

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 data-bbox="820 1232 902 1296" type="text" value="1"/> ～ <input data-bbox="948 1232 1030 1296" 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 worker talks to his boss.]

A :

- (1) ① Sorry to bother you, but could you give me a few minutes of your time?
② Sorry to bother you, but are you the person who refuses to talk to me?
③ Sorry to disturb you, but are you free now to talk with me for a moment?
④ Sorry to disturb you, but could you help me find out who I need to talk to?

B : Yes, I am. What would you like to talk about?

A :

- (2) ① I have some questions about our company's dress code.
② I am a little uneasy about our company's online security.
③ I wanted to ask you for some advice about my glasses.
④ I wanted to find out if it's true that you are a safe driver.

B : Didn't we install a new security system very recently?

A :

- (3) ① Yes, that's true, but it's causing some problems on my computer.
② Yes, we did; however, I'm still not feeling as well as I should be.
③ You're right, we didn't. Still, any experience is useful, I suppose.
④ You're correct; the system we installed really suits my computer.

B : What kind of problems are you experiencing?

A : Well, for one, I'm finding it hard to run our old databases on it.

B : **4**

- (4) ① So why are you telling me about this now? Is it so difficult for you?
- ② For what reasons do you think our databases don't want to help us?
- ③ Didn't I tell you many times that running a lot is bad for your health?
- ④ Why do you think the new security system is causing the problem?

A : I can't think of any other reason. It started as soon as the new system was put in.

B : **5**

- (5) ① Has your computer talked to you much about this?
- ② What make of computer are you using right now?
- ③ Shouldn't you be checking your own computer first?
- ④ That's strange. Maybe it's a fault in your computer?

A : It shouldn't be; it's brand new. Maybe one of our technology team could come and have a look at it?

B : **6**

- (6) ① Okay, I will contact them and ask them to take a look.
- ② Okay, I'll have a look at the technology team right away.
- ③ Okay, I'll not bother the team with all this, if you say so.
- ④ Okay, I will ask the team if they've had any luck recently.

A : Thank you. Let's hope they can sort it out for me.

- (3) 1799年にエジプトの建築現場で偶然に発見されたロゼッタストーンは、古代エジプト文明への扉を開くひとつの鍵の役割を果たすことになった。

The Rosetta Stone, [] [] [] at a construction site in Egypt in 1799, [] [] [9] [] one of the keys that opened the door to the ancient Egyptian civilization.

- ① as ② to ③ accident ④ serve
⑤ by ⑥ discovered ⑦ was

- (4) 「クリミアの天使」として知られるナイチンゲールは、戦死者や傷病者についての膨大なデータを見て、その分析を試みた有能な科学者でもあった。

Nightingale, known as the “Angel of the Crimea”, was also a competent scientist who [] [] [] [10] amount of data on the dead, sick and wounded in the war and tried [] [] [] .

- ① analyze ② looked ③ to ④ at
⑤ this ⑥ vast ⑦ a

- (5) かつてのヨーロッパ植民地のほとんどが第2次世界大戦の終了後に独立を果たした。とくに1960年はアフリカ大陸に17の独立国が生まれたことから「アフリカの年」と言われている。

[] [] [] [] European colonies gained independence after the end of the World War II. Particularly, 1960 is [] [] [11] the “Year of Africa” because 17 independent countries were born on the continent.

- ① referred ② of ③ as ④ the
⑤ most ⑥ former ⑦ to

- (6) あるアメリカの作家によれば、ハバナの博物館にコロンブスの頭蓋骨が2つ陳列されているそうだ——ひとつは彼の子供の頃のもの、もうひとつは大人になってからのもの。

According to an American writer, there are two skulls of Columbus

12 a museum in Havana: one is that of his childhood and the other is .

- ① display ② of ③ on ④ adulthood
⑤ that ⑥ his ⑦ in

【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) In recent ①decades, there ②has been a lot of argument for and ③against the assertion ④which animals can learn language.

13

(2) She was a woman ①who life ②spanned the East and the West, and was looked up ③to by both Eastern and Western ④peoples.

