

③ A 2025年度 英語

問題冊子(1~7ページ)

注意事項

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- (2) 試験中に問題冊子の印刷不鮮明, ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は, 手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし, 解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験学部・学科コード, 受験番号, 氏名(カタカナ)を確認し, 氏名欄に氏名(漢字)を記入すること。もし, 印刷に間違いがあった場合は, 手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (17番目)
Bの解答が東京の場合 → (19番目)
Cの解答が大阪の場合 → (21番目)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合 → (51番目)
bの解答が小学校の場合 → (53番目)
cの解答が中学校の場合 → (52番目)

〔 I 〕 次の英文の下線部を和訳せよ。

In the eighteenth century, most towns and villages in England had at least one fair, or celebration, a year and many had more. People would often travel considerable distances and fairs always involved a mixture of business and pleasure normally centered around the tavern. The tavern became a major center for public life in the community, providing light, heat, cooking facilities, furniture, news, banking and travel facilities, entertainment, and sociability. But before the nineteenth century few people outside the upper classes travelled here and there to see new things for reasons unrelated to work or business. And it is this which is the central characteristic of mass tourism in modern societies, namely that much of the population will travel somewhere else to gaze upon unfamiliar things and stay there for reasons basically unconnected with work.

注 tavern 酒場

sociability 社交性

[出典：Urry, John (1992). *The Tourist Gaze: Leisure and Travel in Contemporary Societies*. Sage に基づく]

〔 II 〕 次の英文の空所 (A) ~ (F) を埋めるのに最も適当なものを下の 1 ~ 9 の中から選び、その番号を記入せよ。

In Japan, “identity” and “opportunity” are two factors that affect the choices of parents who wish to raise their children as bilinguals — people able to speak two languages. Below are three (A) this may be said to be true.

Joshua graduated from an international university in Japan many years

ago. Instead of returning to the Philippines, he found employment at a company and eventually gained permanent resident status. Some time later, he married a Japanese woman, Mimi, and they started a family. At home, Joshua and Mimi (B) in English and Japanese. However, Joshua still strongly identified as a native speaker of Tagalog, one of the official languages of the Philippines. One summer, his family took a trip there so that his two pre-school children could meet their cousins of roughly the same age. They had a fun time, but unfortunately, the kids (C) Joshua decided he would begin teaching them Tagalog to prepare them for their next visit to the Philippines. The case of Joshua and Mimi shows how parents make language choices to ensure that children develop a healthy sense of identity — to know who they are.

Emi grew up in a Japanese home a few hours from Tokyo. Her parents hardly spoke English at all. Although they were employed at different companies, they both noticed that co-workers who were highly skilled in English seemed to regularly get promotions ahead of them. They recognized that this is just the way global businesses operate, so they (D). The future would be brighter for their only daughter, though. Firmly resolved, they carried out a lengthy search, then found a unique private school for her where courses would be taught in both Japanese and English. In Emi's case, becoming bilingual had far less to do with identity; her Japanese parents were acting on a perceived need to give their child what they believed to be the best chance possible to succeed in a changing world.

Kanako and Masa met in the US while attending college as exchange students. Over a period of four years, they made numerous close friends and began to feel completely at home in the culture; their English abilities reached extremely high levels too. When their visas expired, they had no choice but to move back to Tokyo. They got married, worked hard, studied, and (E) to the US. A few years went by and they started a family. Kanako and Masa

decided that as far as possible they would speak only English in the home in order to prepare their kids for a future life overseas. As you can imagine, this is easier said than done. The young ones still needed to function in Japanese society while the parents waited — job offers and visa approvals were taking more time to secure than anticipated. Eventually, the dream of Masa and Kanako came true. They continue to have high hopes for raising their children as bilinguals in the US; the motive for them involves a mixture of identity and opportunity.

These short tales express how approaches to bilingualism vary from case to case, suggesting how great a challenge it would be for an entire society to set policies on bilingual education since (F) play a role in decision-making among families.

注 visa(s) ビザ, 査証

expire 有効期限が切れる

1. struggled to communicate so much that
2. personal issues naturally
3. were unwilling to eat the food there, so
4. did not feel too disappointed
5. could not stop thinking about
6. sought out opportunities to legally return
7. short stories that explain how
8. examples from everyday life of
9. made a conscious effort to speak with their children

〔Ⅲ〕 次の(a)~(h)の各文の空欄に入れるのに最も適切な語(句)を1~4の中から一つずつ選び、その番号を記入せよ。

(a) It is not necessary to pay any extra for lunch because it () in the price of the tour.

- | | |
|--------------------|-------------------|
| 1. is included | 2. is together |
| 3. is already paid | 4. has been added |

(b) If you plan () abroad, take care to pack clothes that are suitable for the weather of your destination.

