

2022年度 一般選抜 学力検査 (外国語)

「コミュニケーション英語Ⅰ・コミュニケーション英語Ⅱ・
コミュニケーション英語Ⅲ・英語表現Ⅰ・英語表現Ⅱ」

設問【1】～【8】

【1】～【5】Ⅱ	マーク式 解答番号 <input type="text" value="1"/> ～ <input type="text" value="36"/>
【5】Ⅲ	記述式
【6】Ⅰ・Ⅱ	マーク式 解答番号 <input type="text" value="37"/> ～ <input type="text" value="46"/>
【6】Ⅲ～【8】	記述式

外

FC4

【1】 次の対話文が自然な流れをもつように、 ～ に入る最も適当な応答文を、それぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～ (6) 。

(配点 18 点)

[A conversation at home.]

A :

- (1) ① Did my bicycle chain remind you to fix it today? I really need to use it.
- ② Have you finished mending my bicycle chain yet? I need to use it today.
- ③ Why are you looking at me in such a funny way? I need to go out soon.
- ④ Could you please stop repairing my bicycle? I don't need it any longer.

B : Oh dear. I was going to have a look at it, then I got distracted.

A :

- (2) ① You pay attention so easily! Please go and fix it now.
- ② You make too many excuses. You did a very good job.
- ③ Don't worry about it now. I can see that you're busy.
- ④ Why are you so forgetful? You promised you'd try.

B : Yes, I did, and I apologize. I'll try to fix it right now.

A : **3**

- (3) ① Better late than never, I suppose. Do you know where your tool kit is?
- ② I'm very glad to hear it. Of course, you do know where the bicycle is?
- ③ Thank you. It's about time. Do I need to tell you where the tools are?
- ④ That's a good idea. Don't you know where the bicycle put the tool kit?

B : Of course. It's in the usual place, on the top shelf in the garage.

A : Actually, it isn't. I borrowed it yesterday to do another job.

B : **4**

- (4) ① You're mistaken. I didn't have any other jobs to do yesterday.
- ② Who did you give it to? I hope it wasn't to old Ted next door.
- ③ What job was that? You always leave repair jobs for me to do.
- ④ That's odd! Why not do the job yourself instead of asking me?

A : That's true, but one of the kitchen taps was loose, so I fixed it myself.

B : **5**

- (5) ① That's another job I tried to forget about. Where's the tap now?
- ② Never mind. Fixing taps is so difficult, but at least you had a try.
- ③ You'd better not get too good at this, or I will become useless.
- ④ Well done! So, if the tool kit isn't in the garage, where is it then?

A : It's in the utility room, on the floor beside the washing machine.

B : 6

- (6) ① I still can't see it. Why on earth did you put the tools in such a strange place?
- ② Oh yes, I see it. Thanks so much for saving me that job. I'll do yours right now.
- ③ I wonder why you thought it was a good idea to wash the tools in the machine.
- ④ Oh yes, there they are. I'll let you get on with the repair then, if you don't mind.

A : I appreciate it. If you could get it done by 2 o'clock it would be a huge help.

【2】 次の各組において、それぞれ①～⑦の語を空所に入れて日本語とほぼ同じ意味の英文を完成させたい。その場合、 ～ に入れるのに最も適当なものを、それぞれ①～⑦の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～ (6) 。 (配点 24 点)

(1) ニュートンはリンゴが木から落ちるのを見て引力を発見したというのは不正確な言い方で、正確には、彼はリンゴに働いている力が月や惑星に対しても働いていることに思い当たり、万有引力の法則を打ち立てたのである。

It is an imprecise way that Newton discovered gravitational force on seeing an apple fall from a tree; to be precise, he was that the force working on the apple also works on the moon and planets, and formulated the law of universal gravitation.

- ① with ② idea ③ of ④ it
⑤ putting ⑥ struck ⑦ an

(2) さまざまなテクノロジーの進展は一般の人々に利するだけでなく、障害のある多くの人々の生活にも違いをもたらすことだろう。これらの人々はそれにより他者に頼ることから解放され、より独立した生活を送ることができるからだ。

Advancements in various forms of technology not only benefit people in general, but will the lives of many disabled people, because they will help these people liberate themselves from dependence on others and lives.

