

## 2023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

【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 couple are talking.]

A : Isn't it about time you went to the hairdresser?

B :

- (1) ① Do you think that yours is getting too long?  
② Why? Do you think my hair looks so untidy?  
③ Has it been that long since I went last time?  
④ Isn't it usually in the afternoon when you go?

A : Well, I wouldn't say that exactly, but it is rather long.

B :

- (2) ① I guess you're right. It has been several months since I last had it cut.  
② You are quite correct. I really long to get it cut in a much shorter style.  
③ How can you say that? I only went to the hairdresser a few hours ago.  
④ Don't look so shocked! I haven't always liked my hair long, you know.

A : Has it been that long? That surprises me.

B : 3

- (3) ① Yes, it has. You know I always like to give you a surprise for your birthday.
- ② Yes, it has. There is often a reason for looking bad for someone's birthday.
- ③ Yes, it has. It was just before I organized the party for your fortieth birthday.
- ④ Yes, it has. I remember it clearly, because it was the day before my birthday.

A : I remember too. You wanted to look smart for your birthday party.

B : So I did. What do you think about me changing the style of cut this time?

A : 4

- (4) ① I don't think you should. I like it this way. But how about coloring it?
- ② It's fashionable to cut it all off nowadays. Why don't you try that?
- ③ To be honest, I don't want to think about your new hairstyle at all.
- ④ You'd better ask someone else to cut mine. I'm not confident to do it.

B : That's maybe a good idea. I've noticed a few gray hairs recently. I could hide those.

A : 5

- (5) ① Where did you put the big scissors? I can never find them.  
② Why don't you put them with all the others in the drawer?  
③ Where did you see those? I can't say that I've noticed any.  
④ Why can't you see the gray ones? Is your eyesight okay?

B : On the top, but you hardly notice them. What color do you think would suit me?

A : 6

- (6) ① How about painting your head black? You'd look funny!  
② How about a light brown? It would make you look younger.  
③ How about it if you choose the most suitable color for me?  
④ How about having a break, and just letting your hair grow?

B : I'm not so sure that it would take the years off, but I could give it a try!

【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) 天然ガス、石炭、石油などの化石燃料は私たちの近代生活を支えてきたが、いま人類が直面しているおそらく最大の課題は、それに代わり得る安価で再生可能な、かつ環境を汚染しないエネルギー源を見つけ出すことだろう。

Fossil fuels such as natural gas, coal and oil      
lives, but perhaps the greatest challenge facing humanity today is to find  
uncostly, renewable, and non-polluting sources of energy    
 fossil fuels.

- ① modern      ② replace      ③ supported      ④ can  
⑤ our          ⑥ which          ⑦ have

- (2) ヨーロッパ諸国の旧植民地は、そのほとんどが20世紀に政治的な独立を勝ち得たが、その多くは経済や文化の面でいまだに西欧の国々に依存している状況にあり、その支配はしばしば「新植民地主義」と呼ばれる。

Most of the former colonies of European countries     
in the 20th century, but many are still     in  
terms of economy and culture. This dominance is often called  
“neocolonialism.”

- ① on            ② independence    ③ countries    ④ gained  
⑤ Western      ⑥ dependent       ⑦ political

- (3) いま世界で使われている文字の種類は、新聞で使われているものに限っても約40種類あり、エジプトの象形文字のような過去の文字まで含めるなら優に400種類を超えるそうだ。

It is said that there are about forty types of characters used in the world today, if we limit them   9   used in newspapers and,    characters such as Egyptian hieroglyphs, there are well over four hundred types.

- ① past            ② including       ③ those           ④ to  
⑤ are            ⑥ which           ⑦ if

- (4) メキシコの「ユカタン」という地名は、じつは完全な誤解に由来している。ヨーロッパ人に土地の名前を聞かれた現地人は「ユカタン」と答えたのだが、これは実際には「何を言っているのか分かりません」という意味だったのだ。

The place name “Yucatan” in Mexico can in fact   10  a complete miscommunication. When    about the name of the place, the local people answered “Yucatan”, but it actually meant “I don’t understand you.”

- ① traced            ② Europeans       ③ by               ④ be  
⑤ to                ⑥ asked            ⑦ back

- (5) ホモサピエンスの脳は大きいとよく言われるが、重要なことは、そのサイズと構造が体全体の大きさに占める比率である。測定によれば、一般の哺乳類の平均と比べて私たち人類の脳は5倍も大きいとされている。

It is often said that *Homo sapiens* has a large brain, but   11   
its size and structure in proportion to the whole body. According to  
measurements, our brain is     the average of  
mammals in general.

