

総合型選抜
公募型学校推薦選抜
英 語
数 学
学 校 推 薦 選 抜
生 物
化 学
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国 語
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一 般 選 抜 世 界 史
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一般選抜 出題傾向／対策・出題のねらい

英 語

〈出題傾向〉

前期A方式は両日とも80分の時間設定。設問数は昨年度と同じである。Ⅰ・Ⅱともに説明文、評論文を素材にした長文読解で、文脈把握力を問う問題が中心。空所補充、同義語選択、内容一致問題、英問英答など様々な形式の問題が出題されている。段落ごとに文脈を押さえて、スピードを持って読み進める力と、ある程度まとまった語句を英語で言い換える力が要求される。また、出題された文章のタイトルとしてふさわしいものを選ぶ問題が出題されているため、部分的な内容理解はもちろん、文全体を俯瞰的に見て要旨を把握する力が求められている。Ⅲは会話文の空所補充（6問）。英文がかなり長いのが特徴であり、会話で使われるくだけた文体・表現が多く見られる。設問は文脈を押さえて適文を選択する問題。Ⅳは文法・語法・熟語の知識を問う4択空所補充（7問）で、問題のレベルは標準的である。Ⅴは構文やイディオムを中心とした日本文付きの語句整序（5問）。こちらも頻出の標準的な文法・語法・熟語の知識が問われている。

前期B方式と後期は、60分程度の時間設定（2科目で120分）。こちらも、設問数は昨年度と同数。いずれも長文読解はⅠだけだが、昨年度と異なり、できごとを時系列順に並べかえる問題が出題されている。西暦や世紀など、時を表す語句に注意し、時系列を整理しながら読み進める必要がある。Ⅱは会話文の空所補充（12問）。Ⅲは文法・語法・熟語を中心とした4択空所補充（13問）、Ⅳは日本文付きの語句整序（5問）であった。前期A方式と出題内容は同じであるが、それぞれの大問の設問数が異なるので、時間配分には注意する必要がある。

〈出題のねらい〉

全体を通して

- いずれの方式でも、下に示す4つの基本的な英語の力を測ることが全体としてのねらいです。
1. ある程度の量の英文を読み、その内容を正確に理解する力。
 2. 基本的な口語表現の知識を用いて、会話の自然な流れを理解し組み立て直す力。
 3. 基本的な文法・構文・語法に関し、それらが適切かどうか判断する力。
 4. 基本的な英文を構成する力。

前期A方式（1月29日）

Ⅰの英文は、オーストラリアに生息するヒクイドリ(cassowary)について書かれたオリジナルの文章です。設問には、本文の空所を適切な表現で補う問題や、全文の内容を表すタイトルを選ぶ問題があります。いずれの問題も、英語の語彙や英文読解能力を測るためのものです。

Ⅱの英文は、挨拶の言葉について考えるオリジナルの文章です。Ⅰの文章より若干長く設問の数も多いですが、語彙や英文読解能力を測る問題である点は共通しています。

Ⅲにはハワイ旅行についての会話が提示されています。会話全体の流れをつかみ、空所に適切な表現を埋める問題です。

Ⅳは基本的な文法・構文・語法を問うもので、選択肢から適切な表現を選びます。

Ⅴは基本的な英文を構成する力を問うもので、与えられた単語を並び替えて適切な英文を構成します。

前期A方式（1月30日）

各大問の構成・目的は、A方式（1/29）のものと同じです。

〈学習対策〉

今年度の設問数は昨年度と同じであったが、時系列を問う問題など、新しい傾向も見られた。80分、またはおよそ60分という試験時間を考えると、いずれの日程もスピードが求められている。標準的な知識を問う文法問題は単文などの場合が多いのに対し、文脈把握を中心とする長文読解問題や、口語的な会話の文脈を問う会話文問題は、どちらも英文がかなり長いのが本学の問題の特徴である。実戦的に過去問題を解くことで、時間配分の感覚を身につけてもらいたい。

対策としては、まず基本的な単語、熟語、文法・語法の知識を身につけることが求められる。文法問題はもちろん、長文読解問題においてもこれらの基本的な知識が不可欠であるため、繰り返し取り組んで身につけよう。これと並行して長めの英文に触れ、文脈を押さえて読む訓練も大切だ。本学の長文にいきなり取り組むのではなく、300～450語程度の英文から始め、決められた時間内に問題を解く練習をしよう。その際、テーマや筆者の主張を意識して、段落ごとの要旨を押さえながら読む訓練を重ねる。また、できごとの時系列に注意して読む練習も必要である。全体を見渡す読解に加え、設問箇所を中心に構造、指示語、因果関係、逆接語などに留意して、細かく正確に読む訓練も同時に行おう。内容一致問題は、照合箇所の英文が、選択肢では言い換えられているため、両方の英文の正確な意味を押さえることを意識しよう。

本学の会話文問題は、英文がかなり長く、すべて文脈を問う問題である。会話の定型表現を押さえることはもちろん、本学の過去問題で練習をして、会話の内容・話題や会話の文脈を把握する訓練をしていこう。

Ⅰの英文は、大学生活で気をつけるべきことについてのオリジナルの文章です。

Ⅱの英文は、未読の蔵書に関するネット記事からの抜粋です。Ⅰの文章と比べ、やや長めで難しめの表現が使われています。Ⅰ、Ⅱ共に設問の種類はA方式（1/29）と同傾向のものです。

Ⅲは列車内での時間の過ごし方についての会話が題材となっています。

Ⅳは基本的な文法・構文・語法を問うもので、Ⅴは基本的な英文を構成する力を問うものです。

前期B方式

B方式はA方式と比べて試験時間が短いため、大問は計4つです。

Ⅰの英文は、19世紀イギリスの一般市民の生活を解説したインターネットサイトからの抜粋文章です。当時の食事・食べ物と健康についての内容です。設問では、文章の内容が正しく把握できているかどうかを問うています。出来事の順番を答えるものもあり、文章全体の内容を理解する必要があります。

Ⅱは、スマートフォンの決済アプリを使った買い物に関する友人同士の会話を題材にしています。会話全体の流れをつかみ、空所に適切な表現を埋める問題です。

Ⅲは基本的な文法・構文・語法を問うもので、選択肢から適切な表現を選びます。

Ⅳは基本的な英文を構成する力を問うもので、与えられた単語を並び替えて適切な英文を構成します。

後期

後期もA方式と比べて試験時間が短いため、大問は計4つです。

総合型選抜
公募型学校推薦選抜
英 公募型学校推薦選抜 語 語
数 公募型学校推薦選抜 学 学
生 公募型学校推薦選抜 物 物
化 公募型学校推薦選抜 学 学
国 公募型学校推薦選抜 語 語
一般選抜
一般選抜英語
一般選抜日本史
一般選抜世界史
一般選抜生物
一般選抜化学
一般選抜数学
一般選抜国語

