

2025年度 一般選抜 学力検査 (外国語)

「英語コミュニケーションⅠ、英語コミュニケーションⅡ、
英語コミュニケーションⅢ、論理・表現Ⅰ、論理・表現Ⅱ、
論理・表現Ⅲ」

設問 【1】～【7】

【1】～【7】	マーク式 解答番号 <input type="text" value="1"/> ～ <input type="text" value="57"/>
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【1】 次の対話文が自然な流れをもつように、 ～ に入る最も適当な応答文を、それぞれ①～④の中から選びなさい。

解答番号は、(1) ～ (6) 。

(配点 18 点)

[A father and daughter are talking.]

A : Sarah, how do you feel about going out somewhere this Sunday?

B :

- (1) ① Is Sunday really the best day for us all to go out somewhere?
② What are you thinking, Dad? Do you mean us going as a family?
③ Why do you always have to ask me how I feel? Can't you guess?
④ How did you come to that decision? Can you explain it to me?

A : Yes, I do. We haven't been anywhere on a family outing for ages.

B :

- (2) ① That's true. I'd love to go, but you said Sunday, right?
② I didn't mean that at all. Are they free on Sunday?
③ Wouldn't Saturday be more practical than Sunday?
④ Haven't we all decided about this Sunday earlier?

A : Yes, I did. This Sunday. Is that a problem for you?

B :

- (3) ① Sunday is never a problem. As you know, I always leave the day open to see you.
② Actually, it might not be. I cancelled my plan to go out with Jane, so now I won't go.
③ Nothing interesting ever happens to me on Sunday. Having a problem could be fun.
④ Well, I've actually been asked by some of my friends to go with them to the park.

A : Why? What's happening there? Something interesting?

B : Yes, there is. There's an open-air concert in the afternoon. It's just local bands, but it should be fun.

A : 4

- (4) ① I'm really not interested in events like that.
② I think it might just change your thinking.
③ I guess it could be. Maybe I can go with you.
④ I'm ready for most things, but no way for that.

B : Really? I didn't think it would be your kind of thing. It'll be very loud...

A : 5

- (5) ① What I meant to say is that such noisy events are not very likely to be my taste.
② Don't worry! I was just joking. No one wants their Dad hanging around, do they?
③ What do your friends think of your plan? Is everyone in agreement with you?
④ I can't believe that the town authorities actually agreed to hold such an event.

B : No, I didn't mean that. Is that OK? Sorry about this weekend, but we can have our trip another time soon.

A : 6

- (6) ① No chance. I would never agree to that.
② It's nice of you to ask, but no thanks.
③ I expect the concert will be a disaster.
④ That would be nice. I hope you have fun.

B : Thank you. I'm sure we will.

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

解答番号は、(1) ～ (6) 。

(配点 24 点)

- (1) 1755年に出版されたジョンソン博士の英語辞典は、語の意味を年代順に配列したり、用例を載せたりした点で画期的だった。

Dr. Johnson's Dictionary of the English Language, published in 1755, was groundbreaking the meanings of words in historical order and included .

- ① of ② in ③ arranged ④ usage
⑤ that ⑥ it ⑦ examples

- (2) 相撲の力士の一日は大量の朝食からはじまると思いきや、実際には朝食は何も食べずに5時間も稽古したあと、たっぷりの昼食を取るのだという。

People may think that a *sumo* wrestlers' day begins with a large breakfast, but as , after five hours of training without eating , they have a full lunch.

- ① fact ② a ③ for ④ anything
⑤ breakfast ⑥ matter ⑦ of

- (3) アインシュタインいわく、「過去から学び、今日のために生き、未来に対して希望をもつ。大切なことは、何も疑問をもたない状態に陥らないことです」。

Einstein said, "Learn from the past, live for today and the future. The important thing is 9 a state of not questioning anything."

- ① into ② for ③ hope ④ fall
⑤ have ⑥ to ⑦ not

- (4) 教授は課題を出すにあたって、その課題で学生に何を求めているかを学生全員によく理解させるように気を配った。

In giving an assignment, the professor 10 all of his students had a good understanding of what he was in the assignment.

- ① asking ② to ③ it ④ that
⑤ them ⑥ saw ⑦ of

- (5) ほとんどの日本人は梅雨をうっとうしいと感じるだろうが、考えてみれば、この雨季がなければ、日本の稲作やそれに関連するさまざまな文化は生まれなかったことだろう。

Most Japanese will find *tsuyu* annoying, but when you come , without this rainy season, Japanese rice cultivation and various cultures associated with it would 11 born.

