

〔問題Ⅰ〕 次の英文を読んで、下の設問に答えなさい。

London, England. Tokyo, Japan. Buenos Aires, Argentina. They all make our lists of places to visit, and they're also national capitals — each city being the seat of its country's government. But how are capital cities chosen, anyway? ( 1 ) is often key. Many countries choose a geographically central capital in order to emphasize the equity\* of their government; this way, the capital isn't as likely to be, or seem to be, biased toward one region or another. Madrid, for instance, is located almost exactly in the middle of Spain (and, to take it one step further, the middle of the Iberian Peninsula). When Nigeria decided to build a brand-new capital city, it placed Abuja, which was formally named the capital in 1991, in the center — a place signifying\* unity in a country often considered ( 2 ).

When a country would rather choose an existing city for its capital than build an entirely new (3)one, population may be a primary concern. Capitals are often the most populous\* of a country's cities. Today Seoul, South Korea, boasts almost 20 percent of that country's residents; Lima, Peru, and Santiago, Chile, are each home to about a quarter of their country's populace. In fact, when they were originally chosen as capitals, all three cities were the main population centers of their countries, though by ( 4 ) percentages than today. In 1949, soon after South Korea was established, Seoul's population of 1.45 million was 7.2% of the country's total population. On the eve of Peruvian independence in 1820, Lima had a population of about 64,000 out of Peru's 1.37 million. That same year, after Chilean independence, Santiago was home to some 46,000 of Chile's 800,000 residents.

A capital can also be a sign of (5)political compromise, as in the United States. Initially, members of Congress proposed that the national capital be in Pennsylvania — specifically, at either Lancaster or Germantown, then a borough\* outside Philadelphia. They believed that a Philadelphia-adjacent capital would honor the young country's revolutionary roots. But political scheming\* (6)halted that plan: U.S. Treasury Secretary\* Alexander Hamilton — taking advantage of Southern anxieties over the prospect of a Northern capital (specifically, slaveholders' worries that such a capital would leave

lawmakers surrounded and influenced by abolitionists\*)— promised a Southern capital in exchange for votes for his plan to financially (7) reorganize the country. Southern states agreed to Hamilton’s plan to help pay off war debts incurred\* by the North, and the United States capital eventually moved to what had been a patch of undeveloped land in Virginia and Maryland— the land that became Washington, D.C.

Sometimes a country’s choice of capital has been politically motivated without compromise. The name of Myanmar’s capital, Nay Pyi Taw, means “Abode\* of Kings” in Burmese, and (8) the city’s origin mirrors its name. Its construction began in 2004 amid Myanmar’s chaotic transition from military rule to democracy, but, evidently, Nay Pyi Taw’s planners had never been especially worried about accessibility: it had initially been designed to house only government and military personnel.

Finally, not all countries subscribe to\* the idea that there must be only one national capital. Bolivia, ( 9 ), has La Paz as its administrative capital and Sucre as its constitutional capital. South Africa has three capitals: its administrative seat in Pretoria, its legislative seat in Cape Town, and its judicial seat in Bloemfontein. (10) However a country decides on its capital, that city becomes an important symbol of nationhood. While being a home to its inhabitants and a place for tourists to visit, it is also the city chosen to represent the entire country to the world.

(How Do Countries Choose Their Capital Cities?)  
(<https://www.britannica.com/story/how-do-countries-choose-their-capital-cities>.  
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- [注]     equity = 公平性  
          signify = ～を表す  
          populous = 人口の多い  
          borough = 自治区  
          scheming = 陰謀  
          Treasury Secretary = 財務長官  
          abolitionist = 奴隷制度廃止論者  
          incur = (負債など) をこうむる  
          abode = 住まい  
          subscribe to = ～に同意する

1. 空所 ( 1 ) に入れるべき最も適切なものを、下に与えられたものの中から  
   選び、その番号をマークしなさい。

1

- |                  |            |
|------------------|------------|
| ① Transportation | ② Finance  |
| ③ Safety         | ④ Location |

2. 空所 ( 2 ) に入れるべき最も適切なものを、下に与えられたものの中から  
   選び、その番号をマークしなさい。

2

- ① divided by its geography
- ② rich in natural resources
- ③ unequal in job opportunities
- ④ historically important to its citizens

3. 下線部 (3) の指すものとして最も適切なものを、下に与えられたものの中か  
   ら選び、その番号をマークしなさい。

3

- |              |           |
|--------------|-----------|
| ① country    | ② capital |
| ③ population | ④ concern |

4. 空所 ( 4 ) に入れるべき最も適切なものを、下に与えられたものの中から  
   選び、その番号をマークしなさい。

4

- |          |           |
|----------|-----------|
| ① larger | ② smaller |
| ③ more   | ④ fewer   |

