

2025 年度 一般選抜入学試験問題

英 語

2025 年 3 月 5 日(水)

<80 分>

[注 意 事 項]

1. 監督者の指示があるまでは、この問題冊子を開かないこと。
2. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を高く挙げて監督者に知らせ、指示を受けること。
3. 解答用紙は、マークシートであり、コンピュータで処理をするので、折り曲げたり汚したりしないこと。
4. 解答用紙に、氏名・受験番号を記入し、受験番号をマークすること。マークがない場合や誤って記入した場合の答えは無効となる。

受験番号のマーク例(213015 の場合)

受 験 番 号					
2	1	3	0	1	5
十万位	万位	千位	百位	十位	一位
○	○	○	●	○	○
①	●	①	①	●	①
●	②	②	②	②	②
③	③	●	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	●
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

5. 解答用紙にマークするときは、黒鉛筆またはシャープペンシルを用いること(HB、Bに限る)。誤ってマークした場合には、消しゴムで丁寧に消し、消しくずを完全に取除いたうえで、新たにマークし直すこと。
6. 下記の例に従い、正しくマークすること。

(例えば3と答えたいとき)

正しいマーク例



誤ったマーク例



○をする



✓をする



完全にマークしない



枠からはみ出す

7. 問題冊子の余白等は適宜利用してよいが、解答は、解答用紙の解答欄にマークすること。
8. 試験終了後、問題冊子は持ち帰ること。



I

Read the following dialogues and choose the expression that best fits each blank.

(1)

Student: Professor, I'm struggling with some of the initial concepts in our macroeconomics class.

Professor: Yes, _____ are rather difficult. I suggest you start by carefully reading and reviewing the first chapter of our textbook.

Student: Does that cover the supply and demand theories?

Professor: Yes, and other basic concepts. You'll get a solid foundation.

- (a) the math equations
- (b) the other economics courses
- (c) the fundamental principles
- (d) the test questions

(2)

Student: Hi, I need some advice about my part-time job. I'm having trouble balancing work and my studies.

Advisor: I see. How many hours are you working each week?

Student: I'm now up to working about 25 hours a week, and it's affecting my coursework.

Advisor: That sounds like a lot. _____ reducing your hours or speaking with your employer about a more flexible schedule.

- (a) You need to continue
- (b) You should forget
- (c) You may want to consider
- (d) You must avoid

(3)

Student 1: Have you started writing your part of our group research report?

Student 2: Yes, I'm analyzing the data from our survey and working on the results section now. How about you? Have you written the opening?

Student 1: Yes, I have finished the _____ already.

Student 2: Great. Let's put our parts together by Wednesday.

- (a) conclusion
- (b) introduction
- (c) ending
- (d) summary

(4)

Student 1: How are your classes this year so far?

Student 2: I am so busy every day with assignments, but I am enjoying my elective courses.

Student 1: _____. There are some really interesting courses here. Today, our professor invited a specialist from the UK, and he will give a special lecture. You should also come!

Student 1: Oh, you mean the one on Public Health in Europe? I will definitely go.

- (a) They are
- (b) Me, too
- (c) Oh, no
- (d) I am not

(5)

Student: In my third or fourth year, I'd like to go abroad and improve my communication skills.

Professor: That's great! Which country are you planning on going to?

Student: My uncle works in the United States, so my family says they feel comfortable sending me to a school near his house. He lives in New York right now.

Professor: I see. Then, why don't you _____ this list of universities near New York?

- (a) find
- (b) find out
- (c) look for
- (d) take a look at

(6)

Student 1: _____ remembering scientific terms.

Student 2: Try using flashcards. They're great for memorizing definitions.

Student 1: Does that method really work?

Student 2: Absolutely. It's very effective for learning technical words and can really help during exams.

- (a) I'm good at
- (b) I'm having trouble
- (c) Flashcards are good for
- (d) The method is not good for

(7)

Student: Professor Chang, I missed your last lecture. May I come by your office to hear what you covered?

Professor: Sure, but I uploaded both my lecture PowerPoint and the audio recording. Have you _____?

Student: Not yet, but I will before our meeting.

Professor: Great. That way, we can focus on what you don't understand, and we won't have to start from scratch.

- (a) checked them on the class webpage
- (b) talked to your classmates about the schedule
- (c) completed the assignment
- (d) prepared the questions

(8)

Student 1: I'm really excited about our upcoming fieldwork abroad. I am interested in learning about the education systems in foreign countries. How about you?

Student 2: I'm particularly interested in child health issues. In my public health class, I learned that small children living in unclean areas often suffer from diseases. I think we need to understand their living conditions through observation.

Student 1: That's a great focus. I'm more interested in community-based educational programs that promote general wellness. Maybe we can combine our efforts to make a comprehensive research report.

Student 2: Absolutely! _____. I believe that a focus on children's health and community wellness could help us to understand global issues more deeply.

- (a) I will work by myself
- (b) Let's work together
- (c) We can have a different focus
- (d) You can help the children there

(9)

Professor: Do you have some time today to talk about your _____?

Student: Thank you for asking. I've already made a first draft of a speech and slides.

Professor: Great. Please bring your laptop to my office and show me your draft and slides. Would two o'clock today work for you?

Student: Yes. I'll also print them out before we meet. See you soon.

- (a) courses
- (b) grades
- (c) final essay
- (d) presentation

(10)

Student: Professor Suzuki, will there be a guest speaker in our Global Issues class on Friday?

Professor: Yes, Dr. Tanya Rodriguez, a specialist in sustainability will be joining us. She will discuss SDGs—the United Nations’ “Sustainable Development Goals”—and focus particularly on global economic challenges, wealth inequality, and the large number of poor people around the world.