- ① difference ② a ③ independent ④ lead
⑤ make ⑥ more ⑦ to

- (3) 19世紀末までには、帝国主義による領土拡大のために世界地図の未知の領域はほとんど消滅し、従来型の探検家や冒険家はいつの間にか、一種のスポーツとしての冒険に挑戦していくか、単なる旅行者になることを迫られていた。

By the end of the nineteenth century, unknown territories on the world map almost imperial expansion, and traditional explorers and adventurers either to take on an adventure as a kind of sport or to become a mere traveler.

- ① account ② disappeared ③ forced ④ found
⑤ of ⑥ on ⑦ themselves

- (4) アイルランドでは長いあいだ、英語という国際語が母語なので、他の言語の学習は必要ないと考える傾向が強かったが、近年では、そのような姿勢に対する反省が目立つようになってきている。

For a long time, there was in Ireland to think that, since an international language, English, is their mother tongue, is unnecessary, but in recent years, self-criticism for such an attitude has become noticeable.

- ① a ② other ③ learn ④ languages
⑤ tendency ⑥ strong ⑦ to

- (5) しばしばフロイトやユングの名前に結びつけられる深層心理学とは、無意識についての科学の実践および研究を指す。それはまた、意識と無意識との関係を探究する心理学の理論とも定義される。

Often of Freud and Jung, depth psychology refers to the practice and research of the science of the unconscious. It is also defined as the psychological the relationship between the conscious and the unconscious.

- ① associated ② explores ③ names ④ that
⑤ the ⑥ theory ⑦ with

- (6) あの雨の夜に誰かの傘を自分の傘と間違えたことに彼女が気づいたのは、2日後のことだった。しかし、そのちょっとした不注意が自分の人生をすっかり変えてしまう出来事に展開していくとは、その時の彼女には知る由もなかった。

It was two days later that she realized that on that rainy night she had mistaken someone's . But she had no idea at that time that the little carelessness would develop that would change her whole life.

- ① into ② event ③ her ④ for
⑤ an ⑥ own ⑦ umbrella

【3】 次の(1)～(10)の各文には4か所下線が施してある。そのうち1か所を訂正すれば、その文は正しい英文になる。その箇所をそれぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(10) 。

(配点 20 点)

(1) Some people are ①opposing to genetic engineering because they ②fear that it ③might entail some possible ④health risks.

(2) Ireland's population continued to decline ①by the mid-twentieth century, ②due to crop failure and emigration ③that began ④in the mid-nineteenth century.

(3) The ①latest scientific discoveries, ②although often incomprehensible to the person ③average, might have a great impact ④on the lives of ordinary people.

(4) Thinking ①too much about something ②that may happen or not and ③worry about tomorrow's problems today ④can cause unhealthy anxiety.

(5) ①As is often the ②case with Japanese, she is reluctant ③to stating her opinions to ④whoever is superior to her.

(6) Although several reasons can be pointed out ①as to why some animal species become ②extinction, the ③primary reason must be the destruction of ④their habitats.

(7) ①To his embarrassment, he was ②much praised by his teacher
③for his copied work instead of ④scolding.

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(8) Recently, the selection of ①goods available ②on online
shopping sites ③have become very broad and ④varied.

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(9) The government committee ①spent a ②lot of time discussing
③whether or not ④should they admit the establishment of
a new university.

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(10) Video games, ①which they began to ②be played commonly
in the U.K. ③by the 1970s, were ④first developed in 1947
in the U.S.A.

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【4】 次の(1)～(4)のAの文に対するBの応答として、最も不適切なものを、それぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(4) 。

(配点 16 点)

(1) A : I heard that Ken brought about the accident with his careless driving.

B :

- ① Oh really? How much was Ken paid for getting it?
- ② I've warned him before about not concentrating.
- ③ I heard too. Why does he always drive so quickly?
- ④ That's the second time this year. It's really too bad.

(2) A : I'm not sure what point you are trying to make.

B :

- ① Didn't I express myself clearly enough? I'm sorry.
- ② It's the one lying on the table. Can't you see it?
- ③ I apologize. Perhaps I'm being too indirect today.
- ④ Let me give more examples. I hope that will help.

(3) A : Thank you so much for that excellent speech, Mary. Let's give her a big hand, everyone!