5. 下線部 (5) の内容として最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

5

- ① アレクサンダー・ハミルトン財務長官は南部の州が抱える不安を解消した見返りに、北部の州に首都を置くことを賛成させた
- ② アメリカの革命のルーツに敬意を表すために、南部の州はアメリカ連邦議会にペンシルベニアに首都を置くことを提案した
- ③ 南部の州に財政再建計画を賛成してもらった代わりに、のちのワシントンD.C.となる地が首都に選ばれた
- ④ ランカスターとジャーマントウンは奴隷制度賛成派が多かったため、首都の候補に選ばれなかった

6. 下線部 (6) の意味として最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

6

- ① stopped
- ② moved
- ③ made
- ④ helped

7. 下線部 (7) の意味として最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

7

- ① recycle
- ② reduce
- ③ reform
- ④ remedy

8. 下線部 (8) の説明として最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

8

- ① ネピドー (Nay Pyi Taw) は政治的な思惑とは関係なく建設された
- ② ネピドー (Nay Pyi Taw) は権力と統治の中心地として建設された
- ③ ネピドー (Nay Pyi Taw) は民主主義達成の証として建設された
- ④ ネピドー (Nay Pyi Taw) は交通の便を考慮して建設された

9. 空所 ( 9 ) に入れるべき最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

9

- ① in addition
- ② on the other hand
- ③ meanwhile
- ④ for instance

10. 下線部 (10) の日本語訳として最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

10

- ① しかし、国の首都の決定権こそ国家としての象徴であり、重要なことである。
- ② 国の象徴である首都の決め方は、独立国家において重要な事項である。
- ③ 国が首都をどのように決定したとしても、その都市は国家の重要な象徴となる。
- ④ しかしながら、国が首都を決定するので、その都市が国家の重要な象徴となっている。

11. 次の a.～e.について、本文の内容と一致しているものには①、一致していないものには②を、それぞれマークしなさい。

a. - 11

b. - 12

c. - 13

d. - 14

e. - 15

- a. Locating a capital in the center of a country helps ensure that no regions feel neglected.
- b. The reason Santiago was chosen as the capital of Chile was its rapid population growth after Chilean independence.
- c. The people in the Southern U.S. who owned slaves thought that it would be against their interests if a capital was built in a Northern state.
- d. Nay Pyi Taw was built after the military started losing its power over Myanmar.
- e. South Africa has one capital which is associated with governing, lawmaking, and the justice system.

〔問題Ⅱ〕 次の会話を読んで、下の設問に答えなさい。

A: Hey, Donny. Is the internet working on your computer? I keep trying, but I'm (1) \_\_\_\_\_.

B: No, it's not. It's been that way since this morning. I was planning on watching a movie online before class using my computer and couldn't.

A: I see. (2) \_\_\_\_\_? Maybe it's just our place.

B: Yeah, I talked to Ally and Becca, who live on the other side of the campus. Their internet is out, too.

A: It must be the whole university then. I wonder (3) \_\_\_\_\_. I really need to do research for a report that's due this week.

B: That probably depends on how serious the issue is. If it's really bad, it could take days to restore.

A: Days?! What am I supposed to do about all of the work for my classes?

B: (4) \_\_\_\_\_, right? That's how I ended up watching that movie before my first class today.

A: Of course, but the smaller screen is hardly ideal for doing hours of research.

B: I guess your eyes would start hurting after a while. What about going to the local café? They offer free Wi-Fi.

A: And I do love coffee. I just hope (5) \_\_\_\_\_. Otherwise, I'll never find an open seat.

1. 下線部 (1) に入れるべきものとして最も適当なものを、下に与えられたものの中から選び、その番号をマークしなさい。

16
----

- ① wondering what you did wrong
- ② unable to access any websites right now
- ③ not really sure how I caused this issue
- ④ having trouble finding the information

2. 下線部 (2) に入れるべきものとして最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。

17

- ① Will you try to do something to fix it
- ② Did you try calling the internet company
- ③ Can you try asking the guys next door
- ④ Have you asked anyone else about it

3. 下線部 (3) に入れるべきものとして最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。

18

- ① when it will finally be fixed
- ② what the real problem is
- ③ how they will pay for it
- ④ what it will cost to repair

4. 下線部 (4) に入れるべきものとして最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。

19

- ① Work can wait until later
- ② There's always the library
- ③ You do own a smartphone
- ④ Your professors will understand

5. 下線部 (5) に入れるべきものとして最も適切なものを、下に与えられたものの中から選び、その番号をマークしなさい。

20

- ① I can make it there before they close
- ② they still have the kind I bought last time
- ③ their internet is still working properly
- ④ everyone else doesn't have the same idea