各大問の構成・目的は、B方式のものと同様です。

I の英文は、メキシコの画家フリーダ・カーロ (Frida Kahlo) についてのオリジナルの文章です。設問に解答するためには、問題の前後だけでなく、文章全体を読んで内容を把握する必要があります。

日本史

〈出題傾向〉

本学は2024年度では2023年度から大幅な変更があり、小問数がA方式（1/29）50→32問、A方式（1/30）50→33問、B方式39→29問と全日程で大幅に減少しました。解答形式は、前年度はA方式で記述式の問題が全体の半数ほど出題されていましたが、今年度は全て記号選択でした。B方式は前年度同様全て記号選択でした。

時代別では、古代～戦後まで幅広く出題されましたが、前年度と比べ古代・中世の比重が下がり、近世・近代の比重が上がりました。古代は複数の時代を扱った大問の中に含まれているのみで、古代のみを扱った大問は出題されませんでした。一方近世・近代は多数出題され、A方式（1/30）とB方式では、全体の半数以上が近世・近代からの出題でした。前年度に出題のなかった戦後史については、今年度はA方式（1/29）で出題されました。

分野別では、各日程とも政治・社会経済・外交・文化の各分野から幅広く出題されました。

形式については、1つのリード文による問題、複数の文章をリード文に用いた問題、史料をリード文に用いた問題、会話をリード文に用いた問題など多様です。史料を使用した問題は全日程で出題されました。B方式では、前年度は史料を使用した問題が出題されませんでした。今年度は2大問で史料が使用されていました。設問は、歴史用語や人名を問う問題と短文選択の問題が多く、正誤組み合わせや並べ替えの問題なども見られました。A方式では、全問題が記号選択になったことに伴い、短文選択の問題の割合が大幅に上がっていました。

難易度は標準的ですが、A方式は短文選択問題の増加、B方式は史料問題の増加などにより前年よりやや難化しています。

〈出題のねらい〉

全体を通して

日本史の問題は、古代から近現代にいたるまでの歴史を体系的に、かつ各時代における国際関係の中で理解できているかを見るため、時代や分野に偏ることのないよう、多方面にわたって出題しています。いずれも基本的には、教科書にそった事項や歴史動向についての理解を問うものです。各時代の流れや歴史的背景を体系的に理解し、歴史を通史的に把握できるよう心がけることが大事です。また、史料問題もあるので、重要な史料についても歴史事象と関連づけて理解を深めるようにしましょう。

たとえ記号選択の設問であっても、歴史用語・人名がうる覚えでは、正解にたどり着けないことも多いので、正確に覚えてください。

前期A方式（1月29日）

- I 租税・経済に関して、古代・中世を対象として取り上げた問題です。設問自体は教科書の内容を理解できていれば、十分に対応できる問題です。律令制の租庸調制だけではなく、その前の段階、そしてその後の段階についても知っておく必要があります。歴史事象、人物名を暗記するだけでは歴史理解にはつながらないので、歴史の背景とともに理解できるようにしておきましょう。
- II 戦国時代から織豊政権までの流れをコンパクトに問うている問題です。設問は、政治・経済・社会など多岐にわたって取り上げられていますが、ほぼ教科書準拠であるので平易な問題で

- II の会話は、引越しと思いつに關する友人同士のものです。
- III は基本的な文法・構文・語法を問うもので、選択肢から適切な表現を選びます。

IV は基本的な英文を構成する力を問うもので、与えられた単語を並び替えて適切な英文を構成します。

〈学習対策〉

■教科書と史料の学習を徹底しよう

前年度と比べ難化したとはいえ、問われる知識のレベルが急激に上昇したわけではないので、教科書中心の学習で十分対応できます。学習の際には、歴史事象を背景や結果などに関連させて理解し、紛らわしい選択肢があっても惑わされないようにしましょう。また、出題される史料には未見史料が含まれることもありますが、解答に必要な知識自体は教科書や史料集の学習範囲を逸脱したものではありません。史料問題に取り組んで、自分の知識を使って史料を読解する訓練をしておきましょう。

■特定の時代や分野に偏らず幅広く学習をしよう

年度や日程によって出題の多い時代や分野に変化はありますが、時代は幅広く扱われており、分野は多岐にわたります。前年度比重が高かった時代・分野に留意しつつ、苦手な時代や分野をつくらないように学習を進めましょう。1大問の中で複数の時代を扱う問題が出題されることもあるので、ある時代の学習をしたら、あわせて他の時代の同じ分野についても確認しましょう。

■内容や背景を用語と結びつけて覚えよう

空欄補充・短文選択・正誤組み合わせ・時代順の並べ替えなどの問題に対応するためには、制度・政策の詳しい内容や出来事の歴史的背景などの理解が必要です。学習の際は関連事項を表にまとめるなどして情報を整理し、単なる用語の暗記に留まらないよう注意しましょう。また、リード文や選択肢の文章に教科書未掲載の内容が含まれている可能性もあるので、1つの項目について、図説・用語集など複数の教材の記述に触れておきましょう。一見難しそうな問題にみえても、設問文や史料の中に手がかりがあり、正解へとたどりつける場合もあります。諦めずに問題に取り組む習慣を身につけましょう。

す。各時代で用いられる歴史用語をしっかり理解できるようにすることが重要です。

- III 江戸時代の学問・出版に関する問題です。教科書では離れたページにバラバラに書かれていることも、テーマ史的な観点から読み直し、歴史の流れをつかんでおくようにしましょう。
- IV サンフランシスコ平和条約に関する史料問題です。現代の日本や世界に直接つながる事柄についても、意識して学んでおくようにしましょう。

前期A方式（1月30日）

- I 古代・中世の政争・政変に関する問題です。教科書をしっかり復習していれば解ける基本的な問題ですが、具体的な内容を正確に理解していなければなりません。教科書や図録などを活用して、事件の流れや地理的な場所を理解しておきましょう。
- II 江戸時代のキリシタン・寺請制度に関する史料問題です。外交、宗教政策、民衆支配など、複数の分野にわたる事柄に関連づけて理解できるようにしておきましょう。
- III 幕末の対ロシア外交に関する問題です。教科書・参考書・図録・資料集などを駆使して、複雑な歴史の流れを、政治動向や社会背景などと関係づけて、理解できるようにしておきましょう。
- IV 「明治日本の産業革命遺産」に関する出題です。見慣れないリード文かもしれませんが、問うていることは教科書の知識で十分解答できます。世界文化遺産や世界記憶遺産についての報

I 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。

解答番号は 1 ～ 6。

Australia has a unique variety of wildlife including insects, reptiles, birds, and mammals. Many of these are dangerous to humans, the most famous of these being snakes and spiders. But have you heard of the Australian Cassowary? It is a A bird that can be found in rainforests and woodlands in northeast Australia.