B :

- ① Oh please, that's not necessary. It was truly a pleasure for me to come here.
- ② Thank you for inviting me, and for the many fascinating comments you made.
- ③ I really enjoyed myself today. Thank you, everyone, for your kind attention.
- ④ That's very sweet of you, but I can do it by myself without help, thank you.

(4) A : If you have time, I'd like to go over the proposals again.

B :

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- ① Which parts do you think need to be looked at some more?
- ② Is there a section in particular that you're concerned about?
- ③ You can't just ignore them. I spent so much time on all this.
- ④ I'm happy with that. There are a few things I'd like to check.

【5】 次の英文を読み、下記の設問Ⅰ、Ⅱに対する最も適当な答えを、それぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。また、下記の設問Ⅲの英文を和訳し、記述解答用紙(E)に記入しなさい。

解答番号は、Ⅰ(1) ～(5) 、Ⅱ(1) ～(5) 。

(配点ⅠⅡ 35点、Ⅲ 5点)

Noh — its name ^(a)derived from *nō*, meaning “talent” or “skill” — is unlike Western narrative drama. Rather than being actors or “representers” in the Western sense, Noh performers are simply storytellers who use their visual appearances and their movements to suggest the essence of their tale rather than to enact it. Little “happens” in a Noh drama, and the total effect is less that of a present action than of a metaphor made visual.

Noh developed from ancient forms of dance drama and from various types of festival drama at shrines and temples that had appeared by the 12th or 13th century. Noh became a distinctive form in the 14th century and was continually refined up to the years of the Tokugawa period. It became a ceremonial drama performed on special occasions by professional actors for the warrior class — as a prayer for peace, long life, and the prosperity of the social elite. Outside the noble houses, however, there were performances that popular audiences could attend. The ^(b)collapse of the feudal order with the Meiji Restoration threatened the existence of Noh, though a few notable actors maintained its traditions. After World War II the interest of a larger audience led to a revival of the form.

About 2,000 Noh texts survive in full, of which about 230 remain in the modern performances. Zeami wrote and performed in many of the most beautiful and respected of Noh texts; he also formulated the principles of the Noh theatre that guided its performers for many centuries. His *Kakyō* detailed the composition, the recitation, the mime and dance of the performers, and the staging practices of Noh. These constituted the

first major principle of Noh, which Zeami described as *monomane*, or the “imitation of things.” He advised on the selection of classical characters to be portrayed, from legend or life, and on the proper integration of the visual, the melodic, and the verbal to open the eye and ear of the mind to the supreme beauty he summarized in the second main principle, *yūgen*. Meaning literally “dark” or “obscure,” *yūgen* suggested beauty only partially perceived — fully felt but ^(c)barely glimpsed by the viewer.

Two factors have allowed Noh to be transmitted from generation to generation yet remain fairly close to earlier forms: first, the preservation of texts, containing detailed instructions of *monomane*. On the other hand, Noh was subject to the changing preferences of new audiences, and new styles and patterns inevitably ^(d)evolved. Further, there was constant refinement of performances to express more clearly or intensely the objectives of Noh, but these were always only minor changes from the traditional form.

In the 20th century some experimentation took place. Toki Zenmaro and Kita Minoru produced Noh plays that had new content but adhered to traditional conventions in production. Mishima Yukio, on the other hand, took old plays and added new twists while retaining the old themes. Experiments to develop the humorous *kyōgen* scenes and the ^(e)attempt to add a long stage passing through the audience and a spotlight on the lead performer received little public acceptance. Instead, Noh has been sustained in the postwar period by theatregoers who have come to enjoy it not simply for its status as “classic theatre” or because of innovations but as a perfected and refined contemporary stage art.

(From the website: Noh theatre: Japanese drama)

I According to the passage, choose the best answer.

(1) How is Noh compared to Western theatre?

- ① Noh performers represent the story by acting it out in a way similar to Western theatre.
- ② Noh originally means “talent” or “skill”, but such ideas are not present in Western theatre.
- ③ Unlike Western actors, Noh actors use subtle movements to suggest the story to the audience.
- ④ Like Western drama, stories in Noh involve a lot of actions and the message is very clear.

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(2) What is mentioned about Noh with respect to Japanese history?

