

2025 年度 一般選抜 入学試験 問題

英 語

2025 年 2 月 15 日(土)

<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
○0	○0	○0	●0	○0	○0
○1	●1	○1	○1	●1	○1
●2	○2	○2	○2	○2	○2
○3	○3	●3	○3	○3	○3
○4	○4	○4	○4	○4	○4
○5	○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



V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 1: What do you plan to do this summer?

Student 2: I found a nice website on internships abroad, so I plan on signing up for one to work for a company for a few weeks to get experience. I am hoping to go to Germany.

Student 1: That is amazing. Which language _____ while you are there?

Student 2: I suppose most people will speak German, but I am sure everyone there is also fluent in English.

- (a) will you use
- (b) are you listening to
- (c) did you study
- (d) is it required

(2)

Student: Professor Singh, will the final exam include questions from the guest lectures?

Professor: Yes, it will cover all materials from the lectures, including guest speakers'. Make sure you _____.

Student: Okay, I'll study my notes and those materials, too.

Professor: Good. That should prepare you well for the test.

- (a) check your attendance
- (b) review the handouts from the guest lectures
- (c) focus only on the textbook materials
- (d) ignore the various guest topics

(3)

Student 1: I can't decide whether or not to enroll in the global health seminar.

Student 2: It's a challenging course, but it definitely would be worthwhile if you're considering a career related to health and medicine. Have you directly talked to _____ to see what exactly the class is covering this year?

Student 1: Not yet. But I do plan to discuss it with my advisor tomorrow.

Student 2: Good idea. It's important you get some more information about it.

- (a) other students
- (b) the professor
- (c) your parents
- (d) friends who have taken it

(4)

Student 1: This was a great school festival.

Student 2: Yes, I think it turned out very well.

Student 1: I hope next year it'll be even better.

Student 2: _____.

- (a) Not many people came
- (b) I thought this was much better
- (c) I'm sure it'll also be a success
- (d) This year, it'll be held on another campus

(5)

Student 1: Any thoughts on where to go this summer?

Student 2: What do you think about exploring Europe? We could visit several cities like Paris, Madrid, and Lisbon.

Student 1: That would be awesome! We could experience different cultures and try all sorts of new food in each city.

Student 2: Exactly! Let's look for flights and see if we can find some good travel deals for a _____ trip.

- (a) study
- (b) multi-city
- (c) business
- (d) weekend

(6)

Student 1: How did you feel about your performance in the last track and field meet?

Student 2: I was a bit disappointed with my time. I think I could have done better.

Student 1: Don't be too hard on yourself. It's all part of the learning process. Focus on what you can improve for the next race.

Student 2: Thanks for the _____. I'll definitely work on my pacing and improve my stamina.

- (a) disappointment
- (b) speech
- (c) agreement
- (d) encouragement

(7)

Student: Excuse me, can you help me find a book on ancient history?

Librarian: Sure, I'd be happy to help. Do you know the title or author of the book?

Student: I don't know the title, but it's about ancient Egyptian civilization.

Librarian: No problem. _____, and we can also look it up in our catalog to find the exact location.

- (a) It's right next to you
- (b) You are in the wrong building
- (c) Let's check the history section
- (d) You need to ask another library staff member

(8)

Student 1: What do we need to focus on for our group presentation on tourism?

Student 2: We need to research its economic impacts, especially on local employment.

Student 1: _____ real-life examples?

Student 2: Yes, especially those showing how tourism influences local job markets.

- (a) Did you ignore
- (b) Where will you find
- (c) Should we include
- (d) Are you sure they are

(9)

Student 1: I was absent yesterday. Can you tell me what we need to do for our next class?

Student 2: Well, the professor told us to review all the materials we studied this semester and get ready for the final exam.

Student 1: Didn't she say that there won't be one this semester? I _____ all the handouts!

Student 2: She never said that. It's written in the syllabus. The final exam is worth 30 percent of the grade.

- (a) checked out
- (b) noticed
- (c) threw away
- (d) went over

(10)

Student 1: Did you hear that some students started a study group for our Intercultural Communication course?

Student 2: Yes, I did. Do you know when they meet?

Student 1: Every Thursday night in the library. Are you going to _____?

Student 2: Yes, I need all the help I can get with that class!

- (a) bring snacks
- (b) join them
- (c) skip it
- (d) lead the group

II

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

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(Adapted from “Everyone You Know Will Eventually Be Highly Vulnerable to Extreme Heat” by Hirji, 2024)

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

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(Adapted from “English with an Accent: Language, Ideology, and Discrimination in the United States” by Barrett, Cramer, & McGowan, 2022)

IV Read the following passage and answer the questions below.