14

(3) I ①missed the chance to ②attend the event because I did not ③pay enough attention to the ④announce about it.

15

(4) His views ①on environmental problems did not ②match hers, but he agreed ③to her on the need ④for a worldwide effort.

16

(5) Please ①note that unless ②informing differently, this plan will be carried ③out even in ④wet weather.

17

(6) He had to wait ①for the station platform for a ②lengthy time as heavy rain ③caused train timetables to be ④disturbed.

18

(7) ①That eight victims were rescued ②under the harsh weather conditions ③were considered ④as a miracle.

19

(8) Religious and ethnic conflicts are ①largely responsible ②to what ③made the Balkans a hotbed of political ④trouble.

20

(9) The council member suggested that the government ①cutting back ②on defense ③spending for the next year to the greatest ④extent possible.

21

(10) Her presentation was more highly ①regarded than ②his because ③they differed ④to the clarity of their arguments.

22

(11) It would ①take an enormous amount of time, not to ②speak labor costs, to carry ③out that work ④by hand.

23

【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 : Look at that woman over there. She's just like my sister!

B :

- ① You're right! She has the same smile, doesn't she?
- ② Is she? I've never met your sister, so I can't say.
- ③ If you say so; but she's a lot shorter, and slimmer.
- ④ Yes, my sister likes her as well. Isn't that strange!

(2) A : What if we put the sofa here, rather than there?

B :

- ① I'm not sure it will fit there, and anyway, it's too near the TV.
- ② That's a great idea. Two sofas look so much better than one.
- ③ Really? I really don't want to move it again. It's so heavy.
- ④ Let's give it a try, but how about having a short break first?

(3) A : Hello, Laura. How are you getting on in your new job?

B :

- ① I have to take a bus first, then I use the subway.
- ② I'm beginning to wish I'd never changed my job.
- ③ People in the office are very friendly and helpful.
- ④ The work is harder, but much more interesting.

(4) A : Sorry, but there is no chance I'm going to tell you about it.

B : 27

- ① Come on. You know you always feel much better when you talk to someone.
- ② That's your decision, of course, and I can completely understand your reasons.
- ③ I don't know if you found it by chance or not, and actually, I don't care at all.
- ④ Here we go again; more secrets. I thought we could tell each other everything.

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

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

Men and women are different, right? After all, their brains work in different ways... Well, no, not according to a new book which seeks to (a) blow away that centuries old myth.

A seventeenth century French philosopher, de la Barre, was obviously a man ahead of his time. In a paper arguing for equality between the sexes he concluded that “the brain of women is exactly like ours. The mind has no sex.” He then rather spoiled this by adding that “the skills required of needlework are as demanding as those required to learn physics.” Even so, his finding that, given the opportunity, women would be just as capable of benefitting from the (b) privileges which were then only offered to men, such as education and training, was reasonably enlightened. Certainly more than that of Gustave Le Bon, another French writer, who is on record as saying: “Without a doubt there are some distinguished women, very superior to the average man but they are as exceptional as the birth of any monstrosity, for example, a gorilla with two heads; consequently, we may neglect them entirely.”

Things may have improved somewhat since Le Bon’s time but, argues Gina Rippon in her new book, *The Gendered Brain*, centuries of stereotyping still influence the way we think about how men and women should behave. Rippon takes a long, (c) hard look at centuries of misunderstood and poor science and how it was used to maintain a gender bias — and how science today still suffers from a form of that same bias. The book begins with a review of those centuries of stereotyping and argues that science in the past, such as it was, appeared very determined to maintain the dominance of men over women. Even Charles Darwin, famous for his work on the Theory

of Evolution, *The Origin of Species*, wrote that a man reached a higher level than a woman “in whatever he takes up, whether requiring deep thought, reason or imagination, or merely the use of the senses and the hands.”

Even when scientific reasoning finally (d)moved on, it was to suggest instead that the two sexes were “different”. Rippon attacks this next school of thought that has given us books such as *Men are from Mars, Women are from Venus*; *Why Men Don't Listen and Women Can't Read Maps* and many others on this theme. Many say that the two sexes are suited for different types of job; for example, women make better carers, elementary school teachers, nurses etc., while men make better scientists, engineers, musicians, or lawyers. It is not hard to guess who earns a higher salary in this situation, Rippon concludes.

