

# A 日 程

〈出典一覧〉

国語	西尾幹二	『ヨーロッパ像の転換』	新潮社
国語	山中裕 秋山虔 池田尚隆 福長進	校注・訳 『栄花物語』巻五「浦々の別」(『栄花物語』(1) 新編日本古典文学全集 31 所収)	小学館
国語	松村圭一郎	『旋回する人類学』一部改変	講談社
日本史		半済令(『建武以来追加』、原漢文)	山川出版社
日本史		観世能図(『洛中洛外図屏風』、部分)	国立歴史民俗博物館蔵
日本史	松澤裕作	『生きづらい明治社会 -不安と競争の時代-』	岩波書店
世界史		「ナポレオンの戴冠式」(部分図) ダヴィド作	ユニフォトプレスインターナショナル
世界史		「1808年5月3日」ゴヤの1814年の作品	ユニフォトプレスインターナショナル
世界史		「民衆を導く自由の女神」フランスのドラクロワの作品	ユニフォトプレスインターナショナル

第1問 下の各文の [ 1 ] ~ [ 15 ] に入る最も適切なものを、それぞれA~Dの中から一つ選び、解答欄のその記号をマークしなさい。

- Immunity has been intensively studied, but it was only recently [ 1 ] we gained some understanding of innate immunity.  
A. if B. because C. whether D. that
- This is an informational website [ 2 ] to help travelers save time when renewing their passports.  
A. to design B. designs C. designed D. designing
- [ 3 ] having a healthy diet and exercising, taking time to rest and relax is equally important.  
A. In addition to B. But for C. Unlike D. Because of
- In the 20th century, the Communist Party of China simplified the traditional characters extensively in order to promote [ 4 ].  
A. literacy B. health C. poverty D. medication
- Public schools in the United States of America [ 5 ] basic education from kindergarten until the twelfth grade.  
A. provide B. benefit C. receive D. come
- One obvious quality possessed by all extraordinary leaders [ 6 ] their ability to lead by example.  
A. that B. which C. is D. have

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- [ 7 ] European settlers arrived in North America in the 16th century, there were about 10 million native people there.  
A. So B. With C. Whether D. When
- Teens who are [ 8 ] in sports and after school activities have lower rates of tobacco and alcohol use.  
A. reserved B. involved C. abstained D. contained
- With a much more diverse society, people will hopefully become much more educated about and [ 9 ] of cultures other than their own.  
A. impatient B. received C. tolerant D. sufficient
- The South Korean college entrance system requires all graduating high school students [ 10 ] an entrance exam called the College Scholastic Ability Test.  
A. taking B. took C. to take D. are taken
- Many Americans believe that citizens should [ 11 ] to carry guns for protection against criminals.  
A. allow B. be allowed C. excuse D. be excused
- Japan's declining birthrate has economic and social implications such as lower economic growth, labor shortages, [ 12 ] reduced educational capacity in regional communities.  
A. while B. for C. despite D. and
- Some religious groups [ 13 ] their members from fighting in wars.  
A. prohibit B. suggest C. recommend D. punish

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- During the mid-1900s, the number of immigrants [ 14 ] to the United States declined.  
A. come B. came C. coming D. they came
- [ 15 ] the founding of public education in the United States, public schools have been charged with preparing students to be citizens in a democracy.  
A. Since B. Over C. Until D. Once

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第2問 次の対話が成立するように、[ 16 ] ~ [ 21 ] に入る最も適切なものをA~Dの中から選び、解答欄のその記号をマークしなさい。

- Andy: What do you think the most popular food in the world is?  
Jane: Well, I'd probably say it's bread. After all, we eat bread at almost every meal, right?  
Andy: [ 16 ] but if you consider what everyone in the world eats, the answer is rice.  
Jane: Really? I guess there must be some people who eat a lot more rice than we do.  
Andy: There definitely are. According to an article I read, the average person in Asia eats up to 135 kg of rice per year.  
Jane: Wow! [ 17 ] I would have guessed. Why do you think people eat so much rice?  
Andy: Well, [ 18 ] that it's fairly easy to grow. In fact, rice grows on every continent except Antarctica.  
Jane: That makes sense. If [ 19 ] there won't be so much of it available for people to eat. But isn't bread becoming more popular these days? I heard that Japanese people, especially young people, are eating bread for breakfast now instead of rice.  
Andy: That's partly true. According to the results of one survey, people in the Tokyo area prefer bread to rice for breakfast. However, a person's preference seems to [ 20 ] People over 40 have a stronger preference for bread than younger people.  
Jane: That's interesting. I wonder what other differences there are between the generations' eating habits.  
Andy: One interesting difference is that a lot more young people skip breakfast. Only half of people in their 20s eat breakfast, but 90 percent of people in their 60s do.

