

英 語

(問 題)

2024年度

〈R06181112〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～10ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 悪い

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
8. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
9. いかなる場合でも、解答用紙は必ず提出すること。
10. 試験終了後、問題冊子は持ち帰ること。

READING/GRAMMAR SECTION

All answers must be indicated on the MARK SHEET.

I Read the passage and answer the questions below.

The Russian Tsar Peter the Great (1672–1725) presided over an actual fashion police. His inspectors stalked the streets of St. Petersburg, shaving beards and snipping inches off coats.

If you were a bearded man in St. Petersburg around the year 1714, a token like the one pictured here would be your only defense against the overweening power of the state. It served as proof that the bearer had paid his yearly beard tax—a few kopecks for peasants, a hundred rubles or more for nobles or military officials.



The beard tax was just one part of a larger project: Peter the Great's aesthetic reinvention of Russian culture. The Tsar ordered his subjects to replace their familiar long Russian overcoats with French or Hungarian jackets. Mannequins set outside the Moscow city gates illustrated the new fashions for all to see. Tailors who continued to sell Russian styles ran the risk of steep fines, and anyone walking the streets in an old-fashioned robe was liable to have it cut short by the Tsar's inspectors.

The project had its roots in Tsar Peter's days travelling around Europe. In 1697, when he set out on a grand tour, Peter chose to travel in disguise, adopting the name "Sergeant Pyotr Mikhaylov." [1], excited rumors of his visit spread from town to town, heralding him as a giant: seven feet tall, brilliant, and only half-civilized. The trip would consume the next two years. For a time, he worked at a Dutch shipyard to learn ship-building techniques. He visited heads of state, collections of natural curiosities, and anatomical theaters, and threw legendarily wild parties. One particularly raucous event left every one of his host's chairs smashed into pieces, his paintings shredded into ribbons, and chunks of pavement torn out of the ground.

Upon returning from his travels, Peter launched immediately into the process of "Europeanizing" his homeland. The first [2] of the Tsar's new enthusiasm were the beards of his court nobles, shaved at his welcome-home party. As biographer Robert K. Massie writes, "After passing among his [friends] and embracing them...he began shaving off their beards" with his own hands. He doubled down at his New Year's banquet, at which his razor-wielding court jester worked the crowd, slapping the side of the head of anyone who seemed reluctant to shave.

According to Captain John Perry, an English visitor to Russia, the Russians submitted only upon "the terror of having [their beards] ...pulled out by the roots, or sometimes taken so rough off, that some of the skin went with them." He goes on to tell the story of a Russian carpenter who was obliged by the Tsar's decree to lose his beard:

I jested a little with him on this occasion, telling him that he had become a young man, and asked him what he had done with his beard. Upon which he put his hand in his bosom and pulled it out, and showed it to me; also telling me, that upon returning home, he would carefully keep it to have it put in his coffin and buried along with him, that he might be able to give an account of it to Saint Nicholas in the afterlife; and that all his fellow workmen who had been shaved that day had taken the same care.

In this, the carpenter was guided by the teachings of the Russian Orthodox Church, which considered uncut facial hair a reflection of piety. Man was created in the image of God; that included the beard. To shave it was a grave sin.

To the pious, the beard tax was a shocking scandal. Rumors circulated that Peter was not the real Tsar but a replacement installed by Russia's enemies. Anonymous letters accusing the Tsar of blasphemy (disrespect towards God) were scattered on the city streets. Nevertheless, the shavings continued. Finally,

in 1705, a Russian military division initiated an open revolt in the town of Astrakhan. A letter from the rebels proclaimed that they were for Christianity and against shaving and foreign dress. The revolt was crushed, and hundreds of rebels lost their lives.

The beard tax was just one way that the Tsar sparred with the Church. With typical flair, Peter organized his drinking companions into a club known as the “All-Jesting and All-Drunken Religious Assembly of Fools and Jesters.” The members played at being cardinals and bishops and performed mock marriages and religious ceremonies. They engaged in constant merriment, compulsory drunkenness, and endless feasts and masquerades. There was no escape from the All-Drunken Assembly; appointments were for life. In this way, blasphemy served as a test of loyalty for the Tsar’s closest companions. The implicit choice was clear: [3].

