

法学部A方式Ⅰ日程・文学部A方式Ⅱ日程・経営学部A方式Ⅱ日程

1 限 英 語 (90 分)

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

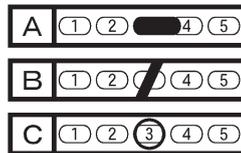
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



} 枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

4. 問題冊子のページを切り離さないこと。

〔 I 〕 つぎの英文を読んで、問いに答えよ。

We adopted Quid, an eight-week-old puppy. Four months later, she just seemed to be settling into our family of three people, two older dogs, and a cat. But all at once, she has become extremely sensitive. She has begun to get startled at perfectly normal things. A container of laundry soap on the floor prompts fierce barking (scaring the soap not at all). The vacuum cleaner, which she formerly followed around as a young duck would her mother, suddenly concerns her.

Paired with her sudden strange fears, Quid is extremely alert and unexpectedly stubborn at home. Every passing car must be barked at. Loudly. When the cat, her playmate and occasional sleep mate, approaches her and starts licking, Quid snaps at her. Many mornings when I call her name, she looks right at me and walks away.

Quid has entered adolescence: thought to be, for dogs, from approximately 6 months old through their second birthday.

(A) widely acknowledged in humans, adolescence is a distinct stage of development. (B) , the adolescent enters a time of risk-taking, social experimentation, and changeable emotions. No one looks at a 14-year-old boy's oddly distant yet needy behavior, his increasing independence and short-temperedness, and wonders what is happening to him. We know what is happening to him: He is a teenager.

(C) , dogs who have learned to sit on command as puppies are less likely to do so as adolescents — and even then, it is mostly when a stranger, not their owner, asks. How perfectly teenage (D) them. They may be aggressive to other animals, aggressive to people; they destroy things.

Adolescence in mammals is a period of rapid growth, increased sensitivities, and less self-control. It also oversees a rewiring of the brain — especially in the areas of the cortex*¹ that regulate emotions and make judgments. The result is a changed mind and body; along the way, there

can be problems and stress both for the puppies and for their owners.

What happens at this stage of their life can affect their later behavior. Research has connected events and living situations of early adolescent dogs with various personality traits and behaviors as adults. For instance, being isolated or injured during this time has been connected to later problems interacting with other dogs or people. Dogs who have been threatened or attacked by an unknown dog are significantly more likely to be fearful or aggressive to dogs when they become adults; similarly, (1) (2) (i) (3) (known or unknown) during (4) (5) (6) toward strangers.

Adolescent dogs are trying to expand their worlds, to become more adult. Adolescent wolves may leave their pack*² at this stage. One wonders if there is a similar urge in their domesticated cousins to become more independent. Puppies who (ii) have entered their adolescent stage might become sensitive to touch, alternating between shying from and clinging to people. There might be more chewing of objects and licking. All of these acts might read as misbehavior, but in some cases they may actually be a way of managing the situation: chewing, for instance, may help lower stress levels.

As at so many times during early life with dogs, patience is essential. (E) Six months into her life, Quid has gone from a helpless newborn, barely able to lift her head and dependent (7) her mother (1) everything, to an exceptionally keen and lively member of a human household. She actively, although not always, plays with both the larger dogs and the smaller cat; she leaps neatly up on the sofa and eagerly gazes at our faces. As she runs right by me, tail wagging mightily, I smile at her impulse and mischievousness. I'm witnessing her becoming herself. (iii)

(Adapted from Alexandra Horowitz, "When Your Dog Is a Teenager," *The New York Times*, 17 September 2022)

*1 **cortex**: 大脳皮質

*2 **pack**: 群れ

1. **Quid** が思春期を迎えたのは、いつ頃か。最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークせよ。

- a. 生後 8 週間 b. 生後 4 か月 c. 生後 6 か月
d. 2 歳 e. 14 歳

2. 空所 ～ に入る最も適切なものを、つぎの a～d の中からそれぞれ一つずつ選び、その記号を解答欄にマークせよ。

a. As is b. As for c. As has d. As with

a. No better than a child but much more than an adult
b. No better than an adult but much more than a child
c. No longer a child but far from an adult
d. No longer an adult but far from a child

a. However b. Likewise
c. Otherwise d. Therefore

a. about b. by c. of d. with

a. It is just a phase.
b. It is their owners' fault.
c. It will never go away.
d. It needs immediate action.