- | | |
|---------------|----------------|
| 1. to trip | 2. to travel |
| 3. for seeing | 4. on going to |

(c) In the street, a foreign man () how to get to the station.

- | | |
|----------------|------------------|
| 1. asked me | 2. was explained |
| 3. was told me | 4. said to me |

(d) Any time there is a sale, shoppers () finding a bargain.

- | | |
|--------------------|------------------------|
| 1. look for | 2. are looking forward |
| 3. are looking for | 4. look forward to |

(e) When they got home from the supermarket, they decided () lunch.

- | | |
|--------------|--------------------|
| 1. on making | 2. cooking |
| 3. to eating | 4. preparation for |

(f) The train staff () about our expected arrival time at the final station.

- | | |
|---------------------|-------------------------|
| 1. announced | 2. did announce |
| 3. said an announce | 4. made an announcement |

(g) The job of people who work in a call center is () all day.

- | | |
|----------------------|-----------------------|
| 1. calling the phone | 2. to be on the phone |
| 3. to take call | 4. talking the phone |

(h) How wonderful it is () fresh air in the mountains!

- | | |
|-------------------|-------------------|
| 1. to breathe the | 2. a breath of |
| 3. for breathing | 4. for us breathe |

〔IV〕 次の(a)~(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- (a) 1. e-vent 2. re-mark 3. sea-son
4. re-mind 5. as-sert
- (b) 1. fan-tas-tic 2. in-ter-est 3. ad-di-tion
4. am-bi-tion 5. in-for-mal
- (c) 1. com-mand 2. bor-der 3. mer-cy
4. soft-ly 5. hos-tage
- (d) 1. ex-cep-tion-al 2. in-ves-ti-gate 3. cer-tif-i-cate
4. es-pe-cial-ly 5. ul-ti-mate-ly
- (e) 1. dor-mi-to-ry 2. lit-er-a-ture 3. op-er-a-tor
4. pho-tog-ra-pher 5. cat-e-go-ry
- (f) 1. leg-is-la-tion 2. cel-e-bra-tion 3. sci-en-tif-ic
4. in-flu-en-tial 5. ex-pe-di-tion

〔V〕 次の日本文の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. 幸運にも、私はこれまでの人生で素晴らしい友人たちに恵まれてきた。

I have been (a) (b) (c) have had some excellent friends over (d) (e) (f).

- | | | | |
|---------------|--------------|------------|-----------|
| 1. such | 2. fortunate | 3. my life | 4. enough |
| 5. the course | 6. of | 7. to | |

B. これがすべて終わって、のんびり過ごせるようになるのが楽しみでならない。

I (a) (b) (c) all of (d) (e) (f) and we can spend time relaxing.

- | | | | |
|------------|----------|---------|---------|
| 1. forward | 2. until | 3. over | 4. wait |
| 5. is | 6. can't | 7. this | |

C. 彼の話ほど喜んで聞いた話は他にない。

No other stories have (a) (b) (c) with so (d) (e) (f) his story.

- | | | | |
|-------------|-------------|---------|------------|
| 1. pleasure | 2. listened | 3. much | 4. hearing |
| 5. been | 6. as | 7. to | |

D. 退院後は健康的な食習慣を維持することが第一です。

(a) (b) (c) of the hospital, it is of (d) (e) (f) maintain healthy eating habits.

- | | | | |
|---------------|-----------|--------|---------|
| 1. primary | 2. you're | 3. to | 4. once |
| 5. importance | 6. later | 7. out | |

④ A 2025年度 英語

問題冊子(1~8ページ)

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〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

問 X	A		B		C	
	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合

Bの解答が東京の場合

Cの解答が大阪の場合

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

問 X	a	b	c
	51	52	53
	/	4	2

aの解答が大学の場合

bの解答が小学校の場合

cの解答が中学校の場合

〔 I 〕 次の英文の下線部を和訳せよ。

Wouldn't it be great if you could play a recording of French vocabulary while you sleep and then do quite well in the exam without even studying? While human imagination has long been gripped by the idea that we might be able to memorize new information during sleep, such "sleep learning" is unfortunately more dream than reality. During sleep, the processing of information from the outside world is greatly reduced compared to when we are awake, and we don't seem to be able to remember complicated information from audio and video recordings played while we are sleeping.