〔問題Ⅲ〕 次の各文の空所に入れるべき最も適当なものを、それぞれ下に与えられたものの中から選び、その番号をマークしなさい。

1. I learned that water (        ) to turn into ice at 0 degrees Celsius in my chemistry class today. 21

- |               |               |
|---------------|---------------|
| ① is starting | ② started     |
| ③ starts      | ④ would start |

2. I haven't (        ) anything done just yet, but I'll be sure to meet the deadline. 22

- |            |        |
|------------|--------|
| ① made     | ② got  |
| ③ finished | ④ left |

3. So confused about what was happening around him, Andy could do (        ) but stand still. 23

- |             |              |
|-------------|--------------|
| ① anything  | ② nothing    |
| ③ something | ④ everything |

4. Please (        ) over the report I sent you this morning, and let me know what you think. 24

- |         |         |
|---------|---------|
| ① go    | ② push  |
| ③ start | ④ watch |

5. Mike feels a sense of accomplishment (        ) he finishes cooking dinner. 25

- |            |         |
|------------|---------|
| ① although | ② until |
| ③ whenever | ④ as if |

6. (        ) you need any help, feel free to contact me. 26

- |          |         |
|----------|---------|
| ① Had    | ② Did   |
| ③ Should | ④ Would |



7. With you ( ) on the other side of the world, it's hard to stay in touch regularly. 27

- |              |           |
|--------------|-----------|
| ① live       | ② to live |
| ③ are living | ④ living  |

8. My father is still proud ( ) into a famous, competitive university when he was younger. 28

- |                         |                       |
|-------------------------|-----------------------|
| ① to have been accepted | ② his accepting       |
| ③ to accept             | ④ that he is accepted |

9. The project was all the ( ) because of the limited resources we were given. 29

- |           |          |
|-----------|----------|
| ① hard    | ② harder |
| ③ hardest | ④ hardly |

10. I don't think I can use this old equipment ( ) properly. 30

- |                    |                          |
|--------------------|--------------------------|
| ① unless fixing it | ② by fixing it           |
| ③ to be fixed      | ④ without it being fixed |

〔問題Ⅳ〕 次の各文が正しい英文になるように、下に与えられたものを並べかえたときに、( A )( B )( C )( D )( E )に入るものの番号をマークしなさい。なお、文頭に来るべき文字も小文字で記してあります。

1. This novel does not (        )(        )(        )( A )(        )(        ) favorite, but I still like it.

A - 

31
----

- |         |             |
|---------|-------------|
| ① as my | ② storyline |
| ③ great | ④ have      |
| ⑤ a     | ⑥ as        |

2. I think (        )( B )(        )( C )(        )(        ) try.

B - 

32
----

      C - 

33
----

- |             |         |
|-------------|---------|
| ① something | ② is    |
| ③ left      | ④ could |
| ⑤ there     | ⑥ we    |

3. (        )(        )( D )(        )(        )( E ) that fancy party? I'm so jealous of you.

D - 

34
----

      E - 

35
----

- |        |           |
|--------|-----------|
| ① to   | ② come    |
| ③ how  | ④ invited |
| ⑤ were | ⑥ you     |

次の[V]の問題はクリエイティブイノベーション学科を受験する者、  
またはクリエイティブイノベーション学科と映像学科を併願する者のみ  
解答すること。

[問題V] Read the following passage and answer the questions that follow.

Almost every 16-year-old has thought about leaving home. Many have been thinking about it, off and on, for years; some have been dreaming of independence since they were twelve, or even younger. Leaving home is part of the teenage dream. Recently, a survey of “Young People’s Social Attitudes” asked British teenagers for their opinions about leaving home. Forty-nine per cent of 12 to 15-year-olds thought that ( 1 ) at the age of 16; another 12% said 17, and 8% said “when they want”. Only 23% of young teenagers thought that they should be obliged to live at home until they were 18!

Yet (2) the teenage dream seems to conflict with the experience of real life; when the same question was put to 18 and 19-year-olds, almost half replied that teenagers should not leave home before the age of 18. Nevertheless, leaving home is part of the process of growing up. Many teenagers leave to go and study or train or look for a job in a different town or city, returning home when the money runs out. Others leave because they just want to get out.

Every year, thousands of young people in Britain leave home in search of a better or more exciting life; many of them go to London, attracted by the bright lights, the night life, (3) the youth scene and the hope of finding work. 16-year-olds who leave school with few or no qualifications find it very hard to get jobs; indeed, in some British cities, particularly in the North, finding work is almost impossible for unqualified people. London, ( 4 ), has less unemployment and more jobs; and though no one imagines that the streets of the capital are “paved with gold\*”, many teenagers make their way to the capital, hoping to set up a new home of their own.