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Jane: [21] I know a lot of people in their 20s who don't eat breakfast. But most of the older people I know think that breakfast is really important.

Andy: I guess that explains why young people don't have a strong preference for bread over rice.

Jane: What do you mean?

Andy: If people in their 20s skip breakfast so often, they're probably so hungry that they're willing to eat either one.

16. A. On the other hand,  
B. In other words,  
C. That's true,  
D. I don't understand,

17. A. That's the article  
B. That's the food  
C. That's much more than  
D. That's less bread than

18. A. one reason is  
B. the result is  
C. some disagree  
D. it increases

19. A. a crop grows in a warm climate,  
B. rice grows in Antarctica,  
C. farmers focus on one crop,  
D. something is hard to grow,

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20. A. vary according to the location.  
B. influence the food.  
C. decrease among the population.  
D. depend on their age.

21. A. I'd disagree with that.  
B. That doesn't surprise me.  
C. That's half the difference.  
D. Breakfast is the reason for that.

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第3問 次の文章が完成するように、[22]～[27]に入る最も適切なものをA～Dの中から選び、解答欄のその記号をマークしなさい。

#### Faking One's Death

Why would someone fake their own death? There are various possible reasons. In the case of criminals, the advantages to being believed dead include escaping the reach of law enforcement, as police will [22] they consider no longer alive. Other reasons might be to collect life insurance or even to [23] an unpleasant relationship. A fictional example is depicted in the 1979 film *More American Graffiti*, in which an American soldier, in order to escape combat duty in the Vietnam War, fakes his own death in an explosion. There are also a number of real-life examples.

Aimee Semple McPherson, a Canadian Christian preacher of the early 20<sup>th</sup> century, apparently faked her own death by drowning. In 1926, she went swimming at a beach near Los Angeles, California, and disappeared. Despite [24] by US Coast Guard ships, no sign of McPherson, alive or dead, was found. Reappearing five weeks later in Mexico, she claimed she had disappeared to evade a kidnapping attempt. The details behind her disappearance were never confirmed. Her actual death occurred in 1944 due to an apparently accidental overdose of sleeping pills.

In 1930 Aleister Crowley, the English occultist and author, [25] as if he had committed suicide by jumping off a cliff in Portugal. In this plan he had the assistance of his friend, the Portuguese poet Fernando Pessoa. The exact reason for such an elaborate trick is unclear, but there has been speculation that Crowley was attempting to end a relationship with a woman he had recently been seeing.

Takashi Mori, a Japanese man living in the Philippines, faked his death in 1995 so that his family could [26] life insurance. There was even a fake death certificate and autopsy report, which stated that Mori had

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drowned in Manila Bay. He was arrested by police in the Philippines after he was discovered alive in Manila, the Philippine capital. His wife and son, who had assisted him in faking his death, were also arrested.

There are also rumors about people who are widely considered to be dead, but who supposedly faked their deaths. For example, for years after the death of American singer Elvis Presley, known as "The King of Rock 'n' Roll," there were reports of people having sighted him in various places such as airports and shopping malls. Some speculated that Presley wanted the world to believe he was dead so that he could [27] and live a quiet, anonymous life. It's firmly established that Presley died of a heart attack in 1977, but perhaps many of his fans hoped against hope that their idol might still be living somewhere.

