

全体講評（英語）

現在、英語は国際社会でコミュニケーションを図るための共通語として、また情報を収集し発信するツールとしてあらゆる分野で不可欠の役割を果たしている。今後、このような役割をもつ英語を運用できる有為な人材の育成がより一層大学に求められる状況のもと、本学の英語入学試験問題は、受験生諸君が本学での勉学に必要なとされる英語の基礎をどの程度習得しているのかを測ることを目的として出題されている。以下では、問〔Ⅰ〕、〔Ⅱ〕、〔Ⅲ〕のそれぞれについて解説する。

〔Ⅰ〕のセクションAは、会話文を素材にした空所補充問題である。空所は（背景にある感情も含む）会話の流れを考えながら答えるように作られている。次のセクションBは、ひとつのまとまったパラグラフを再現するために、与えられた6つのパートの並べ方を答える問題である。あるパートが全体の何番目に来るか、といういわば「絶対位置」ではなく、あるパートの後に続くのはどれか、といういわば「相対位置」を答える形式になっている。これによって受験者の英語力をより精密に測定することが可能になる。解答にあたっては、内容的なつながり（coherence）とともに、つなぎ言葉（therefore; however; next; finally等）や代名詞などの形式的なつながり（cohesion）に注意を払うことが何よりも大切である。

〔Ⅱ〕は物語文（narrative）や説明文（expository）を素材として、2種類の問題が設けられている。セクションAは、本文を読みながら空所を補充する問題である。空所はその前後の情報だけでなく、物語文を例に取れば、ストーリーの展開、登場人物同士の関係、視点、感情、全体のトーンなど全般的に内容を把握していないと正解できないものから、文法・語彙に関するものまで設定されている。次のセクションBの問題は、全体の内容把握を問うものである。英文そのものは比較的読みやすいものが多かったが、ローカルな（部分的な）情報だけを見ている場合は正答に至らないという解答傾向が顕著に表れていた。

〔Ⅲ〕は説明文を素材として、2種類の問題が作られている。セクションAは、下線部の比較的ローカルな意味に関する選択問題、セクションBは全体の内容把握に関する選択問題である。セクションAの下線部に関する指示文で、「下線部の意味(内容)に最も近いものはどれか」というのは、下線部の英語に関する言い換え表現を選択するものであり、「下線部から読み取れるものはどれか」あるいは「下線部で筆者が最も言いたいことはどれか」というのは、英文の表面的な意味ではなく、そこから読み取れる内容に注意を向け、推測を働かせることが求められる。セクションBについては、英文全体の論理展開、各パラグラフの役割、散在している情報の統合、全体の内容把握をもとに解答するよう問題を設定している。

最後に、受験生諸君に要望したいのは、まず高校生に必須とされる語彙力と文法知識をしっかりと習得することである。そして、さまざまなジャンルの英文を題材とし、ローカルな情報をもとに読みすすめるというボトムアップ的な読み方と、全体の意味を取りながら読むというトップダウン的な読み方の両方を行い、内容をきっちりと捉える訓練を普段から積み重ねてもらいたい。大意把握はローカルな細部も正しく把握して達成できることである。ローカルな細部に注意を払うと同時に、グローバルな全体像を把握する態度を養ってもらいたい。さらに、できるだけ多くの機会をとらえて、耳からも英語を入れてもらいたい。

2025年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は19ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(1) 正しい例

a 解答が1つの場合、例えばイと解答するときは
 (1) のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは
 (1) または (1) のように各1つずつマークしてください。

(2) 悪い例

(1) ○印でかこむ。
 (2) 全部をぬりつぶしていない。
 (3) レ印をつける。
 (4) |印をつける。
 (5) 1横に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
 (1) のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

Yuna is an exchange student in London. She runs into Kate, a university classmate, in the street.

Yuna: Hi, Kate! How are you doing?

Kate: Yuna! How nice to meet you here!

Yuna: I'm on my way to Hyde Park to see the concert of my favorite K-pop band, the Stray Kids.

Kate: Oh, really? (1) _____

Yuna: What a shame---otherwise we could have seen each other there!

Kate: I took one of the last tickets left. (2) _____ I'm meeting some friends for lunch near Kensington Gardens in half an hour.

Yuna: That's great! (3) _____

Kate: It's a picnic. Everyone is bringing some food. It will be nice, but you'll be the one having the most fun today.

Yuna: By the way, I'm afraid I'm a bit lost. (4) _____

Kate: No, you're going in the opposite direction. Go back down this road and then turn left at the first traffic light.

Yuna: Thank you. Do you know if the gates to the concert venue are already open?

Kate: (5) _____

Yuna: Thanks anyway. I'll figure it out.

- (1) A. Actually, I was unable to get a ticket.
 B. Actually, I'd like to go to the concert with you.
 C. Actually, I'm not familiar with K-pop music.
 D. Actually, I'm going to their concert tomorrow.

- (2) A. Believe me, I'm so sorry you couldn't find it.
 B. Anyway, I already had some plans for today.
 C. If you want, I'll buy you an extra ticket.
 D. Unfortunately, I have to get to work soon.

- (3) A. Can I join you and your friends?
 B. What are you bringing to the picnic?
 C. Will you get there on time?
 D. Are you eating in a restaurant?

- (4) A. Do you know how to get to Hyde Park?
 B. Are you going to Hyde Park this way?
 C. Is this the right way to get to Hyde Park?
 D. Can you tell me where Hyde Park is?

- (5) A. I'm sorry, I don't know.
 B. Sure, they open at 10:00.
 C. Of course I know.
 D. They are still closed.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. Britain's diet has changed a lot in the last two hundred years. Many of these changes have been linked to advances in technology. For example, the invention of the railway allowed fresh foods to be brought quickly from distant regions.

B. As these became more efficient, it became possible to import frozen meat from as far away as America and Australia. However, the most significant result of closer contacts with other countries and continents was that there were no more years of famine.

C. Products such as bananas from the Canary Islands and the West Indies started to enter the country. Another example of how technology influenced eating habits can be seen with improvements in food refrigeration techniques.

D. As the system improved in the middle decades of the 19th century, meat, fish, and milk could be transported rapidly across the country to markets in the large towns. Not long afterwards, steamships began to import perishable fruits from overseas.

E. For example, Nicolas Appert discovered how to conserve meat, fruit, vegetables, and even milk, by sealing them in glass bottles which were then boiled in water. These changes have positively impacted how and what the British eat.

F. Failure of crops in Britain, and even in Europe, no longer meant starvation when cereals and other foodstuffs could be brought from America or Australia. Nevertheless, other preservation methods were also developed, partly for storage purposes, and partly to make the fullest possible use of seasonal foods.

— 3 —

— 4 —

〔Ⅱ〕 A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、掲載していません。)

- | | |
|-------------------|----------------|
| (1) A. made of | B. built on |
| C. done by | D. taken in |
| (2) A. just after | B. just as |
| C. even when | D. even though |
| (3) A. considered | B. recognized |
| C. displayed | D. documented |
| (4) A. put out | B. make up |
| C. take in | D. stand for |
| (5) A. find | B. like |
| C. create | D. break |

(2ページ後に続く)

— 5 —

— 6 —

(著作権者の許諾を得られていないため、
掲載していません。)

(2 ページ後に続く)

- 7 -

- (6) A. tells B. reminds
C. scratches D. concerns
- (7) A. seen to B. caught on
C. carried on D. left to
- (8) A. valued B. worshiped
C. proposed D. accepted
- (9) A. fell B. took
C. flew D. saw
- (10) A. attend to B. engage in
C. react to D. prepare in

- 8 -

(著作権者の許諾を得られていないため、
掲載していません。)

(Mongolia's 6,000-year tradition by Dave Stamboulis, BBC Travel, 25 February 2022)

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- (11) A. environment B. location
C. development D. adaptation
- (12) A. contrary to B. relative to
C. trivial to D. vital to
- (13) A. roll B. surround
C. wrap D. pack
- (14) A. For instance B. More importantly
C. In other words D. To be frank
- (15) A. deal with B. show up
C. sum up D. struggle with

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- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) According to the first paragraph, the Altai region is not well known to the outside world because of
- a resistant brick wall.
 - the large glaciers.
 - some high mountains.
- (2) In the fourth paragraph, starting with “Kazakhs,” the author implies that the Kazakh people of Bayan Olgii
- would rather live in a more developed country.
 - are skilled at coping with difficult conditions.
 - have close cultural connections to Russia.
- (3) According to the fifth paragraph, starting with “The connection between,”
- eagles naturally enjoy hunting in partnership with people.
 - it is much easier to train older eagles to be aggressive.
 - as eagles age, they become suited to hunting larger prey.
- (4) In the eighth paragraph, starting with “Most of the,” it is suggested that winter is a good season for hunting because
- it is easier at that time to locate where the prey are.
 - autumn is when eagles do most of their training.
 - eagles are better able to stay relaxed and ready then.

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- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

Humans have been around for about 2.5 million years. For at least 2.4 million years, people have been eating animals. This fact is evidenced by marks on fossil animal bones, surviving stone tools, and analyses of our ancestors' teeth. According to one well-known theory, meat consumption made us human. As early as the mid-1950s, scientist Raymond Dart put forward the idea that our early ancestors hunted animals to survive. Then, in the 1990s, Leslie Aiello and Peter Wheeler suggested the “expensive-tissue hypothesis,” according to which some parts of the body had to pay as the human brain evolved. Although the human brain accounts for only a few percent of total body mass, brain tissue consumes a fifth of total energy. Compared to roots, leaves, and many other plant parts, meat has a fairly high nutrient density with many proteins and, above all, fats.

Many people today justify their excessive meat consumption with the idea that modern humans are born meat eaters, and that this is demonstrated in human history. However, many experts are questioning these ideas. What was true for our ancestors is not necessarily still true today. For example, food's availability, composition, and preparation have changed enormously since early humans acquired a taste for meat. Today, meat is no longer a luxury product. On the contrary, a portion of meat is sometimes cheaper than a sack of potatoes. However, its production consumes many times more resources. Some 77 percent of the world's land suitable for growing food is used for meat and milk production, even though animal products provide only about 18 percent of the world's calorie needs. Even if there were an evolutionary link between meat consumption and becoming human, we should be able to free ourselves from it today.

In fact, numerous studies cast doubt on, or refute, the “meat made us

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- (5) In the 10th paragraph, starting with “While it is,” it is suggested that
- the Kazakhs have a sense of humor and appreciate being entertained.
 - the Kazakhs use the festival as a way to find partners and make families.
 - Kazakh women do not tolerate gender inequality and fight against men.
- (6) According to the 11th paragraph, starting with “However,” nowadays
- visitors can enjoy watching displays of eagle hunting.
 - hunters are finding new ways to support themselves.
 - there are significantly fewer eagles than there used to be.
- (7) According to the passage, eagle hunting is important to Kazakh men not only as a way of getting food, but also as
- a way of attracting foreign tourists.
 - a subject of poetry and stories.
 - a stage in their personal development.

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human” theory. For example, a team led by Ana Navarrete of the University of Zurich found no evidence in the animal kingdom for the expensive-tissue hypothesis. “Contrary to the predictions of the expensive-tissue hypothesis, we found no negative relationship between the relative size of the brain and the digestive tract, other organs, or their combined sum among mammals or within monkeys and apes.” It would be most surprising if the principle applied solely to human evolution.

Harvard University's Richard Wrangham argues that the greatest revolution in human nutrition occurred not when we started eating meat, but when we learned to cook. By pounding and heating foods, he says, they are “predigested” so that our bodies have to expend less energy breaking them down. Cooked food would thus allow humans to absorb more energy than raw food, ultimately providing more fuel for the brain in less time. Wrangham tested his theory by offering raw and cooked food to rats and mice. The result was that mice raised on cooked food gained 15 to 40 percent more weight than mice given only raw food. Whether cooked food was really the key driver behind human evolution, however, is difficult to prove. Fireplaces leave much less enduring traces than stone tools and bones. They are therefore more difficult to find and date. It is possible that humans began cooking their food until it was soft much earlier than we think.

Moreover, in the course of human history, meat never displaced other dietary components; it supplemented them. “In the course of their evolution, humans have always consumed what was available to them,” says Hans Hauner at the Technical University of Munich. Thus, it is not meat consumption that makes us human, but rather the adaptability of our digestive system. “Humans, unlike many other animals, are able to extract from different food sources in their environment what ensures their survival.”