3. 下線部(i) similarly, (1) (2) (3) (known or unknown)
during (4) (5) (6) toward strangers の空所 (1)
 ~ (6) に入るよう, つぎの a ~ f を並べ替え, (1) と (5)
 に入るものの記号を, それぞれ解答欄にマークせよ。ただし選択肢は一度し
 か使えない。

- a. adolescence b. being c. by a person
 d. frightened e. leads to f. more fear

4. 下線部(ii) their domesticated cousins が意味するものを, つぎの a ~ d の中
 から一つ選び, その記号を解答欄にマークせよ。

- a. cats b. dogs c. people d. wolves

5. 空所 (ア) , (イ) に入る語の組み合わせとして最も適切なものを,
 つぎの a ~ d の中から一つ選び, その記号を解答欄にマークせよ。

- a. (ア) on (イ) by
 b. (ア) on (イ) for
 c. (ア) over (イ) by
 d. (ア) over (イ) for

6. 下線部(iii) I'm witnessing her becoming herself. と最も意味の近いものを,
 つぎの a ~ d の中から一つ選び, その記号を解答欄にマークせよ。

- a. I see she at last feels reassured after being adopted.
 b. I see she is consistently behaving better than before.
 c. I see she is in the process of becoming an adult.
 d. I see she is starting to reveal psychological problems.

7. 本文の内容と合致するものを，つぎの a～d の中から一つ選び，その記号を解答欄にマークせよ。

- a. Entering adolescence, Quid suddenly started following the vacuum cleaner like a young duck following its mother.
- b. Adolescent dogs may be more likely to obey a command of a stranger than that of their owner.
- c. Most problematic behaviors of adolescent dogs are the result of their traumatic experiences in earlier days.
- d. During her adolescence, Quid learned for the first time how to play with a cat.

[II] Read the passage below and answer the questions that follow.

Plenty of kids spend their free time playing video games. And plenty of adults — including parents — worry those games might be (A) to a child’s developing brain. But a new study finds games could offer some (B) to the mind. Video gamers performed better on two separate mental tasks than non-gamers did.

Many studies have looked at the impacts of playing video games on the brain. To date, there hasn’t been a clear answer as to their effects. Some studies ^(C) suggested gaming might damage a young player’s mind. Others pointed to possible advantage. One reason for the difference? Small sample sizes, says Bader Chaarani, a neuroscientist at the University of Vermont in Burlington. “It’s really important,” he says, “to have as big a sample as we can get.” That means you need to test lots and lots of people.

Charani was part of a team that set out to study the brains of more than 2,000 kids. They came from ^(D) 21 different sites across the United States. All were taking part in what’s known as the Adolescent Brain Cognitive Development (ABCD) Study. Every year, its participants — between the ages of 10 and 20 — answer a series of questions. Some deal with things like their height, weight, and physical health. Others ^(E) focus on a kid’s activity, mental health, and more. Every other year, the scientists also perform an MRI scan of each kid’s brain.

Charani and his team worked with data from 2,217 children who had their brains scanned at age 10. All belonged to one of two groups. Some kids said they never play video games. This was the non-gamer group. A video-gamer group reported playing at least three hours a day. The researchers compared scans from the two groups, looking for signs that might point to differences in their cognition.

While in the MRI scanner, the kids ^(F) performed the following two tasks.

(TASK 1) The first task asked them to press an arrow key that matched the right or left arrow on a computer screen. But if the arrow was followed by an arrow that pointed up, the kids were not supposed to press any key. The up arrow was a signal to stop. This task tested their ability to quickly act on that stop cue.

(TASK 2) The second task asked the kids to remember facial expressions in pictures shown on the screen. They were supposed to remember the very first expression they saw. They also had to remember the expression they had seen two faces before the one that is shown at the final moment. This tested what's known as their working memory — holding onto and using short-term information.

As kids performed the tasks, the scanner recorded activity in their brains. As a result, gamers proved better at both tasks. Compared to non-gamers, they more (G) key when the up arrow appeared. They also were better at remembering facial expressions.

Those findings matched what showed up in certain areas of the kids' brain scans. Specifically, Charani says, parts of the brain “that are highly involved in working memory and attention and problem-solving” were more active in gamers. That's not surprising. ^(H) “Games require fast-paced processing of many types of information within a very short amount of time. They require problem-solving, and a lot of visual attention,” he adds.