- ① of ② been ③ to ④ it
⑤ not ⑥ think ⑦ have

- (6) 日本には「ブラジルの人、聞こえますか？」というギャグがあるとブラジル人に言ったところ、ブラジルにも「ビーチで砂をじゅうぶん深く掘ったら日本人が出てくる」というジョークがあると教えられた。

When I told a Brazilian that there is a Japanese gag that goes, “Can you hear me, Brazilians?” 12 there is a joke in Brazil that if you in the sand at the beach, Japanese will appear.

- ① informed ② dig ③ was ④ deep
⑤ I ⑥ enough ⑦ that

【3】 次の(1)～(11)の各文には4か所下線が施してある。そのうち1か所を訂正すれば、その文は正しい英文になる。その箇所をそれぞれ①～④の中から選びなさい。
解答番号は、(1) 13 ～(11) 23。(配点 22 点)

(1) Too ①much exercise can do ②harmful to your ③physical condition instead of ④promoting your health.

13

(2) Natural disasters have ①always occurred ②since the birth of this planet, but people have ③come to think that ④its causes are often man-made.

14

(3) First ①finding in ②central China, the metasequoia, a living fossil tree, has ③since spread ④to other parts of the world.

15

(4) In ①any case, a ②gradually and step-by-step learning process ③is the royal road ④to mastering a foreign language.

16

(5) One ①leading member ②unexpectedly left the team and ③ruined his hope that the team ④will win the championship.

17

(6) He ①suffered a knee injury in high school, which ②eventually seems to have ③shorted his career ④as a football player.

18

(7) You are ①free to recommend to me that I ②should go to a gym to ③lose weight, but I just don't feel ④up it.

19

(8) We need to ask ①us seriously ②which is more important, economic progress ③or the ④global environment.

20

(9) She found ①on the Internet an opinion about the ②urban concentration of population that was opposite ③with her ④own.

21

(10) Japanese society in the Middle Ages ①was neither male-centered ②or strictly ③class-based as ④is generally believed.

22

(11) It is ①only natural that ②with the development of new technologies, methods of English language ③teach will also ④undergo changes.

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

解答番号は、(1) ～(4) 。

(配点 16 点)

(1) A : How much is a taxi from here?

B :

- ① Don't worry about the cost. We've got too much baggage to walk there.
- ② It's really not that far. Don't you think it would be just as quick to walk?
- ③ I guess it's about four kilometers — it'll take maybe ten minutes or so.
- ④ I'm not sure. Why don't you go and ask one of the drivers over there?

(2) A : I'm very sorry, but I won't be able to make it to the movie tonight.

B :

- ① Please don't worry about it. I'll make it for you instead.
- ② Come on! You promised me that you'd be free tonight.
- ③ I hope you are going to give me a good reason for this.
- ④ Are you sure? I thought you'd been looking forward to it.

(3) A : Would you mind telling me in which year you were born?

B :

- ① I'd rather not say, if you don't mind.
- ② Is that information really necessary?
- ③ Can you tell me why you need to know?
- ④ Of course I mind. It was early in 1997.

(4) A : Had I known about this decision earlier, then I could have done something about it.

B : 27

- ① I apologize. I know now that I should have informed you earlier.
- ② Yes, it was very fortunate that you learned about it just in time.
- ③ I think we still have a chance to make them change their mind.
- ④ What's done is done. Let's accept what's happened and carry on.

【5】 著作権の都合上掲載できません。

【6】 次の英文を読み、下記の設問Ⅰ、Ⅱに対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、Ⅰ (1) 38 ～ (5) 42 、Ⅱ (1) 43 ～ (5) 47 。（配点 40 点）

What is sign language? Before we answer that question, it might be useful to first consider what a “language” is. Spoken languages are naturally developed complex systems that use a set of accepted sound-based symbols and grammatical rules. They are used to express an (a) open-ended range of ideas, thoughts and feelings. Any individual spoken language is shared by members of a particular speech community but may be incomprehensible to members of other communities. It is passed on from one generation of speakers to the next, and inevitably changes over time.

Spoken languages are used in combination with a range of vocal — changes in volume, intonation — and non-vocal elements, such as hand gestures, facial expressions and body postures. Despite (b) recognition since the middle of the twentieth century among linguists that sign languages are also “real” languages, many misconceptions about sign languages persist. Sign languages are no different from spoken languages in any of the key features listed above, except in the channel in which the language occurs. Instead of sound-based symbols (words), sign languages use signs. Signs use a set of specific handshapes, produced in particular locations on or around the signer’s body, combined with specific movements. In many cases, they may occur with non-manual elements, such as specific facial expressions, head movements or mouth actions. Many people are surprised to learn “sign language” should actually be in the plural: as is also true of spoken languages, there is no universal sign language, but rather many different sign languages around the world.

