

I 次の英文を読み、下記の設問に答えなさい。

(\*のついた語は注を参照すること。)

The English were railroad pioneers, and their railway system was known for the high quality of its construction. In fact,  イ  . Attention to quality and detail did not slow the development of the British rail system. In 1843, 1,800 miles of railroad were open to traffic, and the trains carried 300,000 passengers a week. By 1899, 20,000 miles had opened, and passengers numbered close to 12,000,000. However,  ロ  . There were few amenities and little or nothing to eat onboard trains before the introduction of dining cars in the 1870s.

Some passengers packed lunch baskets to sustain themselves during trips. Those who hadn't brought anything simply grumbled about the lack of food. <sup>(1)</sup> As more rail lines were laid and trips grew longer, the British built a series of rail station refreshment rooms and railway hotels to provide food and accommodations for their passengers. The refreshment rooms, also known as tearooms, offered simple meals and snacks—tea, soup, sandwiches, pork pies, Banbury cakes\*, and sausage rolls.

Sir William Acworth was a British railway economist whose career spanned the late nineteenth and early twentieth centuries. He authored several books and studies on railway economics in the British Isles, Germany, India, and the United States. Although  ハ  , he had strong opinions about the food that was available to railway travelers. Acworth believed there was much room for improvement in the English refreshment rooms. In his 1899 book, *The Railways of England*, he wrote, “I travelled backwards and forwards across Lincolnshire for a long summer’s day, some time back, and for twelve mortal hours had to live on bread\*.” However, he acknowledged that the refreshments were better than they’d been in the days when “the tea and the soup at Mugby Junction\* rested substantially on the same foundation.”

Charles Dickens had much the same opinion of the refreshments. He described the coffee as “brown hot water thickened with flour,” and the pork pie as “glutinous lumps of gristle and grease.” Anthony Trollope was even more derisive. He said the real disgrace of England was the railway’s “fossil sandwiches”: “That whited sepulchre\*, fair enough outside, but so meagre, poor, and spiritless within, such a thing of shreds and parings, such a dab of food, telling us that the poor bone whence it was scraped had been made utterly bare before it was sent into the kitchen for the soup pot.”

The railway sandwich’s freshness, or lack thereof, was ridiculed for years and often was used as a metaphor for mediocrity. It was still being joked about in David Lean’s classic film *Brief Encounter*\*, which was set in a 1938 station refreshment room. The characters played by Trevor Howard and Celia Johnson meet and fall in love as they wait for their trains and sip their tea. In the course of the film, a rude customer says to the waitress that they don’t believe the sandwiches are fresh. The “Milford Junction” of the film was actually Carnforth Station, which still exists and has been restored to look the way it did in the late 1930s. Fans of the film are among its most faithful patrons.

English refreshment stops were brief, sometimes just ten minutes. Passengers<sup>(3)</sup> complained that they were often so rushed that the train’s departure bell rang before their coffee, tea, or soup had cooled enough to sip. English writer Chris de Winter Hebron reported that once, due to a delay in a train’s departure, passengers at a station actually saw their abandoned refreshments being dumped back into the urns and pots they had just been poured from, to be resold when the next train arrived.

The British instituted the station refreshment room system on railways in India in the mid-nineteenth century. Acworth quoted an article in an unidentified Australian newspaper that said Indian refreshment rooms were better than those in England. Dinner at the rooms on the line from Calcutta to Bombay,

according to the article, consisted of “soup and fish, beef, mutton, snipe, duck, partridge, quail, pastry, four or five different kinds of fruits, and the universal curry and rice ...”

The Australian writer was dismissive of the “universal curry and rice” of India, but, years later, author David Burton took the ( あ ) point of view in his book, *The Raj at Table*, writing that

every big station had three dining rooms on the platform—European, Hindu and Muslim. Anybody with any sense avoided the European one, except perhaps to buy a luke-warm soda or beer, for the food was as horrendous as it was over-priced. The Muslim dining rooms were quite a different story, however, and the delicious aromas of kababs and the pilaus which wafted from them provided a temptation to many a European traveller, provided they could turn a blind eye to the kitchen conditions out the back.