22. A. never give up seeking  
B. take a keen interest in  
C. refuse to comment upon  
D. not seek out a suspect

23. A. understand more about  
B. remove oneself from  
C. interpret data regarding  
D. become more involved in

24. A. an exhaustive search  
B. a lack of interest  
C. various lectures  
D. equipment damage

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25. A. refused to confirm a story  
B. published an essay  
C. often promoted his work  
D. made it look
26. A. receive millions of dollars in  
B. study about the nature of  
C. fill out an application for  
D. avoid paying any
27. A. earn even more money  
B. escape the pressures of stardom  
C. star in his own TV series  
D. assure everyone he was still alive

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第4問 次の文章を読み、その内容に基づいて要約を完成させなさい。要約を完成させるために、最も適切なものを単語リスト（A～O）の中から選び、解答欄 28 ～ 33 のその記号をマークしなさい。同じ単語を2回使用することはできません。

#### The Tylenol Murder Case and Product Safety

In 1982, in the United States, seven people died after taking Tylenol Extra Strength, an over-the-counter pain reliever. Tylenol is in capsule form, and someone had put cyanide, a deadly poison, into some of the Tylenol capsules. Despite years of investigation, the person or persons who committed this act of murder have never been officially identified.

For Johnson & Johnson, the company that made and sold Tylenol, this was a disaster. Tylenol was one of their top-selling products, and no one was going to buy a product they believed might kill them. The company needed to make a public statement and come up with a plan of action.

The chairman of Johnson & Johnson, James Burke, brought together a team of employees and directed them to focus on two points: first, how to protect customers, and second, how to save Tylenol from going out of business. Burke's priority on customer safety was to have a wide-ranging impact not only on Johnson & Johnson, but on product safety standards in general.

Johnson & Johnson at first warned the US public not to purchase or consume any Tylenol products, saying also that they would investigate the cause of the incident. Tylenol production and advertising were both stopped, and a total recall of all Tylenol products was carried out across the United States, even though the poisonings had occurred only within the Chicago area. Johnson & Johnson also established a special toll-free phone number for people with questions or concerns about product safety.

The company announced its new policy on product packaging: when

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you bought a bottle of Tylenol, it would be packaged inside of a box which was glued shut. The bottle itself would include a plastic seal circling the cap. Once the cap was removed, there would be a seal over the bottle's mouth. If you have ever bought a bottle of Tylenol or other medicine at a drug store, this must seem very familiar to you, but in the early 1980s, it was new. The safety packaging we now see as routine when buying medicine was a direct result of Johnson & Johnson's response to the Tylenol poisoning incident.

Many scholars and business analysts see Johnson & Johnson's actions as an example of how to deal with a crisis of this kind. As one writer has put it, "They have effectively demonstrated how a major business has to handle a disaster." Many business leaders and business students have studied this case to be better prepared to deal with sudden and unexpected threats to their companies, and to better ensure the safety of their customers.

#### Summary

Tylenol is a painkiller sold in the US. In 1982, seven people died after taking Tylenol Extra Strength which had been 28 with cyanide. Though police extensively 29 for information and evidence about the incident, the murderer has never been positively identified. The Tylenol poisoning case has had a lasting 30 on how medicine is safely delivered to consumers. Johnson & Johnson, the maker of Tylenol, made a public 31 urging people not to buy or use any Tylenol. Then the company 32 all Tylenol products from stores as a precaution. The new form of packaging they later introduced, which included three product seals, is now 33 for all over-the-counter medicines.

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#### 【単語リスト】

- |               |              |             |
|---------------|--------------|-------------|
| A. painkiller | B. food      | C. searched |
| D. statement  | E. reasoning | F. effect   |
| G. belief     | H. recalled  | I. poisoned |
| J. killers    | K. bottle    | L. decided  |
| M. standard   | N. profit    | O. saw      |

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第5問 次の文章を読み、その内容に基づいて [34] ~ [39] までの英文を完成させるために最も適切なものをA~Dの中から選び、解答欄のその記号をマークしなさい。

#### Moving Beyond Cars

In rural areas where things are far apart, and public transportation is poor, cars can seem necessary. In well-planned cities, though, for most people, cars are not necessary. Things are close enough together that people can walk or ride their bicycles to the places they need to go, and for longer trips, public transportation such as trains, buses, and subways is available. Tokyo is a good example of a city like this. People in Tokyo do not need cars.