Cassowaries are related to ostriches, emus, and kiwis. Emus are the tallest Australian bird, and cassowaries are the second tallest, growing to 1.7 metres in height. However, cassowaries are the heaviest bird in Australia, and the second heaviest in the world. Males weigh up to 55 kg, while females weigh up to 76 kg. Their heads are bright blue, topped with a casque (helmet) consisting of a spongy material covered in keratin. ^[注1] Brightly coloured wattles, fleshy pouches of skin, hang from the cassowary's neck. Long black feathers that look like hair cover their bodies. They have long, muscular legs with a sharp 10 cm claw on the inner toe of each foot. They cannot fly at all, but they can run almost 50 km per hour and can jump as high as two metres. Cassowaries can easily outrun and injure or kill a human if they feel threatened.

The purpose of the casque on the cassowary's head is unknown, but recent research suggests that the casque is used to sense infrasound made by other birds and animals. Infrasound consists of low vibrational sounds that travel long distances. It is undetectable to the human ear, but can be sensed by some birds and animals, such as elephants, ^[注2] hippopotamuses, giraffes, whales, and peacocks. However, cassowaries and elephants are the only land-based creatures known to use infrasound to communicate with others of their kind.

Cassowaries are solitary and territorial birds. Males establish

— 1 —

A 1 (英)

territories of up to seven square kilometres. Territories of female cassowaries are much larger and encompass the territories of several males. In the mating season from June to October, male cassowaries will build a large pile, or mound, of leaves. A female will visit the male and lay several eggs in the mound. She will then move on to the territory of the next male. Each male cares for the eggs and the hatchlings for up to 18 months before the young cassowaries move away to establish territories of their own.

Cassowaries play an important part in the rainforest ecosystem of northeast Australia. They spread seeds from trees across their territories. They are the only creature large enough to consume the seeds of some 70 species of plants, and so contribute significantly to the diversity of species across the rainforest. Additionally, ^[注3] cassowaries can eat seeds from rainforest plants that are toxic to other animals and birds, and studies have shown that some seeds sprout more easily after passing through the digestive tract of a cassowary, ensuring the survival of those rare and precious rainforest plants.

Although cassowaries are dangerous to humans, they are endangered B expanding human activity in their habitats. The greatest threat is from the clearing of land for development and agriculture. The loss of territory B these changes increasingly brings cassowaries into contact with humans and other domesticated animals such as dogs, cows, and horses. Dogs are especially dangerous to the baby chicks, while road traffic is the biggest killer of adult cassowaries. When you drive through cassowary habitats in the rainforests of northeast Australia, you will see many road signs reminding drivers to slow down to avoid hitting and killing a cassowary with your car.

It is estimated that there are now only about 4,000 adult cassowaries in the wild. If cassowaries become extinct, the rainforest of

— 2 —

A 1 (英)

northeast Australia will change significantly. Cassowaries may seem threatening but they are threatened and environmentally important birds.

[注1] keratin ケラチン、角質

[注2] hippopotamus カバ

[注3] toxic 有毒な

(1) A に入れるのに最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 1。

① featherless ② flightless ③ genderless ④ tasteless

(2) 本文の内容を表したものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 2。

① Cassowaries are the heaviest bird in the world.
② Cassowaries can jump higher than two metres.
③ Emus do not grow to more than 1.7 metres in height.
④ Female cassowaries grow larger than males.

(3) 本文に2カ所ある B には同じ語句が入ります。 B に入れるのに最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 3。

① according to ② due to
③ in spite of ④ on terms of

(4) 次の 4 に入れるのに最も適当なものを、後の①～④の中から1つ選び、マークしなさい。解答番号は 4。

The purpose of the cassowary's casque is 4 .

① apparent ② decorative ③ protective ④ uncertain

— 3 —

A 1 (英)

(5) 本文の内容と**合致しない**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 5。

① Cars should be driven slowly to avoid accidents with cassowaries.
② Cassowaries are important to the ecosystem of the Australian rainforest.
③ Cassowaries should be protected from domesticated animals.
④ We should help to hatch young cassowaries before they establish their own territories.

(6) この文章のタイトルとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 6。

① “Dangerous Wild Animals of Australia”
② “Strange and Splendid Birds in Northeast Australia”
③ “The Dangerous, Endangered, and Precious Cassowary”
④ “The Life Cycle of the Cassowary”

— 4 —

A 1 (英)

英語（前期A方式 1/29）

Ⅱ 次の文章を読んで、後の(1)～(7)の各問いに答えなさい。

解答番号は 7 ～ 16 。

One thing which is universal in all human languages is the act of greeting. Conversations, speeches, business letters, and emails almost always open with some kind of greeting sequence. Speakers of any language unconsciously use these words and expressions in daily life, but there are often hidden cultural rules about which greeting to use in which situation. In most languages there are a variety of different greeting forms that can be used to show things like formal or casual attitude, status, familiarity of the speakers, and so on.

In English the basic greeting used in most daily situations is 'Hello'. This may be shortened to a more familiar and casual style using words like 'Hi', 'Hiya', 'Howdy', and so on. In addition to these greeting words, there are often greeting questions. There are questions like 'How are you?', 'How are you doing?', and 'How's it going?'. Although these may seem like questions about health and well-being, a detailed answer about your health condition is not expected. The standard answer is usually a general expression such as 'Not so bad', 'Okay', or 'Pretty good'. Many students of English learn to answer these questions with the fixed expression, 'Fine thank you, and you?', but this is a slightly old fashioned and rather formal way of responding.