Rippon appears (e)anxious that we should understand the science better, and not allow misunderstandings and myths to continue to guide our view of the world. The message at the heart of her book is that a world that separates people's roles and thinking by gender will produce people with brains that think accordingly. She says, “I believe that understanding how this happens and what it means for brains and their owners is important, not just for women and girls but for men and boys, parents and teachers, businesses and universities, and for society as a whole.”

(Page, B. “Man or Woman? Same Difference!” *Mensa Magazine*, May 2019)

I According to the passage, choose the best answer.

(1) Which of the two French writers mentioned here does the author Gina Rippon have more sympathy with?

- ① De la Barre, because he accepted that women could have the same abilities as men had
- ② De la Barre, because he pointed out that women could do needlework better than men
- ③ Le Bon, because he thought that clever women were special and should be respected
- ④ Le Bon, because he compared intelligent women with the birth of two-headed gorillas

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(2) According to Rippon, what was the purpose of gender bias stereotyping?

- ① Women needed to strengthen the image that they were generally weaker than men.
- ② Women wanted to be seen as different, and gender bias helped to demonstrate this.
- ③ Men wished to maintain the image that they were superior to women in all matters.
- ④ Men felt challenged by the increasing power of women, so they tried to change this.

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(3) Why is Charles Darwin quoted in this passage?

- ① His thinking, both about evolution and the role of women in society, was advanced.
- ② His book *The Origin of Species* declared that men were more talented than women.
- ③ He published a book that denied that for all species, males were better than females.
- ④ He had such modern ideas about evolution, but still believed in the superiority of men.

30

(4) How does Rippon feel about the school of thought that the sexes were “different”?

- ① She has much more confidence that this way of thinking is more helpful than the previous ways.
- ② She states that it is as unhelpful as any of the older ideas about the abilities of the two sexes.
- ③ She believes that it clearly explains men’s and women’s suitability for different types of employment.
- ④ She worries that women’s salaries might increase if such new thinking becomes more accepted.

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(5) What is the main message of *The Gendered Brain*?

- ① Society has to have a clearer idea of gender difference in the brain in order to decide each person’s social role.
- ② Looking for differences between men and women’s brains has a negative effect on the development of society.
- ③ Everyone should be told to read this book in order to find out their most effective place in our modern society.
- ④ Teachers and universities need to act on the research shown in this book to improve the quality of their teaching.

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

(1) (a) blow away : ① repeat ② question
 ③ destroy ④ emphasise **33**

(2) (b) privileges : ① secrets ② advantages
 ③ problems ④ reasons **34**

(3) (c) hard : ① penetrating ② obsessive
 ③ confused ④ unlikely **35**

(4) (d) moved on : ① returned ② ended
 ③ removed ④ progressed **36**

(5) (e) anxious : ① concerned ② pleased
 ③ frightened ④ undecided **37**

外
FC1

【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) ～(5) 、II (1) ～(5) 。(配点 40 点)

The traditional house of ancient and medieval Japan is one of the most (a) distinctive contributions that country has made to world architecture. While the rich and powerful might have lived in castles and villas, and the poor lived in simple country houses or crowded suburban quarters, a large number of medieval Japanese “in-between” lived in what became the typical Japanese home. Features which continue to be popular today include rice-paper walls, sliding doors and foldable screens, a floor of tatami mats and futon beds, and a plain interior decoration.

Most buildings in Japan, both long ago and today, need to resist annual typhoons and occasional tsunami and earthquakes. On top of that, the summers can be very hot, the winters cold, and there is an annual season of rain. The ancient and medieval Japanese found a simple solution to these difficulties: do not build to last. Rather than resisting the environment, houses were, therefore, built to follow its (b) variability and, if the worst happened, they were designed to be easily rebuilt again. This approach also means that very few old buildings have survived in Japan today, but the architectural style and tricks certainly have.