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Lutz Kindler of the Leibniz Center for Archaeology agrees: “Animals, unlike plants, are independent of the season and available even in the most inhospitable regions of this earth,” he says. “So, when humans started moving northward from Africa, there were many advantages to accessing additional, non-plant food sources.” There were also the social aspects of hunting and eating meat. “People had to organize themselves to be able to kill and cut up large animals despite their physical inferiority.” That probably brought them together. Meat and its exploitation, he says, had an influence on our behavioral evolution more than anything else. “From my point of view, however, meat was not necessarily nutritionally relevant. Proteins alone are not particularly high calorie,” Kindler adds.

The question remains whether we still need animal proteins and the other nutrients contained in meat today. As nutritionist Hauner points out, “Today there are quite a few competitive sportsmen who nourish themselves through a purely vegetarian or vegan diet. So, you can also sufficiently supply your muscles and brain with vegetable proteins.” Kindler, meanwhile, believes that tastes and food sources are “handed down, and more of a social issue than an issue of evolution or instinct.” So, if people were to return more to the diet of their ancestors, eat more local fruits and vegetables, and eat significantly less meat, it would be good news for their health and for our planet.

(Does Humanity Have to Eat Meat? by Katharina Menne, Scientific American, October 25, 2023. Reproduced with permission. Copyright (c) 2023 SCIENTIFIC AMERICAN, a Division of Springer Nature America, Inc. All rights reserved.)

(1) What does Underline ① actually mean?

- A. The custom of eating meat is common.
- B. We eat meat from a very early age.
- C. It is natural for us to eat meat.

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(7) Which of the following has a meaning closest to Underline ⑦?

- A. took from
- B. exchanged with
- C. added to

(8) What does Underline ⑧ imply?

- A. Several animals cannot change their eating habits every season.
- B. There is a greater variety of animals than plants in the world.
- C. Some foods are obtainable only at certain times of the year.

(9) What does Underline ⑨ refer to?

- A. humans'
- B. animals'
- C. sources'

(10) Which of the following has a meaning closest to Underline ⑩?

- A. a problem in society
- B. a matter of culture
- C. a common topic

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(2) Which of the following has a meaning closest to Underline ②?

- A. discussing
- B. doubting
- C. researching

(3) What does the author want to express most in Underline ③?

- A. We can break with the past and change our eating habits.
- B. We must give up traditional food and live a relaxed lifestyle.
- C. We have to stop discussing the role of evolution in food choice.

(4) What does Underline ④ imply?

- A. Animals' internal organs are necessarily different from humans' organs.
- B. Animals with a big brain do not necessarily have a small digestive tract.
- C. Mammals and monkeys do not necessarily have a negative relationship.

(5) What does Underline ⑤ refer to?

- A. tissue
- B. warmth
- C. nutrition

(6) What does Underline ⑥ actually mean?

- A. the primary influence in
- B. the main obstacle to
- C. the major benefit for

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B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(1) According to the second paragraph, eating meat

- A. is not an efficient way to use land.
- B. is not very healthy for human beings.
- C. is not an economical way to consume calories.

(2) According to the third paragraph, starting with “In fact,” studies suggest that

- A. human beings evolved in a unique way.
- B. the expensive-tissue hypothesis is wrong.
- C. brain size is closely related to intelligence.

(3) According to the fourth paragraph, starting with “Harvard University’s Richard,” the practice of cooking food

- A. was unimportant in human evolution.
- B. used to take much longer than now.
- C. leaves little historical evidence.

(4) According to the fifth paragraph, starting with “Moreover,” Hauner believes that

- A. humans have a tendency to eat more than is healthy for them.
- B. humans will always need meat together with other foods.
- C. humans survived because they could eat a variety of food.

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- (5) According to the sixth paragraph, starting with "Lutz Kindler of,"
- A. hunting changed the way humans interacted.
 - B. meat was a superior source of energy for humans.
 - C. humans had to go north to find more animals to eat.
- (6) The last paragraph suggests that
- A. there are some health benefits we can only get from meat.
 - B. meat eating is more important as a custom than for health.
 - C. eating a non-meat diet can improve athletic performance.
- (7) The author's primary purpose in this passage is to
- A. present evidence to suggest that eating meat is not necessary.
 - B. argue that history shows the importance of eating a balanced diet.
 - C. show reasons why changing our eating habits would help the climate.

(以上)

2025年度入学試験問題

英語

注意事項

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マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。
2. マークのしかた
 - (ア) 正しい例
 - a. 解答が1つの場合、例えばイと解答するときは
 (1) (A) (B) (C) (D) のように、マークしてください。
 - b. 解答が2つの場合、例えばイとウと解答するときは
 (1) (A) (B) (C) (D) または (1) (A) (B) (C) (D) のように各1つずつマークしてください。
 - (イ) 悪い例
 - (1) (A) (B) (C) (D) ○印でかこむ。
 - (2) (A) (B) (C) (D) 全部をぬりつぶしていない。
 - (3) (A) (B) (C) (D) レ印をつける。
 - (4) (A) (B) (C) (D) 印をつける。
 - (5) (A) (B) (C) (D) 1欄に2つ以上マークする。

このような記入をしてはいけません。

 3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
(1) (A) (B) (C) (D) のように×印をしても消したことはありません。
 4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

Cathy, an Australian exchange student in Japan, and her friend, Ayako, meet at Kandaimae Station in the afternoon, during the fall semester.

Ayako: Hi, Cathy. How was your day?

Cathy: Hi, Ayako. Pretty good. I'm enjoying most of my classes.

(1) _____

Ayako: I guess so. I don't have any special plans.

Cathy: Really? I was thinking of doing some shopping in Umeda.

(2) _____

Ayako: Sure. I'd love to! Are you looking for anything in particular?

Cathy: I might buy a warm coat, if I can find one that I like.

(3) _____

Ayako: Oh, yes. I remember you saying that your hometown is warm all year round.

Cathy: More or less. _____ How about you? Is there anything you'd like to buy?

(4) _____

Ayako: Not especially. There's a cafe I'd like to try though, after we've finished shopping. Would that interest you?

Cathy: Absolutely! _____

Ayako: My favorite YouTuber mentioned it recently. Apparently, the cakes are delicious.

(5) _____

Cathy: Great. I can't wait to check it out.

- (1) A. Are your classes going well?
- B. Why aren't you making any plans?
- C. Are you heading home right now?
- D. Why don't you come to one of mine?

- (2) A. Do you like going to Umeda?
- B. What should I buy there?
- C. Is Umeda the best place to shop?
- D. Would you like to join me?

- (3) A. I feel my coats are all quite unfashionable.
- B. I found one last week, but I forget where the shop is.
- C. I'm not really prepared for a Japanese winter.
- D. I left all my coats in my hometown.

- (4) A. It's always very hot there.
- B. Some days are cool, but not like here.
- C. The weather is exactly like Japan.
- D. It ranges from freezing to tropical.

- (5) A. How did you hear about it?
- B. It depends on what they have.
- C. Can we buy any cakes there?
- D. I'm on a strict diet at the moment.

(著作権者の許諾を得られていないため、
掲載していません。)

(2ページ後に続く)

— 7 —

- (5) A. brought up B. smuggled out
 C. embarked on D. turned down
- (6) A. coasts B. borders
 C. roots D. roads
- (7) A. without B. except
 C. despite D. with

— 8 —

(著作権者の許諾を得られていないため、
掲載していません。)

(2ページ後に続く)

— 9 —

- (8) A. switched B. created
 C. designed D. appealed
- (9) A. previous B. praised
 C. subsequent D. celebrated
- (10) A. hostile to B. obsessed with
 C. indifferent to D. satisfied with
- (11) A. bring out B. come out
 C. push out D. take out
- (12) A. spread B. share
 C. find D. hide

— 10 —

(著作権者の許諾を得られていないため、
掲載していません。)

(The world's surprising fried chicken capital by Paul Feinstein, BBC Travel,
22 December 2022)

- (13) A. Conversely B. Similarly
 C. But D. Also
- (14) A. Of B. Regardless of
 C. Aside from D. As
- (15) A. except B. around
 C. with D. including

— 11 —

- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) In the Karaage Grand Prix,
A. large-city shops typically emerge as winners.
B. residents in Nakatsu City decide who will win.
C. chefs around Japan compete with one another.
- (2) When the Portuguese came to Japan in the 16th century, Japanese people
A. preferred *tempura* to meat.
B. took on new ways of cooking.
C. rejected their Buddhist way of life.
- (3) According to the fourth paragraph, starting with "Eating chicken did," as a result of a famine, people
A. made a lot of effort to restore rice fields.
B. selected chickens that could lay many eggs.
C. found a new purpose for raising chickens.
- (4) According to the sixth paragraph, starting with "But it was," after World War II, people started to eat chicken more because
A. they felt that chicken was cheaper and tastier than beef and pork.
B. it was more convenient to look after chickens than other animals.
C. Kyushu held a large factory dedicated to cooking fried chicken.

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- (5) According to the seventh paragraph, starting with "Karaage itself can," the owner of *Shosuke*
A. found out how to cook *karaage* from a neighboring restaurant.
B. was serving *karaage* that was included in a fixed menu.
C. was continuously successful in his chicken-selling business.
- (6) According to the eighth paragraph, starting with "At the same," one of Shosuke's strategies to improve his business was to
A. sell *karaage* mainly to married women.
B. serve only *karaage* in the *izakaya* restaurant.
C. stop serving both *karaage* and *sake* to married men.
- (7) According to the 11th paragraph, starting with "Today," chefs in Nakatsu
A. are competing to create the healthiest possible *karaage*.
B. are attempting to enhance the flavors of *karaage*.
C. are learning to cook *karaage* in a more advanced way.

— 14 —

- 〔Ⅲ〕A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

Many people are familiar with Michael Phelps, who is widely considered to be one of the greatest athletes in history. Phelps has won not only more Olympic medals than any other swimmer, but also more than any Olympian in any sport.

Fewer people know the name Hicham El Guerrouj, but he was a fantastic athlete in his own right. ① El Guerrouj is a Moroccan runner who holds two Olympic gold medals and is one of the greatest middle-distance runners of all time. For many years, he held the world record in the mile, 1,500-meter, and 2,000-meter races. At the Olympic Games in Athens, Greece, in 2004, he won a gold medal in the 1,500-meter and 5,000-meter races.

These two athletes are extremely different in many ways. For starters, ② one competed on land and the other in water. But most notably, they differ significantly in height. El Guerrouj is five feet, nine inches tall. Phelps is six feet, four inches tall. Despite this seven-inch difference in height, the two men are identical in one respect: Their legs are almost exactly the same length.

How is this possible? Phelps has relatively short legs for his height and a very long upper body, the perfect build for swimming. El Guerrouj has incredibly long legs and a short upper body, an ideal frame for distance running.

Now, imagine if these world-class athletes were to switch sports. Given his remarkable athleticism, could Michael Phelps become an Olympic-level distance runner with enough training? It is unlikely. ③ At his fittest, Phelps weighed 194 pounds, which is 40 percent heavier than El Guerrouj, who competed at a super light 138 pounds. Taller runners are heavier runners,

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and the usefulness of our natural talents. When our environment changes, so do the qualities that determine success.

This is true not just for physical characteristics but for mental ones as well. I am smart if you ask me about habits and human behavior; not so much when it comes to knitting, rocket science, or playing guitar. Competence is highly dependent on context. ④

The people at the top of any competitive field are not only well trained, but also well suited to the task. And this is why, if you want to be truly great, selecting the right place to focus is crucial.

In short, genes do not determine your destiny. They determine your areas of opportunity. As doctor Gabor Mate notes, “Genes can influence, but they don’t determine.” The areas where you are genetically inclined to succeed ⑤ are the areas where habits are more likely to be satisfying. The key is to direct your effort toward areas that both excite you and suit your natural skills: to match your ambition with your ability.

(“The Man Who Didn’t Look Right,” and “The Truth About Talent (When Genes Matter and When They Don’t)” adapted from ATOMIC HABITS: AN EASY & PROVEN WAY TO BUILD GOOD HABITS & BREAK BAD ONES by James Clear, copyright (c) 2018 by James Clear. Used by permission of Avery, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC. All rights reserved.)

- (1) What does the author want to express most in Underline ①?
 - A. El Guerrouj did not win as many Olympic medals as Phelps.
 - B. Both El Guerrouj and Phelps were able to compete in the Olympics.
 - C. Like Phelps, El Guerrouj was very successful in his sport.
- (2) What does Underline ② actually mean?
 - A. to begin with
 - B. as athletes
 - C. for beginners

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and every extra pound is a disadvantage when it comes to distance running. ④ Against elite competition, Phelps would be doomed from the start. ⑤

Similarly, El Guerrouj might be one of the best runners in history, but it is doubtful he would ever qualify for the Olympics as a swimmer. Since 1976, the average height of Olympic gold medalists in the men’s 1,500-meter run is five feet, ten inches. In comparison, the average height of Olympic gold medalists in the men’s 100-meter freestyle swim is six feet, four inches. Swimmers tend to be tall and have long backs and arms, which are ideal for pulling through the water. El Guerrouj would be at a severe disadvantage before he ever touched the pool.