Brain areas involved in hand-eye coordination were less active in gamers than in non-gamers. Charani says that's likely due to practice. It's ^(I) like using a muscle. Someone who goes to the gym, he notes, “can lift the same weight using little effort compared to someone who goes to the gym for the first time.” Gamers' brains seem to have become stronger in this area. They didn't need to work as hard for the hands to respond to the images viewed on the screen.

Do gamers have an advantage because the tasks used screens and

keyboards, just as video games do? The researchers don't think so. "That's something we can verify by looking at other cognitive tasks that don't involve eye-finger coordination," says Chaarani.

The results might please gamers. Still, Chaarani urges caution. "Don't jump to conclusions," he says. "Many media sources have been interpreting the results to mean video gaming is good for you. We're not saying that."

Observed brain changes could come at the expense of other brain functions.

(J) This was a first look at this group of kids from the ABCD Study. Chaarani plans to see whether and how their skills — and brains — may change over time.

(Adapted from Alison Pearce Stevens, "Playing video games may improve your memory and attention," *Science News Explores*, 2 January 2023)

1. Choose the word that best fills each of and , and mark the letter on your answer sheet. Use each choice only once.

- | | | |
|--------------|------------|---------------|
| a. identical | b. nature | c. beneficial |
| d. benefits | e. harmful | f. identity |

2. Choose the phrase that is most similar in meaning to To date as it is used in the passage, and mark the letter on your answer sheet.

- | | |
|---------------------|-----------------|
| a. As of today | b. Before today |
| c. Before yesterday | d. By tomorrow |

3. Choose the phrase that is most similar in meaning to set out as it is used in the passage, and mark the letter on your answer sheet.

- | | |
|---------------------|------------------|
| a. left the country | b. took the time |
| c. made a choice | d. made a start |

7. Read the paragraph (TASK 2) carefully. What is the correct answer to give after the computer screen showed the following sequence? Choose the correct option from **a-d**, and mark the letter on your answer sheet.



- a. normal face, angry face
b. happy face, happy face
c. happy face, angry face, normal face
d. normal face, sad face, happy face
8. Rearrange the following **a-g** to best fill

(G)

, and mark the letters of the second and fifth words on your answer sheet.
- a. stop b. clicking c. from d. themselves
e. often f. a g. could
9. Choose the statement that is most similar in meaning to That's not surprising.^(H)
- a. It is simply logical. b. It is nothing to be scared of.
c. It is very successful. d. It is relatively easy.

10. Choose the statement that is most similar in meaning to what is implied by It's like using a muscle.^(I)
- a. Our brain is just as useful as any muscle in our body.
 - b. Our brain can be trained to be more efficient, just like muscles in our body.
 - c. Going to the gym regularly can help you become smarter.
 - d. It is never too late to start developing your brain, no matter how old you are.
11. Choose the statement that is most similar in meaning to Observed brain changes could come at the expense of other brain functions.^(J)
- a. Some functions of the brain could have been reduced in exchange for other functions that were gained.
 - b. Some functions of the brain could have disappeared thanks to other functions that were lost.
 - c. Some functions of the brain might need more time to develop than other functions that are already developed.
 - d. Some functions of the brain might have more value than other functions that are considered trivial.

12. For the following statements (1) to (4), choose the correct answer from **a-h** based on the passage.

- (1) A scientist believes that the media tend to stress the positive impact of video gaming on the brain.
 - (2) Now that kids can afford to buy more video games, it has become easier to learn its effect on the brain.
 - (3) To get accurate results for an experiment, it is important to have a large number of samples.
 - (4) Researchers do not necessarily think gamers are good at certain tasks because they involve screens and keyboards.
- a. All except (1) are true according to the passage.
 - b. All except (2) are true according to the passage.
 - c. All except (3) are true according to the passage.
 - d. All except (4) are true according to the passage.
 - e. All except (1) and (4) are true according to the passage.
 - f. All except (2) and (3) are true according to the passage.
 - g. All except (1) and (2) are true according to the passage.
 - h. All except (3) and (4) are true according to the passage.

〔 III 〕 Read the passage below and answer the questions that follow.