Some Tokyoites do have cars, of course, but they use them less than you might expect. In a recent article, excerpted from his book *Carmageddon: How Cars Make Life Worse and What to Do About It*, author Daniel Knowles notes that, according to a study conducted by the management consultancy Deloitte, "Just 12 percent of journeys [in Tokyo] are completed by private car." Knowles also points out that cars are less popular than bicycles, which account for 17 percent of journeys. And of course, most Tokyo residents take advantage of Tokyo's excellent public transportation system. "Tokyo," as Knowles points out, "has the most-used public transport system in the world, with 30 million people commuting by train each day." In fact, Tokyo residents are less dependent on cars than the residents of any other comparable city.

It's not just Tokyo. Japan as a whole seems less dependent on cars than other developed countries. For example, 831 out of every 1,000 people in the US own a car, but in Japan, the number is 624 out of every 1,000. In Japan as a whole, Knowles reports, the rate of car ownership is low, just 1.06 per household. In Tokyo, however, the rate is even lower than that:

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0.32 cars per household. This number will probably decline still further, in part because the population is declining, but also because more and more people are leaving the countryside, where owning a car may seem necessary, and moving to Tokyo, where it is not.

Why is Tokyo so different from most cities in this regard? One reason is that, unlike in many other countries, official policy does not make it cheap or easy for people to own cars. First, before you can buy a car, you have to prove that you have a parking space for it. That means that you either have to own or rent a space to keep your car. Neither option is cheap.

Then, once you have a car, you are required to have it inspected every two years. Depending on what type of car it is and how old it is, this can cost between ¥50,000 and ¥100,000. That can add up to a lot of money over the lifetime of the car.

In addition, there is very little free parking in Tokyo. If you drive somewhere in Tokyo, you will probably have to pay about ¥1,000 an hour to park at your destination. It is easy to see why walking, riding bicycles, and taking public transportation are more attractive options.

If Tokyo drivers decide to take a trip outside the capital, they will likely use one of the expressways running to, from, and through the city. Using Japanese expressways is not free. According to Knowles, the tolls drivers pay to use these expressways are the most expensive in the world: about ¥3,000 per 100 kilometers. This is another burden for drivers, but it is also one reason that public transportation is so successful. Trains are not free either, but since the expressways also cost money, the playing field is level.

Some other Asian cities also have low rates of car ownership and use. Hong Kong, for example, has just 76 cars per 1,000 people, and Singapore has 120 cars per 1,000 people. Some European cities, most notably

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Amsterdam, have developed bicycle infrastructure and pedestrian zones that may succeed in making cars less appealing. These cities, as well as Tokyo, suggest how we might be moving toward a less car-centric style of urban living.

34. The author believes that [34]

- A. in rural areas, public transportation is not necessary.
- B. cars are necessary in well-planned cities.
- C. people should use cars and bicycles for longer trips.
- D. Tokyo residents can live well without cars.

35. The statistics in the second paragraph of this essay demonstrate that [35]

- A. in Tokyo, more journeys are taken by car than on foot.
- B. more people in Tokyo should ride bicycles.
- C. in Tokyo, bicycles are used more than cars.
- D. trains in Tokyo are very crowded.

36. The author cites a statistic in the third paragraph showing that most [36]

- A. people in the United States own cars.
- B. Japanese families should not own cars.
- C. residents of Tokyo depend on cars.
- D. cars in Tokyo are Japanese.

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37. The author mentions parking and vehicle inspections to demonstrate that [37]

- A. Japanese cars are safe.
- B. to own a car in Japan is difficult and expensive.
- C. it is important to obey traffic rules.
- D. driving is a popular form of recreation.

38. According to the passage, Japanese expressways are among the [38]

- A. best in the world.
- B. most expensive in the world.
- C. safest in the world.
- D. most crowded in the world.

39. In the last paragraph, the author suggests that Tokyo [39]

- A. could be a model for how other cities develop.
- B. should try to be more like Hong Kong and Singapore.
- C. is far behind European cities like Amsterdam.
- D. should be less car-centric than Amsterdam.