The key to improving your odds of success is to choose the right field of competition. This is just as true with habit change as it is with sports. Habits are easier to perform, and more satisfying to stick with, when they match your natural preferences and abilities. ⑥ Like Michael Phelps in the pool or Hicham El Guerrouj on the track, you want to play a game where the odds are in your favor.

Embracing this strategy requires the acceptance of the simple truth that people are born with different abilities. Some people do not like to discuss this fact. Our genes seem to be fixed, and it is no fun to talk about things you cannot control. However, this is a shortsighted view ⑦ of the influence of genes on human potential. Moreover, the idea that our genes determine whether we are destined for success or failure may stop us from even trying to succeed in any field.

The strength of genetics is also its weakness. ⑧ Genes cannot be easily changed, which means they provide a powerful advantage in favorable circumstances and a serious disadvantage in unfavorable circumstances. If you want to dunk a basketball, being seven feet tall is very useful. If you want to perform a gymnastics routine, being seven feet tall is a great disadvantage. Our environment determines the suitability of our genes

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- (3) What does the author want to express most in Underline ③?
 - A. High-level distance running requires intense dedication.
 - B. High-level distance running favors a particular body type.
 - C. High-level distance running encourages swimmers to compete.
- (4) What does Underline ④ imply?
 - A. There are many difficulties in distance running.
 - B. Weight is an important factor in distance running.
 - C. Competition is very fierce in distance running.
- (5) Which of the following has a meaning closest to Underline ⑤?
 - A. Phelps would be looked down on by elite athletes.
 - B. Phelps would be unable to begin such a race.
 - C. Phelps would have no chance of winning.
- (6) Which of the following can be a concrete example for Underline ⑥?
 - A. a naturally talented musician who enjoys routinely practicing the piano
 - B. an enthusiastic sailor who enjoys sailing regularly in spite of his lack of ability
 - C. a well-trained basketball player who habitually attends all practice sessions
- (7) Which of the following has a meaning closest to Underline ⑦?
 - A. limited idea
 - B. false judgement
 - C. close-up picture

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- (8) What does the author want to express most in Underline ⑧?
- A. It is difficult to say with certainty the overall benefit of genetics.
 - B. Our genes can change depending on our circumstances.
 - C. The situation determines whether our genes help or hinder us.
- (9) What does Underline ⑨ imply?
- A. Through effort one can usually gain competence in almost anything.
 - B. One's competence is likely to change according to one's environment.
 - C. Without training, one is unlikely to achieve competence in something.
- (10) What does Underline ⑩ actually mean?
- A. feeling motivated to be the best at what you do
 - B. judging yourself in relation to your achievements
 - C. having an innate capacity to reach your goals

- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) The purpose of the second paragraph is to
- A. promote awareness about distance running.
 - B. recognize great athletes from Morocco.
 - C. introduce a comparison to Michael Phelps.
- (2) An important similarity between Phelps and El Guerrouj is
- A. the number of gold medals they won.
 - B. the measurements of their lower body.
 - C. the type of sport in which each competed.
- (3) According to the fifth paragraph, starting with "Now," Phelps
- A. is not suited to competing in high-level distance running.
 - B. does not have the same level of athleticism as El Guerrouj.
 - C. failed in his attempt to compete in long-distance running.
- (4) In the eighth paragraph, starting with "Embracing this strategy," the author suggests that
- A. a belief that genes dominate our lives may lead to people limiting their ambitions.
 - B. the fact that people have different capabilities is usually discussed in private.
 - C. a determination to succeed will be more powerful than any genetic shortcoming.

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- (5) The main idea of the ninth paragraph, starting with "The strength of," is that our genes play an important role in our ability to
- A. find success whenever possible.
 - B. take advantage of our environment.
 - C. choose the most rewarding hobby.
- (6) The main idea of the last paragraph is that
- A. the areas of opportunity we have are determined by our habits.
 - B. our destiny is influenced mainly by doing things that are satisfying.
 - C. a key for success is to link our interests with our natural skills.
- (7) The most appropriate title for this article is
- A. "The Genes for the Task: A Recipe for Success."
 - B. "The Better Athlete: Phelps or El Guerrouj?"
 - C. "Success in Sports: The Importance of Training."

(以上)

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2025年度入学試験問題

英 語

注 意 事 項


- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)(シャープペンシルは、HB 0.5mm以上の芯であれば使用可)で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は19ページで大問3問です。



マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。






2. マークのしかた


(1) 正しい例

a 解答が1つの場合、例えばイと解答するときは
 のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは
 または  のように各1つずつマークしてください。

(4) 悪い例

	○印でかこむ。	} このような記入をしてはいけません。
	全部をぬりつぶしていない。	
	レ印をつける。	
	印をつける。	
	1欄に2つ以上マークする。	

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
 のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

Junko is talking by video call to her friend, Mandy, who has recently gotten married and who is coming to Japan for her honeymoon.

Junko: Congratulations on the marriage! I am sorry that I couldn't come to the wedding, but I am glad that we can meet up for dinner when you come to Osaka. By the way, what time is it there?

Mandy: _____

Junko: (1) Oh, that's early! I wanted to ask if there is anything in particular you two want to try when you are here. Is there anything you can't eat? Also, what about the price?

Mandy: (2) _____ However, I'm not a big meat eater and we don't like mushrooms. Other than that, we are open to trying anything. We are comfortable with about 3,500 yen per person, if that's okay.

Junko: (3) _____ For example, since it is Osaka, probably *kushikatsu* or *okonomiyaki* would be good. *Kushikatsu* is deep-fried meat or vegetables on sticks. Some restaurants will do interesting combinations or even have dessert *kushikatsu*.

Mandy: That sounds very interesting. What about *okonomiyaki*?

Junko: (4) _____ It's a kind of vegetable pancake with meat or seafood on it. Foreign visitors seem to like it. Some restaurants allow you to cook it for yourself, so it is kind of fun.

Mandy: _____

Junko: (5) No problem! How about we go to one restaurant and then another?

Mandy: Sure. Let's do that.

- (1) A. It will be in July.
- B. It's six o'clock.
- C. It's bright here.
- D. It takes three hours.

- (2) A. That kind of depends on you.
- B. We are both vegetarians.
- C. Neither of us has any allergies.
- D. We are very fussy eaters.

- (3) A. Okay, but that makes it very difficult.
- B. Okay, there are a range of options.
- C. Okay, the budget will be too high.
- D. Okay, let's split the cost between us.

- (4) A. What's that?
- B. I love *okonomiyaki*.
- C. How much is it?
- D. I want to have some.

- (5) A. *Okonomiyaki* seems better than *kushikatsu*.
- B. Actually, I have tried *kushikatsu* before.
- C. Neither of them looks attractive.
- D. Both sound good, but I can't choose one.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. When people exercise, they tend to think about goals for the immediate future, such as how fast they want to be able to run, or how much weight they want to be able to lift.

B. It is not all bad news because, by training for our marginal decade, we can adopt specific exercises that slow down our loss of strength. We can also work on improving our balance, which is not only important for overall fitness, but also for avoiding life-threatening falls, such as those that lead to a broken hip.

C. Fortunately, by focusing on a combination of safe exercises as we get old, such as low-impact strength training and stretching intended to improve our flexibility, we can prepare for and maintain a healthy lifestyle in our marginal decade and live our last few years in good health and spirits.

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D. Such an accident can be deadly for elderly people, not least because it further limits mobility and causes a much faster decline in health.

E. This reduction in physical fitness is attributable to many causes, one of which is the rapid loss of muscle mass, which greatly accelerates after about the age of 75.

F. As we get older and our bodies begin to slowly deteriorate, however, it is a good idea to start training for our “marginal decade.” This term refers to the final period of one’s life, which typically coincides with a significant decline in health and functional abilities.

— 4 —

〔Ⅱ〕 A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、掲載していません。)

- | | |
|-----------------|--------------|
| (1) A. region | B. country |
| C. south | D. city |
| (2) A. reach | B. carry |
| C. hold | D. depend |
| (3) A. location | B. pitch |
| C. character | D. status |
| (4) A. When | B. At |
| C. Without | D. During |
| (5) A. rules | B. relations |
| C. anxieties | D. divisions |

(2 ページ後に続く)

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— 6 —

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) In the court of Queen Elizabeth I, RP was spoken by people who were seeking to
- A. get a good education.
 - B. improve their position.
 - C. enter the armed forces.
- (2) According to the fourth paragraph, starting with “Because RP had,” RP was used on the radio because
- A. it was used in private schools.
 - B. it had become associated with freedom.
 - C. it did not belong to just one area.
- (3) According to the sixth paragraph, starting with “Early BBC recordings,”
- A. only a few people actually use modified RP.
 - B. RP now has numerous variations.
 - C. RP is being strictly preserved today.
- (4) The seventh paragraph, starting with “Regionally modified speech,” suggests that
- A. negative attitudes toward regional accents are no longer acceptable.
 - B. some public figures no longer feel they need to hide their regional accents.
 - C. regional accents are no longer extensively used by the BBC.

— 11 —

【Ⅲ】A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

Think, for a moment, about who you would call if you were having a bad day. If you had messed up a deal at work, or gotten into an argument with your spouse, or were feeling very frustrated with everything, who would you want to talk to? There is probably someone you know will make you feel better, who can help you think through a difficult question, or share a moment of heartbreak or joy.

That person, for you, is what I like to call a “supercommunicator” (and probably, for them, you are a supercommunicator, too). All of us, at times, achieve moments of supercommunication. But there are some people who are supercommunicators much more consistently—they know how to connect with nearly anyone, to make conversations easier, to make us feel like we have really been heard. We all know supercommunicators. They are the ones likely to be elected to positions of authority; they are the people others turn to when they need to discuss something serious or ask for advice.

Over the past three years, I have explored the research behind supercommunication, and encountered important lessons. Most notably, we are not born knowing how to communicate effectively. Rather, communication is a set of skills that nearly anyone can learn. Supercommunicators are not inherently more charismatic or sociable. Rather, they just think about communication a little bit harder, and have mastered the tools that allow them to connect.

So, what exactly are those supercommunicators doing that makes you feel so good? There are a number of skills they have mastered. Research shows that supercommunicators ask 10 to 20 times as many questions as the average person—but many of those questions, such as “What did you

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- (5) In the 10th paragraph, starting with “Estuary’ did not,” the author is primarily concerned with
- A. explaining how Estuary emerged.
 - B. questioning why Estuary emerged.
 - C. detailing when Estuary emerged.
- (6) The passage as a whole is best characterized as
- A. a recommendation for people around the world to use RP.
 - B. a report on how educated people speak in Britain.
 - C. an historical account of how RP has evolved.
- (7) The author of the passage would most likely agree that
- A. RP is now widely used in business situations.
 - B. RP is an undervalued aspect of British culture.
 - C. RP is no longer as prestigious as it once was.

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think about that?” or “What did you say next?” we hardly notice, except to make us feel like someone is listening. Other questions—what are known as “deep questions”—ask people to describe their beliefs, values, and experiences in ways that reveal something about themselves beyond the simple facts of their lives; for example, “How did you decide to become a lawyer?” or “What was it like growing up in a small town?”

Supercommunicators use a variety of strategies to encourage dialogue. When a conversation gets stuck, they make it easy for everyone to take a quick break by bringing up a new topic or interrupting an awkward silence with a small joke. They also often engage in a process known as “looping for understanding,” which helps everyone, including themselves, to listen more closely. Looping has three steps: Ask a question; repeat back what you heard in your own words; and then ask if you got it right. This is powerful because one of the strongest human impulses is social mimicry. If someone starts asking questions and looping their companions, everyone else becomes more likely to ask questions, listen closely, and loop in return. All these skills have something important in common: They allow supercommunicators to show their companions they want to connect.

Take, for instance, laughter. Studies show that roughly 80 percent of the time, when we laugh, it is not in reaction to anything funny. Rather, we laugh in response to show that we want to connect with someone. And when they laugh back—the most natural reaction—they are showing us they want to connect with us, as well. The same thing happens with other forms of non-linguistic communication. When someone frowns, or their voice goes soft, we have an instinct to mimic them. Supercommunicators listen to those instincts and nurture those urges, because they know that when we match someone, we show them we want to listen—and they, in return, become more willing to listen to and trust us.