- ① matters      ② than      ③ is      ④ what  
⑤ times      ⑥ larger      ⑦ five

- (6) 私の初めての日本体験は大阪でのホームステイだった。それまで学んできた日本語とはまったく別物のような関西弁に最初は戸惑ったが、慣れるにつれて、そのリズムカルな響きや意味のおかしさに魅力を感じるようになった。

My first experience of Japan was a homestay in Osaka. At first, I was  
confused by the Kansai dialect, which seemed    the  
Japanese that I had learned, but as I   12  , I came  
to appreciate its rhythmic sounds and funny meanings.

- ① different      ② it      ③ completely      ④ to  
⑤ used      ⑥ from      ⑦ got

【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) His ①initial plan met ②with criticism from his co-workers, so he proposed an ③alternative plan ④what seemed more realistic and practical.

(2) ①Given the current problems related ②for social justice and the environment, the business ③case for corporate social responsibility is stronger than ④ever.

(3) Like ①much other primates, Japanese monkeys live in groups ②within which there ③are complex ④social interactions.

(4) Sociology is wide in ①scope, encompassing everything from ②casually encounters ③between people ④to cross-cultural conflicts and globalization.

(5) It is ①not wonder that he has ②won the championship, ③as in the last few months he became a ④new man.

(6) The WHO stated ①that it was more important to ②provide two vaccinations to the poor people of the world than to give extra ③protect to ④those in wealthy countries.



(7) The North Pole is ①fundamentally different from the South Pole in ②which the former is a ③frozen sea ④while the latter is a continent.

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(8) Wind and water ①has a powerful influence ②on landscape because they are ③continually eroding the soil and ④even rocks.

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(9) Linguists have discussed the extent ①to which children have an ②inborn linguistic ability as ③opposing to learning a language by ④imitating adult speakers.

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(10) ①Spy thrillers by the author are concerned ②by the inner ③feelings of the characters, ④rather than external action.

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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 : You'll never get that right unless you concentrate.

B :

- ① You're right. I'll stop thinking about it and see what happens.
- ② I'm doing my best! Please let me try to do it one more time.
- ③ It's odd, but I could do it quite easily yesterday. I wonder why?
- ④ Please be patient; I'm almost there. It won't take much longer.

(2) A : Mr. Tsubota is off work today. Shall we call off our meeting?

B :

- ① Yes, I think we'd better. His input is essential to our discussion.
- ② Yes, I don't think there is anything that cannot wait until tomorrow.
- ③ No, don't phone him. He shouldn't have come to the office today.
- ④ No, I believe we can still do something useful, even if he's not there.

(3) A : You want to borrow my car? That's out of the question.

B :

- ① Oh, please. I lent you mine the other day, didn't I?
- ② I know you're worried, but I'll be very careful with it.
- ③ It's only for an hour or two. I'll bring it straight back.
- ④ So, what question do you suggest that I ask you then?

(4) A : Shall we eat now, or would you prefer to wait?

B : 

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- ① Can you decide when, just for a change?
- ② Yes, that's a great idea. Let's do both.
- ③ I'm not so hungry right now. Let's wait.
- ④ Any time from now is just fine with me.

【5】 次の英文を読み、下記の設問Ⅰ、Ⅱに対する最も適切な答えを、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)

In 1881, two young British princes serving as midshipmen in the Royal Navy visited Japan, where they had a meeting with the emperor. This (a) encounter wasn't the most significant between the royal families of Britain and Japan, or the most extravagant — the princes bought a metal teapot and cups as a gift for their father in a tourist market — but it was symbolic of the long and complex interaction between the two countries. While they were in Japan, the princes, aged just 16 and 17, got tattoos on their arms: a couple of birds, storks, for Prince Albert and a dragon and a tiger for the future George V, Prince George.

“Tattoos were part of naval culture and were a British aristocratic fashion in the late 19th century,” explains Rachel Peat, the curator of a new exhibition, “Japan: Courts and Culture”, which opened at the Queen’s Gallery. “But in Japan, tattooing had very different connotations. It has been both a (b) respected art form and at various times illegal, so there is a mysterious atmosphere and almost danger to getting a tattoo.”

The sense of something distant, desirable and difficult to access has been a key part of the western fascination for Japanese art, culture and objects. It is shown in this first exhibition dedicated to works of art from Japan in the royal collection, for which the Queen’s galleries have been specially redesigned. While it is not a comprehensive survey of Japanese art — no calligraphy or kimonos and only one *netsuke* miniature sculpture — it reveals a fascinating story of diplomacy, taste and power through artistry and craftsmanship.

