mean to the person, you have a keen sense of being out of place.

*Some people (a) this sense of uneasiness to the bad taste of the resident. They say that the factory-made items which decorate most people's rooms — posters of pop stars, pictures of cartoon characters, sentimental paintings of animals and children, and even posters of very famous works such as Van Gogh's *Sunflowers* — are simply rubbish. They argue that people who buy this sort of art are exploited by media companies that produce thousands of copies of identical pictures every year just to make as much money as possible. Moreover, they say that such companies encourage bad taste among customers in order to ensure that they continue buying more bad art in the future. They say that we should educate our taste by visiting museums and galleries, and we should only buy original artwork by respected artists.

There are others, however, who defend the way people decorate their personal spaces. They argue that we are entitled to pin up whatever we like on the wall, be it a photo of a footballer, a child's drawing, or a banner for the Yomiuri Giants. They say that people who think that we should learn about good taste before decorating our rooms are snobs who want us to admire only works of art that rich and powerful people can afford. Artworks bought by wealthy people often have million-dollar price tags, and wealthy people want to justify spending so much by claiming that their art has a higher spiritual value than less expensive art. But surely art is for everybody, and the super rich have no (b) to tell us what is 'good' art and what is 'bad'.

It all depends on how you see the function of art in the home, and the purpose of art in the world. Some people think that learning about great art makes you a better person, because great art can change the way you see the world and help you understand it better. Others think that pictures are there just to look pretty, or because they have a personal meaning to you. One thing is for sure, though — the idea of art has changed. In the past, most works of art were designed to be put in great buildings: they belonged to churches and

in rich and powerful people's homes, and ordinary people were either forbidden to see them, or only allowed to look from a respectful distance. In modern times, however, the public has much more (c) these works of art, not only because you can see them in museums and galleries, but also because we live in an age in which images can be reproduced easily and cheaply. The prestigious works of old masters are now printed for sale everywhere: you see Mona Lisa's smile on T-shirts, Monet's bridge on coffee cups, and Gogh's sunflowers on pencil cases and shower curtains. Not only that, it has become possible to view great masterpieces on the internet, to download, print, and do as we like with them. The technology of reproduction has made art more democratic, but it also means that we are no longer so sure exactly what 'good taste' is.

問 1 文中の下線部(1)~(3)にそれぞれ最も近い意味の語を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) personality

- | | | |
|--------------|--------------|-----------|
| A. abilities | B. character | C. habits |
| D. humanity | E. status | |

(2) statement

- | | | |
|----------------|---------------|---------|
| A. declaration | B. engagement | C. fuss |
| D. insistence | E. protest | |

(3) arrangement

- | | | |
|---------------|--------------|----------------|
| A. colour | B. poisoning | C. positioning |
| D. purchasing | E. shape | |

問 2 文中の空欄(a)～(c)に入るのに最もふさわしい語(句)を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)

- A. attribute B. change C. contribute
D. send E. transfer

(b)

- A. distance B. longer C. respect
D. right E. sense

(c)

- A. access to B. admiring of C. democracy of
D. personality of E. room to

問 3 本文において、下線部 the conventional idea of 'good' taste と対置されている芸術趣味としてもっともふさわしいものを次の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. 色の統一がとれた、高価な内装に代表されるような芸術趣味
B. テレビ番組において紹介される著名な画家に代表されるような芸術趣味
C. 美術館や画廊で毎週絵画を鑑賞するような芸術趣味
D. 複製の時代において、相対化された芸術趣味
E. 本物のゴッホの「ひまわり」を購入するような芸術趣味

問 4 本文の文脈にかんがみ、下線部 you have a keen sense of being out of place に意味上一番近いものを次の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. あまりに散らかっているので、外に出たくなる。
B. 個人的な部屋に入れてもらって、感謝の気持ちでいっぱいになる。
C. 自分には意味がはかりかねるものに囲まれて、居心地が悪くなる。
D. 他人の趣味に対する観察眼が鋭くなる。
E. 他人の部屋の中で、好奇心に駆られる。

問 5 下線部 others と同じ立場を次の 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. 絵画の金銭的価値と精神的価値は比例する。
- B. 個人の趣味は尊重されるべきである。
- C. 雑多なものは整理して並べられるべきである。
- D. 自分の部屋は、友人を招いても恥ずかしくないようにするべきである。
- E. 万人が教養を高めるべきである。

問 6 本文の文脈にかんがみ、下線部 The technology of reproduction has made art more democratic の例としてもっともふさわしくないものを次の A～E の中から一つ選び、解答欄の記号をマークしなさい。

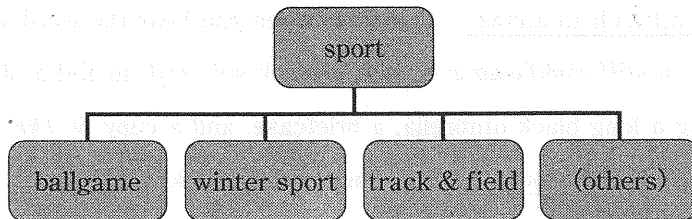
- A. T シャツにモナリザの顔が印刷されている。
- B. インターネットで名画を検索し、見ることができる。
- C. お金さえあれば、誰もがオークションで高価な絵画を購入することができる。
- D. 古今の名画の安価な複製を、部屋に飾ることができる。
- E. 実物を美術館で見る前に、「名作絵画」がどんなものか、ほとんどの人が知っている。