The truth is, anyone can become a supercommunicator. We can all

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learn to hear more clearly, to speak so we are easier to understand, and to connect on a deeper level. And, today, learning to have meaningful conversations is, in some ways, more urgent than ever before. The world has become increasingly divided into extremes, so we struggle to hear and be heard. If we know how to sit down together and listen, then, even if we cannot resolve every disagreement, we can find ways to coexist and thrive.

Every meaningful conversation is made up of countless small choices. There are moments when the right deep question, or a vulnerable admission, or a kind word can completely change a dialogue. A silent laugh, a barely noticeable sigh, a friendly expression during a tense moment—some people have learned to spot these opportunities, to detect what kind of discussion is occurring, and to understand what others really want. They have learned how to hear what is unsaid and speak so others want to listen. And that is important, because the right conversation, at the right moment, can change everything.

(How to Have More Meaningful Conversations by Charles Duhigg, TIME, February 20, 2024)

(1) Which of the following has a meaning closest to Underline ①?

- A. people close by
- B. only a few people
- C. almost everyone

(2) Which of the following has a meaning closest to Underline ②?

- A. naturally
- B. evidently
- C. simply

(9) Which of the following has a meaning closest to Underline ⑨?

- A. a sigh almost too quiet to hear
- B. a short sigh at the end of a dialogue
- C. a loud sigh in a stressful situation

(10) Which of the following can be a concrete example for Underline ⑩?

- A. knowing what supercommunicators are doing
- B. having the same opinions as other people
- C. picking up on subtle hints given by others

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— 17 —

(3) Which of the following can be a concrete example for Underline ③?

- A. “Really? And what did you do after that?”
- B. “Why do you want to study medicine?”
- C. “Did you have an enjoyable flight home?”

(4) What does the author want to express most in Underline ④?

- A. Supercommunicators know how to take short pauses in a dialogue.
- B. Supercommunicators know how to keep a conversation flowing.
- C. Supercommunicators know how to make new topics interesting.

(5) What does Underline ⑤ refer to?

- A. the impulse to imitate the behavior of others
- B. the impulse to ask frequent questions to others
- C. the impulse to listen carefully to others

(6) Which of the following can be a concrete example for Underline ⑥?

- A. sending an email when we cannot meet someone
- B. swiping a smartphone while we search the internet
- C. shrugging when we do not know something

(7) Which of the following has a meaning closest to Underline ⑦?

- A. Supercommunicators can connect to others with funny stories.
- B. Supercommunicators can catch someone else’s quiet voice.
- C. Supercommunicators can react effectively in response to others.

(8) What does Underline ⑧ actually mean?

- A. Reaching mutual understanding with others is difficult.
- B. When many people express themselves, it can get noisy.
- C. People with strong opinions are difficult to communicate with.

— 16 —

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(1) In the second paragraph, the author argues that supercommunicators

- A. are sought out by people who want their opinion.
- B. turn other people’s ideas into serious matters.
- C. know how to increase people’s authority.

(2) In the third paragraph, starting with “Over the past,” the author’s main point is that

- A. supercommunicators master effective communication at an early stage in life.
- B. anyone can become a supercommunicator by using certain techniques.
- C. a combination of talent and practice leads to a person becoming a supercommunicator.

(3) In the fourth paragraph, starting with “So,” the author explains that supercommunicators

- A. encourage people to share their personal experiences and values.
- B. question other people’s values and show them new ways of life.
- C. ask people about the details of their daily lives many times.

(4) The fifth paragraph, starting with “Supercommunicators use,” suggests that “looping for understanding” is

- A. a skill for breaking an uncomfortable silence during a conversation.
- B. one way to convey our desire to establish a connection with others.
- C. a strategy to discourage the impulse to use social mimicry.

— 18 —

- (5) In the sixth paragraph, starting with "Take," the author argues that laughter is a
- A. form of linguistic communication.
 - B. response to an amusing expression.
 - C. means of bonding between people.
- (6) According to the seventh paragraph, starting with "The truth is," learning to have meaningful conversations is important because it is a
- A. means for people with very different views to live in harmony.
 - B. way to win in our disputes with the people who surround us.
 - C. strategy to identify and change people with extreme opinions.
- (7) The most appropriate title for this article is
- A. "How to Speak Up About Meaningful Opportunities."
 - B. "How to Gain Leadership Through Communication."
 - C. "How to Unlock the Secret Language of Connection."

(以上)

2025年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)(シャープペンシルは、HB 0.5 mm以上の芯であれば使用可)で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は19ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。
2. マークのしかた
 - (ウ) 正しい例
 - a 解答が1つの場合、例えばイと解答するときは
 (1) のように、マークしてください。
 - b 解答が2つの場合、例えばイとウと解答するときは
 (1) または (1) のように各1つずつマークしてください。
 - (ク) 悪い例
 - (1) ○印でかこむ。
 - (2) 全部をぬりつぶしていない。
 - (3) レ印をつける。
 - (4) |印をつける。
 - (5) 1欄に2つ以上マークする。

このような記入をしてはいけません。

 3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
 (1) のように×印をしても消したことはありません。
 4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

Robert, an exchange student, meets Yusuke, who is wearing a Barcelona soccer shirt, on the university campus.

Robert: Hi, Yusuke. I didn't know that you're a soccer fan. Have you always supported Barcelona?

Yusuke: Yes, I've watched their games since I was a young boy. How about you?
 (1) _____

Robert: Sure. I was a midfielder on my high school team.

Yusuke: Really? That's great!
 (2) _____

Robert: No, I haven't had a chance to. I'd like to, though.

Yusuke: Oh? I'm in a *futsal* club here at the university. We play on Tuesday afternoons.
 (3) _____

Robert: Maybe I will. I've never played *futsal* though. It's a five-a-side game, right?

Yusuke: That's right. There are only five on each team. But players come on and off the field often during a game.

Robert: Really?
 (4) _____

Yusuke: Well, it's really fast. There are always many chances to score, because the field is small. It's really tiring too!

Robert: Oh, I see. That's why the players go on and off the field a lot, I suppose.

Yusuke: Right. It's a lot of fun though. I always look forward to the next game.

Robert: Sounds good!
 (5) _____

Yusuke: Great! I'll give you the details in class tomorrow.

- (1) A. Do you like Barcelona?
 B. Do you watch their games?
 C. Are you interested in soccer?
 D. What's your favorite team?
- (2) A. Do you play much these days?
 B. Was your high school team strong?
 C. Do you like playing in the midfield?
 D. Did you score many goals?
- (3) A. What do you think of *futsal*?
 B. Why don't you join us?
 C. Are you free on Tuesdays?
 D. Have you heard of our club?
- (4) A. Isn't that a small number?
 B. What's it like to play?
 C. How do they do that?
 D. Don't they enjoy playing?
- (5) A. I'm glad you like your club.
 B. When is the next game?
 C. Are you coming to class tomorrow?
 D. I'd love to give it a try.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. Coffee was initially very much thought of as a sort of medicine. Turkish merchants brought coffee to Venice, where it was prescribed for problems with the digestive system. It seems to have been supplied in small amounts, and drunk cold.

B. According to advertisements made by coffee house owners, the drink helped digestion, made the heart "lighter," and improved eyesight. Its most attractive feature, however, was that it was claimed to prevent sleepiness and "make one fit for business."

C. Negative advertising became important again two centuries later in the US, when businessmen began attacking coffee as responsible for a newly fashionable problem: "nerves." The businessman C. W. Post became a millionaire manufacturing Postum, a roasted wheat bran drink. Post constantly attacked coffee, referring to illnesses such as "coffee heart." Ironically, Post was a secret coffee drinker.

— 3 —

D. For merchants, who needed to be mentally sharp, doing business over stimulating cups of coffee was preferable to trying to maintain concentration while drinking the alternative: beer.

E. Not everyone was convinced. The 1674 "Women's Petition Against Coffee" alleged that drinking too much coffee made men weak. It also recommended that beer was much better for health. This suggests that the petition was probably produced by beer suppliers.

F. Europe's first coffee houses appeared in London in the 1650s, when Pasqua Rosée opened his premises serving local merchants. By 1663 there were 82 coffee houses registered in the City of London, whose customers were attracted by the health benefits claimed for the new beverage.

— 4 —

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

The psychologist Gary Klein once told me a story about a woman who attended a family gathering. She had spent years working as an emergency nurse and, upon arriving at the event, took one look at her father-in-law and got very concerned.

"I don't like the way you look," she said.

Her father-in-law, who was feeling perfectly fine, jokingly replied, "Well, I don't like your looks, either."

"No," she (1). "You need to go to the hospital now."

A few hours later, the man was undergoing lifesaving surgery after an examination had revealed that he (2) a blockage to a major artery and was at immediate risk of a heart attack. Without his daughter-in-law's intuition, he could have died.

What did she see? How did she predict his impending heart attack?

When major arteries are obstructed, the body focuses on sending blood to critical organs and away from marginal locations near the surface of the skin. The result is a change in the pattern of distribution of blood in the face. After many years of working with people with heart failure, the woman had (3) developed the ability to recognize this pattern on sight. She could not explain what it was that she noticed in her father-in-law's face, but she knew something was (4).

Art experts have been known to discern the difference between (5) piece of art and an expertly produced imitation even though they cannot tell you precisely which details gave them a hint. Experienced doctors can look at a brain scan and predict the area where a potentially

(2ページ後に続く)

— 5 —

(1) A. denied B. suggested
C. admitted D. insisted

(2) A. had B. was
C. needed D. made

(3) A. consciously B. unknowingly
C. patiently D. instantly

(4) A. wrong B. defined
C. impressive D. mistaken

(5) A. a fake B. an anonymous
C. an authentic D. a realistic

— 6 —

fatal problem will develop before any obvious signs are visible to the untrained eye. I have even heard of hairdressers noticing that a client is pregnant based only on the feel of her hair.

The human brain is a prediction machine. It is continuously (6) your surroundings and analyzing the information. Whenever you experience something repeatedly—like an emergency nurse seeing the face of a heart attack patient—your brain begins noticing what is important, sorting through the details and highlighting the relevant signs, and cataloging that information for (7) use.

With enough practice, you can pick up on the signs that predict certain outcomes without consciously thinking about it. Your brain automatically (8) the lessons learned through experience. We cannot always explain what it is we are learning, but learning is happening all along the way, and your ability to notice the relevant signs in a given situation is the (9) of every habit you have.

This is one of the most surprising insights about our habits: You do not need to be aware of the sign for a habit to begin. You can notice an opportunity and take action (10) dedicating conscious attention to it. This is what makes habits useful.

It is also what makes them dangerous. As habits form, your actions come under the direction of your automatic and nonconscious mind. You fall into old patterns before you realize what is happening. (11) someone points it out, you may not notice that you cover your mouth with your hand whenever you laugh, or that you apologize before asking a question. And the more you repeat these patterns, the less likely you become to question what you are doing and why you are doing it.

I once heard of a retail clerk who was instructed to cut up empty gift

(2 ページ後に続く)

— 7 —

cards after customers had (12) the balance on the card. One day, the clerk dealt with a few customers in a row who purchased with gift cards. When the next person walked up, the clerk swiped the customer's actual credit card, picked up the scissors, and then cut it in half—entirely by habit—before looking up at the shocked customer and realizing what had just happened.

Another woman I came across in my research was a former preschool teacher who had switched to a corporate job. (13) she was now working with adults, her old habits would kick in and she kept asking coworkers if they had washed their hands after going to the bathroom. I also found the story of a man who had spent years working as a lifeguard and would yell "Walk!" (14) he saw a child running.

Over time, the signs that trigger our habits become so common that they are essentially invisible: the treats on the kitchen counter, the remote control next to the couch, the phone in our pocket. Our responses to these signs are so deeply stored that it may feel like the urge to act comes from nowhere. For this reason, we must begin the process of behavior change with awareness.

Before we can effectively build new habits, we need to become aware of our current ones. This can be more (15) than it sounds because once a habit is firmly rooted in your life, it is mostly nonconscious and automatic. If a habit remains mindless, you cannot expect to improve it. As the psychologist Carl Jung said, "Until you make the unconscious conscious, it will direct your life and you will call it fate."

("The Man Who Didn't Look Right," and "The Truth About Talent (When Genes Matter and When They Don't)" adapted from ATOMIC HABITS: AN EASY & PROVEN WAY TO BUILD GOOD HABITS & BREAK BAD ONES by James Clear, copyright (c) 2018 by James Clear. Used by permission of Avery, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC. All rights reserved.)