Student: That sounds interesting! Will there be a question and answer period at the end of the lecture?

Professor: Yes. You should definitely prepare some questions related to worldwide

- _____
- (a) health
 - (b) pollution
 - (c) trade
 - (d) poverty

II Read the following passage and choose the most appropriate word or phrase.

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(Adapted from “Japan’s Modern Educational System, Chapter 7 the Consolidation of the New Educational System, 6 The Development of Higher Education, (9) Entrance Examinations” Ministry of Education, Culture, Sports, Science and Technology. (n.d.). Retrieved from https://www.mext.go.jp/b_menu/hakusho/html/others/detail/1317491.htm)

III Read the following passage and choose the most appropriate word or phrase.

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(Adapted from “Want to Raise Happy, Successful Kids? ‘Wait as Long as Possible’ to Give Them a Phone, Says Yale Expert” by Jackson, 2023)

IV Read the following passage and answer the questions below.

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(Adapted from “Global Demand for Oil, Coal, and Gas Set to Peak by 2030, Energy Agency IEA Says” by Frangoul, 2023)



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V

Read the following passage and answer the questions below.

- ① Language, a fundamental human achievement, has evolved over thousands of years, profoundly influencing communication, culture, and thought. From its beginnings to its complex modern forms, the story of language highlights human ingenuity and adaptation.
- ② The origins of language are hidden in the distant past when languages emerged long before written records. Early humans communicated through gestures, vocalizations, and likely simple spoken sounds. These basic forms of communication were crucial for survival, enabling cooperation in hunting, sharing knowledge about food, and forming social bonds within communities.
- ③ As human societies grew more complex with the rise of agriculture and settled communities about 10,000 years ago, languages began to diversify and change. This diversification was driven by factors such as geographical separation, cultural exchanges, and the need to express increasingly abstract ideas. Communities developed their own unique languages, shaped by local environments and cultural influences.
- ④ The question of why and how language first developed remains a subject of debate among scientists and linguists. The social interaction hypothesis suggests that language arose as a way to strengthen social bonds and facilitate cooperation. Early humans who could communicate effectively were more likely to thrive and pass on their genes, which led to the evolution of language skills through natural selection.
- ⑤ Throughout recorded history, civilizations have left enduring traces of their languages through writing systems. The development of writing transformed language by allowing it to be recorded, preserved, and passed down through generations. Ancient civilizations such as the Egyptians, Mesopotamians, and Chinese developed sophisticated writing systems to document their languages, literature, laws, and histories. Writing also played a crucial role in the development of formal education and the spread of knowledge.
- ⑥ The evolution of languages has been shaped by cultural interactions and historical events. For example, the expansion of the Roman Empire spread Latin across Europe, giving rise to Romance languages such as French, Spanish, Italian, and Portuguese. Similarly, the spread of Arabic during the Islamic Golden Age enriched languages across the Middle East and North Africa.
- ⑦ Languages continue to evolve through interactions with other cultures, technological advances, and societal changes. English, for instance, has borrowed extensively from languages like Latin, French, and German due to historical events such as the Norman Conquest and global exploration. This process of borrowing, known as linguistic borrowing, enriches languages by

incorporating new words and expressions.

- ⑧ Today, language diversity presents both opportunities and challenges for global communication. While languages like English, Mandarin, and Spanish dominate as international languages of commerce and diplomacy, thousands of other languages are at risk of **extinction** due to cultural assimilation, globalization, and the displacement of indigenous communities.
- ⑨ Efforts are underway worldwide to preserve and revive endangered languages through education, cultural programs, and digital media. Language revitalization efforts aim not only to protect linguistic diversity but also to preserve unique cultural knowledge, traditions, and identities.
- ⑩ In conclusion, the evolution of language is a remarkable journey that underscores human adaptability, creativity, and cultural richness. From its humble beginnings in early human societies to its current diversity and challenges, language continues to shape identities, facilitate communication, and deepen our understanding of the world.

- (1) What is the best title for the passage?
- (a) The Evolution of Language
 - (b) The Origins of Written Language
 - (c) The Diversity of Modern Languages
 - (d) The Importance of Language Preservation
- (2) Which of the following is mentioned as one of the reasons for diversification of languages?
- (a) Religious beliefs
 - (b) New technologies
 - (c) Cultural exchanges
 - (d) Political disagreements
- (3) How does “the social interaction hypothesis” explain why language first developed?
- (a) To foster cultural exchange
 - (b) To facilitate human relationships
 - (c) To encourage individual creativity
 - (d) To promote written communication

- (4) According to the passage, how did writing systems affect languages?
- (a) They led many languages to disappear.
 - (b) They made people speak less to each other.
 - (c) They made languages the same everywhere.
 - (d) They helped preserve languages.
- (5) According to the passage, which ancient civilization developed a sophisticated writing system?
- (a) Roman
 - (b) Mesopotamian
 - (c) French
 - (d) Arabic
- (6) According to the passage, what does linguistic borrowing primarily do?
- (a) Creates new languages
 - (b) Standardizes language grammar
 - (c) Adds new expressions to languages
 - (d) Removes old words from languages
- (7) According to the passage, why do people want to save endangered languages in addition to protection of diversity?
- (a) To save cultural traditions
 - (b) To help languages become more similar
 - (c) To make it easier for everyone to communicate
 - (d) To create new languages that everyone can understand
- (8) What does “**extinction**” mean in paragraph 8?
- (a) Simplification
 - (b) Standardization
 - (c) Violence
 - (d) Disappearance