注 vocabulary 語彙
memorize 記憶する

[出典：Montgomery-Downs, Hawley, ed. (2020). *Sleep Science*. "the OUP material" に基づく]

〔 II 〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

この問題は著作権の都合により掲載できませんでした。

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[出典：Biography.com Editors and Adrienne Donica. “Mary Quant.” 2023.
<https://www.biography.com/fashion-designer/mary-quant> および Noreen Taylor (1996). “The
Woman Who Refuses to Stay Stuck in the Sixties — Mary Quant.” *The Times*. 1996.に基づく]

11. When she was a child, Mary Quant started making unique clothes for herself and her parents.
12. Quant's parents advised her to study art in college so that she would have the skills to use when she became a fashion designer.
13. Quant opened her first store in London with two business partners.
14. Quant always regretted not studying fashion in college, saying that it would have given her more creativity.
15. Unlike most designers of the time, Quant was about the same age as the women for whom she made clothing.
16. Quant developed the miniskirt in cooperation with other designers, including André Courrèges.
17. A car manufactured in England was the inspirational source for the name "miniskirt."
18. When her son was born, Quant took a break from her work and spent a lot of time with her family.
19. In 2000, Quant bought a cosmetics business from a Japanese company.
20. Quant revolutionized the fashion industry with designs popular across social classes.

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(a) You should () this problem with your doctor.

- | | |
|---------------|------------------|
| 1. discuss | 2. discuss about |
| 3. discuss on | 4. discuss over |

(b) I'll get the children ().

- | | |
|-------------|-----------------|
| 1. dress | 2. for dressing |
| 3. dress up | 4. dressed |

(c) (), we will go on a picnic tomorrow.

- | | |
|-----------------------|-----------------------------|
| 1. Permitting weather | 2. Weather being permitting |
| 3. To permit weather | 4. Weather permitting |

(d) () a little more patience, Tom would have succeeded.

- | | |
|--------------|-------------------|
| 1. Unless | 2. With |
| 3. If he was | 4. If he had been |

(e) Something () more important was demanding his immediate attention.

- | | |
|----------|---------|
| 1. about | 2. very |
| 3. far | 4. lot |

(f) Emma () on her back in the sunshine.

- | | |
|--------------|---------------|
| 1. was lied | 2. lied |
| 3. was lying | 4. was laying |

(g) He doesn't want to study. He () stay home and play video games all day.

- | | |
|---------------|------------------|
| 1. ought | 2. would soon as |
| 3. feels like | 4. would rather |

(h) You should be apologizing () their money.

- | | |
|----------------------------------|--------------------------------|
| 1. to your customers for wasting | 2. for your customers to waste |
| 3. that your customers waste | 4. that your customers wasting |

〔IV〕 次の(a)~(f)において、下線部の発音が見出し語と同じものを1~4の中から一つ選び、その番号を記入せよ。

(a) bush

1. foot 2. contribution 3. crude 4. fun

(b) patient

1. impression 2. maid 3. maximum 4. rally

(c) rope

1. molify 2. round 3. thrust 4. boat

(d) beard

1. fair 2. theirs 3. inspire 4. near

(e) bleed

1. listen 2. jealous 3. receipt 4. unlikely

(f) curse

1. composer 2. purpose 3. miserable 4. dispose

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 彼が助言してくれた問題の解決方法は、私には思いもよらないものだった。

The way (a) (b) (c) the problem was (d) (e) (f).

1. beyond 2. not 3. far 4. me
5. he advised 6. my thinking 7. to solve

B. この部署は、会社全体のコンピューターネットワークの維持管理を担当している。

This department is (a) (b) (c) maintaining the computer network of (d) (e) (f).

1. the 2. take 3. of 4. whole
5. charge 6. company 7. in

C. 工事は3月5日に終了予定ですが、工事中ご迷惑をおかけしますことをお詫び申し上げます。

The construction work (a) (b) (c) on March 5, and we apologize for any (d) (e) (f).

1. plan 2. is 3. may cause
4. inconvenience 5. to finish 6. it 7. supposed

D. 荷物の到着の遅れは、配送ミスのせいとは言えない。

The (a) (b) (c) the package cannot (d) (e) (f) an error in delivery.

1. of 2. be 3. on 4. delayed
5. blamed 6. arrival 7. responsible

⑤ A 2025年度 英語

問題冊子(1~7ページ)

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問 X	A		B		C	
	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (17番目に2を記入)

Bの解答が東京の場合 → (19番目に4を記入)

Cの解答が大阪の場合 → (21番目に/を記入)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

問 X	a	b	c
	51	52	53
	/	4	2

aの解答が大学の場合 → (51番目に/を記入)

bの解答が小学校の場合 → (52番目に4を記入)

cの解答が中学校の場合 → (53番目に2を記入)

〔 I 〕 次の英文の下線部を和訳せよ。

この問題は著作権の都合により掲載できませんでした。

[出典：Fisher, Roger, and William Ury (2012). *Getting to Yes: Negotiating Agreement without Giving in*. Random House に基づく]

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In Western culture, ghosts are the souls or spirits of dead people which spend their time haunting the living. Most ghosts haunt in two main ways: first, by appearing to people very suddenly and second, by (A). A ghost's shape is recognizably human but it is also strange and disturbing. Generally,

ghosts are pale and shadowy or else they seem to glow — think Moaning Myrtle and Nearly Headless Nick, respectively — two of the ghosts that haunt Hogwarts, the school in the Harry Potter books and films.