The first royal contact came in 1613, with an exchange of gifts that included a set of samurai armour, <sup>(c)</sup>shortly before Japan closed itself to western influence for more than 200 years. Not that this put an end to the attraction for all things Japanese. If anything, the closure of Japan made its products all the more fashionable and sought after, and via Chinese and Dutch merchants, the royal family continued to build its collection of porcelain and lacquer products, whose secrets of manufacture were still unknown in the west. The reopening of Japan in the 19th century encouraged a renewal of royal visits and a new appreciation and understanding of Japanese art in the west, and the start of the 20th century saw warm relations between the countries. The breakdown caused by the Second World War was healed in the 1950s with a coronation gift from Emperor Hirohito to the new British queen, which was widely regarded as an <sup>(d)</sup>attempt to use art to symbolise a new era of cooperation.

“These objects are normally dispersed across 15 different historic and royal residences,” says Peat. “So bringing them together and seeing them as a whole is quite something. Many of the objects are gifts directly commissioned by the imperial family, and in some cases even designed by them. The result is work of the most <sup>(e)</sup>exquisite quality, but also work that reveals a fascinating history — complete with highs and lows — of an ever-changing relationship not only between courts, but between cultures.”

*(Art of diplomacy: 300 years of Japanese art in Britain's royal collection by Nicholas Wroe, The Guardian, 7 Apr 2022. Copyright Guardian News & Media Ltd 2023)*

I According to the passage, choose the best answer.

(1) What are we told about the visit of the two British princes to Japan in 1881?

- ① The princes bought a tea set at a common tourist market as a souvenir for their father.
- ② Prior to their visit, the teenaged princes both got tattoos, which were illegal in Japan.
- ③ The long, friendly relationship between Britain and Japan ended as a result of their visit.
- ④ The two princes were given presents of birds, dragons and tigers on behalf of the emperor.

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(2) Why have western people always been so attracted to Japanese art?

- ① The first exhibition of the royal collection started a fashionable interest in all forms of Japanese art.
- ② The geographical distance and the difficulty in obtaining art objects made Japanese art more attractive.
- ③ Comprehensive surveys on Japanese art were often conducted in the west, and the results were published.
- ④ Japanese art forms such as calligraphy, kimono and sculptures were introduced in the west by diplomats.

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(3) What happened during Japan's long period of isolation from other countries?

- ① It caused some Japanese to sell their armour to Europe, which made some merchants very rich.
- ② Because it lasted for 200 years, British people's interest in Japanese art stopped completely.
- ③ Interest in the west shifted to Chinese culture, and art form there was taken abroad by the Dutch.
- ④ People became even more interested in Japanese art, and still managed to acquire art objects.

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(4) Which of the following is not true about relations between Britain and Japan after the opening of the country?

- ① They restarted visiting each other, and the Second World War made it even easier for the visits to occur.
- ② The visits by the British Royal family raised awareness of Japanese art among people in the west.
- ③ The Japanese emperor's gift to the new queen helped to improve relations between the countries.
- ④ Except for the period during and just after the war, Britain and Japan have usually been on good terms.

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(5) Why is the new exhibition “Japan: Courts and Culture” so unusual?

- ① Each object shown there was designed in the form of a member of the imperial family.
- ② The objects on show are normally kept in many different places, and not seen together.
- ③ Fifteen objects have been gathered together, but many others are still yet to be found.
- ④ Most of these objects keep changing, due to the complications of royal relationships.



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

(1) (a) encounter :      ① addition                      ② meeting  
   ③ motion                         ④ argument                      32

(2) (b) respected :      ① admired                        ② announced  
   ③ criticised                      ④ connected                      33

(3) (c) shortly :        ① just                                ② exactly  
   ③ rather                            ④ finally                            34

(4) (d) attempt :        ① emphasis                        ② event  
   ③ effort                              ④ exception                        35

(5) (e) exquisite :      ① interesting                       ② imperial  
   ③ bitter                              ④ beautiful                         36

III Translate the underlined part into Japanese:

Not that this put an end to the attraction for all things Japanese.

【6】 次の英文を読み、下記の設問Ⅰ、Ⅱに対する最も適切な答えを、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)

Stonehenge in southern England (a)ranks among the world's most iconic sites and one of its greatest enigmas. The great stone circle on Salisbury Plain inspires awe and fascination — but also intense debate some 4,600 years after it was built by ancient Britons who left no written record.

The monument's mysterious past has brought into existence countless tales and theories. According to folklore, Stonehenge was created by Merlin, the wizard who magically transported the massive stones from Ireland, where giants had (b)assembled them. Another legend says invading Danes put the stones up, and another theory says they were the ruins of a Roman temple.