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# B 日 程

〈出典一覧〉

国語	加藤秀俊	『人間関係 理解と誤解』	中公新書
国語	市古貞次	『鑑賞日本古典文学 第26巻 御伽草子・仮名草子「おようの尼」』一部改変	角川書店
国語	鷲田清一	『しんがりの思想 -反リーダーシップ論-』	角川新書
日本史		過去現在絵因果経、部分	東京芸術大学蔵
日本史		薬師寺吉祥天像	薬師寺蔵、奈良県
日本史		高野山聖衆来迎図、部分	高野山有志八幡講十八箇院蔵、和歌山県
日本史		将門の首を運ぶ藤原秀郷の隊列（『俵藤太絵巻』、部分）	金戒光明寺蔵、京都府
日本史		太閤検地（浅野家文書）	山川出版社



第1問 下の各文の [ 1 ] ~ [ 15 ] に入る最も適切なものを、それぞれA~Dの中から一つ選び、解答欄のその記号をマークしなさい。

- Eating breakfast in the morning activates your brain and helps you [ 1 ] your concentration while working and studying.  
A. explore B. maintain C. suggest D. negotiate
- The joint project [ 2 ] failing due to a contractual issue between the two companies.  
A. worked on B. ended up C. took over D. turned out
- To keep the city clean, the local government implemented a regulation [ 3 ] people from smoking or littering on the streets.  
A. advertising B. omitting C. consuming D. prohibiting
- [ 4 ] efficiently, the employees produced more in less time, and their work-life balance improved.  
A. Working B. Work C. Workers D. Worked
- Due to climate change, grapes have not been growing well, prompting farmers in the area to seek [ 5 ] crops.  
A. alternative B. persuasive C. destructive D. informative
- My grandparents found it [ 6 ] to apply for the new health care system, but the clerks were very helpful in explaining it.  
A. confuse B. to confuse C. confusing D. confused

- 1 -

- In our presentation, we reached the conclusion that renewable energy should be utilized in place of fossil fuels; [ 7 ], we will be unable to stop global warming.  
A. so B. otherwise C. furthermore D. therefore
- The institute established [ 8 ] for university students needing financial support for business ventures.  
A. a fund B. a device C. a demand D. an issue
- When shopping ethically, you purchase products [ 9 ] production processes do not have a negative impact on the environment.  
A. whatever B. whose C. their D. whether
- The ancient ruin was finally uncovered thanks to the collaborative efforts of researchers and new technological advances; without them, its discovery [ 10 ].  
A. would not be impossible B. would not have impossible  
C. would have impossible D. would have been impossible
- If Wi-Fi is [ 11 ] where you are staying, you can work remotely while enjoying nature.  
A. notable B. applicable C. available D. miserable
- The writer has sent the final draft to the publisher, and is looking forward to [ 12 ] next month.  
A. getting it published B. being it published  
C. becoming it published D. letting it published

- 2 -

- The government decided to shut down the nuclear power plant as it could pose a significant [ 13 ] to the safety of citizens in the event of an accident.  
A. advantage B. contribution C. threat D. addition
- The ambassador dedicated her entire life to resolving global conflicts and addressing pressing issues. Her efforts [ 14 ] admiration.  
A. afford B. deserve C. occupy D. struggle
- One of the significant issues with child marriage is that it deprives many young girls of the opportunity to receive an education, which [ 15 ] widens the gender gap.  
A. fortunately B. seldom C. regardless D. further

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第2問 次の対話が成立するように、 [ 16 ] ~ [ 21 ] に入る最も適切なものをA~Dの中から選び、解答欄のその記号をマークしなさい。

#### The Hawthorne Effect

- Martha: Has your biology class started working on the group project yet?  
Will: We started it during last week's class, but we didn't get much done, and the teacher just corrected papers the whole period. He didn't even look at us.  
Martha: It sounds like he's never heard of the Hawthorne Effect.  
Will: [ 16 ]  
Martha: The Hawthorne Effect is the effect that being watched has on a person's productivity. The basic idea is that when people think someone is paying attention to them, they work harder and produce more.  
Will: Well, it seems like that could be true. But I think a lot of people are just naturally hard workers and others aren't [ 17 ] How can anyone be sure that the Hawthorne Effect is real?  
Martha: It was proved in a series of experiments about 100 years ago. A group of researchers observed workers under different conditions to see how their productivity would be affected. The researchers changed the workers' schedules, the temperature of the workrooms, and various other things. [ 18 ] that they increased the level of lighting in one room and decreased it in another room, and the workers in both rooms became more productive.  
Will: Wow. So, when the researchers made these changes, the workers felt like someone was paying attention to their work, and that affected their performance.  
Martha: Exactly. It wasn't the hours, the temperature, or the lighting that made the difference. It was [ 19 ]

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Will: That explains why my group didn't get much done. We didn't think the teacher was watching us, so we [20]

Martha: Right. Your group is an example of the Hawthorne Effect in action.