In one of the richest nations on earth, the path to prosperity has narrowed significantly in recent decades — especially for those without a college education. More than 62 percent of Americans ages 25 and up do not hold four-year college degrees, and the earnings gap between those with a college education and those without one has never been wider. That’s happening even as the cost of college spirals upward, putting it out of reach for many. This has fueled anxiety, bitterness, and a sense of alienation among the millions who see themselves as shut out of an economy that does not value them.

Making college more affordable is important, but there are other keys to the doors of opportunity as well. With an executive order*¹ issued on January 18, 2023, his first full day as governor, Josh Shapiro of Pennsylvania used one of them: He the requirement of a four-year college degree for the vast majority of jobs in the state government, a change similar to one that Maryland and Utah made in 2022. This demonstrates both good policy and good leadership, representing a concrete change in hiring philosophy that stops reducing people to a credential*² and conveys that everyone — college-educated or not — has experience and worth that employers should consider. It is a step — and a mind-set — that other leaders should consider as well.

The decision was driven in part by the realities of a tight labor market. Public and private employers have been struggling to find qualified applicants, prompting a re-evaluation of hiring criteria. His move opens up 92 percent of state government jobs — approximately 65,000 positions — to anyone with “the relevant work experience and skills-based training, regardless of their educational attainment.” Job postings*³ will emphasize experience education.

The nonprofit organization Opportunity@Work has been promoting the idea of skills- and experience-based hiring since 2015. It estimates that 50 percent of the American work force consists of workers who have gained their skills through alternative routes such as apprenticeships, military service, trade schools, ^(C) certificate programs, and on-the-job training rather than acquiring college degrees — a deep pool of underutilized and underpaid talent.

If the United States can't find ways to utilize all of this talent effectively, the nation will not be able to solve its most urgent problems, like climate change and pandemic preparedness, or build a stronger and fairer country. Too many Americans see their society and economy as profoundly (D), set up to serve the needs of well-connected elites and providing more benefits to people who went to college or know how to work the system. And too many feel that political leaders don't care about them and that government and institutions don't work for them. Opening up jobs may seem like a small thing, but it shows that government is listening and helps build trust among those who may feel unseen or looked down upon by parts of the labor market.

Many companies have been moving gradually in this direction already. This trend has been concentrated among what is termed “middle-skill jobs,” which call for some education or training beyond high school, according to a 2022 report by researchers from Harvard Business School and Emsi Burning Glass, a labor market data firm. These middle-skill jobs, the report notes, “have long served as an important steppingstone*⁴ to the middle class.”

During the Great Recession of the late 2000s, many of those steppingstones were removed. The unemployment rate for college graduates was high, and many employers responded with “degree inflation” — adding college education requirements to jobs that previously had not called for them — even though the work involved remained the same. As a

result, the report notes, “key avenues for upward mobility were closed to roughly 80 million prime working age Americans at a time when income inequality was already widening.”^(E)

Over the last few years, this degree inflation has begun to decrease. If this “degree reset” continues, an additional 1.4 million jobs would be opened to workers without college degrees over the next five years.

This could also help make the American work force more in several ways. Black and Hispanic job-seekers are less likely to have college degrees than non-Hispanic whites and Asian Americans. Rural Americans would also benefit; only 25 percent of them hold a college degree or higher.

Expanding the terms for who can get hired is a change that would impact American society and economy, far beyond individual jobs and job seekers. It would bring a greater degree of openness and fairness into the labor market and send a message about government’s ability to adapt and its citizens. A healthy democracy recognizes and promotes opportunity for everyone.

(Adapted from The Editorial Board, “See Workers as Workers, Not as a College Credential,” *The New York Times*, 28 January 2023)

*¹ executive order: 行政命令

*² credential: 資格や学位など

*³ job postings: 求人票

*⁴ steppingstone: 踏み石, 足掛かり

1. Choose the word that best fills , and mark the letter on your answer sheet.

a. established b. accepted c. eliminated d. fulfilled

2. Choose the word that best fills , and mark the letter on your answer sheet.
- a. for b. over c. of d. in
3. Choose the word that is most similar in meaning to alternative as it is used in the passage, and mark the letter on your answer sheet. ^(C)
- a. advanced b. revolutionary
c. other d. fixed
4. Choose the word that best fills , and mark the letter on your answer sheet.
- a. unfair b. reliable
c. dynamic d. unpredictable
5. What does the phrase key avenues for upward mobility refer to in the passage? Choose the correct answer, and mark the letter on your answer sheet. ^(E)
- a. education beyond high school b. specialized training
c. successful business schools d. middle-skill jobs
6. Choose the phrase that best fills , and mark the letter on your answer sheet.
- a. motivated and mobile b. diverse and inclusive
c. creative and sustainable d. hard-working and well-paid
7. Rearrange the following **a-e** to best fill , and mark the letters of the second and fourth words on your answer sheet.
- a. concerns b. of c. respond
d. the e. to

8. For the following statements (I) and (II), choose the correct answer from **a-d**, and mark the letter on your answer sheet.