Though there are indeed more jobs in London than in most other cities, they are not always good jobs, and the dream of leaving home and finding a job often turns out to be just that, a dream. Many return home; some become homeless. Homelessness is not a new problem, and there are many associations that help homeless people to find somewhere to live. And although, overall, less\* people keep coming to London in search of a new life, the number of young people doing so has gone up sharply; their reasons for

coming have changed too.

London's biggest homeless charity, Centrepoin, reported that causes of homelessness among teenagers have changed; instead of leaving home because of "pull factors" (the attraction of London, the hope of a job) more and more young people now leave home because of "(5) push factors", victims of broken homes, poverty or physical aggression\*. It's all part of our changing society. In 1961, only about 5% of children (about half a million children) in Britain lived in single-parent families; in 2013, 22% of children, that is three million children, lived in single-parent families. Single-parent families are generally poorer than traditional families. Even teenagers with caring parents and lovely homes dream of leaving home. Kids in poor or aggressive homes dream too; in their situation, it's not surprising that they may want to make their dreams come true.

Often in Britain, it is parents who send their children to make a new home, away from home. For hundreds of years, "boarding schools" have played an important part in British life. Not for everyone, of course; far from it. But boarding schools are part of middle-class culture, especially in the south of England, where almost 30% of all 17-year-olds in secondary schools are in fee-paying independent schools\*. In 2017, over 70,000 pupils in Britain were boarders.

For young people who cannot "go away" to school, university offers the chance of breaking free. ( 6 ) in many parts of Europe students tend to study at universities and colleges close to home, the British tradition is very different. "I certainly wouldn't have wanted to go to college in my home town", says Tom. "One of the great things about going to university is that you get away from home! Universities recruit nationally, and when you apply, you usually apply to several different universities. You choose your universities for the courses they offer, not because they're near your home".

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[注] paved with gold = 金で舗装された  
less = fewer  
aggression = 攻撃  
fee-paying independent school = 有料私立学校

1. Which of the following would best fill the gap ( 1 )? 36

  - ① they were going to be living by themselves
  - ② no one is mature enough to live on their own
  - ③ their parents were going to make them move out
  - ④ teenagers should be allowed to leave home

2. Which of the following is the closest in meaning to the underlined phrase (2)? 37

  - ① Teenagers seem to be aggressive after being woken from a dream.
  - ② There looks to be no difference between teenagers' real lives and their dreams.
  - ③ It does not appear that the things teenagers hope for match reality.
  - ④ A conflict occurs when teenagers encounter those with more life experience.

3. Which of the following best explains the underlined phrase (3)? 38

  - ① the roles in movies, plays, and television available to young people
  - ② the percentage of residents who become famous as young people
  - ③ the types of housing that are not too expensive for young people
  - ④ the social activities and trends popular among young people

4. Which of the following would best fill the gap ( 4 )? 39

  - ① however
  - ② likewise
  - ③ therefore
  - ④ in other words

5. Which of the following best explains the underlined phrase (5)?

40

- ① the experience of being pushed around by parents
- ② the things that make it unpleasant to remain living at home
- ③ the people who suggest moving out as soon as possible
- ④ the parts that are still enjoyable about living with family

6. Which of the following would best fill the gap ( 6 )?

41

- ① Because
- ② While
- ③ Unlike
- ④ Specifically

7. For each of the following statements, mark “①” if it is true and “②” if it is false.

a. - 42

b. - 43

c. - 44

d. - 45

- a. Around one in five children in Britain lived in a home without one of their parents in 2013.
- b. There are fewer young people who are going to London to try to start a new life than there used to be.
- c. Kids from poor families rarely consider moving to London because they worry about not making enough money.
- d. Britain differs from other European countries in that students often choose a university far from their home.

## 解答

Ⅰ		
設問	解答番号	解答
1	1	④
2	2	①
3	3	②
4	4	②
5	5	③
6	6	①
7	7	③
8	8	②
9	9	④
10	10	③
11	11	①
	12	②
	13	①
	14	①
	15	②

Ⅱ		
設問	解答番号	解答
1	16	②
2	17	④
3	18	①
4	19	③
5	20	④

Ⅲ		
設問	解答番号	解答
1	21	③
2	22	②
3	23	②
4	24	①
5	25	③
6	26	③
7	27	④
8	28	①
9	29	②
10	30	④

Ⅳ		
設問	解答番号	解答
1(A)	31	⑤
2(B)	32	②
2(C)	33	③
3(D)	34	⑥
3(E)	35	①

Ⅴ		
設問	解答番号	解答
1	36	④
2	37	③
3	38	④
4	39	①
5	40	②
6	41	②
7	42	①
	43	②
	44	②
	45	①