As the historian V. M. Zhivov writes in “Cultural Reforms in Peter the Great’s System of Transformations,” by challenging the Church’s power, the Tsar sought to frame himself as a semi-divine figure, outside of the bounds of normal society:

The Tsar demonstrated that he commanded divine power, and society had the choice of either accepting this inhuman superiority or rejecting it as a satanic enterprise. In any case this posed [4] for society.... The Tsar rose above reality and, wielding the power of life and death, transformed that reality according to his desire, turning age-old customs into blasphemous entertainments and playful inventions into state institutions.

Like the beard tax itself, the conflict seems absurd: a few drunken nobles playing pretend priests. But the struggle—one over the very nature of royal power—was deadly serious.

[Adapted from Amelia Soth, “Peter the Great’s Beard Tax,” *JSTOR Daily* (July 21, 2021).]

※ページ下部に出典を追記しております。

(1) Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.

1 The beard tax

- A could be paid for by using a special government coin.
- B illustrates the extent of the Tsar’s reach into everyday life.
- C raises questions about how political authority is exercised.
- D was collected at different rates according to the person’s status.
- E was designed to accelerate Russia’s cultural transformation.

2 The 1697 tour

- A included diplomatic calls and extravagant social gatherings.
- B inspired exaggerations about the curious visitor across the land.
- C intended to celebrate the coronation of a new Russian Tsar.
- D let Peter gain firsthand knowledge about foreign countries.
- E resulted in controversial Russian cultural policies.

3 Peter the Great’s program of “Europeanization”

- A extended to daily practices such as dress and grooming.
- B meant an overhaul of existing aesthetic norms.
- C posed a challenge to Russia’s establishment.
- D promoted his personal tastes at the expense of reform.
- E rubbed some Russians the wrong way.

4 The Russian Orthodox Church

- A accepted Peter’s rule as long as he avoided scandal.
- B felt threatened by Peter the Great’s modernization efforts.
- C taught its believers to value beards on religious grounds.
- D viewed the beard tax as a disruption to religious life in Russia.
- E was defended by the rebel soldiers of Astrakhan.

- (2) For each blank in the passage, choose the word or phrase that makes the MOST sense in the context of the passage.

1 1

A Contrastingly B Likewise C Nonetheless D Previously E Therefore

2 2

A benefactors B casualties C causes D fashions E features

3 3

A Christian or Orthodox B exile or death
C nobility or the peasantry D Peter or the Church
E sinfulness or playfulness

4 4

A a political party B a religious dilemma C a welcome break
D an impossible outcome E an unlikely opportunity

- (3) Choose the best answer for each question below. The quotes are adapted from Lindsey Hughes, *Peter the Great: A Biography* (Yale University Press, 2002).

- 1 *We stood up for the Christian faith and against shaving and German dress and tobacco and because we and our wives and children were not admitted into God's church in old Russian dress. And those who went to church, of both male and female sexes, had their garments chopped up and were pushed out of God's churches and sent packing.*

Which of these figures or groups is the quote above most likely attributed to?

- A Captain John Perry
B Saint Nicholas
C the All-Jesting and All-Drunken Religious Assembly
D the soldiers who revolted in Astrakhan
E V. M. Zhivov

- 2 *"Show and tell" was a method that Peter frequently employed to ensure that the public would not excuse themselves by pleading ignorance of his policies.*

Which of these exemplifies what is described above?

- A how Peter visited Europe in secrecy
B legendarily wild parties hosted by the Tsar
C making the carpenter keep his beard
D mannequins set outside the Moscow city gates
E mock religious rites and ceremonies

- 3 *In 1708 an informer reported that, when the Tsar was in Moscow, everyone wore German dress but in his absence the wives of some of the Tsar's leading officials wore old-fashioned gowns to church, even though they put skirts over them, cursing the sovereign's decree.*

One can infer that the skirts worn by the wives were

- A European in style. B meant as protest. C signs of the elite.
D traditionally Russian. E worn with pride.

- (4) Choose the BEST way to complete each of these sentences, which relate to the underlined word(s) in the passage.