If we compare the sign meaning “sister” in Auslan (Australian Sign Language), American Sign Language (ASL) and Japanese Sign Language

(JSL), we see clearly that these languages differ in their vocabulary. Sign languages also differ in the details of their grammar — in Auslan, a headshake produced simultaneously with a signed sentence would make the sentence negative, whereas in Greek Sign Language (GSL) a backwards head movement might ^(c)perform the same function. Sign languages have the same capacity to express subtle, technical and complex meanings as spoken languages do. There are Auslan signs meaning “discrimination”, “diagnosis” and “philosophy”, for example.

The fingerspelling alphabet means any English word (or from any language with a Roman script) can be introduced into the language. There are established traditions in many parts of the world of sign language jokes and comedy, sign singing, poetry, theatre, and story-telling.

Research from the study of sign language acquisition suggests that children from signing families make similar kinds of errors and move through the same stages of language development at roughly the same ages as children learning spoken languages.

Recent research also shows that the same areas in the left hemisphere of the brain are crucial for the production and comprehension of both signed and spoken languages, suggesting that — for the brain — language is language, regardless of whether it is ^(d)conveyed with gestures and signs, or by sound and hearing. Most importantly, there seems to be no evidence to support assumptions made by some in the deafness sector that the use of sign language alongside speech in deaf children with hearing aids leads to poorer spoken language ^(e)outcomes. In fact, there is good reason to believe that deaf children can only benefit from bilingual education in sign and spoken languages. Indeed, the linguistic human rights of deaf communities are clearly stated in the United Nations Convention on the Rights of People with Disabilities.

(Explainer: what is sign language? by Adam Schembri, The Conversation, December 16, 2013)

I According to the passage, choose the best answer.

(1) Which of the sentences below best describes a spoken language?

- ① It is understood by some individuals, but not by all in the same speech community.
- ② It has a system based on signs, but not sounds, that is shared by a group of people.
- ③ It is a form of oral communication that once created, cannot change over time.
- ④ It has a complex set of grammar rules and commonly accepted sound symbols.

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(2) What do spoken languages and sign languages have in common?

- ① They both rely on the use of particular sounds that help to express their meaning.
- ② They both involve using non-verbal gestures and facial expressions to express meaning.
- ③ They both recognize that twentieth century linguists have a better understanding of them.
- ④ They both have changes of volume and intonation to make themselves understandable.

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(3) How does the Auslan sign language convey a negative meaning?

- ① It is necessary to sign your name after a sentence to make it negative.
- ② Moving your head backwards while signing shows your dissatisfaction.
- ③ The person signing shakes his or her head while producing a sentence.
- ④ Adding negative signs for words like discrimination serves this function.

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(4) How do children in signing families learn to use sign language?

- ① They learn by trial and error, the same way as children learn a spoken language.
- ② They learn the spoken language first, then it becomes easier to master signing.
- ③ They learn by singing comic songs, acting plays, writing poetry and telling jokes.
- ④ They learn by studying and communicating the established traditions of signing.

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(5) What is suggested here to be the best way to teach deaf children to communicate?

- ① Asking them to research why the two halves of the brain are different is helpful.
- ② Telling them that it doesn't matter which form of language to use is more positive.
- ③ Teaching them the spoken language as well as sign language will help them a lot.
- ④ Explaining to them the United Nation's position on their rights is very effective.

42

II Choose the word(s) that can best replace the underlined word.

- (1) (a) open-ended : ① unwanted ② surprising
 ③ concluding ④ unlimited

43

- (2) (b) recognition : ① awareness ② denial
 ③ disagreement ④ greeting

44

- (3) (c) perform : ① feature ② fulfill
 ③ contradict ④ confirm

45

- (4) (d) conveyed : ① set aside ② left behind
 ③ put across ④ cut out

46

- (5) (e) outcomes : ① preference ② production
 ③ possibility ④ praise

47

【7】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) 48 ～ (5) 52、II (1) 53 ～ (5) 57。(配点 40 点)

A marine biologist and nature writer, Rachel Carson started the global environmental movement with her 1962 book *Silent Spring*. Outlining the dangers of chemicals which kill insects, the book led to a nationwide ban on DDT and other chemicals and sparked the movement that ultimately led to the creation of the U.S. Environmental Protection Agency (EPA).

Born on May 27, 1907, on a farm in Springdale, Pennsylvania, Carson was the youngest of Robert and Maria McLean Carson's three children. She developed a love of nature from her mother, and Carson became a published writer for children's magazines by age 10. She attended the Pennsylvania College for Women (now Chatham University), graduating in 1929. She went on to study ocean science at the Institute at Woods Hole, before earning a master's degree in zoology from Johns Hopkins University in 1932. (a) Insufficient family finances forced her to give up her pursuit of a doctor's degree to help support her mother and, later, two orphaned nieces. After scoring higher than all other applicants on the civil service exam, in 1936 Carson became the second woman hired by the U.S. Bureau of Fisheries. She remained there for 15 years, writing pamphlets and other materials for the public. She was (b) promoted to Editor-in-Chief of all publications for the U.S. Fish and Wildlife Service.