When meeting someone for the first time, there are slightly different greetings. In modern informal and semi-formal situations, after being introduced you can say, 'Nice to meet you'. The answer to this is to say, 'Nice to meet you too'. In very formal situations, the first-time greeting is 'How do you do?' Strangely, although this has the form of a question, an answer is not expected. B the person responds with the same greeting question: 'How do you do?' Sometimes, people who are not from

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A 1（英）

an English-speaking background may mistake this greeting of 'How do you do?' for a question and try to answer it.

These are some basic ways of greeting in English, but different languages and cultures often have very different greeting systems. In Japanese there is a special greeting sequence that people make when returning home. The returning person says '*Tadaima*' and the person who is already at home says '*Okaeri*'. The order of speakers is not fixed. That is, either the returning person or the other person can speak first. Each word can be the greeting word or the response to the greeting. When Japanese speakers study English, they may be interested to learn how to C this greeting sequence in English. This is a difficult question to answer as there is no specific greeting sequence for this situation in English language culture. The returning person may say a general greeting like 'Hi' or 'I'm home', but there is no fixed expression and the returning person or the other person may just start a conversation.

Another difference in greetings is the way that staff in a shop or restaurant will greet customers entering the business. In Japan, the standard greeting by staff is '*Irasshaimase*'. This expression is usually translated as welcome in English. The translation is not much of a problem. But for English speakers, the problem is how to answer this greeting. Unusually for greeting sequences, in Japanese no oral response to the shop staff greeting is expected. That is, the customer is not required to orally acknowledge the greeting. For English speakers, this may cause a feeling of discomfort and a sense of impoliteness. In many situations in English speaking countries, the staff may or may not offer a greeting to an incoming customer. If a greeting is made, it may be a general type, such as 'Hi, how are you?' Not responding to this greeting will be seen as impolite in most English-speaking countries.

— 6 —

A 1（英）

The opposite of a greeting is a degreeting. This is the way in which speakers close a conversation. In English the most common casual degreeting is 'See you' or 'See you later'. This expression refers to the visual sense and promises that we will meet (see each other) again. Interestingly, speakers of some other languages such as German and Russian also use the visual sense as a foundation for closing a conversation. Another degreeting in English is the well-known word 'Goodbye'. The origin of this word is the expression 'God be with you'. Over the years the expression became shortened first to 'Goodbye' and then to the simple word 'Bye'. Many Japanese speakers use this word, often doubled to 'Bye bye' and it has become a natural word in Japanese daily conversation. The religious origins of the expression are probably unknown to most Japanese speakers.

Although greetings are universal in languages, each language has ^(D)specific systems and rules that reflect cultural values and ways of seeing the world and human relationships. Even though the rules may be quite difficult to understand for outsiders, most native speakers are quite relaxed about these greetings. Even if the foreign language speaker can only say hello in your language, it is a first step and shows friendliness and a wish to communicate.

(1) 下線部(A) familiarity の表す意味として **適当ではない**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 7 。

- ① civility ② closeness ③ friendship ④ intimacy

(2) B に入れるのに最も **適当な**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 8 。

- ① Instead ② Otherwise ③ Still ④ Unless

— 7 —

A 1（英）

(3) C に入れるのに最も **適当な**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 9 。

- ① carry out ② leave behind
③ make for ④ see through

(4) 下線部(D) specific の表す意味に最も **近い**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 10 。

- ① distinct ② indefinite
③ traditional ④ universal

(5) 本文の内容と **合致しない**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 11 。

- ① Greeting forms can indicate a formal or casual attitude.
② 'How do you do?' is the first-time greeting in very formal situations.
③ Some common greeting words in English include 'Hi', 'Hiya', and 'Howdy'.
④ The standard response to greeting questions is to provide a detailed answer.

(6) 本文の内容から判断して、次の 12 ～ 14 に入れるのに最も **適当な**ものを、それぞれ①～④の中から1つずつ選び、マークしなさい。

1. One example of a degreeting is 12 .
① 'God be with you'
② 'Hiya'
③ '*Irasshaimase*'
④ 'Pretty good'

解答番号は 12 。

— 8 —

A 1（英）

2. The purpose of greeting questions like ‘How are you?’ in English is .
- ① to assess the speaker’s well-being
 - ② to exchange traditional courtesies
 - ③ to finish a conversation
 - ④ to gather health-related information

解答番号は 。

3. Languages often have a variety of different greeting forms which .
- ① are based on particular cultural norms and situations
 - ② are designed to confuse language learners
 - ③ establish universal communication across all human languages
 - ④ hide unconscious usage of greetings in daily life

解答番号は 。

(7) 本文の内容から判断して、次の1・2の英語の質問に対する答えとして最も適当なものを、それぞれ①～④の中から1つずつ選び、マークしなさい。

1. How is it generally perceived if a customer does not respond to a greeting from shop staff in most English-speaking countries?
- ① Friendly and outgoing.
 - ② Indifferent and casual.
 - ③ Polite and respectful.
 - ④ Unpleasant and rude.

解答番号は 。

2. How do most native speakers feel about greetings in their language?
- ① They are generally relaxed and accepting.
 - ② They are very strict about following the rules.
 - ③ They consider them mostly unnecessary.
 - ④ They find them really difficult to understand.

解答番号は 。

Ⅲ 次の会話の中の ～ に入れるのに最も適当なものを、後の①～⑥の中から1つずつ選び、それぞれマークしなさい。なお、同じ記号は一度しか使えません。解答番号は ～ で、空欄番号と同じ番号の解答欄にマークしなさい。

Hawaii Trip

Yukina: So, this time next week we'll be in Hawaii. It's going to be so much fun!

Hayley: Yeah. I'm really looking forward to it.

Abbie: Yeah, me too. I've been dreaming about it for months. The beaches, the palm trees, the sunshine, it's going to be amazing! I was telling the girls in the tennis club about it and they were so jealous.

Hayley: I bet.

Yukina: So, I was starting to think about what we're going to do there. I mean, I've already started looking into the kinds of activities and stuff that we can do. I'm definitely going to go snorkeling. And I was also thinking about taking a surfing lesson. It's supposed to be quite difficult.

Hayley: Yeah, I want to do some stuff in the sea too. I went snorkeling last time I was there and really enjoyed it. There's loads to do in Hawaii.

Abbie: So, what I'm looking forward to is the food. You know, trying some authentic Hawaiian cuisine. Like, my idea of Hawaiian food is pineapple on pizza!

Hayley: Ha ha! They've got more than just that.

Yukina: So, what did you have when you were there before? Can you remember? I mean, it's going to be our first time there, so we're going to have to rely on you a bit.