— 9 —

- (6) A. taking off B. bringing on
C. taking in D. bringing up

- (7) A. everyday B. future
C. immediate D. original

- (8) A. shares B. describes
C. stores D. dismisses

- (9) A. motivation B. foundation
C. disadvantage D. advantage

- (10) A. while B. despite
C. about D. without

- (11) A. When B. After
C. Unless D. Since

— 8 —

- (12) A. looked over B. taken down
C. set out D. used up

- (13) A. Even though B. Meanwhile
C. Consequently D. At last

- (14) A. before B. whenever
C. especially when D. as long as

- (15) A. surprising B. satisfying
C. upsetting D. challenging

— 10 —

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) The emergency nurse was able to recognize that her father-in-law had a major health problem because she had
- A. received extensive training in her profession to deal with this issue.
 - B. developed an unconscious ability to detect it after years of experience.
 - C. experienced a heart attack herself and was aware of the signs.
- (2) In the eighth paragraph, starting with “Art experts have,” the examples are given in order to emphasize that
- A. it is possible to know something intuitively but not understand why.
 - B. a high level of training does not always guarantee professional success.
 - C. people sometimes falsely claim to have advanced medical knowledge.
- (3) In the ninth and tenth paragraphs, starting with “The human” and “With enough,” the author’s key point about the impact of our experience is that
- A. noticing familiar signs around us makes us want to learn new habits.
 - B. it is continually causing us to learn, even when we do not realize it.
 - C. the lessons we learn do not stay with us throughout our lives.
- (4) According to the 12th and 13th paragraphs, starting with “It is” and “I once,” some habits can be dangerous because
- A. you might accidentally form a habit that is considered rude.
 - B. you repeat them so often they become unbreakable routines.
 - C. you may act inappropriately without immediately noticing it.

— 11 —

- (5) In the 13th paragraph, starting with “I once heard,” the retail clerk cut the customer’s credit card in half because she
- A. had just cut several empty gift cards.
 - B. thought that the credit card had expired.
 - C. had a habit of shocking customers.
- (6) In the last paragraph, the author quotes Carl Jung to suggest that
- A. fate can play an important role in the formation of habits.
 - B. it is important to recognize which habits we should acquire.
 - C. our habits are hard to break unless we understand their origin.
- (7) The author of this passage would most likely agree that
- A. while some habits are good, most can lead to negative consequences.
 - B. a key element of habit formation is deliberate repetition.
 - C. it is important to raise our awareness about how we form habits.

— 12 —

- 〔Ⅲ〕 A. 次の英文の下線部①～④について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、
掲載していません。)

— 13 —

(著作権者の許諾を得られていないため、
掲載していません。)

— 14 —

(著作権者の許諾を得られていないため、
掲載していません。)

(Why your dog helps you relax more than your friends do by Stacey Colino,
January 19, 2024, National Geographic)

- (1) What does Underline ① actually mean?
- A. Your dog will always love you.
 - B. Your experience is shared by others.
 - C. You have close human relationships.

— 15 —

- (6) What does Underline ⑥ refer to?
- A. having a dog that has deep affection for you
 - B. speaking openly about what is on your mind
 - C. thinking about the various times in your life
- (7) What does Underline ⑦ imply?
- A. Talking with other people about your problems may not be helpful.
 - B. Dogs would not understand human problems, even if they could talk.
 - C. To remain happy, it is best to talk about light and cheerful topics.
- (8) What does Underline ⑧ actually mean?
- A. Dogs have a sense of fun that is almost impossible to ignore.
 - B. Dogs will not want to play with you if you are in a bad mood.
 - C. Dogs will become sad too if you display a negative attitude.
- (9) What does Underline ⑨ refer to?
- A. the way in which oxytocin makes us love dogs
 - B. the effect that oxytocin has on the level of stress we experience
 - C. the rise in oxytocin levels that we get when playing with dogs
- (10) What does Underline ⑩ actually mean?
- A. People perform better at work when encouraged by dogs.
 - B. Having dogs in the office allows us to balance work and play.
 - C. Contact with dogs allows people to control their emotions better.

— 17 —

- (2) Which of the following has a meaning closest to Underline ②?
- A. Being with dogs affects our emotions and produces changes inside our bodies.
 - B. Being with dogs makes us feel so happy that we get a strong urge to touch them.
 - C. Being with dogs affects us so much that we become dependent on them staying close.
- (3) Which of the following has a meaning closest to Underline ③?
- A. Research in the journal *Emotion* challenged participants to interact with each other.
 - B. Research in the journal *Emotion* involved placing people in difficult situations.
 - C. The journal *Emotion* needed to hire people to take part in some complicated research.
- (4) What does Underline ④ refer to?
- A. the preference for talking to dogs about complex matters
 - B. the way in which the research results were gathered
 - C. the idea that expressing one's feelings contributes to well-being
- (5) What does Underline ⑤ actually mean?
- A. a state in which change rarely occurs
 - B. a situation that is free of other people
 - C. a condition of peace and comfort

— 16 —

- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) According to the second paragraph, the researchers were most interested in measuring people's
- A. blood pressure and heart rate.
 - B. understanding of mathematics.
 - C. potential talent for winter sports.
- (2) According to the fourth paragraph, starting with "Similarly," researchers wanted to compare the levels of stress caused by
- A. performing difficult tasks with and without a dog present.
 - B. giving presentations versus performing mathematical tasks.
 - C. taking the test in front of people and taking it in front of dogs.
- (3) The fifth paragraph, starting with "It is common," suggests that talking to their dogs gives owners
- A. a way to forget about the pressures of work.
 - B. a reason for being and motivation to persist in life.
 - C. a chance to recover from disappointments in love.
- (4) The seventh paragraph, starting with "The precise reason," suggests that some people prefer to tell their problems to dogs because other people
- A. might offer advice that is difficult to follow.
 - B. are rarely creative enough to offer suggestions.
 - C. do not allow them time to express themselves.

— 18 —

- (5) According to the eighth paragraph, starting with “Your relationship with,” it is beneficial to talk about one’s feelings because
- A. it will allow you to compare current difficulties with previous ones.
 - B. this enables you to understand the nature of your problem better.
 - C. you may otherwise gradually start to accept a negative situation.
- (6) The view the author of this passage wants to express most is that owning a dog
- A. will show you the value of expressing your feelings.
 - B. reveals the limitations of human relationships.
 - C. is a reliable protection against stressful situations.
- (7) The most appropriate title for this passage would be
- A. “The Role of Dogs in Psychological Research.”
 - B. “Dogs Are Smarter Than You Think.”
 - C. “Why Your Dog Really Is Your Best Friend.”

(以上)

2025年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
 (万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがあれば氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は21ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。
2. マークのしかた
 - (7) 正しい例
 - a 解答が1つの場合 例えばイと解答するときは
 (1) (2) (3) (4) (5) のように、マークしてください。
 - b 解答が2つの場合 例えばイとウと解答するときは
 (1) (2) (3) (4) (5) または (1) (2) (3) (4) (5) のように各1つずつマークしてください。
 - (8) 悪い例
 - (1) (2) (3) (4) (5) ○印をかこむ。
 - (2) (3) (4) (5) 全部をぬりつぶしていない。
 - (3) (4) (5) レ印をつける。
 - (4) (4) (5) |印をつける。
 - (5) (5) (5) 1欄に2つ以上マークする。

このような記入をしてはいけません。

 3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
 (1) (1) (1) (1) のように×印をしても消したことはありません。
 4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

Paul, an Australian exchange student in Japan, meets his classmate, Shun, at a bicycle parking area during the spring semester.

Paul: Hi Shun. It looks like we're going to be late for the first-period class.

Shun: Yes. I was up until about 3 a.m. again, playing a video game called *Smash Brothers*.

Paul: Wow! _____ (1)

Shun: I know. I need to get more rest. Hey, I didn't know that you're into road bikes. Is that the latest model *Trek*?

Paul: It sure is. _____ (2)

Shun: I can imagine. They're not cheap.

Paul: _____ (3) I like going for long rides on the weekends.

Shun: Really? So do I. Actually, I've been talking with a couple of other guys about riding over to Awajishima during the summer vacation.

Paul: That sounds like fun. Will you be staying over there for a while?

Shun: _____ (4)

Paul: I love the outdoors! Would you mind if I join you?

Shun: That would be great. We'll spend some time at the beach. I know you like to go surfing, so I guess you'll enjoy swimming with us.

Paul: Absolutely. _____ (5)

- (1) A. You should show me how to play that.
- B. You should exercise more often.
- C. You should go to bed earlier.
- D. You should try playing a different game.

- (2) A. I've been saving up for months to buy it.
- B. Have you thought about getting one?
- C. I only buy the most recent products.
- D. Do you know what it looks like?

- (3) A. If you insist they are, I'll take your word for it.
- B. It was worth the extra expense to get a good one.
- C. I don't know why you'd say something like that.
- D. I can certainly imagine they are expensive as well.

- (4) A. I've never been there before, so I'm not sure.
- B. It depends on what you mean by "a while."
- C. Sure, there are plenty of good camping spots.
- D. Yes, but only if you agree to come with us.

- (5) A. I've always wanted to visit a beach.
- B. I didn't know that you're a surfer.
- C. I don't mind teaching you how to swim.
- D. I'll be sure to pack some swimwear.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. The blobfish has been called the world's ugliest animal. It has been compared to a limp water balloon, and described as "a marine monster."

B. The blobfish is different. It has no swim bladder, so when it is brought into shallow waters, it doesn't die like other deep-sea fish do. Instead, it transforms.

C. Many people agree. Since this creature was first photographed in 2003, it has been the target of bullying through social media. But would people be so quick to laugh at it if they knew its pink, jelly-like appearance was in fact the work of human beings?

D. Most other fish have a swim bladder—an air-filled organ that helps them move around. If you remove most deep-sea fish with a swim bladder from their home, the volume of the gases in their bodies will expand with the decreasing water pressure. Those gases can force the bladder to such a size that it crushes the fish's other organs, killing it.

E. The blobfish are deep-sea fish. The water pressure down where they live is over 100 times the air pressure we experience on land. You wouldn't want to be at such a depth without a very secure submarine. Likewise, the blobfish doesn't like being up here.

F. Relieved of the high pressure of the sea depths, which hold its body together, the blobfish collapses into a jelly-like mass. This is the state in which it is forced to appear before us air-breathers.

— 3 —

— 4 —

〔II〕 A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、
掲載していません。)

(1) A. spreads over B. stands by
C. comes with D. lies under

(2) A. on which B. although
C. unless D. to whom

(3) A. subscribe B. purchase
C. store D. reserve

(4) A. running out B. slowing up
C. taking off D. pushing down

(2 ページ後に続く)

— 5 —

— 6 —

(著作権者の許諾を得られていないため、
掲載していません。)

(2ページ後に続く)

- 7 -

- | | |
|-------------------|----------------|
| (5) A. reduced | B. expanded |
| C. stabilized | D. heightened |
| (6) A. gradually | B. expectedly |
| C. forcefully | D. suddenly |
| (7) A. what | B. whose |
| C. which | D. where |
| (8) A. document | B. proposal |
| C. opportunity | D. challenge |
| (9) A. innovation | B. inspiration |
| C. implication | D. imagination |

- 8 -

(著作権者の許諾を得られていないため、
掲載していません。)

(2ページ後に続く)

- 9 -

- | | |
|-------------------|------------------|
| (10) A. consumed | B. linked |
| C. realized | D. celebrated |
| (11) A. Sincerely | B. Unfortunately |
| C. Obviously | D. Additionally |
| (12) A. so that | B. as though |
| C. in case | D. even if |
| (13) A. comprises | B. removes |
| C. scrambles | D. encloses |
| (14) A. cheaply | B. together |
| C. alone | D. loudly |

- 10 -

(著作権者の許諾を得られていないため、
掲載していません。)

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※本問については、問題文において入試問題を作成する上で必要となる改変を一部行い出題しましたが、過去問題集に掲載するにあたり、著作権者の指示に従い原文のまま掲載しております。そのため、実際に出題された問題文と異なる箇所があります。

- (15) A. seasons B. chains
C. options D. tastes

— 11 —

- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) According to the first paragraph, Naomi and her family
- A. live far from the KFC stores selling Christmas meals in Hokkaido.
 - B. are different from the average customers who enjoy KFC at Christmas.
 - C. love eating a KFC meal at Christmas like many other Japanese people.
- (2) According to the third paragraph, starting with “To better understand,” following Japan’s economic recovery,
- A. an increase in wealth allowed Japan to resist outside influences.
 - B. foreign fast-food chains started appearing around the country.
 - C. Tokyo became the center of change for clothing, dining, and travel.
- (3) KFC started advertising fried chicken as a Christmas meal
- A. in the 1960s.
 - B. in the 1970s.
 - C. in the 1980s.
- (4) According to the sixth paragraph, starting with “Some reports say,” KFC decided to start the Christmas promotional campaign because
- A. fried chicken was a traditional Christmas meal in the United States.
 - B. Japanese kids were not used to eating roast turkey at Christmas.
 - C. a salesperson came up with this idea based on a customer’s comment.