Japan had a complex class system and architecture was one of many ways authorities used to maintain the present status and promote the idea that everyone has their correct place in life. There were specific laws which prohibited common people owning houses of the style favoured by samurai, for example. The samurai class were much impressed with the Zen-influenced architecture of Buddhist temples, and they imitated the simple and (c) restrained style of this in their own homes. These trends would eventually filter down into the homes of other classes. One area the lower

classes did match their superiors was in their simple furnishings, but this was usually due to a lack of means rather than for aesthetic reasons.

Prior to the modern era, Japanese domestic housing (*minka*) could be divided into the following four categories: farmhouses (*noka*), fishermen's houses (*gyoka*), mountain houses (*sanka*), and urban houses (*machiya*). While all of the above had regional variations depending on local climate and the availability of materials, some common features may be ^(d)identified. Those homes in rural areas, for example, had typically one floor, built of wood, and raised off the ground by posts. They had a floor of hardened earth (*doma*) where cooking was done and had another area with a raised wooden floor for sleeping. Urban houses were smaller than the other categories because of the general lack of space in cities, but this problem was solved by building upwards and so many *machiya* had two floors. It was quite common for urban houses to be attached to each other and for toilets and a water source to be shared between neighbours.

The architectural style of finer domestic houses became known as *shinden-zukuri* in the medieval period and an important part of it was the blending of home and garden. The garden was designed to be viewed from various points in the house by moving back sliding windows and walls. The garden itself was typically landscaped and might contain trees, flowering shrubs, groups of special grasses, areas of moss, artificial hills, water features, and a rock garden, although it was not necessarily a large space as all of these features could be miniaturised. Larger gardens often had their own tea house, a ^(e)dedicated space for the Japanese Tea Ceremony.

(From the website of World History Encyclopedia “A Traditional Japanese House”)

A Traditional Japanese House by Mark Cartwright, 17 July 2019, World History Encyclopedia,
<https://www.worldhistory.org/article/1426/a-traditional-japanese-house/>

I According to the passage, choose the best answer.

(1) Which of the following best describes medieval Japanese “in-between”?

- ① Japanese whose homes contributed little to Japanese architecture
- ② Japanese who lived somewhere between the city and the country
- ③ Japanese who lived sometime between ancient and medieval times
- ④ Japanese whose position lay between the aristocracy and the poor

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(2) What reason does the author give for so few old houses remaining in Japan?

- ① They were built with materials that could not survive rainy seasons.
- ② They were all but destroyed by typhoons, earthquakes, or tsunami.
- ③ They were made to be rebuilt easily if damaged by natural forces.
- ④ They were not accustomed to changes in temperature and humidity.

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(3) What are we told about the relationship between the Japanese class system and architecture?

- ① People in power set rules for the common people’s homes in order to protect their social status.
- ② As Buddhist monks entered the samurai class, they popularized the simple architectural style.
- ③ Zen-influenced architecture was exclusive to the samurai class and did not spread to the lower classes.
- ④ The lower classes also admired the architecture of the wealthy and imitated the style of *shinden-zukuri*.

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(4) Which of the following is true about various types of pre-modern Japanese domestic housing?

- ① As climates and materials differed from region to region, it is difficult to find common properties among them.
- ② In urban areas, smaller houses were built on smaller pieces of land, but often had another floor to make space.
- ③ The houses in rural areas had a hard earth floor, where people did cooking during the day and slept at night.
- ④ The houses in urban areas, although separated from one another, often shared toilets and water facilities.

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(5) Which of the sentences below best describes *shinden-zukuri*?

- ① It was a style that included trees, stone gardens and other natural features, and therefore required a large area of land.
- ② The garden was arranged in such a way that it looked most splendid from where the most important person lived.
- ③ It was a style that tried to integrate the living space with a garden which imitated closely the natural environment.
- ④ The garden was intended to recreate the natural environment, so to introduce anything man-made was avoided.

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【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) ～(5) 、II (1) ～(5) 。（配点 40 点）

外

FC1

著作権の都合上、省略。
閲覧を希望の方は、名古屋外国語大学 入試広報室で閲覧可能です。