Ghosts, whether you believe in them or not, exist as a concept in the human mind. They are present in every human culture on Earth and ghosts, or the idea of ghosts, have existed since ancient times. As Europe modernized, it tried to get rid of ghosts, but (B) that ghosts found new spaces to haunt. School toilets were among the new sites: thus, Moaning Myrtle haunts the Hogwarts toilets. Moaning Myrtle, of course, is just a character in a book, but around the world we can find several other toilet ghosts. Hanako-san of the Toilet in Japan is perhaps Myrtle's closest equivalent, while in Nigeria, there is Madam Koi Koi. She is a former teacher who haunts not only the toilets but also any children who make the mistake of coming to school too early or too late.

Yet history shows that people can learn how to get along with ghosts, (C) everyone involved. Actors are a famously superstitious group, which means they believe in magic and seek to avoid bad luck. This is why, historically, theaters shut on Mondays in the US. The theater ghosts get a day to perform their own plays and the actors get a much-needed day off that just happens to follow the weekend — actors' busiest working days.

In fact, throughout human history, people have carried on a kind of “commerce” between the natural and the supernatural (spirit) world, making offerings to spirits and hoping for gifts or help from them in return. You might think, then, that the Japanese *kamikiri* ghost, which appeared out of nowhere and cut people's hair off without them noticing, was (D) to the public. However, haircuts from *kamikiri* were far from helpful.

To understand a ghost requires understanding its historical and cultural context. In the Edo period, when *kamikiri* were particularly active, both men and women grew their hair long and used a knot tied by a string to support

elaborate styles: for example, the *chonmage* for men, including samurai, and the *shimada* style of *nihongami* for women. These were hairstyles that took time and care to create and preserve, and, importantly, indicated social rank. Suddenly finding your hair on the ground would have been not only a violent and shocking experience but could also make you (E).

Another thing to know about *kamikiri* is that in Japanese, they tend to be referred to as *yokai*, rather than *yurei* — the Japanese word that is perhaps the closest in meaning to the English word “ghost.” Classifying supernatural beings in Japanese is (F): look up “ghost” in a dictionary and many Japanese words appear. Even today, scholars argue about the precise differences between *yokai* and *yurei*, so this is not a matter that we can settle here today.

注 haunt (幽霊などが)つきまとう, 出没する

1. sometimes to the benefit of
2. achieved its aim
3. providing a kind service
4. lose your social status
5. the frightening way they look
6. a highly complex problem
7. sometimes to the disappointment of
8. the ultimate result was
9. a capacity for feeling fear

〔Ⅲ〕 次の(a)~(h)の各文の空欄に入れるのに最も適しているものを1～4の中からそれぞれ一つずつ選び、その番号を記入せよ。

(a) A house in San Francisco costs () a similar house in some nearby cities.

- | | |
|---------------------|---------------------|
| 1. twice more | 2. two times more |
| 3. twice as much as | 4. twice as many as |

(b) () boys were in the room.

- | | |
|-------------------|-----------------|
| 1. Almost all the | 2. Almost |
| 3. The most all | 4. All the most |

(c) (), you would think he was an expert.

- | | |
|-------------------------|------------------------|
| 1. To hear him talk | 2. Hearing him to talk |
| 3. Being heard him talk | 4. Heard him talk |

(d) I recommend that you () a more powerful personal computer.

- | | |
|----------------------|-----------|
| 1. have bought | 2. bought |
| 3. might have bought | 4. buy |

(e) Cathy () her father.

- | | |
|-------------------------------|--------------------------|
| 1. is closely resembling like | 2. closely resembles |
| 3. closely resembles like | 4. is closely resembling |

(f) They live in a house () roof could collapse at any time.

- | | |
|-------------|-------------|
| 1. whose | 2. which |
| 3. in which | 4. on which |

(g) While they were on vacation, they had their car () into.

- | | |
|-------------|-------------|
| 1. break | 2. to break |
| 3. breaking | 4. broken |

(h) If they had left a little earlier, they () the heavy traffic.