- 1 Here "liable" means

- A driven by fear. B held legally responsible. C made to feel guilty.
D subdued by force. E tricked unfairly.

- 2 Here "doubled down" means

- A committed even further. B lowered the stakes. C thought twice.
D toned things down. E undid the past.

- 3 Here "piety" means

- A aggression. B devotion. C hygiene. D tastefulness. E truth.

- 4 Here "compulsory" means

- A celebratory. B complete. C mandatory. D nightly. E voluntary.

II Read the passage and answer the questions below.

① In contrast to their generally similar levels of performance on standardized tests, American boys and girls perform very differently when measured by grades in their courses in school. Because performance in courses is less standardized, there is less consensus on gender differences in this measure of academic performance. Nonetheless, evidence indicates that girls have outperformed boys academically since the turn of the twentieth century. In the middle of the nineteenth century, girls enrolled in coeducational schools at roughly the same rate as boys, and for the most part, girls in those schools took the same classes with the same teachers as their male counterparts. Even then, girls earned higher grades than boys and were promoted to the next year level more readily. Writing in 1910, J. E. Armstrong reported that “the first three primary year levels of the schools of the whole United States show that a larger number of boys than girls have to repeat their year levels; the census shows that the sexes are born in very nearly equal numbers and yet the boys are four percent more numerous in the first grade.” It is also striking that as early as 1870, when rates of high school completion were extremely low (only two percent of seventeen-year-olds completed high school at the time), more girls than boys completed high school.

② Regardless of their better performance in elementary school and higher rates of high school completion, young women were barred from attending college for much of the nineteenth century. They were first allowed to enroll in college in 1837, when Oberlin College began admitting women, arguably to provide ministers of religion with intelligent, cultivated, and thoroughly schooled wives. When the Civil War (1861–1865) led to a shortage of male students, more colleges became willing to enroll tuition-paying female students. By 1900, more than twice as many women were enrolled in coeducational institutions as were enrolled in women’s colleges. In the first decade of the twentieth century, the rapid rise in the number of women enrolling in coeducational institutions precipitated a new fear that women would take over colleges.

③ Fast-forward to the current era, and the female advantage in academic performance at all levels of education is indisputable. As early as kindergarten, girls demonstrate more advanced reading skills than boys, and boys continue to have problems with reading in elementary school. From kindergarten through high school and into college, girls get better grades than boys in all major subjects, including math and science. This leads us to ask if school-based policies can help improve the educational performance of boys. Boys face particular challenges stemming from the dual nature of masculine identity during adolescence. In schools with cultures that treat academic success as compatible with a respectable status within the adolescent culture, boys are more likely to perform on a par with girls. In other words, we expect the male shortfall to be relatively small in high-quality schools.

④ Three promising arenas of school policy intervention have the potential to improve student outcomes: teachers, student culture, and instructional and evaluation techniques. Firstly, a growing literature suggests that teacher quality affects academic performance, and some recent reports suggest that good teachers have long-lasting effects on their students. Scholars also increasingly recognize that, along with cognitive skills, social and behavioral skills affect academic achievement and later success in the labor market, and that teachers differ in their ability to promote these skills. Beyond teachers, other support staff such as guidance counselors may play an important role in students’ educational outcomes. The second promising arena of policy change, student culture and peer effects, has been a focus since the early 1960s. Finally, instructional effects are the most difficult of the three school policy interventions to study, partly because instructional curricula are not readily quantifiable. Considerable research suggests that small class sizes are better than large ones, that putting students into college preparation tracks is generally detrimental to poorly performing students, and that tough academic standards do not boost academic achievement for poorly performing students. These policy areas clearly overlap with each other; for example, teachers can contribute to student climate, better instructional techniques may improve teacher quality, and academically oriented student cultures may improve both the effectiveness of some teachers and the impact of some instructional techniques.