— 13 —

— 12 —

- (5) According to the seventh paragraph, starting with “Of course,” between the 1970s and the 1980s, KFC marketed fried chicken as
- A. a sophisticated dish to enjoy Christmas in a foreign manner.
 - B. a fashionable modern Christmas trend in American culture.
 - C. a convenient option to celebrate Christmas with a limited budget.
- (6) According to the eighth paragraph, starting with “But to credit,” one reason KFC chicken became popular in Japan was because it
- A. tasted like something Japanese were familiar with.
 - B. had a unique flavor that competitors could not imitate.
 - C. could be ordered in a highly customized way.
- (7) In the last paragraph, Shuho Inazumi notes that recently
- A. Japanese people have more Christmas holidays than in the past.
 - B. Japanese people’s eating habits for Christmas have diversified.
 - C. Japanese people rely on online food catering for Christmas.

— 14 —

- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

We all know someone who never seems to be on time, whether it is to a lunch date or a work meeting. But is there a good explanation for why some people are always late?

The habit of being tardy probably results from a number of factors,
① including time perception, time management, and personality, experts say. “It is likely that there’s a mechanism in the brain that causes some people to be late for meetings because they underestimate the time it will take them to get there,” says Hugo Spiers, a professor of brain-related science and the co-author of a 2017 study in the journal *Hippocampus*.

The hippocampus is a region of the brain which processes some aspects of time, such as remembering when to do something and how long it takes, Spiers said. Recent research suggests that nerve cells in the hippocampus acting as “time cells” contribute to our perception and memory of events, but why exactly some people repeatedly underestimate time is unclear.

② One factor may be how familiar we are with a space. For the 2017 study, Spiers asked 20 students who had newly moved to London to sketch a map of their college district and estimate travel times to different destinations. While the students’ space estimates expanded if they knew an area well, their gauge of travel time contracted with familiarity. “If you’re very familiar with a space, you start to discount the effort it will take.” Spiers said.

In some cases, people who are late may not allocate enough time to complete tasks unrelated to travel, such as getting ready in the morning. Research published in the journal *Memory & Cognition* suggests that we make time estimates based on how long we think tasks have taken us in the past, but our memories and perceptions are not always accurate. “If we

— 15 —

consequences for our lateness, like missing a flight,” Pacie said.

In the absence of a deadline, however, these people often lose track of time. A 2019 review published in the journal *Medical Science Monitor* found that individuals with attention deficit hyperactivity disorder (ADHD) can find it hard to process and estimate the passing of time.

Some people struggle to be on time because they deliberately postpone tasks. “Lateness can be a symptom of procrastination, or putting something off” says Fuschia Sirois, a professor of psychology at Durham University in England. Procrastination is usually rooted in a difficult emotional relationship to the task, Sirois explained.

The difference between procrastination and lateness is that the latter
③ affects our relationship with others, Pacie said. “The same people who perceive us as always being late are the people who matter to us the most, so we can be very hurtful when we say we can be on time when it matters.”

So, what can perpetually late people do to be punctual for meetings and avoid disappointing friends and loved ones? A self-proclaimed “timebender,” Pacie suggested setting alarms and reminders on your phone. Another of her tried-and-tested tactics is to set pre-event deadlines: act as if the deadline is earlier than it actually is.
④

(Why are some people always late? by Sascha Pare, LiveScience, April 3, 2023. Future Publishing Ltd.)

- (1) What does Underline ① imply?
- Collecting data on being late depends on the habits of individuals.
 - Analyzing the reasons for being late is fairly straightforward.
 - Understanding what causes people to be late is complicated.

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have a lot of experience performing a task, we are more likely to underestimate how long it will take,” explained Emily Waldum, a researcher and lead author of a 2016 study published in the *Journal of Experimental Psychology: General*.

In her study, Waldum found that environmental factors, such as music, can distort your sense of time. Specifically, Waldum showed that when doing a general knowledge questions task, some people incorrectly estimated the task’s length based on the number of songs they heard playing in the background. Younger adults tended to inflate their time estimates if they heard four short songs compared with two longer songs, something that did not seem to influence older adults’ perception of time.

Another environmental factor may be crowdedness. In a 2022 study in the journal *Virtual Reality*, researchers asked participants to estimate the length of more or less crowded simulated subway trips. They found that crowded commutes felt like they took 10 percent longer than less busy rides, which was linked to it being an unpleasant experience.
⑤

Personality also plays a role in running late. Certain personality traits can cause some people to forget tasks that they had planned ahead of time, Waldum said. “Another factor that may influence a person’s timeliness is how prone to multitasking they are,” she added. Research published in the journal *Advances in Cognitive Psychology* has shown that people juggling several tasks at once are less likely to remember and complete other scheduled tasks on time. “The most careful plans can fail simply because we don’t have enough spare attention left to carry them out successfully,” Waldum said.
⑥

Latecomers sometimes do not perceive themselves as such, says author Grace Pacie. That is because people who usually run behind schedule tell themselves and others that they can be punctual when they need to be. “We can be on time when it matters, when there will be negative
⑦

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- (2) Which of the following has a meaning closest to Underline ②?
- We do not know precisely the reason why people miscalculate time.
 - We do not clearly understand why some people are so often early.
 - We do not have clear data about why people repeat the same mistakes.
- (3) Which of the following can be a concrete example for Underline ③?
- arriving early to a new shopping mall
 - arriving late to your favorite restaurant
 - arriving on time to a doctor’s appointment
- (4) What does Underline ④ refer to?
- participants
 - researchers
 - subway trips
- (5) What does the author want to express most in Underline ⑤?
- Your experiences on a train and bus depend on your mood.
 - Your perception of time is affected by your experiences.
 - When you are very busy you are more likely to feel impatient.
- (6) Which of the following has a meaning closest to Underline ⑥?
- finish them
 - transport them
 - remove them

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- (7) Which of the following has a meaning closest to Underline ㉗?
- What happens when people are late influences their timeliness.
 - It is easier to be punctual when completing everyday matters.
 - Being on time depends on whether other people are involved.
- (8) What does Underline ㉘ actually mean?
- waiting
 - canceling
 - delaying
- (9) What does Underline ㉙ refer to?
- difference
 - procrastination
 - lateness
- (10) Which of the following can be a concrete example for Underline ㉚?
- marking an important event in multiple calendars
 - planning to arrive to an event sooner than it is scheduled
 - asking your close friends or family to remind you of an event

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- (5) In the eighth paragraph, starting with “Personality also plays,” the author suggests that multitasking
- leads to completion of scheduled tasks, but not unplanned ones.
 - places great strain on our ability to focus on getting tasks done.
 - works well for people who pay careful attention to detail.
- (6) According to the eleventh paragraph, starting with “Some people struggle,” procrastination
- involves someone postponing something unconsciously.
 - has a basis in how challenging a task feels to someone.
 - is a sign that someone is probably emotionally unstable.
- (7) The most appropriate title for this article would be
- “Never on Time: The Science Behind Being Late.”
 - “Lateness vs. Procrastination: A Comparative Analysis.”
 - “The Importance of Punctuality: Life’s Too Short.”

(以上)

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- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) According to the third paragraph, starting with “The hippocampus is,” research indicates that our understanding of time is
- manipulated by various brain regions.
 - handled by nerve cells throughout the body.
 - influenced by a special part of the brain.
- (2) According to the fourth paragraph, starting with “One factor may,” Spiers found that the more familiar students were with their neighborhood
- the better they were at estimating travel times.
 - the shorter their travel times were within it.
 - the more likely they were to misjudge travel times.
- (3) According to the fifth paragraph, starting with “In some cases,” research seems to show that doing a task frequently can
- lead you to believe it takes less time to complete than it actually does.
 - make it easier to complete the task, but it takes the same time to do.
 - help you to gauge with accuracy how long a task takes to finish.
- (4) According to the sixth paragraph, starting with “In her study,” research found that the number and length of songs playing in the background
- affected how younger adults perceived time.
 - affected how older adults perceived time.
 - affected how both younger and older adults perceived time.

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2025年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)(シャープペンシルは、HB 0.5 mm以上の芯であれば使用可)で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は21ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。
2. マークのしかた
 - (ア) 正しい例
 - a 解答が1つの場合、例えばイと解答するときは
 (1) (A) (B) (C) (D) のように、マークしてください。
 - b 解答が2つの場合、例えばイとウと解答するときは
 (1) (A) (B) (C) (D) または (1) (A) (B) (C) (D) のように各1つずつマークしてください。
 - (イ) 悪い例

(1) <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	○印でかこむ。	} このような記入をしてはいけません。
(2) <input checked="" type="radio"/> (A) <input checked="" type="radio"/> (B) <input checked="" type="radio"/> (C) <input checked="" type="radio"/> (D) <input checked="" type="radio"/>	全部をぬりつぶしていない。	
(3) <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	レ印をつける。	
(4) <input type="radio"/> (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	印をつける。	
(5) <input checked="" type="radio"/> (A) <input checked="" type="radio"/> (B) <input checked="" type="radio"/> (C) <input checked="" type="radio"/> (D) <input checked="" type="radio"/>	1欄に2つ以上マークする。	
3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
 (1) (A) (B) (C) (D) のように×印をしても消したことはありません。
4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

Alex, an international student living in Japan, is at the information desk at a local gym.

Kento: Welcome to Super Gym!

Alex: Oh, you speak English—that's wonderful!

Kento: How can I help you today?

Alex: Well, I'm planning to join a gym, and I'd like some information about Super Gym. Could you tell me what kind of facilities you have?

Kento: _____ As you can see here in the main gym area, we have a wide range of exercise equipment for weight training. We also have running machines in the back, and a separate studio for special classes.

Alex: I see. I am particularly interested in working out in a group.

Kento: In that case it sounds like our classes are well suited to your needs. _____

Alex: Oh wow! There are all kinds of options, like yoga, aerobics, and even dance! I think I'd like to become a member.

Kento: There is a one-time registration fee of 12,000 yen. Then, the monthly membership fee is 10,000 yen.

Alex: Hmm, that's a little on the high side. _____ Are there any special rules I need to know about?

Kento: Well, yes. You will need to have a pair of indoor shoes for the gym. Also, please bring a towel so you can wipe off any sweat you leave on the equipment.

Alex: _____ Sign me up!

- (1) A. Lucky you!
- B. I suppose so.
- C. It depends.
- D. Of course!

- (2) A. Currently, our studio class options are somewhat limited.
- B. Most of these are related to strength training, however.
- C. Here is a schedule of what we offer every month.
- D. If you like, you can join one for free as a trial.

- (3) A. What are the rates?
- B. Do you offer discounts?
- C. How much are the options?
- D. Is the equipment costly?

- (4) A. Then I definitely can't afford it.
- B. I think I can manage it though.
- C. Please check that information.
- D. It seems like a really good deal.

- (5) A. That sounds strict.
- B. That sounds dirty.
- C. That sounds amazing.
- D. That sounds reasonable.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. Work on constructing the world's largest "cultivated meat" (artificial meat grown from animal cells) factory began recently in the United States. Managed by Good Meat, it will grow more than 13,000 tons of chicken and beef per year.

B. However, those who have tried it commonly claim that it's delicious. Reports such as this, plus the scale of Good Meat's factory, have led to suggestions that by 2040 about 60 percent of the meat we consume will either be grown in factories or replaced with plant-based alternatives.

C. Cultivated meat production is expected to have a much smaller environmental impact. Another benefit of relying less on animals for meat will be a lower risk of diseases spreading to humans from animals. However, it will take time to make this change to our eating habits.

— 3 —

D. That level of production will enable it to supply many thousands of shops and restaurants. Experts in the food industry are describing this as a significant development for the wellbeing of the planet, and for our own health. As a result, 170 companies in various countries are developing cultivated meat.

E. Good Meat is the only one of these companies to have received approval to sell it. Governments still need to be assured about safety, and some people may have doubts about its taste.