- | | |
|------------------------|-----------------------|
| 1. would avoid | 2. had avoided |
| 3. should have avoided | 4. would have avoided |

〔IV〕 次の(a)~(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|--------------------|--------------------|---------------|
| (a) | 1. both-er | 2. re-move | 3. in-volve |
| | 4. pa-rade | 5. en-dure | |
| (b) | 1. blos-som | 2. Brit-ish | 3. tu-lip |
| | 4. con-sist | 5. but-ton | |
| (c) | 1. earth-quake | 2. i-ron | 3. pas-sion |
| | 4. nerv-ous | 5. se-cure | |
| (d) | 1. nat-u-ral | 2. stu-di-o | 3. man-i-fest |
| | 4. com-mon-wealth | 5. hu-mor-ous | |
| (e) | 1. pas-sen-ger | 2. un-will-ing | 3. nom-i-nate |
| | 4. fol-low-ing | 5. sen-si-ble | |
| (f) | 1. dis-tri-bu-tion | 2. cir-cu-la-tion | 3. a-bil-i-ty |
| | 4. o-ver-whelm-ing | 5. con-sti-tu-tion | |

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. 祖母がいつも言っていたことは結局正しかった。

What my grandmother told us all the time (a) (b) (c)
(d) true (e) (f).

- | | | | |
|--------|--------|-----------|----------|
| 1. all | 2. end | 3. to | 4. after |
| 5. be | 6. out | 7. turned | |

B. 彼は私を苛立たせるが、彼の振る舞いには私と似たところがあることは認めざるを得ない。

(a) (b) (c), but I have to admit his behavior is not
(d) (e) (f) my own.

- | | | | |
|-----------|---------|----------|-----------|
| 1. me | 2. of | 3. he | 4. unlike |
| 5. annoys | 6. that | 7. angry | |

C. 海洋生物の研究は、アリストテレスの時代までさかのぼると考えられている。

The (a) (b) (c) life is thought to (d) (e)
(f) the time of Aristotle.

- | | | | |
|---------|----------|------------|-------|
| 1. date | 2. study | 3. examine | 4. of |
| 5. to | 6. back | 7. marine | |

D. 当初、大学生向けに作られたこのウェブサイトは、瞬く間に人気を博し、あらゆる年齢層に利用者を広げた。

Originally (a) (b) (c), the website quickly gained
popularity and (d) (e) (f) to include people of all ages.

- | | | | |
|--------|--------------|---------------------|--------------|
| 1. for | 2. expanded | 3. designed | 4. user base |
| 5. its | 6. spreading | 7. college students | |

⑥ A 2025年度 英語

問題冊子(1~8ページ)

注意事項

- (1) 試験開始の合図があるまで, この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明, ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は, 手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし, 解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験学部・学科コード, 受験番号, 氏名(カタカナ)を確認し, 氏名欄に氏名(漢字)を記入すること。もし, 印刷に間違いがあった場合は, 手を挙げて監督者に申し出ること。

[解答用紙記入例(選択式の場合)]

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16 /	17 2	18 /	19 4	20 /	21 /

Aの解答が佐賀の場合 → (17番目)
Bの解答が東京の場合 → (19番目)
Cの解答が大阪の場合 → (21番目)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51 /	52 4	53 2

aの解答が大学の場合 → (51番目)
bの解答が小学校の場合 → (52番目)
cの解答が中学校の場合 → (53番目)

〔 I 〕 次の英文の下線部を和訳せよ。

A play is the result of a collaboration between the author, the actors, the audience, and, I suppose one must add now, the director. For the moment I will consider the audience. All the best dramatists have written with their eye on it, and though they have more often spoken of it with contempt than with goodwill, they have known that they were dependent on it. It is the public that pays, and if it is not pleased with the entertainment that is offered, it stays away. A play does not exist without an audience. Indeed the definition of a play is a piece of writing in conversation devised to be spoken by actors and heard by an indefinite number of persons.

注 collaboration 共同(作業)

dramatist 劇作家

[出典：Maugham, Somerset (2001). *The Summing Up*. Vintage に基づく]

〔 II 〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

Ask anyone, and they can describe a fairy-tale castle. Flags fly from its pencil-thin towers, and its shining stone walls are topped with golden rails: it is a building made of fantasy and dreams. To visit an actual castle in England or France, with its shorter, thicker towers and smaller windows, is to remember that real castles were designed by practical people. They were built for bloody, dirty wars in which there was no magic for protection.

Yet high on a hilltop in southern Germany stands a castle that looks like something from a storybook or a Disney film. Neuschwanstein Castle has tall

towers capped by roofs like overturned ice-cream cones, and dreamlike views north to the Hohenschwangau Valley and south to the Alps of Austria. It was built by a young man who came to be called the “Fairy-Tale King.” Ludwig II was just nineteen years old when he became the king of Bavaria — today a part of Germany, but then an independent country — in 1864. He was a dreamer who did not enjoy being around other people, preferring to lose himself in artistic pursuits. By the time war led to the end of Bavarian independence in 1870, Ludwig had already made himself king of a happier kingdom in his imagination, and begun construction of a king’s castle that was both fantastic and quite real.