- ① Noh was invented in shrines and temples, but these organizations did not pay the actors.
- ② Noh was established around the 14th century, but it was prohibited during the Tokugawa period.
- ③ Only noble people were entitled to watch any performance; common people were always excluded.
- ④ Having a wider fan base helped Noh continue after the mid-20th century and keep its popularity.

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(3) What are we told about Zeami’s contributions to Noh theatre?

- ① Zeami established Noh as an art form by performing and writing many stories and texts.
- ② *Yūgen* is an idea suggested by Zeami; basically it focuses on improving skin care and beauty.
- ③ Zeami insisted on the importance of *monomane* or copying famous people and mocking them.
- ④ *Yūgen* was developed by Zeami after he saw ghosts of ancient Japanese myths and legends.

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(4) Why has the traditional form of Noh survived in the modern world?

- ① Comedy performances based on new stories have raised interest in traditional Noh theatre.
- ② Texts and the idea of *monomane* were carefully passed along from older to younger performers.
- ③ Noh actors were not often threatened after the Meiji Restoration, and so became popular.
- ④ The form of Noh has kept changing, which is why it is totally different from the original form.

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(5) What is true about the Noh experiment in the 20th century?

- ① The content of old Noh was abolished, and the idea of Western drama was introduced.
- ② Mishima Yukio invented a style of new Noh theatre which replaced traditional Noh theatre.
- ③ The classical content of Noh theatre was not appreciated so people did not try to preserve it.
- ④ Noh is enjoyed by theatre lovers as an artistic form as much as a traditional style of drama.

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II Choose the word that can best replace the underlined word.

- (1) (a) derived : ① traveling ② falling
 ③ arising ④ coming 32

- (2) (b) collapse : ① breakdown ② success
 ③ introduction ④ continuation 33

- (3) (c) barely : ① hardly ② mostly
 ③ finally ④ nakedly 34

- (4) (d) evolved : ① rotated ② emerged
 ③ disappeared ④ failed 35

- (5) (e) attempt : ① taboo ② trial
 ③ tail ④ tap 36

III Translate the underlined part into Japanese:

About 2,000 Noh texts survive in full, of which about 230 remain in the modern performances.

【6】 次の英文を読み、下記の設問Ⅰ、Ⅱに対する最も適当な答えを、それぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。また、下記の設問Ⅲの英文を和訳し、記述解答用紙(E)に記入しなさい。

解答番号は、Ⅰ(1) ～(5) 、Ⅱ(1) ～(5) 。

(配点ⅠⅡ 35点、Ⅲ 5点)

The world's first railway along which passengers travelled on trains pulled by steam locomotives was opened in 1825 between Stockton and Darlington in north-east England. By the early 1900s, when railways reached the height of their popularity, there were about 37,000 kilometres of railway track in the UK. 19th century Victorian engineers such as Isambard Kingdom Brunel designed bridges for the railway, and architects designed (a) spectacular station buildings such as St. Pancras in London.

The railways played a vital role in Britain's industrial development during the 19th and early 20th centuries. Later, with the invention of the internal combustion engine (the type of engine used in cars), road transport became more popular for both (b) goods and passengers. In 1947 regional railway companies were nationalized and became British Rail (later, BR), but following the 1960s Beeching report made at the request of the government, many lines were closed in order to save money. In 1994 the government decided that BR should be returned to private ownership. Tracks and stations were made the responsibility of a company called Railtrack, while trains were once again operated by several companies on a regional (c) basis. People have been encouraged to use trains and other forms of public transport to help reduce fuel consumption and pollution.

The railway network connects all the major towns in Britain, and now, via the "Shuttle", links Britain with France and Belgium. Trains often have the (d) reputation for being late, and jokes are often made about the excuses given for delays. These have included "leaves on the line" in autumn, and "the

wrong kind of snow”. Tickets are quite expensive, although students and the elderly can get railcards which entitle them to cheaper fares.

In the U.S.A., most Americans have never been on a train. This is sad, because the railroads were the means by which the Old West was settled. Passenger trains today mainly serve commuters around large cities. The only major long-distance railway business is done by freight trains.