Meanwhile, she wrote several popular books about life connected with water, among them *Under the Sea Wind* (1941) and *The Sea Around Us* (1951). The latter became a series in the *New Yorker* magazine and sold well worldwide. She won a National Book Award, a national science writing-prize and a Guggenheim grant, which, with the book's sales, enabled her to move to Southport Island, Maine in 1953 to concentrate on writing. In 1955,

she published *The Edge of the Sea*, another best seller. She also began a relationship with Dorothy Freeman, a married woman. Though a lot of their correspondence was destroyed shortly before Carson's death, the rest was published by Freeman's granddaughter in 1995 as *Always, Rachel: The Letters of Rachel Carson and Dorothy Freeman, 1952 - 1964: An Intimate Portrait of a Remarkable Friendship*.

After a niece died in early 1957, Carson adopted her son and relocated to Silver Spring, Maryland, to care for her aging mother. A letter from a friend in Massachusetts regarding the loss of bird life after chemical spraying (c)inspired Carson to write *Silent Spring*. The book primarily focuses on the effect of farm chemicals on the environment. Four chapters also detailed their impact on humans which included cancer. She also accused the chemical industry of spreading misinformation and public officials of accepting industry claims without question.

Chemical companies sought to discredit her, (d)implying she was a Communist or hysterical woman. Many companies pulled their ads from the CBS Reports TV special on April 3, 1963, entitled "The Silent Spring of Rachel Carson." Still, roughly 15 million viewers tuned in, and that, combined with President John F. Kennedy's Science Advisory Committee Report — which (e)backed up Carson's research — made chemicals a major public issue. Carson received medals from the National Audubon Society and the American Geographical Society, and became a member of the American Academy of Arts and Letters. Seriously ill with breast cancer, Carson died two years after her book's publication. Later in 1980, she was awarded the Presidential Medal of Freedom. Her homes are considered national historic landmarks, and various awards were named in her honor.

(From the website of National Women's History Museum "Rachel Carson")

I According to the passage, choose the best answer.

(1) What difference did Carson's book *Silent Spring* make to the world?

- ① It encouraged farmers to use chemical products for more efficient farming.
- ② It outlined how farmers should handle dangerous chemical products safely.
- ③ It explained how to negotiate with the government to reduce the use of chemicals.
- ④ It led to the prohibition of some chemicals and the establishment of the EPA.

48

(2) Which of the following best describes Rachel Carson's background?

- ① She wrote articles for magazines and enrolled in a college before she was 10 years old.
- ② At university, she studied marine biology and mastered how to manage animals in zoos.
- ③ Because of her writing ability, she was in charge of important government publications.
- ④ She had to give up on becoming a medical doctor because of her family's financial problems.

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(3) Why was it possible for Rachel Carson to move to Southport Island in 1953?

- ① A publisher offered her a house where she could concentrate on writing in a quiet environment.
- ② Her best-selling book and several awards provided enough income for her to move house.
- ③ Her friend Dorothy invited her to her summer house where Rachel spent the rest of her life.
- ④ A book about Rachel and Dorothy's friendship sold well so she bought a house for Rachel.

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(4) What is the main point that Carson raises in *Silent Spring*?

- ① She wrote about her family situation — the loss of her niece and her mother who needed constant care at home.
- ② She told about a letter from her friend in Massachusetts who lost her pet bird after chemical spraying.
- ③ She said that despite warnings from the government, chemical companies did not provide the correct information.
- ④ She explained the impact of chemicals on human bodies and blamed the companies and the government.

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(5) What happened after the CBS Reports TV special broadcast on April 3, 1963?

- ① Carson's research on the misuse of farm chemicals was supported by other scientists.
- ② Carson together with President John F. Kennedy publicly debated the use of chemicals.
- ③ Carson was accused of being a communist who was banned from many TV commercials.
- ④ Carson's many award and medal ceremonies were all broadcast by the CBS network.

52

II Choose the word(s) that can best replace the underlined word(s).

- (1) (a) Insufficient : ① Independent ② Inaccurate
 ③ Inconvenient ④ Inadequate

53

- (2) (b) promoted : ① reduced ② spread
 ③ elevated ④ promised

54

- (3) (c) inspired : ① encouraged ② reminded
 ③ tricked ④ prevented

55

- (4) (d) implying : ① suggesting ② denying
 ③ proving ④ demanding

56

- (5) (e) backed up : ① looked over ② agreed with
 ③ turned down ④ threw out

57