Neuschwanstein Castle was planned with over 200 rooms, and yet designed for Ludwig to live in alone. He also had a palace of his own design called Linderhof, where he stayed while Neuschwanstein was being built. In Linderhof, the dining room table could be lowered through the floor into the kitchen downstairs, so that servants could put dishes on it without disturbing him. They always set it with dinner for four people or more, because Ludwig imagined having conversations with kings and queens from 18th-century France.

Ludwig spent heavily on many other construction projects, and by 1885 he was running out of money. His advisers urged him to spend less, but he refused, threatening to kill himself if the banks took his properties. Wishing for a more responsible king — and one with wider interests than castles — some in his government began planning to replace him with his uncle Luitpold, pointing out that the law made possible the removal of a king who was proven to be crazy. It was a dishonest scheme. The official report that declared Ludwig mentally unwell was signed by four doctors who had never examined him — indeed, three had never met him at all.

By that time Ludwig had moved into Neuschwanstein Castle, though it was still not finished, so it was there that government agents arrived in June 1886

to arrest him. They moved him to Berg Palace, a house on a lake near Munich, where he went for a walk after dinner with one of the doctors and was never again seen alive. Both men's bodies were found in the lake, and the official explanation was that Ludwig had committed suicide by drowning. Yet the part of the lake where he was found was shallow enough to stand in, and there was no water in his lungs.

King Ludwig had never meant to have the inside of his castle exposed to the public eye. But soon after his death, Luitpold opened it to tours, hoping they would help pay the costs of the construction that was still not finished. They did much more than that. It turned out that the impractical dreamer Ludwig, though he didn't seem to like people, had a sense of design that they would come to love. By World War One, Neuschwanstein Castle was the main income source for the Bavarian royal family, and in 1955 it became the inspiration for the famous castle at Disneyland, the visual trademark of Disney. Today the home of the "Fairy-Tale King" receives 1.4 million visitors a year, and on any summer day 6,000 visitors walk through enormous rooms that were meant for only one person to use.

注 fairy-tale おとぎ話の

fantasy 空想

11. It is impossible to build castles like the ones in fairy tales, which is why real castles do not look like them.
12. The design of Neuschwanstein Castle was inspired by books and movies.
13. The loss of Bavarian independence drove Ludwig II to start building his castle as an escape from the world.
14. The design of Linderhof was a reflection of Ludwig's complex personality.
15. Ludwig invited French kings and queens for dinner while he lived at Linderhof.
16. Ludwig should not have been removed from power for his madness, because the law of Bavaria did not actually allow it.
17. There is reason to believe that Ludwig may have been murdered.
18. In the end, in spite of the cost of its construction, Neuschwanstein Castle proved to be profitable.
19. In the sense of artistic taste, Ludwig had much in common with the public after his death.
20. Disney's famous castle receives almost one and a half million visitors every year.

〔Ⅲ〕 次の(a)~(h)の各文の空欄に入れるのに最も適しているものを1~4の中からそれぞれ一つずつ選び、その番号を記入せよ。

(a) Tom had invited Susan to the picnic, but he didn't know whether or not she ().

- | | |
|--------------|---------------|
| 1. will come | 2. would come |
| 3. be coming | 4. is coming |

(b) They had so many photographs taken because they really () how lovely their wedding ceremony had been.

- | | |
|-----------------------|-------------------|
| 1. wanted to remember | 2. had remembered |
| 3. are remembering | 4. remember |

(c) When the police gave a talk about safety to the students, they () the importance of wearing a helmet when riding a bicycle.

- | | |
|------------------|-------------------|
| 1. stressed | 2. had stress |
| 3. were stressed | 4. stressed about |

(d) () what to buy John for a birthday present?

- | | |
|--------------------------|----------------------------|
| 1. Did you make decision | 2. Have you still deciding |
| 3. Have you decided | 4. Have you made decision |

(e) The number of children born in Japan () in the past thirty years.

- | | |
|--------------------|-------------------|
| 1. had been fallen | 2. was a decrease |
| 3. have gone down | 4. has declined |

(f) She fell asleep on her desk, exhausted () the long day working in her garden.

- | | |
|---------|------------|
| 1. from | 2. through |
| 3. upon | 4. because |

(g) If your headache continues, you () a doctor.

- | | |
|---------------------|----------------------|
| 1. should have seen | 2. should go |
| 3. had better go to | 4. had better to see |

(h) Many works of classical literature () us today.