【出典：Quinzio, Jeri. *Food on the Rails: The Golden Era of Railroad Dining*. (2014) Lanham: Rowman & Littlefield. 出題の都合上、原文の一部に変更を加えている。】

#### 注

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|------------------------|---|
| Banbury cakes          | 干しぶどうやスグリの実を詰めた楕円形のパイ   |
| live on bread          | 原文では古風な表現 <i>batten on buns</i> が用いられている                          |
| Mugby Junction         | Charles Dickens の短編集 <i>Mugby Junction</i> (1866) の舞台として設定された架空の駅 |
| sepulchre              | 墓石  |
| <i>Brief Encounter</i> | 1945 年制作のイギリス映画   |

設 問

1. 空欄  ,  ,  
 それぞれに入るもっとも適切なフレーズを以下から  
選び、記号で答えなさい。

- (A) he was not critical against the British diplomatic policy at that time
- (B) his primary focus was on the business and politics of railways
- (C) the Americans and the French subsequently used English railroad technology as their model
- (D) the course meals being offered were terrific
- (E) the quality of the first trains did not extend to food service or passengers' comfort
- (F) the railway passengers tended to prefer exotic meals
- (G) they had well-equipped refreshment rooms at every railway station

2. 下線部(1)を日本語に訳しなさい。

3. 下線部(2) derisive に最も近い意味の語を選び、記号で答えなさい。

- (A) flattering
- (B) indifferent
- (C) praising
- (D) ridiculing

4. 下線部(3)を日本語に訳しなさい。

5. ( あ )に入る最も適切な語を選び、記号で答えなさい。

- (A) inconsistent
- (B) opposite
- (C) original
- (D) same

6. 本文の内容と合致する文を2つ選び、記号で答えなさい。

- (A) Acworth wrote in an article in an Australian newspaper that soup in India was better than that in England.
- (B) Both Dickens and Trollope wrote that the food at the railroad refreshment rooms tasted superb.
- (C) In the early years of the British rail system, some passengers brought their own food.
- (D) Refreshment rooms in Australia offered a variety of food including fish, beef, pastry, fruits, and so on.
- (E) Remnants left by the passengers at English refreshment rooms were sometimes reused and offered to the next ones.

## Ⅱ 次の英文を読み、下記の設問に答えなさい。

(\*のついた語は注を参照すること。)

Politicians and marketing executives have long known that language plays a crucial role in influencing public opinion. A clever choice of metaphor, ( ① ) particular, can make a situation more accessible to the public, and also provide a mechanism by which the speaker's priorities can be fore-fronted, while minimizing any inconvenient details. A study documented the terminology used globally to describe the Coronavirus (Covid-19) global pandemic which started in 2020. Many leaders employed war metaphors, describing the virus as an 'alien invader', encouraging people to 'fight' the 'enemy'; that is, to pull together as a community. This discourse invokes memories of historic victories, allowing leaders to position themselves as modern-day heroes, and encourage the population to accept authoritarian measures ostensibly designed to 'repel' the virus. References to sport (for example, ' (1) \_\_\_\_\_ ') also encouraged populations to be patient with their leaders and prepared them to accept long-term restrictions in everyday activities. The power that carefully chosen language [ a, change, has, perceive, the, to, situation, way, we ] is (2) \_\_\_\_\_ is clear. This has been the case throughout history, and has been well documented in the field of education, particularly with reference to disability.

I Discourses do not carry meaning so much as perform specific functions, particularly in the sociopolitical domain in which education is located, according to another study. A different study points out that the developing professional identities of novice teachers become visible when considered from the perspective of their discursive practices. Adopting professional discourses allows them to gain entry to the teaching community and enables them to organize their ideas and understanding of the new concepts to which they are introduced.

II In the UK Equality Act (2010), it is defined as a

‘physical or mental impairment which has a substantial and long-term adverse effect ( ② ) your ability to carry out normal day-to-day activities’, a description which includes dyslexia\*, depending on how ‘substantial’ and ‘normal, day-to-day activities’ are defined. Many dyslexic people are surprised when they learn that they are classed—technically—( ③ ) being disabled, because, in common with many other groups of disabled people, they perceive their disability as a series of barriers in their lives, rather than as a defining characteristic of their personality or identity. In the UN Convention on the Rights of Persons with Disabilities, it is acknowledged that ‘disability is an evolving concept’ (United Nations, 2006). Definitions may therefore be subject to alteration as societies change their perceptions, and as more disabled people’s voices are heard in the debate.

III A group of researchers found a wide range of discourses among students in higher education who were accessing disability support, ( ④ ) some making use of the medical terminology and others adopting more empowering expressions. There is an important question to be asked about whether (and to what degree) these students’ self-perception and behavior are influenced by the language they hear around them and incorporate into their own communication.