Centuries of (c)fieldwork show the monument was more than a millennium in the making, starting out 5,000 years ago as a circular earth bank and ditch. A complicated pattern of wooden posts was replaced in about 2600 B.C. by 80 bluestones from Wales that were rearranged at least three times after the larger stones were added several hundred years later. These huge sandstone blocks, each weighing around 25 tons, were transported some 19 miles (30 kilometers) to create a continuous outer circle with five trilithons (pairs of uprights with a horizontal stone on top) forming a horseshoe shape within. It's been estimated that it took well over 20 million hours to construct Stonehenge.

Modern debate over the monument's meaning has two main camps: those who see it as a holy site, and others who believe it represents a scientific observatory. Both camps base their theories on the site's astronomical

influence, with alignments to the sun and moon taken as evidence of rituals linked to the changing seasons and the summer and winter solstices. Alternatively, some stones lined up particularly with stars point to a Stone Age calendar used for working out dates or to <sup>(d)</sup>reflect or predict astronomical events such as solar eclipses.

Recently a radical new theory has emerged — that Stonehenge served as a “prehistoric Lourdes.” Lourdes is the famous religious site in the south of France where Christians go to take the healing waters. Stonehenge may also have become a place of healing. This idea revolves around the smaller bluestones, which, researchers argue, must have been credited with magical powers for them to have been floated, dragged, and hauled 145 miles (233 kilometers) from west Wales. A team led by Tim Darvill of Bournemouth University, U.K., announced in 2005 that it had located the site the bluestones came from, only for another study to suggest the stones had made the journey earlier, <sup>(e)</sup>powered naturally by ice age glaciers. Work at Stonehenge co-directed by Darvill in 2008 supported the hypothesis, also based on a number of Bronze Age skeletons unearthed in the area that show signs of bone deformities.

Competing to solve the enduring prehistoric puzzle is Sheffield University’s Mike Parker Pearson, co-leader of the Stonehenge Riverside Project, which is partly funded by the National Geographic Society. Discoveries by the project team supported Parker Pearson’s claim that Stonehenge was a center for ancestor worship linked by the River Avon and two ceremonial avenues to a matching wooden circle at nearby Durrington Walls. The two circles with their temporary and permanent structures represented, respectively, the domains of the living and the dead, according to Parker Pearson.

“Stonehenge isn’t a monument in isolation,” he says. “It is actually one of a pair — one in stone, one in timber. The theory is that Stonehenge is a

kind of spirit home to the ancestors.”

(From the website of National Geographic: Stonehenge)

I According to the passage, choose the best answer.

(1) Why does Stonehenge attract so much attention in the world?

- ① Ancient Britons have been writing and debating about the site for the past 4,600 years.
- ② According to historians, it took over a million years to complete Stonehenge's construction.
- ③ The stones are shaped to form a giant puzzle, which no one has yet managed to solve.
- ④ Even after so many years, people still marvel at this place, and wonder about its purpose.

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(2) In which order were Stonehenge's various parts erected?

- ① Wooden posts were used to replace the bluestones after they had been moved 3 times.
- ② The larger stones were the last to be put up, after the wooden posts and the bluestones.
- ③ Merlin began the construction, which was later completed by Irish giants and the Danes.
- ④ Firstly the stone circles were made, but they were rebuilt later to make a Roman temple.

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(3) What evidence is there that Stonehenge may have been a ritual site?

- ① Some stones seem to be lined up with the movement of the sun and moon, possibly for special ceremonies.
- ② The stars seem to move between certain stones in random patterns, causing people to worship them.
- ③ Stonehenge has a pair of camps, which suggests that ancient people often went there for special holidays.
- ④ The builders of Stonehenge sometimes moved the stones to line up with the sun and moon on special days.

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(4) Why has Stonehenge been recently compared with Lourdes?

- ① The smaller bluestones somehow magically moved themselves from there, bringing their great healing powers with them.
- ② The waters of Stonehenge may have been drunk by ancient peoples to fight off diseases, as also happens today at Lourdes.
- ③ Some skeletons with deformed bones were found in 2008, suggesting that those people may have gone there to be healed.
- ④ When the great stones at Stonehenge spin round and round, sick people often find that their problems have disappeared.

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(5) What is Parker Pearson's theory about Stonehenge?

- ① He believes that Stonehenge was one of two sites representing life and death, connected by the river Avon.
- ② He believes that Stonehenge should not be a lonely place, but needs to be built in both wood and stone.
- ③ He believes that Stonehenge was really a prehistoric jigsaw puzzle, and we need to put the stones in order.
- ④ He believes that Stonehenge was built by the National Geographical Society, who paid for the whole project.