Hayley: I mean, it was a family holiday when I was about fourteen or fifteen. But one thing I remember was this thing called poke bowl.

Yukina: Called what?

Hayley: Poke bowl. I think that's what it's called. It's these cubes of raw fish with some soy sauce on, and it comes served on top of rice in a bowl. I remember I had that a few times and really enjoyed it.

Abbie: Oh, that sounds great. I've heard that food in Hawaii is supposed to be amazing. Really fresh and healthy. And I'm looking forward to some beach time too. You know, just hanging out and taking it easy. I don't need to have something planned every day or anything.

Hayley: Yeah, there's no need to be rushing around all of the time. It's supposed to be a holiday after all.

総合型選抜
公募制学校推薦選抜
英公募制学校推薦選抜語
数公募制学校推薦選抜学
生公募制学校推薦選抜物
化公募制学校推薦選拔学
国公募制学校推薦選抜語
一般選抜
一般選抜英語
一般選抜日本史
一般選抜世界史
一般選抜生物
一般選抜化学
一般選抜数学
一般選抜国語

英語（前期A方式 1/29）

Yukina: Yeah, but we can check out some of the popular tourist spots. I heard there is a place where you can learn all about Hawaiian history and culture. You know, like, traditional Hawaiian music and dance.

Abbie: That sounds like a great idea. 20

Yukina: Yeah, I was looking online the other day and there were just loads and loads of websites with different activities like Hula lessons and all that kind of stuff.

Hayley: Right. And there's usually an activity desk in the hotel. Like, in the front lobby they usually have a bunch of brochures and pamphlets.

Abbie: So, I don't know how you guys feel about it, but I'd rather not make too many plans in advance. 21 See how we feel and decide on the spot. You know, if the weather is nice, we can maybe do some snorkeling or something. But if it's rainy, we could just go shopping at a mall. You know, just see how it goes.

Yukina: Yeah, I think so too. I mean we've got like six days in total, not counting the day we arrive and the day we leave.

Hayley: Yeah, our flight doesn't arrive until mid-afternoon on the Tuesday, so by the time we get out of the airport, get a taxi to the hotel and stuff, there's not much we can do that day.

Abbie: 22 We have to check out of the hotel by eleven o'clock, so we won't really have much chance to do anything that day either.

Hayley: But we've got six full days to do whatever we want. It's going to be great.

- ① And the last day is kind of lost time.
- ② I mean, I don't really know what is good there.
- ③ To tell the truth, I'd rather just take it day by day.
- ④ We should definitely try to see something of the local culture and make the most of our trip.
- ⑤ Yeah, well, it was quite a while ago that I went.
- ⑥ You know, even just standing up on the board.

Ⅳ 次の(1)～(7)の 23 ～ 29 に入れるのに最も適当な語句を、それぞれ ①～④の中から1つずつ選び、マークしなさい。

解答番号は 23 ～ 29 。

(1) It's easy to 23 by his charm.

- ① be fooled
- ② be fooling
- ③ be foolish
- ④ fool

解答番号は 23 。

(2) 24 the necessary qualifications, she was not considered for the job.

- ① Lacked
- ② Lacking
- ③ Lack to
- ④ To lack

解答番号は 24 。

(3) If I 25 so tired, I might have realized what she meant.

- ① am not to be
- ② hadn't been
- ③ haven't been
- ④ won't be

解答番号は 25 。

(4) They often ask my friends 26 help them with various projects.

- ① and me to
- ② and to I
- ③ to and I
- ④ to me and

解答番号は 26 。

(5) She was surprised 27 by the teacher.

- ① catching
- ② having caught
- ③ to have been caught
- ④ to have caught

解答番号は 27 。

(6) He hates 28 in that affair.

- ① being involved
- ② involved
- ③ involving
- ④ to involve

解答番号は 28 。

(7) No need to hurry—you can 29 .

- ① bring me your time
- ② bring your time
- ③ take me your time
- ④ take your time

解答番号は 29 。

V 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、
その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の
中から1つずつ選び、マークしなさい。解答番号は 30 ～ 39。

(1) 関連した経験を数多く積んでおりますので、その職は自分にぴったりだと思います。
I think I'd ① be ② because ③ for ④ had ⑤ I've
⑥ position ⑦ suitable ⑧ the) lots of relevant experience.
解答番号は3番目 30、6番目 31。

(2) パーティーの計画についてお手伝いいただき、感謝しております。
I ① appreciate ② for ③ helping ④ me ⑤ plans
⑥ the ⑦ with ⑧ your) the party.
解答番号は3番目 32、6番目 33。

(3) この教室に100人の人が入れる十分なスペースがあると思いますか。
Do you ① a ② enough ③ for ④ hundred ⑤ is
⑥ space ⑦ there ⑧ think) people in this classroom?
解答番号は3番目 34、6番目 35。

(4) ナンシーは、週末には自分の幼い子どもたちが真夜中過ぎまで起きていることを許しています。
Nancy lets ① children ② her ③ midnight ④ on ⑤ past
⑥ stay ⑦ up ⑧ young) weekends.
解答番号は3番目 36、6番目 37。

(5) ダメ、うちの子たちをそのコンサートに行かせることはありません。
No, ① allow ② going ③ I'm ④ my ⑤ no ⑥ there's
⑦ to ⑧ way) kids to go to that concert.
解答番号は3番目 38、6番目 39。

(英語問題 おわり)

I 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。
解答番号は 1 ～ 6。

Going to university can be an exciting and challenging time for students. It's a time of self-discovery and growth. However, it can also be a difficult experience, especially for those who are not used to the freedom found in the university environment. Here are some strategies for success that university students can use to make the most of their experience.

One of the most important strategies for success as a university student is to develop good study A. To start with, students should create a schedule that allows for plenty of time for studying and completing assignments. Effective time management is the most important, as it will help students balance their studying with their personal lives. Too often, students prioritize their part-time jobs, club activities, or their social lives over studying. A good tip is that for every hour you are in the classroom, you should schedule an hour for studying by yourself. By doing this you will have a good idea about how much time you have for other things.

Staying organized is another important strategy for success as a university student. This means keeping track of deadlines, assignments, and exams. Students should use a diary or calendar to keep track of their schedule and prioritize their tasks. Recently, many students use apps on their smartphones that help them with this. But staying organized is not just about schedules. Students should keep their notes, handouts, and textbooks organized as well. Having a good system of organizing handouts throughout the semester will make it easier to study for the exams and complete assignments on time.