The first U.S. rail company was the Baltimore and Ohio Railroad in 1828, but its cars were pulled by horses. Steam power was used by the 1830s, and the Pullman sleeping car was invented in 1856. The American Civil War led to the rapid development of railroads, and the nation was connected from east to west when the Union Pacific Railroad and Central Pacific joined their tracks in Utah. The 20th century brought more powerful locomotives and huge stations, like Grand Central in New York. The greatest period of U.S. railroads lasted about one hundred years. Trains and railway workers were celebrated with many popular songs, and were also the subjects of many films and novels.

After World War II car ownership in America greatly increased, and people no longer used trains as a means of transport. Long distance travel was done by air. Union Pacific, once known for its two-level ‘dome lounge’ cars from which passengers could see the scenery, ^(e)ceased long-distance passenger services in 1971. There is still nostalgia for train travel in both Britain and the U.S., though: train ‘buffs’, people enthusiastic about everything to do with trains, take special steam locomotive trips, and help to maintain and run these lines as tourist attractions.

(Crowther, J. (1999) *The Oxford Guide to British and American Culture*)

I According to the passage, choose the best answer.

(1) Which statement best describes the early history of railways in the U.K.?

- ① The horse-drawn trains that ran between Stockton and Darlington were replaced by steam-powered machines.
- ② From a small beginning, the railway grew both in size and technology, reaching its peak in less than a hundred years.
- ③ Nearly forty thousand kilometres of bridges were laid down by great engineers like Isambard Kingdom Brunel.
- ④ The first steam-powered railway in the U.K. appeared just after the opening of America's first trains of the same type.

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(2) What changes were made to the British rail system in the 1990s?

- ① The industry was first privatised, then nationalised again, and named BR.
- ② The industry was encouraged to transport cars to reduce air pollution.
- ③ The industry was forced by the Beeching report to reduce its services.
- ④ The industry was separated into two parts: trains, and infrastructure.

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(3) How did the spread of cars influence the railways in Britain and America?

- ① The convenience of cars greatly reduced the demand for rail travel.
- ② It became easier to drive to the airports, and then to catch the trains.
- ③ Pullman cars made it possible for car drivers to sleep on long journeys.
- ④ Concerns about using fuel led more people to choose cars over trains.

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(4) Which of the following statements is not true?

- ① Without railways, Britain's industrial development would have been different.
- ② Songs were written and movies were made about trains and railway workers.
- ③ Nowadays, most of the remaining U.S. rail travel is between its biggest cities.
- ④ British railways are often the target of jokes about their sometimes late service.

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(5) How can we best summarize the difference between the present railway systems of the U.S.A. and Britain?

- ① The U.S. railroad system is regaining popularity, whereas the U.K. system is declining.
- ② Both have suffered reductions in services, but the British rail system is surviving better.
- ③ The U.S. has several regional rail companies, but the U.K. now has only one remaining.
- ④ Both countries still have 'buffs' who keep an interest in trains, but not the steam variety.

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II Choose the word that can best replace the underlined word.

- (1) (a) spectacular : ① visible ② unfamiliar
 ③ nearby ④ gorgeous 42
- (2) (b) goods : ① sales ② benefits
 ③ products ④ alternatives 43
- (3) (c) basis : ① arrangement ② disagreement
 ③ preference ④ ideal 44
- (4) (d) reputation : ① understanding ② desire
 ③ image ④ purpose 45
- (5) (e) ceased : ① resumed ② introduced
 ③ delayed ④ cancelled 46

III Translate the underlined part into Japanese.

the railroads were the means by which the Old West was settled.

【7】 次の(1)～(6)の対になった文がほぼ等しい意味になるように、()内に適当な1語を入れなさい。ただし、各語の最初の1字は()内に示してあるので、それに続けて単語を綴りなさい。

解答は、記述解答用紙(E)に記入しなさい。

(配点 24 点)

(1) The Police Squad managed to get rid of the bomb before it exploded.

The Police Squad managed to get rid of the bomb before it (w)
(o).

(2) It's such a nice day. Let's go on a picnic.

It's such a nice day. (S) (w) go on a picnic?

(3) When I spoke to the girl, she suddenly started to cry.

The girl burst (i) (t) when I spoke to her.

(4) I had to memorize all the words in the poetry book when I was at school.

I had to learn all the words in the poetry book (b) (h) when I was at school.

(5) It's time. You have to decide what you want to do.

It's time. You have to (m) up your (m) what you want to do.

(6) The government has promised to give more financial help to foreign countries this year.