- | | |
|--------------------------|----------------------|
| 1. influence on | 2. still influence |
| 3. are still influential | 4. have an influence |

〔IV〕 次の(a)~(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|-------------------|-------------------|-----------------|
| (a) | 1. en-gage | 2. ap-prove | 3. ex-cept |
| | 4. wood-en | 5. pre-fer | |
| (b) | 1. sug-gest | 2. for-est | 3. val-ue |
| | 4. Span-iard | 5. mak-er | |
| (c) | 1. en-a-ble | 2. pri-va-cy | 3. jour-nal-ist |
| | 4. com-mu-nist | 5. prac-ti-cal | |
| (d) | 1. ac-cept-a-ble | 2. en-vi-ron-ment | 3. se-cu-ri-ty |
| | 4. un-for-tu-nate | 5. en-thu-si-asm | |
| (e) | 1. a-go | 2. na-ture | 3. ca-nal |
| | 4. dis-guise | 5. tech-nique | |
| (f) | 1. un-cov-er | 2. cre-a-tion | 3. sus-pi-cion |
| | 4. en-ter-tain | 5. ap-par-ent | |

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 最近の調査で、われわれはまだまだ消費者のニーズをつかみきれていないことが分かった。

The (a) (b) (c) that we are still (d) (e) (f) with consumer needs.

- | | | | |
|-----------|----------|-----------|-------|
| 1. out | 2. not | 3. shows | 4. of |
| 5. survey | 6. touch | 7. recent | |

B. 一週間以内にお返事頂ければ幸いに存じます。

We would (a) (b) (c) you could (d) (e) (f) week.

- | | | | |
|----------|---------------|-----------|---------|
| 1. it | 2. a | 3. if | 4. glad |
| 5. reply | 6. appreciate | 7. within | |

C. 割引料金の適用は、事前にご登録いただいた方のみとなります。

The reduced prices only (a) (b) those (c) (d) (e) (f) in advance.

- | | | | |
|--------|---------------|----------|---------|
| 1. who | 2. registered | 3. apply | 4. have |
| 5. to | 6. available | 7. been | |

D. 彼の最新の本は、発売後1ヶ月で30万部以上も売れ、大ヒットとなった。

His latest book was (a) (b) (c), (d) (e) (f) 300,000 copies in a month after its release.

- | | | | |
|------------|------------|---------|------|
| 1. than | 2. success | 3. more | 4. a |
| 5. selling | 6. great | 7. sold | |

⑦ A 2025年度 英語

問題冊子(1~7ページ)

注意事項

- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験学部・学科コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

問 X	A		B		C	
	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (17)
Bの解答が東京の場合 → (19)
Cの解答が大阪の場合 → (20)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

問 X	a	b	c
	51	52	53
	/	4	2

aの解答が大学の場合 → (51)
bの解答が小学校の場合 → (53)
cの解答が中学校の場合 → (52)

〔 I 〕 次の英文の下線部を和訳せよ。

Beyond their market cost, novels come with a hefty, invisible price tag. Reading a novel requires either reading it yourself or having someone (or, more recently, some thing) read it to you, and reading requires years of education and practice. Although listening is supposed to be easier than reading, even understanding a story read aloud needs complex skills: following heroes or heroines, settings, times, goals, and motives. Lacking any such skills makes understanding novels impossible.

注 hefty 高額な

tag 札

[出典：Arata, Stephen, et al. eds. (2015). *A Companion to the English Novel*. Wiley Blackwell に基づく]

〔 II 〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

A few centuries ago, only the very wealthy could afford chocolate — and it would be in liquid form. The chocolate bars we know today were not invented until 1847. Cocoa beans (the seeds of the cacao tree) began to reach Europe through Spain in 1585, after the Spanish had colonised the Americas. The first chocolate house opened in London in 1657. The popularity of (A) led to an explosion of equipment for making and drinking chocolate. George Garthorne, a London silversmith, made the earliest-known chocolate pot, or *chocolatière*, in 1685. To go with this, a device known as a chocolate mill was necessary, as the high percentage of cocoa butter meant that vigorous mixing

was required. A stirrer made from a long piece of wood was rolled between the hands for a good blending action. The 1690s (B) several new chocolate houses in London: White's in Mayfair, Saunders's in St James's Street and the Cocoa-Tree in Pall Mall. Mixed with orange peel, jasmine and vanilla, chocolate was an expensive product, and chocolate houses often charged an entry fee.

While nowadays a 'chocolate kitchen' in one's home might consist of, at most, a hot-chocolate machine, in the 17th century (C) was required. The chocolate kitchen at Hampton Court Palace was built for William III and Mary II in about 1689, and the chocolate room was just down from the kitchen. It was a secure space, where gold chocolate pots and expensive cups were kept. This is where the chocolate would be poured into the elegant containers before being carried to the king or queen. King George I (D). This was a prized and honourable job—the chocolate maker worked with expensive, rare ingredients, and had access to the king's bedroom to serve him his morning drink of chocolate. Fashionable rich Londoners also started to build special chocolate kitchens in their homes. Staff would complete a difficult process of roasting cocoa beans, grinding them on a hot stone, and forming the mixture into blocks (called cakes) which would be left to mature for several months. The cakes were then melted into milk, water or wine, (E).