F. At present, the farming of animals for food requires ever increasing areas of land around the world. As a result, larger areas of forests are being destroyed, contributing to climate change.

— 4 —

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

At the height of the Viking Age, Viking warriors ruled supreme in northern Europe and beyond. Yet even as they were terrorizing, say, the British Isles, they were losing the fight against oral bacteria. As it turns out, many Vikings suffered from cavities (holes in teeth), plaque buildup (a sticky coating of bacteria on teeth), and tooth infections, and they employed various ways to lessen the pain.

Several studies have examined the dental health of Vikings, including (1) published in December 2023 in the journal *PLOS One*. For that study, a research team looked at the skeletal remains of 171 Vikings who (2) buried in the 10th through 12th centuries outside Varnhem Abbey, the site of the oldest stone church in Sweden.

Lead author Carolina Bertilsson, a practicing dentist and associate researcher at the University of Gothenburg, gave each set of Viking teeth a (3) examination. She and two dental students used a bright light, a round dental mirror, and a soft toothbrush to inspect 3,293 teeth, and then X-rayed some of them to (4) their findings.

Among Viking children, they could not locate a single cavity, which is completely different from today, when, even in Sweden—which Bertilsson calls "one of the countries in the world with the best dental health"—roughly 20 percent of six-year-olds have already developed a cavity. (The rate is far higher in the United States.)

For Viking adults, though, it was a different story. Over 60 percent of those examined had at least one cavity, and one individual was found with as many as 22 cavities. Bertilsson and her co-authors also found evidence

(2ページ後に続く)

— 5 —

- | | |
|------------|----------|
| (1) A. one | B. that |
| C. ones | D. those |

- | | |
|------------------|---------------|
| (2) A. had to be | B. have been |
| C. had been | D. have to be |

- | | |
|----------------|--------------|
| (3) A. regular | B. scheduled |
| C. superficial | D. thorough |

- | | |
|------------------|-------------|
| (4) A. eliminate | B. confirm |
| C. display | D. describe |

— 6 —

of plaque and tartar (hardened plaque) buildup, as well as infections that would have caused painful tooth swellings. “You can see the traces of these things even 1,000 years later,” Bertilsson says.

One Viking woman in her thirties had a tooth infection so severe it may have killed her, either by obstructing her breathing or triggering sepsis, which is a life-threatening condition. “Even today, it’s a serious condition,” Bertilsson says. “You need to use antibiotics (medicines that fight bacterial infections). Sometimes you need to go to the hospital to get treatment.”

What caused all these dental issues? The Viking (5) may be at fault. Medieval Scandinavians ate meat, fish, dairy, vegetables, and hazelnuts, all generally fine for oral health. But they also dined on starchy and sweet foods like bread, breakfast cereal, honey, and fruits, and they drank beer and mead (honey wine), which over time can (6) chronic tooth disease. Previous research shows that other Viking communities, including in Denmark, Scotland, and on the Swedish island of Gotland, likewise suffered from cavities. Icelandic Vikings, on the other hand, appear to have developed relatively few cavities (though their teeth did wear out), possibly because they did not eat as much starch and natural sugar as their less isolated (7).

The Vikings, renowned for their excellent hygiene, did not accept these problems passively. Bertilsson’s team found evidence that they pulled out rotten teeth, and also used toothpicks—a practice that dates back to the Neanderthals—to remove bits of stuck food. More surprisingly, Bertilsson’s team identified two instances in which Vikings apparently dug into the core of the tooth that contains nerves, (8) relieve the pain of an infection.

“Obviously, they didn’t have painkillers, so it (9) a lot,” says

(2 ページ後に続く)

— 7 —

Bertilsson, who adds that the Vikings were not previously known to have performed such a procedure. (Though unrelated to dental health, some Viking males also scraped grooves into their front teeth, possibly as a status or fashion symbol.)

Vikings were certainly not (10) among medieval Europeans in having dental problems. “It’s a very bad time for teeth,” Sarah A. Lacy, an assistant professor of anthropology at the University of Delaware, who studies ancient teeth, says of the Middle Ages. In fact, she says the oral health of humans first started to worsen around 20,000 years ago, at the peak of the last Ice Age, when shrinking habitable land caused dietary shifts. Primitive dentistry followed not too long after; as early as 13,000 years ago, tar dental fillings were being used in Italy.

Due to their diets, hunter-gatherers generally had healthy teeth—although there were (11), such as a prehistoric group in what is now Morocco with a fondness for sweet nuts. But when societies transitioned to farming, their teeth usually suffered, and they began looking for additional (12) to treat them. For example, scientists have discovered that stone tools were apparently used to drill into cavity-damaged teeth in Pakistan some 7,500 to 9,000 years ago, and a 6,500-year-old beeswax dental filling was found in Slovenia.

Meanwhile, ancient Mesopotamians (wrongly) (13) tooth worms for dental decay; ancient Egyptians and others used toothpaste; ancient Etruscans created gold caps for the teeth; and the Chinese invented the hair toothbrush. However, modern dentistry dates only to the 18th century, (14) the Industrial Revolution brought in an era of processed flour and sugar that caused lots of damage to people’s teeth. Until recently, Lacy says, oral health “just kept getting worse over time.”

(2 ページ後に続く)

— 9 —

- | | |
|-----------------------|-----------------|
| (5) A. diet | B. medicine |
| C. travel | D. history |
| (6) A. prevent | B. improve |
| C. cause | D. reveal |
| (7) A. islands | B. counterparts |
| C. nutrients | D. customs |
| (8) A. and | B. unlikely to |
| C. probably to | D. which |
| (9) A. must have hurt | B. must hurt |
| C. has hurt | D. hurts |

— 8 —

- | | |
|----------------|------------------|
| (10) A. even | B. unique |
| C. only | D. common |
| (11) A. groups | B. disagreements |
| C. conflicts | D. exceptions |
| (12) A. foods | B. jobs |
| C. dentists | D. ways |
| (13) A. blamed | B. trusted |
| C. accepted | D. criticized |
| (14) A. so | B. while |
| C. around when | D. up until |

— 10 —

Indeed, (15) lacking toothpaste, toothbrushes, floss and professional dentistry, Viking dental health, particularly for children, in some ways surpassed that of 21st-century humans.

(“Vikings Had Terrible Teeth” (c)2023, A&E Television Networks, LLC. All rights reserved. Used with permission.)

- (5) A. speaking of B. despite
C. thanks to D. between

— 11 —

- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) In the fourth paragraph, starting with “Among Viking children,” Bertilsson and two students found that
- A. Swedish children have better oral health than Viking children did.
 - B. Swedish and Viking children have comparable tooth decay rates.
 - C. Viking children had healthier teeth than modern Swedish children.
- (2) According to the fifth paragraph, starting with “For Viking adults,” Viking adults
- A. experienced both cavities and tooth infections.
 - B. suffered from tooth infections but not cavities.
 - C. had many cavities but few tooth infections.
- (3) According to the seventh paragraph, starting with “What caused all,” tooth problems
- A. affected various Viking communities similarly.
 - B. arose from some of the Vikings' eating habits.
 - C. occurred despite the Vikings' fine oral health.
- (4) The purpose of the eighth paragraph, starting with “The Vikings,” is to
- A. emphasize that Vikings maintained high standards of cleanliness.
 - B. show some methods the Vikings used to combat their tooth problems.
 - C. explain about the usage and origin of the earliest known toothpicks.

— 13 —

— 12 —

- (5) According to the tenth paragraph, starting with “Vikings were certainly,” humans
- A. devised techniques for treating dental problems during the last Ice Age.
 - B. experienced dental problems before the beginning of the last Ice Age.
 - C. underwent a significant change in what they ate during the last Ice Age.
- (6) The author's main point in the 11th paragraph, starting with “Due to their,” is that
- A. hunter-gatherers also made a variety of stone tools.
 - B. farming led to a rapid decline in humans' oral health.
 - C. finding the dental filling challenged scientists' perspectives.
- (7) According to the author, the condition of Viking's teeth is best described as
- A. better than expected.
 - B. remarkably bad.
 - C. similar to the present day.

— 14 —

- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、
掲載していません。)

— 15 —

(著作権者の許諾を得られていないため、
掲載していません。)

— 16 —

(著作権者の許諾を得られていないため、
掲載していません。)

(How Your 'Digital Body Language' Affects Your Dating Life by Cady Lang, TIME, February 6, 2024)

- (1) Which of the following can be a concrete example for Underline ①?
- A. asking a question
 - B. winking at someone
 - C. suddenly sneezing
- (2) Which of the following has a meaning closest to Underline ②?
- A. criticize
 - B. estimate
 - C. conclude
- (3) Which of the following can be a concrete example for Underline ③?
- A. response time
 - B. internet slang
 - C. dating apps

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- (4) What does Underline ④ imply?
- A. DBL is particularly difficult to use when dating online.
 - B. Online dating offers some completely new opportunities.
 - C. Gen Z daters face problems previous generations did not.
- (5) Which of the following has a meaning closest to Underline ⑤?
- A. involved in more than other generations
 - B. thought most important to pay attention to
 - C. felt most worried about the possibilities of
- (6) What does Underline ⑥ imply?
- A. Shorter responses are more difficult to interpret than longer ones.
 - B. Longer answers are more difficult to interpret than shorter ones.
 - C. The length of a message does not affect how difficult it is to interpret.
- (7) What does Underline ⑦ refer to?
- A. online communication
 - B. another's response
 - C. effective DBL
- (8) What does Underline ⑧ actually mean?
- A. method that generally works
 - B. instruction for the hands
 - C. guideline for using emojis
- (9) What does Underline ⑨ refer to?
- A. the person who has sent a message
 - B. the person receiving the message
 - C. the two people communicating

— 18 —

- (10) What does Underline ⑩ refer to?
- A. people one might go on a date with
 - B. people one might interact online with
 - C. people one might have a relationship with

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the second paragraph, digital body language
 - A. communicates useful information about the dater's body.
 - B. is becoming an important aspect of communicating online.
 - C. is now more frequently used than conventional body language.
- (2) The third paragraph, starting with "The report," suggests that Gen Z would be likely to date someone based on that person's
 - A. physical appearance.
 - B. use of dating apps.
 - C. use of emojis.
- (3) According to the fourth paragraph, starting with "Gen Z daters," Gen Z are different from previous generations in that they
 - A. are more relaxed about dating.
 - B. have grown up with the internet.
 - C. do not understand dating in the real world.
- (4) According to the fifth paragraph, starting with "Brown points to," Brown claims that
 - A. communicating well online is very much like communicating well in general.
 - B. showing too much interest in communicating can be seen as unattractive.
 - C. we should not worry too much about how others interpret our messages.

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- (5) In the seventh paragraph, starting with "Fluency in DBL," the writer suggests that older people are less concerned than younger people about
 - A. dating, either online or in reality.
 - B. using digital technology for dating.
 - C. hiding their real feelings online.
- (6) According to the last paragraph, Brown believes that
 - A. someone who has a very different way of communicating from you will probably not be compatible.
 - B. you should not pursue a relationship with someone who does not answer your message.
 - C. it is a good idea to directly comment on someone's way of communicating with you.
- (7) The author finally suggests that
 - A. meeting someone face to face is the best way to learn about them.
 - B. you can only really communicate with someone in real life.
 - C. Gen Z has lost the ability to truly interact with other people.

(以上)

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2025年度入学試験問題

英語

注意事項


- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は19ページで大問3問です。



マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

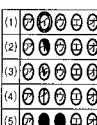
2. マークのしかた

(1) 正しい例


a 解答が1つの場合、例えばイと解答するときは
 のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは
 または  のように各1つずつマークしてください。

(2) 悪い例

 ○印でかこむ。全部をぬりつぶしていない。レ印をつける。|印をつける。1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
 のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

[I] A. 次の会話文の空所(1)~(5)に入れるのに最も適当なものをそれぞれA~Dから一つずつ選び、その記号をマークしなさい。

A new exchange student, Kenta, is being shown around his dormitory by John, a member of the student staff.

John: This is the kitchen you will be sharing with the other students on your floor. There are pots and pans, plates, cups, knives and forks, and so on, and also electronic devices you can use.

Kenta: _____

John: There is a large refrigerator there. Each floor of the building has one. Since you will only be sharing with four other people, there should be enough space for everybody.

Kenta: _____

John: You can ask the students on a different floor if they can share some space in theirs. _____ You should do that even if you are using your own refrigerator.

Kenta: That's a good idea. It will stop people arguing about what belongs to whom. How about if we accidentally break anything? Will we have to pay for it?