The government has promised to (i) its (a) to foreign countries this year.

【8】 日本文のあらすじを参考に、英文中の㉞～㉟の()内に適当な1語を入れなさい。ただし、各語の最初の1字は()内に示してあるので、それに続けて単語を綴りなさい。

解答は、記述解答用紙(E)に記入しなさい。

(配点18点)

In the land of Ingary, where ㉞(s) things as seven-league boots and cloaks of invisibility really exist, it is quite a misfortune to be born the eldest of three. Everyone knows you are the one who will fail first, and worst, if the three of you set out to seek your fortunes.

Sophie Hatter was the eldest of three sisters. She was not even the child of a poor woodcutter, which might have given her some chance of success. Her parents were well to do and kept a ladies' hat shop in the ㉟(p) town of Market Chipping. True, her own mother died when Sophie was two years old and her sister Lettie was one year old, and their father married his youngest shop assistant, a pretty blond girl called Fanny. Fanny shortly gave ㊱(b) to the third sister, Martha. This ought to have made Sophie and Lettie into Ugly Sisters, but in fact all three girls grew up very pretty indeed, though Lettie was the one everyone said was most beautiful. Fanny treated all three girls with the same ㊲(k) and did not favour Martha in the least.

Mr. Hatter was proud of his three daughters and sent them all to the best school in town. Sophie was the most studious. She read a great deal, and very soon realised how ㊳(l) chance she had of an interesting future. It was a disappointment to her, but she was still happy enough, taking care of her sisters and grooming Martha to seek her fortune when the time came. Since Fanny was always busy in the shop, Sophie was the one who looked ㊴(a) the younger two. There was a certain amount of screaming and hair-pulling between those younger two. Lettie was by no means resigned to being the one who, next to Sophie, was bound to be the least successful.

“It’s not ⊕(f)” Lettie would cry. “Why should Martha have the best of it just because she was born the youngest? I shall marry a prince, so there!”

To which Martha always retorted that she would end up disgustingly rich without having to marry anybody.

Then Sophie would have to drag them apart and ⊙(m) their clothes. She was very deft with her needle. As time went on, she made clothes for her sisters, too. There was one deep rose outfit she made for Lettie, the May Day before this story really starts, which Fanny said looked as if it had come from the most expensive shop in Kingsbury.

About this time everyone began talking of the Witch of the Waste again. It was said the Witch had ⊙(t) the life of the King’s daughter and that the King had commanded his personal magician, Wizard Suliman, to go into the Waste and deal with the Witch. And it seemed that Wizard Suliman had not only failed to deal with the Witch: he had got himself killed by her.

(Jones, D. W. (1986) *Howl’s Moving Castle*)

〈あらすじ〉

インガリーは、「魔法の靴」や「透明マント」のようなものが本当に存在する国でした。そんな国で3人姉妹の長女として生まれたソフィーは本当についていません。おとぎ話の世界では、一番上の娘が最初に失敗するということがよく知られているからです。しかもソフィーは貧しい木こりの娘でもなく、両親は裕福な街で帽子屋を営んでいました。ソフィーの母親は、ソフィーと妹のレティーが幼い時に亡くなり、父親はその後、ファニーというきれいな女性と結婚しました。じきにファニーは3人目の娘となるマーサを生みましたが、ファニーは3人の娘を分け隔てなく同じ優しさで育て、娘たちは美しく成長しました。一番の勉強好きはソフィーでした。彼女はたくさんの本を読みましたが、勉強したからといって面白い将来がまっているわけではないということがわかっていました。店で忙しいファニーに代わり、ソフィーは2人の妹の面倒を喜んで見てい

ました。2人はしょっちゅう喧嘩をしていました。「ずるいわよ!一番小さいからってマーサばかり得して!」とレティーが言えば、マーサも負けてはいません。ソフィーは2人を引き離し、破れた服を繕ってやるのでした。ソフィーは裁縫が得意で、妹たちにも素敵なドレスを縫ってやっていました。

その頃、街の人々は「荒地の魔女」について噂し合っていました。魔女が王様の娘を殺す、と脅したので、王はお付きの魔法使いサリマンに、荒地へ行って、魔女と対峙するよう命じたのです。が、サリマンは魔女を止めるどころか、殺されてしまったようなのでした。