Dominant discourses tend to reflect and further the interests of the powerful (for example, policymakers and professional bodies), while competing discourses seek to challenge this power structure and refocus the discussion, usually in favor of the oppressed or less powerful (in this case, these might be disabled students and their families and advocates). It takes time for alternative terminology ( ⑤ ) become established in a community, and usually even longer for attitudes to change; as Corbett notes, language pertaining to disability ‘has always been built on shifting sands ... waves move in to wash away one set of words and new shapes are drawn’. In order to establish the role that discourses play in our society, it is important to consider the

relationship between language and thought.

IV

A group of researchers discuss a spectrum of views regarding the extent to which language shapes our view of the world (linguistic determinism), or merely reflects our experiences (linguistic relativism). Linguistic determinists argue that we may not be aware of things that our first language does not have ways of describing, because our world view is shaped by the first language we learn. ( あ ), linguistic relativists argue, babies and infants must generate thoughts long before they develop language use, so it seems clear that our thoughts are independent ( ⑥ ) our language use, and perhaps even shape it, rather than being determined by it.

In its simplest form, the question is whether language fundamentally determines our view of the world, or only reflects it, but this long-running debate is extremely nuanced, and it may ( い ) be possible to say definitively whether language exerts more influence over thought, or vice versa. Most likely it is an interactive and cyclical process, which starts as language use develops and continues throughout a person's life. What is important here is the idea that making a conscious effort to change our language habits and usage can affect the way we think about the world around us, and can also influence the thinking of others we interact with.

【出典：Kormos, J., & Smith, A. M. *Teaching languages to students with specific learning differences* (2nd ed.). (2024) Bristol: Multilingual Matters. 出題の都合上、原文の一部に変更を加えている。】

注

dyslexia 失読症(文字や文章の理解が不能となる障がい)



設 問

1. 下線部(1)に入れる例として最も適切なものを選び、記号で答えなさい。加えて、その例が文意に沿う理由を 60 字以内(句読点を含む)の日本語で説明しなさい。  
(A) it's a marathon not a sprint  
(B) it's dribbling a basketball not kicking a soccer ball  
(C) it's hitting a homerun not a foul ball  
(D) it's speed skating not figure skating
2. 文脈を踏まえ、意味が通るように下線部(2)の単語を並べ替えて文を完成させなさい。

3. 

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 に入る最も適切な文を選択肢から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (A) Although the desire to use transparent and non-offensive terminology may be strong, it is not always easy to find expressions that all can agree on, and even the term 'disability' is itself not straightforward to define.
- (B) Discourse is socially constitutive as well as socially conditioned—it constitutes situations, objects of knowledge and the social identities of and relationships between people and groups of people.
- (C) Much of the terminology relating to disabled learners (covering a full range of impairments) that was used in Britain up to the 1970s is considered irrelevant today.
- (D) Naturally, not every student accessing support from their institution will choose the same terminology to describe their lived experiences.
- (E) The exact role that language plays in shaping our thoughts has long been debated by linguists, anthropologists and psychologists, but opinions are still divided as to the nature of the relationship between language and thought.
- (F) When we talk about any aspect of our society, we have to make choices about the words that we use; the particular way that we use language is described as the discourse of that field.

4. ( ① )～( ⑥ )に入る最も適切な単語を選択肢から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- |            |        |          |
|------------|--------|----------|
| (A) around | (B) as | (C) at   |
| (D) in     | (E) of | (F) on   |
| (G) out    | (H) to | (I) with |

5. 著者の主張を踏まえ、( あ )に入る最も適切な単語を選択肢から選び、記号で答えなさい。

- (A) Conversely
- (B) Moreover
- (C) Regrettably
- (D) Therefore

6. 著者の主張を踏まえ、( い )に入る最も適切な単語を選択肢から選び、記号で答えなさい。

- (A) always
- (B) never
- (C) often
- (D) sometimes

**III** Sandra is reading an article about the future. Her friend, Robert, is curious about what she is reading. Read the dialogue and answer the following questions.

**Robert:** What are you reading there?

**Sandra:** An article about what the world will be like in fifty years' time.

**Robert:** I'm not sure if I want to think about that. With the way that things are going, I wonder whether there will be a world at all.