(I) The income inequality in the U.S., particularly between people who have earned college degrees and those who have not, has been narrowing in the past ten years.

(II) The states of Maryland, Utah, and Pennsylvania changed their hiring policies for state government jobs.

- a. Both (I) and (II) are true according to the passage.
- b. Only (I) is true according to the passage.
- c. Only (II) is true according to the passage.
- d. Neither (I) nor (II) is true according to the passage.

9. For the following statements (I) and (II), choose the correct answer from **a-d**, and mark the letter on your answer sheet.

(I) Skills- and experience-based hiring will increase opportunities for an estimated 50 percent of the U.S. labor force, although it can create more problems than benefits.

(II) Changing hiring policies is not likely to influence the closed nature of the American labor market.

- a. Both (I) and (II) are true according to the passage.
- b. Only (I) is true according to the passage.
- c. Only (II) is true according to the passage.
- d. Neither (I) nor (II) is true according to the passage.

〔Ⅳ〕 つぎの英文は、ある旅について二人の人物がそれぞれ記述したものである。全体を読んで、問いに答えよ。

Daley Konchar Farr (Augsburg College, junior, English major):

The summer I was nine years old, my mom, little brother, and I embarked on the long and familiar drive from our tidy neighborhood in St. Paul, Minnesota, to the grand, dusty Utah desert. We were going to drive part of the way with my grandparents, then visit old friends we had left behind in Provo five years earlier; the orange tent bouncing in the trunk signaled our plans to camp outside Moab while we were there. Throughout the trip, the three of us alternated reading aloud from a new book that my mom's friend had recommended for us—*Harry Potter and the Sorcerer's Stone*. My brother Tanner and I argued over how long each of us got to read before the other's turn; he was only six years old and I was a recent third grade graduate, but we were both eager to practice our blossoming reading skills on the exciting story of a shy English boy and his magical friends.

In Moab, we spent hours huddled together in the tiny tent, reading about Harry as a wild desert storm blew the red dirt outside. When we turned the last page in the car on the way home, we sped toward the next town to pick up the newly released *Harry Potter and the Chamber of Secrets* as as our still-sandy vehicle would take us. Reading Harry Potter with my mom and brother was the first time I ever discussed a book with other people who loved it as much as I did; it was during that road trip that I discovered how much I delight in talking about literature (especially while camping out in southern Utah), something that feels as to me now as the red sand felt between my toes.

Cecilia Konchar Farr (St. Catherine University, parent and professor):

That summer road trip was a milestone for me, too. I didn't know it, but it was the last time I would be with my dad before he yielded permanently to dementia*. When he insisted (C) taking his turn driving just outside of Chicago, he panicked on the freeway and had to pull off. Embarrassed and frustrated, my dad, the long-distance truck driver, operator of heavy construction equipment, cool-headed driving teacher to eight children, surrendered the wheel to my mom, who drove most of the way to my brother's house in Denver as I squeezed into the back of the car with Daley and Tanner. As we took turns reading Harry Potter, I was aware not just of our story but also of every subtle shift in behavior that marked the approaching loss of the father I had known. ^(D) When he grabbed Tanner's wrist too firmly in a McDonald's restaurant and Tanner cried, I had to protect my six-year-old son (E) my father — the man who taught me to play chess and card games, to ride ponies and mini-bikes, to fish, swim, and skate. One winter he attached an old car hood to the back of his tractor like a sled and drove us around and around for hours in our snowy field. Soon other kids from the neighborhood joined, choking with laughter alongside my brothers and sisters and me. That was the dad I remember, full of fun and playfulness, the kind of parent I wanted to be.