⑤ Attachment to school is an equally powerful motivator for educational performance. Despite common perceptions, students do not generally disparage academic achievement, so long as it is accompanied by

other desirable behaviors like being popular, dressing stylishly, being athletic, and otherwise participating in extracurricular activities. John Bishop and his colleagues report that 81 percent of middle and high school students who were surveyed in 1998–1999 disagreed with the statement that “it’s not cool to frequently volunteer answers or comments in class,” 85 percent disagreed with the statement that “it’s not cool to study real hard for tests and quizzes,” and 73 percent disagreed with the statement that “it’s not cool to be enthusiastic about what you are learning in school.” Apparently students begin to cross the “not cool” line when they exhibit overt competitiveness about grades (51 percent said this is not cool, but still 49 percent disagreed), but students generally appreciate that high levels of educational achievement are valuable in today’s world.

⑥ At the same time, it is also clear from the data that girls express stronger allegiance to educational values than boys. Eighth-grade students were asked how important grades were to them and how important they perceived grades to be to their parents. Almost 99 percent of the students reported that good grades are “very important” to their parents, with essentially no variations in these proportions by gender, parental education, or parents’ educational expectations for their child. Girls expressed a valuation that was closer to what they attributed to their parents than was the case for boys, showing that boys place greater distance between their values and the values they attribute to their parents than do girls.

⑦ Now that a female advantage in educational achievement has emerged, it is natural to ask whether and how schools affect gender inequality. We need to consider whether school policies that help one gender also help the other, or whether the interests of boys and girls are incompatible, such that policies designed to help boys compete with those designed to help girls.

[Adapted from Thomas A. DiPrete and Claudia Buchmann, *The Rise of Women* (2013).]

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(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑦.

- | | |
|-------------------------------------|-------------------------------------|
| 1 In Paragraph ① the writers mainly | 5 In Paragraph ⑤ the writers mainly |
| 2 In Paragraph ② the writers mainly | 6 In Paragraph ⑥ the writers mainly |
| 3 In Paragraph ③ the writers mainly | 7 In Paragraph ⑦ the writers mainly |
- 4 In Paragraph ④ the writers mainly
- A attribute the difficulties faced by boys in schools to the dual nature of masculinity during adolescence, and propose sending boys to better schools.
 - B compare the importance of grades to eighth-grade students and to their parents, determining that boys’ views are closer to their parents than girls’ views.
 - C demonstrate that girls have consistently outperformed boys in schools for over a century, ranging from primary school through to high school.
 - D explain that schools may directly contribute to gender inequality and that policies that help both boys and girls are necessary.
 - E maintain that policy intervention that focuses on teacher education has greater potential to improve student outcomes than does instructional criteria.
 - F make the point that young high school students are only likely to appreciate educational performance if they are also popular, athletic, or dress stylishly.
 - G outline the results of a study of eighth-grade students who were asked to report on their own views of educational values and what they perceived their parents’ views to be.
 - H point out that girls get better grades than boys in higher levels of education, leading to a questioning of how policies can help the performance of boys.
 - I propose ways of improving student outcomes in schools, concluding that teacher education, policy change, and instructional methods are in need of reform.
 - J suggest that middle and high school students do not generally feel negatively about studying hard and achieving good grades at school.
 - K tell us about the difficulties faced by young women entering college and the increase in female college enrollments since the Civil War.
 - L warn us that unless school policies enable one gender to help the other, the gap between the performance of boys and girls may widen even further.

(2) Choose the one way to complete each of these sentences that does NOT agree with the passage.

1 Compared with boys, girls

- A are more likely to share their parents' views on education.
- B earn higher grades and are more likely to advance to the next year level.
- C get better grades in all subjects including math and science.
- D have performed better in early primary school for at least a century.
- E show more advanced reading ability until they finish kindergarten.

2 Women's enrollment in college

- A became twice that of men enrolled in college by 1900.
- B may initially have been primarily to educate them for marriage.
- C rose so quickly in the 1900s that it was believed they would take over colleges.
- D was encouraged during the Civil War due to fewer male students.
- E was first allowed in 1837.

3 Student outcomes at school may be improved by

- A creating academically oriented student cultures.
- B keeping the class sizes small.
- C providing support staff such as guidance counselors.
- D raising academic standards to improve overall academic performance.
- E training high quality teachers who can promote social and behavioral skills.

4 According to the study by John Bishop and his colleagues on middle and high school students,

- A about half think that being overtly competitive is acceptable.
- B around three-quarters think it is okay to enjoy what they are studying.
- C most see the value of educational achievement.
- D over four-fifths think it is not cool to volunteer answers in class.
- E the vast majority believe it is acceptable to study hard for tests.