John: You pay a maintenance fee each month, and that covers the cost of replacing things. But try not to break too much!

Kenta: That's good to know. _____

John: There is a kettle here. Don't forget that the student union provides hot drinks. Just don't take them to the library. All the rules for using the kitchen are written in the guidebook you have been given. Please spend some time going through it.

Kenta: _____

John: Don't worry. Most of it is common sense.

- (1) A. When can we use these things?
- B. How can we use the equipment?
- C. What can I put these devices in?
- D. Where can I keep fresh food?

- (2) A. Where can I get help?
- B. What if it is full?
- C. Who can use it?
- D. How does it work?

- (3) A. Don't forget to put your name on your stuff.
- B. Don't forget to close the fridge after using it.
- C. Don't forget to thank them for helping you.
- D. Don't forget to pay them a small fee.

- (4) A. Where can I get cold water?
- B. How much is the maintenance fee?
- C. What about making tea and coffee?
- D. When does the kitchen open?

- (5) A. I've already read it.
- B. I have plenty of time.
- C. It seems very long.
- D. It looks simple enough.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えない。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. In today's digital world, it is difficult to find someone who does not have a smartphone. These devices began as a simple music player with messaging and calling functions but have more recently become an essential part of life.

B. You can get in touch with your loved ones at any time and wherever you go. They can expand your social circle, too. Nowadays, it does not matter if you live in a different city or country. You could be living in a small town but interacting with thousands of people online about your favorite interest.

C. This is because smartphones are so incredibly convenient. We would find it very difficult to function without them.

D. They can answer almost any question immediately, tell us where we are, and teach us how to do things. Perhaps more importantly, they play an enormous role in communicating with family and friends.

E. Luckily, there are tools on our smartphones that can help us. We can get them to show us our daily usage and set up time limits. Used carefully, smartphones can be a tool that can benefit everybody.

F. However, people need to be careful with their time on their smartphones. Because they are so useful, it is easy to get addicted—the average person spends more than three hours a day on their phone—and forget about your responsibilities in the real world.

— 3 —

— 4 —

〔Ⅱ〕 A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Spinoza was born in 1632 in the busy port city of Amsterdam, in the Netherlands. The city was at the peak of its power and prosperity at the time, in the midst of what is now referred to as its "Golden Age." Commerce was supreme, and ships arrived every day from all over the world, bringing exotic products and great wealth to the city. As merchants made their fortunes, they built the beautiful houses that can still be found lining the canals of the city even now. Amsterdam was home to artists such as Rembrandt (a neighbor of Spinoza's) as well as important scientists such as Anton van Leeuwenhoek, inventor of the microscope.

Perhaps in part because of its (1) as a center of international trade, Amsterdam was a progressive and tolerant city—at least by the standards of the time. The city's tolerance of religious diversity is what led Spinoza's ancestors to settle there when they were (2) to leave their native Portugal because of religious intolerance. The Spinozas were Jewish, and the Catholic Church offered the Jews in Spain and Portugal (3) three choices—conversion to Christianity, death, or exile. Spinoza's ancestors chose exile, sailed to Amsterdam, and settled in the city's Jewish community.

Michael and Hana Deborah de Spinoza chose the name "Baruch" for their eldest son—a Hebrew name meaning "blessed." He was educated in the Talmud Torah School, and he might have thought about becoming a rabbi, which is a Jewish religious leader and teacher. But as he deepened his study of the Bible and commentaries on it, he found that he agreed less and less with his teachers' traditional interpretation. He learned about

(2ページ後に続く)

— 5 —

- (1) A. reputation
- C. imagery

- B. task
- D. role

- (2) A. likely
- C. forced

- B. able
- D. welcomed

- (3) A. only
- C. nearly

- B. exceeding
- D. excluding

— 6 —

textual interpretation and logic from his study of these works, but (4) they did not satisfy him.

In his later teenage years (or perhaps his early twenties) his intellectual interests grew, and he developed a (5) about the writings of Christian and other thinkers. In order to read these, though, he had to learn Latin, for almost all such works were written in that language at the time. He found excellent Latin training in the home-school of a physician named Francis van den Enden, and along with the language he began to learn of the larger world of philosophical and scientific ideas.

When Spinoza was twenty years old, his father died. For a while he and his brother Gabriel ran a fruit and vegetable business, but it seems that Spinoza's interests were focused (6) on his studies than on business. The more he learned, the more his religious views began to differ from those of the rabbis and elders. In thought as well as in action, Spinoza drifted away from the community, becoming less orthodox in his thinking and less religiously observant in his daily life.

We do not know (7) what led to the final break in 1656. At some point the views that he expressed and the increasingly non-religious life that he led were judged unacceptable by the elders. He was offered the opportunity to change his ways and beliefs, but he refused to compromise. So, as his ancestors had been driven into exile for religious reasons, Spinoza was exiled from the Jewish community because he refused to conform to its expectations. The ban with which he was formally (8) announced that no member of the Jewish community should communicate with him, stay in the same building as him, read anything he had written, or come near him. (9), for the rest of his life, Spinoza was cut off from the community where he had grown up, studied, worked, and worshiped.

(2 ページ後に続く)

- 7 -

After this, at the age of twenty-four, Spinoza changed his first name, Baruch, to its Latin equivalent, Benedictus. He lived a quiet life, talking sometimes with a group of Protestant Christians, free-thinking (10) himself. He exchanged letters with various important businessmen, philosophers, and scientists who expressed an interest in his ideas. In the twenty years (11) his exclusion from the Jewish community and his death, he moved five times, to various cities in the Netherlands, always renting a room in the house of a local citizen. He lived very frugally, supporting himself in modest fashion by making lenses. A friend, Simon de Vries, offered to give him a generous amount of money to make his life easier. But Spinoza asked him to make the gift smaller, explaining that such (12) sum would surely distract him from his work and his studies. Rather surprisingly, he was even offered a prestigious and well-paid professorship at the University of Heidelberg in Germany. He politely declined the job, expressing concern about the distractions and political pressures that might accompany such a position.

From 1665 to 1670 he set aside the *Ethics*, which was to become his most famous work, to focus on (13), the *Theological-Political Treatise*. When this was published, he returned to the main task at hand and worked on the *Ethics* until the end of his life. He was not isolated in his last years, (14) a number of learned people valued his insights and came to spend an afternoon in conversation. But he spent most of his time in one room, and the glass dust, which he must have breathed constantly as he worked on the lenses, gradually weakened his lungs. He died quietly of a lung disease one Sunday afternoon in 1677 in his (15) home city, The Hague.

(Spinoza's Ethics : a reader's guide, J. Thomas Cook, 2007, Continuum Publishing, used by permission of Bloomsbury Publishing Plc; permission conveyed through Copyright Clearance Center, Inc.)

- 9 -

- | | |
|-------------------|-----------------|
| (4) A. ultimately | B. occasionally |
| C. initially | D. briefly |
| (5) A. book | B. curiosity |
| C. specialization | D. hatred |
| (6) A. much | B. little |
| C. less | D. more |
| (7) A. exactly | B. generally |
| C. afterwards | D. beforehand |
| (8) A. spoken | B. taken |
| C. excluded | D. included |
| (9) A. Thus | B. However |
| C. Finally | D. Moreover |

- 8 -

- | | |
|---------------------|------------------|
| (10) A. with | B. to |
| C. like | D. by |
| (11) A. during | B. between |
| C. before | D. after |
| (12) A. an adequate | B. an inadequate |
| C. a small | D. a large |
| (13) A. others | B. rest |
| C. another | D. himself |
| (14) A. if | B. then |
| C. though | D. for |
| (15) A. first | B. last |
| C. second | D. only |

- 10 -

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the second paragraph, Spinoza's ancestors moved to Amsterdam because
- A. there were more opportunities for doing business there.
 - B. they already had friends and family living in the city.
 - C. they wished to continue practicing their own faith.
- (2) According to the third paragraph, starting with "Michael and Hana," Spinoza did not train to be a rabbi because he
- A. was not content with his teachers' views.
 - B. did not want to carry on studying in such detail.
 - C. found he did not enjoy interpreting and arguing.
- (3) According to the fourth paragraph, starting with "In his later," in order to satisfy his desire for knowledge, Spinoza had to
- A. collaborate with a famous physician.
 - B. learn how to read a new language.
 - C. start to study Christian philosophy.
- (4) According to the sixth paragraph, starting with "We do not," one of the reasons Spinoza was banned from the Jewish community was that
- A. his ancestors had also been sent away from their homes.
 - B. he would not behave as the others in the community did.
 - C. no one in the community was allowed to meet with him.

— 11 —

〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、
掲載していません。)

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- (5) According to the seventh paragraph, starting with "After this," after Spinoza left the Jewish community, he
- A. was unable to find a well-paid job.
 - B. gradually changed to a new religion.
 - C. continued to study and discuss his ideas.
- (6) According to the last paragraph, Spinoza died
- A. because he did not stay away from sick people.
 - B. from an illness caused by the job that he did.
 - C. as a result of hunger and lack of exercise.
- (7) According to the passage, Spinoza
- A. seems to have valued his beliefs more than anything else.
 - B. was not recognized as a great thinker in his own time.
 - C. regretted having to leave his original community.

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(著作権者の許諾を得られていないため、
掲載していません。)

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掲載していません。)

(Watching The English by Kate Fox, Hodder and stoughton Limited, 2014.
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- (1) Which of the following can be a concrete example for Underline ①?
- A. which country the US President is officially visiting
 - B. why a classmate has been looking unhappy recently
 - C. what your teacher said should be included in a report
- (2) What does Underline ② imply?
- A. Respecting privacy is more deeply rooted in the English culture than one would expect.
 - B. The English are not as obsessed with privacy as they are often claimed to be.
 - C. Privacy is the topic that has the greatest influence over how English laws are made.

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- (9) What does Underline ⑨ refer to?
- A. "Are you married?"
 - B. "Do you have children?"
 - C. "Have you come far?"
- (10) What does Underline ⑩ actually mean?
- A. shared with just anyone
 - B. treated as important
 - C. sometimes avoided

— 17 —

- (3) What does Underline ③ actually mean?
- A. You should not get upset when people talk about your private life.
 - B. You should avoid exhibiting shameful behavior in front of others.
 - C. You should wear clean clothes when other people are around.

- (4) What does Underline ④ actually mean?
- A. Private information can be traded like a commodity.
 - B. Private information is a heavy burden for others.
 - C. Private information should be kept closely guarded.

- (5) What does Underline ⑤ actually mean?
- A. matter of importance
 - B. reason for negotiation
 - C. promise of friendship

- (6) What does Underline ⑥ actually mean?
- A. behaving unusually in an effort to win approval
 - B. faking interest in answers, but not feeling any
 - C. trying very hard for a particularly long time

- (7) What does Underline ⑦ actually mean?
- A. a situation that is bad at night
 - B. a highly unpleasant experience
 - C. something that makes one nervous

- (8) What does Underline ⑧ refer to?
- A. how many hints should be given during discussions
 - B. how long a conversation topic should last for
 - C. the kind of questions that can be asked, and when

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B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the third paragraph, starting with "As a result," the English are particularly interested in gossip because they
- A. care about the condition and well-being of other people.
 - B. think someone might pay them for interesting information.
 - C. tend to reveal little about themselves to most other people.

- (2) According to the fifth paragraph, starting with "Unless you are," social rules can make interactions between English people seem
- A. time-consuming.
 - B. insincere.
 - C. competitive.

- (3) According to the seventh paragraph, starting with "Everyone knows," the English soon voluntarily give basic personal information to others because
- A. conversation partners are likely to insist on knowing.
 - B. they believe in the general importance of politeness.
 - C. they are not very skilled at playing guessing games.

- (4) The eighth paragraph, starting with "Similar guessing-game," suggests that the best question to ask someone English when first meeting socially would be
- A. "How long did it take you to get here?"
 - B. "Do you work somewhere near here?"
 - C. "What is your current occupation?"

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- (5) Based on the last paragraph, the author would be most likely to agree that
- A. Americans spend too much time with their friends and family.
 - B. being indirect eventually leads to more open communication.
 - C. English people highly value withholding their private information.
- (6) The main point of this passage is that
- A. their love of gossip shows that the English are really fond of talking.
 - B. the English need for privacy can make social interaction challenging.
 - C. English social events are fun because guessing-games often occur.
- (7) The most appropriate title for this passage is
- A. "English-American Communication Style Differences."
 - B. "Enjoying Guessing-Games in English Society."
 - C. "How Privacy Rules Affect Communication in England."

(以上)