**Sandra:** The author's actually quite optimistic. She says that we'll have solved the problems of global hunger and global warming, and that we'll have found cures for many diseases. Most people will live to be at least a hundred, and quite a lot of them will live to be a hundred and twenty or more. She also says that we'll be living in pods on the moon and that there'll be a colony on Mars.

**Robert:** That might be so, but what about wars? They'll be even more deadly in the future, as technology develops.

**Sandra:** She doesn't say so much about that, but she seems to think that things will be better when human beings have more room to live in.

**Robert:** People won't feel as if they have more room to live in if they are stuck in space pods and spaceships. They won't be able to move around much and it will most likely make them bad-tempered and aggressive. It will be a bit like going on a cruise to see the world, but not being able to leave your cabin. You might be able to take some nice photos from the window but you won't really have been anywhere.

**Sandra:** I dare say they'll get used to it. Just like we've got used to spending hours with our computers and mobile phones instead of working in the fields or the mines. Would you like to leave your

office job for something like that?  
(1)

**Robert:** Maybe you're right. But I think that people would still fight each other in the new colonies, just as we still fight each other from behind our computers. It could be like the Wild West. There won't be anyone to enforce law and order.  
(2)

**Sandra:** They will still depend on the Earth for supplies, so they won't be able to break away. And the people who are chosen to go to the colonies will be very carefully selected. They'll all be highly intelligent and moral people. Maybe in time they will break away and set up their own governments and they will organize things better than we do!

**Robert:** But just think what it would be like to actually live there! You couldn't go outside for long even with a spacesuit because of strong winds and radiation. And the food would be fairly terrible, I think... You'll never have cows and sheep on Mars. People would have to live off reconstituted meals, pastes and powders. Or maybe they would be munching on insects—yuck!

**Sandra:** Perhaps at first, but then they would soon start to grow plants inside the pods. They would also develop aquaculture. Lots of fish tanks full of delicious salmon and trout, lobster and prawns.

**Robert:** I'd sooner go fishing for them here. Or get them from the supermarket.

**Sandra:** And they might breed rabbits or rats for food.

**Robert:** Even worse. Rabbits are too cute to eat, and rats are too disgusting. No, I think scientists should devote their efforts to making life better on Earth and governments should put their money into improving the environment. Let's have clean water in our rivers for fish, not aquariums on Mars!

**Sandra:** I dare say you're right, but I would still like to go to Mars...

## QUESTIONS

1. What does Sandra mean by the underlined phrase after (1)?
  - (A) a certain office job or something similar
  - (B) a traditional manual labor job such as farming
  - (C) a traditional office job working with computers or mobile phones
  - (D) some jobs that have more free time
  - (E) some jobs that you'll get used to
  
2. Based on the context, infer the most accurate explanation of the underlined phrase after (2).
  - (A) People will become wild as soon as they leave the Earth.
  - (B) People will be gone after law and order has been enforced.
  - (C) People will still fight each other from behind their computers.
  - (D) People would consider Mars to be the final frontier.
  - (E) People would live in a state of lawlessness.
  
3. Based on the dialogue, which of the following is most likely to be true?
  - (A) Neither Sandra nor Robert has tried to eat insects.
  - (B) Robert has been on cruises and not enjoyed himself.
  - (C) Robert seems to be more cautious and pessimistic than Sandra.
  - (D) Sandra cares more about Earth's ecology than Robert.
  - (E) Sandra is more adventurous than Robert and always disagrees with his opinions.

4. Based on the dialogue, which TWO of the following are NOT true?
- (A) Both Robert and Sandra think that settlers on Mars will probably have to eat reconstituted food.
  - (B) Robert is against aquaculture because it pollutes the rivers.
  - (C) Robert is squeamish about eating small mammals.
  - (D) Sandra doesn't think that new colonies may become autonomous.
  - (E) Sandra thinks that the people sent to the new colonies will be better than the average person on Earth.
5. In your opinion, how will the world remain unchanged in fifty years? Give one example to support your opinion. Your answer must be between 30 and 40 words. Indicate the number of words you have written at the end of your answer. Do not count punctuation such as commas or periods as words.

**IV** Answer the following questions. Indicate the number of words you have written at the end of each answer. Do not count punctuation such as commas or periods as words.

#### **QUESTIONS**

1. Describe, from a third-person point of view, how social media has impacted communications nowadays in society. DO NOT use your personal experiences as examples. Your answer must be between 30 and 40 words.
  
2. Explain how YOUR life would be different if social media did not exist. Give two reasons for your explanation. Your answer must be between 40 and 50 words.