Engaging in active learning is another essential strategy for success

as a university student. This means being an active participant in class, asking questions, and seeking feedback from professors. Active learning also means students should use other resources such as library books and the Internet to enhance their understanding of the topic. They shouldn't just limit themselves to the textbook and lectures. Finding other sources of information can help students develop critical thinking skills and retain information more effectively. Being an active learner means taking responsibility for your own studying.

It's also important to create a study environment that is good for learning, which means finding a quiet and comfortable place to study. Trying to study in the cafeteria or in a coffee shop is often too distracting. The library, study halls, or designated quiet zones are preferable. If students study at home, they should let their family members and/or roommates know their studying schedule so they won't disturb them when studying. Finally, students should turn off notifications on their phone when studying. Nothing is more distracting than updates from social media.

Studying can be stressful and it's important for students to develop strategies to manage stress. This means finding healthy ways to deal with stress, such as exercise, meditation, or spending time with friends and family. Students should also make sure they are getting enough sleep and eating a healthy diet, as these things also affect stress levels.

But university is about more than just studying. Another important aspect of being a successful university student is getting involved in campus life. This means joining clubs and organizations, attending events, and volunteering in the community. Not only do these things help manage stress, but they also help students develop important skills, such as leadership, teamwork, and communication. Additionally, getting involved in campus life can help students make friends and build a

Brown novel—“Quick! We have to stop the ^[注9] Illuminati before they use the antilibrary to erase all the books in existence.”

Writing for the *New York Times*, Kevin Mims also doesn't care for Taleb's label. Thankfully, his objection is a bit more practical: “I don't really like Taleb's term ‘antilibrary.’ A library is a collection of books, many of which remain unread for long periods of time. I don't see how that differs from an antilibrary.”

His preferred label is a loanword from Japan: *tsundoku*. *Tsundoku* is the Japanese word for the stack(s) of books you've purchased but haven't read. Its morphology combines *tsunde-oku* (letting things pile up) ^[注10] and *dokusho* (reading books). The word originated in the late 19th century as a satirical ^[注11] jab at teachers who owned books but didn't read them. While that is the opposite of Taleb's point, today the word carries no stigma in Japanese culture.

In her article, Jessica Stillman ponders whether the antilibrary acts as a counter to the Dunning-Kruger effect, a cognitive bias that leads ignorant people to assume their knowledge or abilities are more proficient than they truly are. Since people are not prone to enjoying reminders of their ignorance, their unread books ^[F] push them toward, if not mastery, then at least an ever-expanding understanding of competence.

“All those books you haven't read are indeed a sign of your ignorance. But if you know how ignorant you are, you're way ahead of the vast majority of other people,” Stillman writes.

Whether you prefer the term antilibrary, *tsundoku*, or something else entirely, the value of an unread book is its power to get you to read it.

[注1] waft (臭いなどが) 漂う

- [注2] outpace へにまさる
- [注3] FOMO (=fear of missing out) 取り残される不安
- [注4] savvy 知恵のある
- [注5] niggling わずらわしい
- [注6] pecking order (人間社会の) 序列
- [注7] appendage 付属物
- [注8] knockoff 模造品
- [注9] Illuminati イリュミナティ (啓示を得たと称する宗教団体)
- [注10] morphology 形態構造
- [注11] satirical jab 皮肉の一撃

- (1) 下線部(A) laid out の表す意味として **適当ではない**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **7**。
- ① described ② explained ③ gathered ④ proposed
- (2) **B** に入れるのに最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **8**。
- ① Above all ② Apart from ③ But ④ Moreover
- (3) 下線部(C) It が指すものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **9**。
- ① our knowledge ② our unread book
- ③ to be protected and defended ④ to rise in the pecking order
- (4) 下線部(D) yearning to acquire の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **10**。
- ① chance to take ② desire to possess
- ③ goal to compose ④ path to find

- (5) 下線部(E) lacking の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **11**。
- ① controversial ② excessive ③ generous ④ insufficient
- (6) 下線部(F) are not prone to enjoying の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **12**。
- ① are inclined to enjoy ② are not likely to enjoy
- ③ are not supposed to enjoy ④ are willing to enjoy
- (7) 本文の内容と**合致しない**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **13**。
- ① An antilibrary may function to oppose the Dunning-Kruger effect.
- ② Books one has read are less useful than books one has not yet read.
- ③ Going into debt to buy extra books is unavoidable.
- ④ Unread books make us aware that we can always learn more.
- (8) この文章のタイトルとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **14**。
- ① “How Taleb's Antilibrary Became a Famous Bestseller”
- ② “The Difference Between an Antilibrary and Intellectual Humility”
- ③ “The Excellent Effects of Our Unread Books”
- ④ “The Personal Library as an Ornament”

- (9) 本文の内容から判断して、次の **15** ・ **16** に入れるのに最も適当なものを、それぞれ①～④の中から1つずつ選び、マークしなさい。
1. According to Taleb, one's unread books are **15** .
- ① a positive thing for the mind
- ② better off donated to the Friends of the Library
- ③ growing at a fast rate
- ④ regarded as a necessary sign of one's wealth
- 解答番号は **15** 。
2. Kevin Mims doesn't like the term “antilibrary” because **16** .
- ① a library and an antilibrary are basically the same
- ② he doesn't care for his own library
- ③ his own books are full of good objections
- ④ unread books are not very practical
- 解答番号は **16** 。

総合型選抜
公募型学校推薦選抜
英 公募型学校推薦選抜 語 公募型学校推薦選抜
数 公募型学校推薦選抜 学 公募型学校推薦選抜
生 公募型学校推薦選抜 物 公募型学校推薦選抜
化 公募型学校推薦選抜 学 公募型学校推薦選抜
国 公募型学校推薦選抜 語 公募型学校推薦選抜
一般選抜
一般選抜英語
一般選抜日本史
一般選抜世界史
一般選抜生物
一般選抜化学
一般選抜数学
一般選抜国語

英語（前期A方式 1/30）

Ⅲ 次の会話の中の 17 ～ 22 に入れるのに最も適当なものを、後の①～⑥の中から1つずつ選び、それぞれマークしなさい。なお、同じ記号は一度しか使えません。解答番号は 17 ～ 22 で、空欄番号と同じ番号の解答欄にマークしなさい。

Train Routines and Reading

Jake: Hey guys.

Tim: Hi Jake. You're a bit earlier than we expected. I thought that you were going to be here at seven or seven thirty.