If that trip marked an end to his playful parenting, it was a beginning for mine. The Harry Potter books punctuate my memories of the years Daley and Tanner lived with me. Harry often got them out of bed an hour early so we could read over hot chocolate at neighborhood coffee shops before school. He got them back and forth through many more road trips to visit both sets of grandparents in Pittsburgh. I remember Daley carrying Harry to Girl Scout camp in her pillowcase and Tanner sitting on the front porch absorbed in Harry. I also remember cuddling together in a hammock

outside our house reading Harry on sticky Minnesota nights until it got too dark for us to see the pages. And that fierce desert storm is one (F) my most cherished memories, the amazing smells, sounds, and flashes of lightning (“*Lumos!*”) that amplified the magical world we were lost (G) inside that little tent. We are all readers now; Daley and I delight in our regular discussions of novels over coffee or on rollerblades, and Tanner’s collection of fantasy novels and manga threatens to take over his room. Because I haven’t driven a tractor in years, Harry served as well as (H) for me and my kids.

(Adapted from Cecilia Konchar Farr, *A Wizard of Their Age*, Suny Press, 2015)

* dementia: 認知症

1. この旅について、二人の記述と合致するものを、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
 - a. It was the first time the family had driven from Minnesota to Utah.
 - b. Cecilia drove all the way from St. Paul to Moab.
 - c. The trip took place around the time when *Harry Potter and the Chamber of Secrets* was first published in the U.S.
 - d. They arrived at the Utah desert, but the bad weather spoiled the pleasure of camping.

2. 道中の子供たちの様子について, Daley の記述と合致するものを, つぎの a ~ d の中から一つ選び, その記号を解答欄にマークせよ。
- a. They complained about the slow speed at which they could read aloud.
 - b. They disagreed over which character in the book was the most attractive.
 - c. They fought because each of them wanted to have the book to herself/himself.
 - d. They quarreled because each of them wanted their turn at reading to last longer.
3. 空所 に入る最も適切なものを, つぎの a ~ e の中から一つ選び, その記号を解答欄にマークせよ。
- a. decent
 - b. hurry
 - c. gently
 - d. quickly
 - e. modestly
4. 空所 に入る最も適切なものを, つぎの a ~ e の中から一つ選び, その記号を解答欄にマークせよ。
- a. disagreeable
 - b. natural
 - c. excited
 - d. strange
 - e. boring
5. 空所 , , , に入る最も適切なものを, つぎの a ~ e の中からそれぞれ一つずつ選び, その記号を解答欄にマークせよ。ただし選択肢は一度しか使えない。
- a. from
 - b. in
 - c. of
 - d. on
 - e. with

6. 下線部(D) behavior は誰のものか、つぎの a～e の中から一つ選び、その記号を解答欄にマークせよ。

- a. Harry b. Tanner c. Cecilia
d. Cecilia's husband e. Daley's grandfather

7. 空所 に入る最も適切なものを、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. chess and card games b. driving lessons
c. ponies and mini-bikes d. a sled in the field

8. つぎの英文①～③について、正しいものを a～h の中から一つ選び、その記号を解答欄にマークせよ。

- ① Cecilia was drawn to Harry Potter books as she was going through a change in her relationship with her father.
② The experience of enjoying Harry Potter books was the last thing Cecilia could share with her father.
③ Harry's story reminded Cecilia of the exciting experiences she had had with her father in her childhood.

- a. ①～③のすべてが本文の内容に合致している。
b. ①と②は本文の内容に合致しているが、③は合致していない。
c. ①と③は本文の内容に合致しているが、②は合致していない。
d. ②と③は本文の内容に合致しているが、①は合致していない。
e. ①は本文の内容に合致しているが、②と③は合致していない。
f. ②は本文の内容に合致しているが、①と③は合致していない。
g. ③は本文の内容に合致しているが、①と②は合致していない。
h. ①～③のすべてが本文の内容に合致していない。

9. つぎの英文①～③について、正しいものを a～h の中から一つ選び、その記号を解答欄にマークせよ。

- ① For both Daley and Cecilia, family bonds are the most important thing that Harry Potter books brought to them.
- ② Harry Potter books are significant for Daley because they allowed her to share the fun of reading with other booklovers.
- ③ Harry Potter books were an inseparable part of the time Cecilia spent with her children.

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- g. ③は本文の内容に合致しているが、①と②は合致していない。
- h. ①～③のすべてが本文の内容に合致していない。