問 7 冒頭に*印がつけられている第 3 段落の文脈にかんがみ、部屋を雑多な装飾で飾る趣味を批判している人がもっとも主張しそくないことを次の A～E の中から一つ選び、解答欄の記号をマークしなさい。

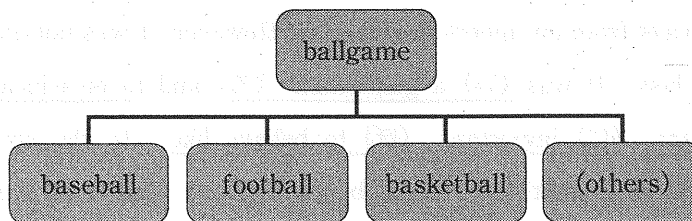
- A. 芸能人のポスターを部屋に飾るのは、悪趣味である。
- B. 大量生産された工芸品を買うのは、商業主義に踊らされているだけである。
- C. 美術館に足繁く通っても、良い美術趣味は育たない。
- D. マスメディアは「売らんかな」精神で、悪趣味を世に広めようとしている。
- E. 名作絵画の複製を部屋の壁に貼って満足しているようでは、本当の美術好きとは言えない。

[V] 次の英文を読んで以下の設問に答えなさい。

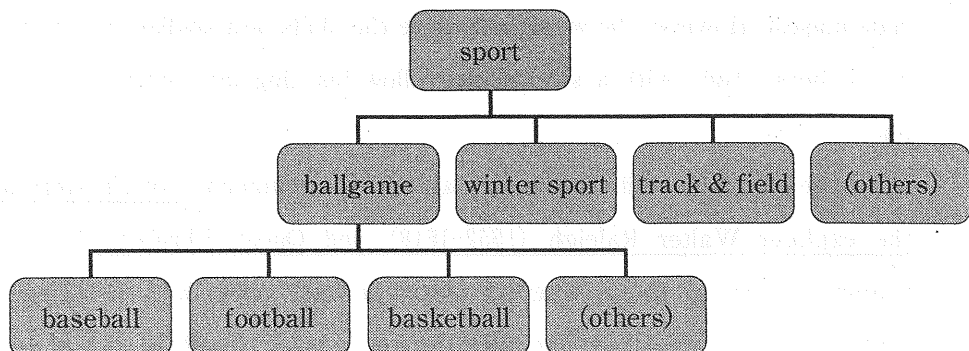
There is often more than one way to define a word. Some researchers of language believe we cannot understand the full meaning of a word unless we know how it is related to other words. One way to understand it better is to draw a chart like this:



At the top of the chart we have *sport*. There are many kinds of sports, such as ballgames, winter sports, track and field, and so on. Ballgames can then be divided into football, baseball, basketball, and so on. Now we see that the word *sport* covers *ballgame*, *winter sport*, and *track and field*, while those three more specific terms are on the same level. The same thing can be said if we put *ballgame* at the top:



As you can see, *baseball*, *football*, and *basketball* are more specific than *ballgame*. If we combine the two charts, it will look like this, with different types of words on different levels:



It sounds strange if we compare things that are on different levels. For example, you would not say, 'Which do you like better, ballgames or baseball?'

There are three useful concepts which explain the relationships between these words: hypernym, hyponym, and coordinate. *Ballgame* is on a higher level than *baseball*. In that case we say, '*Ballgame* is the hypernym of *baseball*,' and '*Baseball* is a hyponym of *ballgame*.' *Baseball*, *football*, and *basketball* are coordinates of each other because they all belong to the same level.

問 1 文中の定義に従って、正しい文を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. *Bird* is a coordinate of *canary*.
- B. *Bird* is a hypernym of *canary*.
- C. *Bird* is a hyponym of *canary*.
- D. *Bird* is not related to *canary*.
- E. *Bird* is the hypernym and a coordinate of *canary* at the same time.

問 2 文中の定義に従って、正しい文を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. *Bulldog* is a coordinate of *poodle*.
- B. *Bulldog* is a hypernym of *poodle*.
- C. *Poodle* is a coordinate of *dog*.
- D. *Poodle* is a hyponym of *bulldog*.
- E. *Poodle* is not related to *bulldog*.

問 3 文中の説明に従って、正しい文を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. You can say, 'Among all the varieties of poodle, I hate dogs the most.'
- B. You can say, 'My mother prefers dogs to poodles.'
- C. You can say, 'Tom likes poodles better than animals.'
- D. You can say, 'Which do you like better, poodles or bulldogs?'
- E. You can say, 'You must choose between dogs and poodles.'

問 4 文中の説明に従って、正しい文を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. A hypernym is a word which stands alone, unrelated to any other words.
- B. A hypernym is a category which words with more specific meanings fall into.
- C. Coordinates are a group of words which belong to different idea levels.
- D. Hyponyms and hypernyms belong to the same level.
- E. Hyponyms cannot be further divided into more specific words.