Jake: Yeah, I thought so too. 17 You know, sometimes if you miss a train, you have to wait ages for the next one and then you miss the connection.

Simona: I know what you mean. When I go to college on Thursdays, I have class from eight forty-five. So, if I catch the seven o'clock train from my station, I get there about fifteen minutes early.

Tim: Yeah, I always like to be a bit early for those first period classes.

Simona: Yeah, me too. But if I miss the seven o'clock train, the next one doesn't come until seven twenty.

Jake: Really? Twenty minutes between trains seems kind of long.

Simona: Well, there is another train at about ten past seven, but it's

the airport express and you need a reserved ticket for that one. 18

Tim: Right. How much is a reserved seat? Is it expensive?

Simona: I don't know, I've never taken that train. Anyway, if I miss the seven o'clock train, I get on the one at seven twenty. Then that means I just miss my connection at Market Street. So, then I don't get to campus until about eight fifty-five.

Jake: Yeah. It's kind of irritating, isn't it? Like if you are just five seconds late at your first station, the missed connections make you twenty minutes late at your destination.

Tim: Yeah. That's the problem with taking the train. 19

Simona: Yeah, that's right. I mean there is the environmental problem to think about. You know, like, all of those exhaust gasses that your car produces.

Jake: Especially if you are stuck in traffic. That's the worst.

Simona: Yeah. But also, I think about what I can do on the train. I mean, I always have a book in my bag. I like to read on the train.

Tim: Me too, but I can't read anything too academic or serious on the train. 20

— 11 —

A 2 (英)

— 12 —

A 2 (英)

Jake: Well, I mostly just look at stuff on my phone. You know, like, news sites and social media and all of that kind of stuff.

Tim: So, what are you reading at the moment, Simona?

Simona: Well, I've got this book in my bag just here. It's like a kind of fantasy, science-fiction novel. Have a look.

Tim: Wow, it's a pretty big book. 21

Simona: No, it's okay. This one is the second one in a three-part series. It's really interesting. I read the first part about two years ago. And I'd been waiting for this one to come out. It was just published last week. There is going to be a third part, but I'm not sure when it will be released. I'll just have to be patient, I guess.

Jake: Yeah, that was like me a few years ago. There is this author that I like. His name is Guy Lucas. He writes these historical fiction books, set during the Middle Ages. 22

Tim: Oh, I've heard about that series. I was thinking of giving it a go.

Jake: Yeah, it's really famous. So, like, I'm working my way through the series, but I want to take my time. You know, not just get the whole set and read them back-to-back.

Simona: Sure. I think if part three of my series was already published, I'd just go out and read the whole lot. It's better to take your time and really enjoy them, you know what I mean?

- ① And I don't want to spend the extra money.
- ② But I can read a novel or something.
- ③ But I left the house a bit early and just caught the train at the last moment.
- ④ Isn't it heavy to carry around?
- ⑤ Still, it's better than driving, I think.
- ⑥ There are, like, ten or twelve books in the series.

— 13 —

A 2 (英)

— 14 —

A 2 (英)

Ⅳ 次の(1)～(7)の 23 ～ 29 に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は 23 ～ 29 。

- (1) He mentioned 23 a large sum of money.
① having been lost ② having lost
③ to be lost ④ to have lost

解答番号は 23 。

- (2) May I 24 from class?
① be excused ② be excusing
③ excuse ④ to be excused

解答番号は 24 。

- (3) 25 some money to buy the book, I went to a cash machine.
① Needed ② Needing ③ Need to ④ To need

解答番号は 25 。

- (4) I'm pleased. 26 to save a little money this month.
① I'd been abled ② I've been able
③ I was abled ④ I were able

解答番号は 26 。

- (5) How does 27 apply for early admissions to college?
① another ② any ③ one ④ some

解答番号は 27 。

- (6) Soldiers were 28 to restore order.
① sent in ② sent onto ③ set in ④ set onto
解答番号は 28 。

- (7) I have to live 29 of my office.
① on commuting distance ② on distance commuting
③ within commuting distance ④ within distance commuting
解答番号は 29 。

Ⅴ 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の中から1つずつ選び、マークしなさい。解答番号は 30 ～ 39 。

- (1) スミスさん、この販売戦に対してどの程度の給与を見込んでおられますか。
Ms. Smith, what ① are ② expectations ③ for ④ position
⑤ salary ⑥ sales ⑦ this ⑧ your ?
解答番号は3番目 30 , 6番目 31 。

- (2) 二度目にニューヨークに行ったとき、ブロードウェイの演劇を観ました。
I saw a Broadway show ① I ② New York ③ second
④ that ⑤ the ⑥ time ⑦ to ⑧ went).
解答番号は3番目 32 , 6番目 33 。

- (3) 私と連絡を取る必要があるかもしれませんが、私の電話番号をお知らせします。
I'll give you my phone number just in ① case ② get ③ in
④ need ⑤ to ⑥ touch ⑦ with ⑧ you) me.
解答番号は3番目 34 , 6番目 35 。

- (4) 日光に当たりながら屋外で座っていたとき、マーシャは日焼け止めを塗るのを忘れていたことに気づきました。
Sitting outdoors in the sun, Marsha ① forgotten ② had
③ on ④ put ⑤ realized ⑥ she ⑦ that ⑧ to) sunscreen.
解答番号は3番目 36 , 6番目 37 。

- (5) マハトマ・ガンジーは、インドの独立へ向けた闘争において非暴力をつらぬきました。
Mahatma Gandhi was ① committed ② for ③ in
④ independence ⑤ non - violence ⑥ struggle ⑦ the
⑧ to) for India.
解答番号は3番目 38 , 6番目 39 。

(英語問題 おわり)

英語（前期B方式）

B 英 語

I 次の文章は、19世紀イギリスの市民生活について説明したものです。文章を読んで、後の(1)～(6)の各問いに答えなさい。

解答番号は 1 ～ 6。

VICTORIANS: FOOD AND HEALTH

In the Victorian period the growth of the railway network made it possible to transport food from the countryside to urban markets much more easily, greatly improving the quality of produce available there. But there was still no cure for most diseases, despite innovations in medicine, and life expectancy remained ^(A)stubbornly low.

FEEDING THE CITIES

At the beginning of the 19th century almost all food was still produced locally, and since four-fifths of the population lived in the countryside, they had ready access to it. As more people moved into the cities, however, it became imperative to find new ways to transport and store food. The arrival of the railways made it possible to move the basic English foodstuffs—flour, potatoes, root vegetables and beer—at speed, and over great distances.