This time-consuming method of making chocolate meant that it was not a drink available to most people—until manufacturing came along. In 1729 a company in England invented a grinding machine to make finer chocolate powder. The company became the largest producer of chocolate in the UK. And so a cup of chocolate was no longer only in the hands of wealthy Londoners—although (F) does not much resemble the fashionable drink so loved by the customers of chocolate houses in the 17th century. Today, a chocolate kitchen, a chocolate serving room and chocolate staff are optional.

注 colonise 植民地化する

silversmith 銀細工師

[出典：Bell, Bethan. “How Chocolate Became the Winter Beverage of Choice.” *BBC*. 2023.
<https://www.bbc.com/news/uk-england-london-67405059> に基づく]

1. sweetened with sugar and flavoured with spices
2. originally meaning ‘bitter water’
3. employed his own chocolate maker
4. the sweet milky liquid served nowadays
5. the emperor of Mexico, Montezuma
6. saw the arrival of
7. popular than tea or coffee
8. this fashionable and expensive new drink
9. nothing less than a series of rooms

〔Ⅲ〕 次の(a)~(h)の各文の空欄に入れるのに最も適当な語(句)を1~4の中から一つずつ選び、その番号を記入せよ。

(a) Didn't it () to you that he might be late?

- | | |
|-----------|-----------|
| 1. happen | 2. hit |
| 3. occur | 4. strike |

(b) The bridge became crowded with the afternoon traffic which was full of cars () home.

- | | |
|------------------|-------------|
| 1. had tailed | 2. to bring |
| 3. were arriving | 4. heading |

(c) You were a little rude, if you don't mind me () so.

- | | |
|-----------------|---------------|
| 1. saying | 2. to say |
| 3. to have said | 4. being said |

(d) Tom listened to the music ().

- | | |
|-----------------------|-------------------------|
| 1. on his eyes closed | 2. with his eyes closed |
| 3. his eyes closing | 4. with his eyes close |

(e) As the sixth of ten children, he never received () attention.

- | | |
|---------|---------|
| 1. few | 2. lots |
| 3. much | 4. many |

(f) Could you tell () these books?

- | | |
|------------------------|----------------------|
| 1. for me to put where | 2. me where to put |
| 3. me to put | 4. for me how to put |

(g) () the men started training before they were sent into battle.

1. Hardly did

2. Hardly had

3. Sooner than

4. No sooner did

(h) The courts cannot deny () to see my child.

1. the right of me

2. the right in me

3. me on the right

4. me the right

〔IV〕 次の(a)~(f)において、下線部の発音が見出し語と同じものを1~4の中から一つ選び、その番号を記入せよ。

(a) lose

1. money

2. moment

3. Jewish

4. fully

(b) wear

1. hear

2. stare

3. fire

4. sphere

(c) ninety

1. ticket

2. slice

3. piece

4. assist

(d) musician

1. possess

2. bridge

3. necessary

4. usual

(e) elbow

1. ease

2. treaty

3. lane

4. descend

(f) steam

1. region

2. trip

3. fellow

4. polite

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. サングラスがハンドバッグの中から見つかったのだが、探すのに一時間も費やした。

I spent (a) (b) (c) my sunglasses (d) (e) (f) them in my handbag.

- | | | | |
|----------|--------------|-----------|------------|
| 1. for | 2. not until | 3. before | 4. looking |
| 5. found | 6. an hour | 7. I | |

B. 彼が野球チームの監督を辞任した時、ファンたちはチームに対するこれまでの彼の貢献に敬意を表した。

When he (a) (b) the baseball team manager, his fans (c) (d) (e) (f) he had done for the team.

- | | | | |
|------------|---------------|-------------|------------|
| 1. as | 2. all | 3. paid | 4. him for |
| 5. admired | 6. respect to | 7. resigned | |

C. ソーシャルメディアと距離を置く簡単な方法は、それと接する機会を制限することだ。

A simple way for you (a) (b) (c) from social media is to (d) (e) (f) to it.

- | | | | |
|------------|---------|----------|-------|
| 1. chances | 2. stay | 3. limit | 4. to |
| 5. access | 6. away | 7. your | |

D. まる一週間リラックスして何もしないでいられたのはとても嬉しかった。

It was (a) (b) (c) pleasure to be able to relax (d) (e) (f) for a whole week.

- | | | | |
|----------|------------|-------|--------|
| 1. that | 2. nothing | 3. a | 4. and |
| 5. great | 6. such | 7. do | |