Will: Well, I learned something new today. By the way, [21] the project?

Martha: We're almost finished. Our class started it last week, too. But our teacher spent the period walking around and checking our work.

Will: Your teacher must know about the Hawthorne Effect.

Martha: Of course she does. Who do you think told me about it?

16. A. How was he affected?  
 B. What's the Hawthorne Effect?  
 C. Have you heard of the Hawthorne Effect?  
 D. What effects does the sound have?
17. A. although they've never watched others.  
 B. despite watching the effect.  
 C. regardless of who they're watching.  
 D. no matter whether someone is watching them.
18. A. What's really interesting is  
 B. What's unrelated is  
 C. What led to the research was  
 D. What changed the conditions was

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19. A. the result of the experiment.  
 B. the amount of work produced.  
 C. the sense of being observed.  
 D. the reason the workers' habits changed.
20. A. weren't inspired to be productive.  
 B. inspired the teacher to be more productive.  
 C. produced additional work on the project.  
 D. didn't realize we were being observed.
21. A. what do you know about  
 B. how's your class doing on  
 C. when can you help with  
 D. when will our class finish

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第3問 次の文章が完成するように、[22]～[27]に入る最も適切なものをA～Dの中から選び、解答欄のその記号をマークしなさい。

#### Going too Far

"Fake it till you make it" is a piece of advice commonly given in America. It means that you should try to appear confident, optimistic, and successful [22] when you are not confident that you will succeed and are afraid that you might fail. It is, in some cases, good advice.

If you have to make a speech, for example, even if you have practiced your speech a lot, you may still feel uncertain about whether you can do a good job. The best thing to do in situations like this is to think about how you would behave if you didn't feel uncertain and to do your best to behave in just that way. You should stand up straight, walk confidently to the stage, make eye contact with your audience, and speak in a firm tone of voice. Inside you may be nervous, but the people looking at you won't [23] They will see a confident, self-assured speaker.

This phrase is also commonly heard in Silicon Valley, the part of California where a lot of important advances in computer technology have been made. To make these kinds of advances, it is not enough for someone to just come up with a new idea. He or she must also raise the money necessary to make that idea a reality. [24] innovators—people who come up with new ideas—meet with people who have money, and try to convince these people to invest in their ideas to make them come true.

At meetings with potential investors, the innovator may [25] That is, he or she may make it sound like it will be easy to turn the idea into a product that is 100 percent ready to go, that there are no problems with the product, and that it is sure to be a success. When investors hear this sort of thing, they generally know that the innovator trying to get them to invest in an idea may not be telling the whole truth. They know that

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innovators may leave out information that would make their product [26] They know, too, that though innovators may appear certain that their ideas will be a great success, they can't really be so sure about what will happen in the future. Wise investors understand that it is up to them to check the claims that these innovators make.

It's expected that an innovator will fake it, but it is also possible for innovators to go too far in the claims they make for their products. Elizabeth Holmes, founder of a company called Theranos, [27] was so untruthful about her product that she was recently sentenced to 11 years in prison for lying to people to get them to invest in her company.

Holmes told investors that Theranos had developed a new kind of blood testing technology that would allow people to be tested for more than 200 different things using just a few drops of their blood. If this technology worked, it would be revolutionary, as now it is necessary to draw a vial of blood—about 8.5 milliliters—for each test a doctor needs done. The problem is, of course, that the technology never worked, and this is what Holmes was dishonest about with her investors.

Holmes, it might be argued, was just faking it until she made it, but the court clearly felt she had gone too far. There is a line, it seems, between attempting to create a positive image of a product so people will invest, and outright lying to those investors. Holmes's actions, the court made clear, fell on the wrong side of that line.