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【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) My dad was raised with five other children.

My dad was (b ) (u ) with other five children.

(2) Please don't close that window. This room needs some fresh air.

Please (l ) that window (o ). This room needs some fresh air.

(3) I cannot understand why you made that decision. Please explain it again to me.

I cannot understand the (r ) (f ) your decision. Please explain it again to me.

(4) I'm not really good at making speeches, but I'll have a go at it.

I'm not really good at making speeches, but I'll (g ) it a (t ).

(5) We have to build the new cot before the baby arrives.

We have to (p ) the new cot (t ) before the baby arrives.

(6) It's not difficult to learn to dance, if you have a good teacher.

It's (q ) (e ) to learn to dance, if you have a good teacher.



【8】 日本文のあらすじを参考に、英文中の㊦～㊧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)

At the age of nine, Oliver was a pale, thin child. He and the other workhouse boys never had enough warm clothes or food. They were given only three meals of thin soup every day. On Sundays they had a small piece of bread. They were ㊦(f ) in a big hall. A large pot stood at one end of the room, and the soup was served by the master. Each boy had one small bowl of soup and no more. The bowls never needed washing, because the boys cleaned them with their spoons until they shone.

One day Oliver and his friends decided that one boy would walk up to the master after supper and ask for more soup. Oliver was ㊩(c ). In the evening, the boys sat down at the tables. The master stood by the pot, and the soup was served. It disappeared quickly. The boys whispered and made a sign to Oliver. He stood up from the table and went to the master with his bowl and spoon in his hands.

‘Please sir,’ he said. ‘I want some more.’

The master was a fat, healthy man, but he went very pale. He looked with ㊪(s ) at the small boy.

‘What?’ said the master at last in a quiet voice.

‘Please, sir,’ repeated Oliver. ‘I want some more.’

The master hit Oliver with his spoon, then seized him and cried ㊫(f ) help. Mr. Bumble ran into the room, and the master told him ㊬(w ) Oliver said.

‘He asked for more?’ Mr. Bumble cried. ‘I cannot believe it. One day they will hang the boy.’

He took Oliver away and ㊭(s ) him in a dark room. The next morning

a notice appeared on the workhouse gate. Five pounds were ㊦(o ) to anybody who would take Oliver Twist. Oliver was a prisoner in that cold, dark room for a whole week. Every morning he was taken outside to wash, and Mr. Bumble beat him with a stick. Then he was taken into the large hall where the boys had their soup. Mr. Bumble beat him in front of everybody. When night came he tried to sleep, but he was cold, ㊧(l ) and frightened.

But one day, outside the high workhouse gate, Mr. Bumble met Mr. Sowerberry. Mr. Sowerberry was a tall, thin man who wore black clothes and made coffins. Many of his coffins were for the poor people who died in the workhouse. Mr. Bumble told him, 'Mr. Sowerberry, do you know anybody who wants a boy? And five pounds?' He raised his stick and ㊨(p ) to the notice on the gate.

(CHARLES DICKENS, *PEARSON ENGLISH ACTIVE READRES LEVEL1: OLIVER TWIST*, 2008, Reprinted by permission of Pearson Education Limited.)

### 〈あらすじ〉

9歳のオリバーは、やせて青白い顔をしていた。救貧院の子どもたちには暖かい服もなく、彼らはずっと飢えていた。毎日3回、大きなホールで食事を与えられたが、小さなボウル一杯のスープだけで、それ以上は何もなかった。ある日、子どもたちは相談し、誰か一人が代表で先生のところへ行き、もう少しスープをもらえるよう頼むことに決めた。そしてその代表に選ばれたのはオリバーだった。その晩、いつものように食事が終わると、子どもたちはささやき合い、オリバーに合図を送った。オリバーは立ち上がり、先生の方へ行くと言った。「先生、お願いします。もう少しください。」先生は驚いてオリバーを見た。「何だって？」先生はオリバーを押さえつけ、大きな声で助けを呼んだ。慌ててやって来たバンブルさんに、先生がオリバーの言ったことを伝えると、彼はオリバーを暗い部屋に閉じ込めてしまった。次の日、救貧院の門には張り紙が貼られていた。オリバーを引き取ってくれる人には5ポンドを提供する、というものだった。バンブルさんは、毎日みんなの前でオリバーにお仕置きをした。オリバーは夜になって

も、寒くて、寂しくて、怖くて、眠ることができなかった。ある日、バンブルさんは救貧院の外で葬儀屋のサワベリー氏に会うと言った。「誰か男の子を欲しがっている人はいませんか？ 5ポンド付きで。」そして門の張り紙を、持っていた杖で指し示した。