(3) Choose the BEST way to complete each of these sentences about how the underlined words are used in the passage.

1 Here "cultivated" means

- A appreciated.
- B harvested.
- C obligated.
- D refined.
- E understanding.

2 Here "detrimental" means

- A compelling.
- B desirable.
- C harmful.
- D insulting.
- E intolerant.

3 Here "disparage" means

- A belittle.
- B evaluate.
- C misinterpret.
- D scrutinize.
- E value.

(4) Find the vowel with the strongest stress in each of these words, as used in the passage. Choose the one which is pronounced differently in each group of five.

- 1 A decade B education C identity D parental E stemming
- 2 A compatible B enthusiastic C labor D rapid E values
- 3 A dual B indisputable C numerous D schooled E tuition

Choose the BEST item from the box with which to fill the blanks in the passage below. You may use each item only ONCE.

A	above	B	against	C	at	D	away	E	by	F	for
G	from	H	in	I	of	J	out	K	to	L	with

The police officer warned the mayor, “You do not want to give us reason [1] arrest you. You will be charged [2] interfering with an officer of the law if you continue to obstruct this investigation. Your son has been caught selling information [3] a sensitive nature that he stole [4] his workplace then trying to run [5]. We are not [6] liberty to share any details beyond this, as it could compromise the case. Now, please stand aside.”

IV Choose the underlined section in each sentence below that is INCORRECT. If the choices in the sentences are ALL CORRECT, choose E.

- 1 Baby seals need solid ice to survive, but a warming world and shortage of stable ice
A B
in recent years have led to a raise in their deaths.
C D
E ALL CORRECT
- 2 Because of their different chemistry, some types of plastic are very easy to recycle,
A B
whereas until something changes, landfill is the only destination for other.
C D
E ALL CORRECT
- 3 The scientists found that human volunteers could correctly guess the meaning of each gestures
A B C
made by apes over 50% of the time.
D
E ALL CORRECT
- 4 When a large star dies, it explodes into a brilliant burst of light that temporary illuminates
A B C
the night skies.
D
E ALL CORRECT

V Choose the BEST item from each list with which to fill the blanks within the context of the passage.

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[Adapted from *The New York Times* (May 27, 2023).]

- | | | | | | |
|---|------------------------|-------------------|----------------|---------|----------|
| 1 | A at | B by | C during | D via | E within |
| 2 | A Hence | B How | C Therefore | D When | E Why |
| 3 | A despite | B prior | C since | D until | E with |
| 4 | A a | B just | C last | D near | E no |
| 5 | A a curveball with | B a fit into | C a party atop | | |
| | D head over heels over | E on the mercy of | | | |

WRITING SECTION

- VI You work at the information desk at West Station. Use the train timetable below and explain to a customer how to arrive at International Airport before 14:30. Include ALL the following underlined information and create complete English sentences.

列車名

発車時刻・到着時刻

乗換駅では同じホームから出発

特急券購入が必要

	West Station	Central Station	North Station	International Airport
Local 250	11:45 (Departure)	12:15 (Departure)	14:15 (Departure)	14:35 (Arrival)
Express 11	-----	12:40 (Departure)	14:00 (Departure)	14:15 (Arrival)
Express 12	12:45 (Departure)	13:05 (Departure)	-----	14:40 (Arrival)

- VII Write a paragraph in English about what this photograph of street art means to you. Do not simply describe the image.

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[Picture available at <https://scribouillart.wordpress.com/2008/07/30/whitewashing-lascaux-banksy/>.
This image is copyright protected. The copyright owner reserves all rights.]

〔以 下 余 白〕

英語記述解答用紙

〔注意〕 受験番号・氏名は右上の2つの欄に書き入れなさい。

〈2024 R06181112〉

受験 番号	万	千	百	十	一
氏 名					

（注意） 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

VI

1

記入不可

VII

2

記入不可

英語

〈2024 R06181112〉

受験 番号	万	千	百	十	一
氏 名					

（注意） 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

1

記入不可

2

記入不可