22. A. even  
 B. except  
 C. but not  
 D. never

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23. A. make eye contact.  
B. be confident.  
C. see that.  
D. do a good job.
24. A. However,  
B. On the other hand,  
C. By the way,  
D. Therefore,
25. A. fake it.  
B. make it.  
C. tell the truth.  
D. take it.
26. A. more successful.  
B. less attractive.  
C. tell the whole truth.  
D. go too far.
27. A. however,  
B. in addition,  
C. on the other hand,  
D. for example,

第4問 次の文章を読み、その内容に基づいて要約を完成させなさい。要約を完成させるために、最も適切なものを単語リスト(A~O)の中から選び、解答欄 28 ~ 33 のその記号をマークしなさい。同じ単語を2回使用することはできません。

Should Female Students Have to Wear Skirts?

Girls at Keely Burks's school, Charter Day School, were required to wear skirts. Burks felt that this rule was unfair, so in 2015 the 14-year-old eighth-grader asked her classmates to sign a petition requesting that the rule be changed. Over 100 students signed it, and they gave it to a teacher, but no action was taken.

Her protest didn't end there. In 2016, Burks and two other students from her school, with the help of the American Civil Liberties Union (ACLU), an organization that helps people protect their rights in court, filed a lawsuit against her school. According to *The Washington Post*, Burks and the other students argued in court that wearing skirts "prevented them from playing freely, moving actively, and feeling as if their comfort was valued as much as that of male students." Burks herself has written:

Even with tights and leggings, skirts are cold to wear in the winter, and they're not as comfortable as shorts in the summer. I love playing outside, especially soccer and gymnastics. When we go outside for recess, the boys in my class will sometimes play soccer or do flips and cartwheels. But I feel like I can't because I'm wearing a skirt.

Burks and other girls may find skirts uncomfortable and difficult to wear, but that is not enough in itself for a judge to rule that Charter Day School cannot require girls to wear skirts. In fact, the legal battle between the

girls and their school went on for years.

Charter Day School argued in court that since they were a private school, they were not bound by the Equal Protection Clause contained in the U.S. Constitution. This means that even if the rule requiring girls to wear skirts was found to be discriminatory, the government could not force them to change it. The courts, however, decided that, since the school did receive state funds, they were bound by the Equal Protection Clause, which prohibits schools from instituting discriminatory dress codes.

The school also argued that since there is also a dress code for boys, having a dress code for girls was not discriminatory. The court, however, did not accept this argument. As Judge Barbara Milano Keenan, who heard the case, wrote:

It is difficult to imagine a clearer example of a rationale based on impermissible gender stereotypes. By implementing the skirts requirement based on blatant gender stereotypes about the 'proper place' for girls and women in society, [the school] has acted in clear violation of the Equal Protection Clause.

Galen Sherwin of the ACLU feels that the court's decision is significant and will be wide-ranging because "this was the first time a circuit court has recognized the harms of gender stereotypes ... and the harmful role they play."

Students often feel that certain school rules are unfair. They also often feel that there is nothing they can do about that. Keely Burks's fight against what she saw as an unjust and unreasonable rule at her school led to that rule being changed. It was a long and hard fight, but her experience shows that sometimes if students work hard for a change, they can succeed.

Summary

There was a rule at Keely Burks's school that said girls had to wear skirts. Burks felt that this was unfair and tried to get her school to change the rule. Eventually, with the help of the ACLU, Burks and two other students fought in court to have the rule changed.

They 28 that wearing skirts was uncomfortable and made it difficult for them to move and play as 29 as the boys. That the girls didn't like wearing skirts was not 30, however, for the court to decide that the rule should be changed. The court did end up siding with Burks, though, because her school did 31 money from the state, which meant that they were bound by the Equal Protection Clause of the U.S. Constitution. This clause prohibits schools from having dress codes that 32 against groups of students. The court also felt that the school could not try to make girls conform to traditional stereotypes of how girls should be. The story of Keely Burks and her fight against the skirt rule at her school is an example of how students can fight against rules they feel are unfair or unjust, and how sometimes they will be 33.