- ① The COVID-19 pandemic significantly disrupted education systems worldwide, and in the United States, elementary and secondary school students faced challenges no one had ever faced before. However, research by institutions such as Stanford University and Harvard University provides insights into how these students have improved their academic skills after the pandemic.
- ② Stanford University's Center for Research on Education Outcomes (CREDO) examined the data of 16 states in the U.S. Its research highlights a gradual recovery in academic skills among students. Its study, which involved analyzing standardized test scores and academic performance metrics, indicates that students have been making steady progress, though the rate of recovery varies. The data suggests that students who had access to strong remote learning infrastructure and support showed more significant improvements. For instance, schools that employed comprehensive online learning programs and provided additional resources such as tutoring and mental health support saw better outcomes in student performance.
- ③ Similarly, a study by Harvard University's Center for Education Policy Research (CEPR) examined the impact of various educational interventions on student learning. Its research found that targeted interventions, such as small-group instruction and extended learning time, were particularly effective in helping students regain lost ground. The study revealed that schools adopting these strategies saw remarkable improvements in reading and math skills among elementary and secondary students. Moreover, the emphasis on individualized learning plans and consistent monitoring of student progress played a crucial role in academic recovery.
- ④ Both studies emphasize the importance of addressing the socio-economic gaps that were made worse by the pandemic. Stanford's research revealed that students from low-income families and communities experienced more significant learning losses. These students faced challenges such as limited access to technology and less parental support for remote learning. Post-pandemic recovery efforts, therefore, have focused on bridging these gaps. Schools have been providing devices, improving Internet access, and offering meals to ensure that all students can participate in learning activities.
- ⑤ Harvard's findings also indicate the role of teacher professional development in post-pandemic academic improvement. Teachers who received training in digital instruction and socio-emotional learning strategies were better equipped to support their students. This training helped teachers address both the academic and emotional needs of students, fostering a more supportive learning environment.
- ⑥ Additionally, the collaboration between schools and communities has been vital. Stanford's research indicates that partnerships with local organizations helped provide additional resources

and support to students. Community programs offering after-school tutoring and extracurricular activities have been involved in engaging students and enhancing their learning experiences.

- ⑦ Despite these positive developments, both studies caution that the road to full academic recovery is still long. Continuous efforts are needed to support students, especially those who were most affected by the pandemic. Policymakers and educators must focus on sustainable strategies that ensure all students have the opportunity to succeed.
- ⑧ In conclusion, elementary and secondary school students in the U.S. have shown improvement in their academic skills after the pandemic, as evidenced by studies from Stanford University and Harvard University. Effective interventions, teacher training, community partnerships, and addressing socio-economic gaps have been key factors in this recovery. While progress has been made, ongoing efforts are crucial to fully reduce the pandemic's impact on education.

- (1) What was the main focus of the research conducted by Stanford University and Harvard University?
- (a) The economic impact of the pandemic
 - (b) The development of new online learning platforms
 - (c) The effectiveness of vaccination programs
 - (d) The improvement of academic skills among students
- (2) Which action did schools with better outcomes in student performance take?
- (a) Extensive online programs
 - (b) Stricter disciplinary measures
 - (c) Increased homework assignments
 - (d) Shortened school days
- (3) What specific interventions did Harvard University's study find effective?
- (a) Larger class sizes and more homework
 - (b) Small-group instruction and longer learning time
 - (c) Reduced school hours and increased breaks
 - (d) Elimination of examinations

- (4) Which of the following was **NOT** mentioned as a resource to bridge socio-economic gaps?
- (a) Digital devices
 - (b) Improved Internet access
 - (c) Meals
 - (d) Free transportation
- (5) What kind of training did Harvard's findings highlight as beneficial for teachers?
- (a) Training in traditional teaching methods to help students' academic performance
 - (b) Training in instructions employing technology and emotional learning strategies
 - (c) Training in physical education that can lead to success after high school
 - (d) Training in school management leading to a better environment for students
- (6) How did community programs contribute to academic recovery?
- (a) By offering free books
 - (b) By reducing school hours
 - (c) By increasing the number of exams
 - (d) By providing additional instruction
- (7) What does the passage suggest is necessary for full academic recovery?
- (a) Making continuous efforts
 - (b) Increasing the number of holidays
 - (c) Reducing the curriculum
 - (d) Eliminating homework
- (8) What is the overall conclusion of the passage regarding the academic skills of U.S. students after the pandemic?
- (a) No significant improvements have been observed.
 - (b) There has been a general decline in academic skills.
 - (c) Some improvement has been achieved.
 - (d) The pandemic had little impact on academic skills.

V Read the following passage and answer the questions below.

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(Adapted from “Are Snakebites Rising in South Asia — And What’s Responsible?” by Shamim, 2024)

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