【単語リスト】

- |              |                 |                |
|--------------|-----------------|----------------|
| A. play      | B. freely       | C. beautifully |
| D. disagreed | E. discriminate | F. female      |
| G. enough    | H. fashionable  | I. enable      |
| J. argued    | K. accept       | L. successful  |
| M. court     | N. traditional  | O. badly       |

第5問 次の文章を読み、その内容に基づいて [34] ~ [39] までの英文を完成させるために最も適切なものをA~Dの中から選び、解答欄のその記号をマークしなさい。

#### The Value of Gold

There are many things that people consider valuable. In some cases, these may be intangible things — things that one cannot touch. For example, one might value one's friendships, memories, or knowledge. On the other hand, people may also consider certain tangible things — things that one can, in fact, touch — to be precious. Undoubtedly, one of the tangible items that comes to mind first is gold. Everyone knows that gold is valuable and has been for thousands of years. However, people may be less sure about exactly why gold became so valuable in the first place.

Historically, gold has been appreciated by humans for centuries, and examples of gold jewelry discovered in Eastern Europe date back approximately 6,000 years. Gold was also widely used in jewelry by the ancient Egyptians. There are several reasons that explain why these ancient people valued gold so much and why it was so suitable for jewelry making, and continues to be today. First, gold is softer than many other metals, which makes it easy to shape. Gold also resists rust, unlike metals such as iron and steel. While rust causes the color of iron and steel to change over time, making them less attractive, gold maintains its attractive color. Therefore, gold represents the idea that something can last forever. For this reason, in ancient times, people in high social positions were buried with gold items, and it was believed that these items would accompany them into the afterlife. Similarly, the gold wedding rings that people wear today symbolize the long-lasting love they hope to share.

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Of course, there is also a long history of gold being used as money. According to researchers, gold coins were used more than 2,500 years ago in what is now Turkey. Over the centuries, the use of gold coins as a means of carrying out business spread all over the world. In modern times, much of the money we use is paper, and although we use coins as well, they are typically made of cheaper metals. Gold coins, however, are still being produced today.

Although gold may be best known for its use in jewelry and coins, it has a wide variety of other uses, including dentistry and the manufacturing of electronics. Because gold is easy to work with, it is particularly suitable for filling cavities. An additional quality of gold is that an electrical current can pass through it easily. As a result, gold is an excellent material for use in the production of cell phones, TVs, and calculators.

Due, in part, to its many uses, gold is always in high demand. However, the supply of gold is limited, and it is difficult to access. Most of the world's gold must be taken from deep underground, where it is mixed with rock. In order to access the rock containing the gold, deep tunnels must be dug. Then, the rock must be removed and crushed, and the gold must be separated from it. This is a long and expensive process, which further explains why there is not more gold available.

In short, many people want gold, but it is not easy to get. Therefore, people are willing to pay a high price for whatever gold is available. This makes gold one of the most expensive substances on earth. In fact, the price of gold can be nearly 100 times the price of silver. Furthermore, although the price of gold has decreased in some years, it has generally risen for the last several decades. Will this upward trend in the price of gold continue? No one knows for certain, but considering gold's long history as one of the world's most highly valued resources, it seems very likely.

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34. Gold is used to make jewelry because [34]

- A. its color changes, unlike steel's.
- B. it is softer than some other metals.
- C. it is intangible.
- D. its value is uncertain.

35. Some ancient people believed that it was possible to [35]

- A. establish societies by burying gold.
- B. take gold items into the afterlife.
- C. create new forms of life from gold.
- D. make the position of gold attractive to others.

36. Gold coins [36]

- A. are currently made of cheaper metals.
- B. still exist but are no longer being produced.
- C. are a symbol of lasting love.
- D. have been in use for thousands of years.

37. Gold is used in the manufacturing of electronics because [37]

- A. it is suitable for dentistry as well.
- B. the origins of gold make it adaptable.
- C. it is easy for an electrical current to go through gold.
- D. cell phones, TVs, and calculators are popular.

38. Gold is difficult to obtain because [38]

- A. it is typically mixed with rock.
- B. its production requires other metals.
- C. it cannot be removed from deep below the ground.
- D. it cannot be crushed.

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39. One reason that gold is so expensive is that [39]

- A. the price of gold increases every year.
- B. no one can predict its future price.
- C. there is a limited amount of gold available.
- D. the demand for gold has decreased.

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