Other innovations that made distributing food easier included long-life products such as condensed milk, dried eggs and soups, and bottled sauces. Britain's first large-scale meat-canning factory was set up in 1865, and by the 1870s almost every middle-class kitchen had a tin opener. In the 1880s the refrigerated transport of meat became possible, opening up the option of large-scale imports from the Americas. Meat

— 1 —

B（選）

became cheaper, and a regular part of the diet of all classes for the first time.

CELEBRITY CHEFS

Throughout the 19th century the most fashionable cuisine was French. Its dominance was encouraged by books by celebrity chefs, most famously Marie-Antoine Carême (1783-1833). His *L'Art de la cuisine française*, translated into English in 1836, was highly influential. Such works would doubtless have informed the food served at great houses like Witley Court, Worcestershire, and Audley End, Essex.

Middle-class households also turned to books for guidance. The most successful was Isabella Beeton's *The Book of Household Management* (1861), which, innovatively, specified exact quantities and precise cooking times.

BEER AND TEMPERANCE^(注1)

Beer was by far the most popular drink in Victorian England. In 1900 annual consumption per head was 32.5 gallons. Although it was weaker than beer today—1% to 3.5% proof compared with about 5%—there was great disquiet about the influence of alcohol on society, and by the 1840s a vigorous temperance movement had taken root. Some of the largest temperance rallies in northern England were held at Thornton Abbey, Lincolnshire, in 1848-51, attracting up to 19,000 people.

THE FIGHT AGAINST DISEASE

Infectious diseases were the greatest cause of Victorian mortality. Most of these, such as smallpox, tuberculosis and influenza, were old scourges, but in 1831 Britain suffered its first epidemic of cholera.

— 2 —

B（選）

Slowly it was understood that it was spread by water contaminated by ^(注4)sewage.

The impact of cholera and the work of campaigners for public health led in 1848 to the creation of local boards of health, with powers to enforce regulations for clean water supplies and better drainage. Further legislation in the 1870s gave local authorities wider powers to combat insanitary urban living conditions.

LIFE EXPECTANCY

Among the great 19th-century advances in medicine were ^(注5)anaesthetics, the revolution in nursing instigated by Florence Nightingale, the identification of microbes as a cause of disease, and the development of antiseptic surgery.

These innovations had little significant impact on life expectancy, though, since most diseases remained incurable. Although Victorians who attained adulthood could expect to live into old age, average life expectancy at birth was low: in 1850 it was 40 for men and 42 for women. By 1900 it was 45 for men and 50 for women. This slow but steady rise resulted from a decline in infant deaths, itself largely a product of better public health.

[注1] temperance 禁酒

[注2] smallpox 天然痘

[注3] scourge 苦しみを引き起こすもの

[注4] sewage 下水

[注5] anaesthetics 麻酔薬

— 3 —

B（選）

(1) 下線部(A) **stubbornly** の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 1。

- ① extraordinarily
- ② firmly
- ③ remarkably
- ④ seemingly

(2) 19世紀初めのイギリスで、全人口に対する、地方に住んでいる人の割合として最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 2。

- ① 20 percent
- ② 45 percent
- ③ 65 percent
- ④ 80 percent

(3) 本文の内容と**合致しない**ものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 3。

- ① At the end of the 19th century British people of all classes ate meat regularly.
- ② Because of the railways, potatoes could be transported over longer distances than before.
- ③ In the 1870s most middle-class families in Britain owned a tin opener.
- ④ In 1880 dried meat was imported to Britain from the Americas for the first time.

— 4 —

B（選）

- (4) 本文の内容を表したものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 4。
- ① Beer today is weaker than beer in the 19th century in order to avoid alcohol dependence.
- ② French clothing fashions were very popular in Britain throughout the 19th century.
- ③ In 19th century Britain there was great concern about the influence of alcohol on society.
- ④ Isabella Beeton translated a book by a famous French celebrity chef into English.

- (5) 本文の内容を表したものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 5。
- ① Florence Nightingale joined the revolution to close the conservative hospitals.
- ② The development of antiseptic surgery made the Victorian people live much longer than before.
- ③ The Victorian people realized that cholera was spread by unclean water.
- ④ Tuberculosis was an old disease and it was extinguished in the 19th century.

— 5 —

B (選)

- (6) 次のa～dを起こった順に並べたとき、最も適当な順番はどれか、後の①～④の中から1つ選び、マークしなさい。解答番号は 6。
- a. British people experienced the first large-scale infection of cholera.
- b. Local boards of health were set up in Britain to ensure clean water supplies.
- c. *The Book of Household Management* was first published.
- d. The first large-scale meat-canning factory in Britain was built.

- ① a - b - c - d ② b - d - c - a
- ③ c - b - a - d ④ d - a - b - c

— 6 —

B (選)

- II 次の会話 Part 1 と Part 2 の 7 ～ 18 に入れるのに最も適当なものを、それぞれの Part の後の①～⑥の中から1つずつ選び、マークしなさい。なお、各 Part につき、同じ記号は一度しか使えません。解答番号は 7 ～ 18 で、空欄番号と同じ番号の解答欄にマークしなさい。

Underground Shopping

Part 1

Andy: Oh, while I remember, here's the money that I owe you. Ten pounds, right?

Geoff: 7 I'd almost forgotten about it.

Andy: No problem. You really helped me out last time. I'd forgotten to put money on my pay application on my phone and I had no cash for the taxi home. 8

Geoff: Yeah, that would have been tiring. I mean, even though I use my phone to pay for most stuff these days, I still like to carry a little bit of cash. You know, just in case.

Andy: I know what you mean. 9 Not a huge amount. Like, a pay application on your phone is really useful, but sometimes you might forget to charge it.

Geoff: Right. And, like, sometimes you get in a place that has a poor signal. I mean, I was at the main station the other day and you know there's that underground passage that you can use to get

— 7 —

B (選)

from the north side to the south side?

Andy: You mean that one that kind of comes up next to the bus stops? 10

Geoff: Yeah. Well, I was down there, on my way to catch the train to work and I decided to drop into a convenience store and buy a drink. You know, like a coffee or tea to have on the train.

Andy: Oh, I know. I mean, it's much more convenient to buy a quick drink at a convenience store instead of lining up at some coffee shop. 11 If you are in a rush, a convenience store is much quicker.

Geoff: 12 So, anyway, I went to the convenience store down there under the station and got a drink off the shelf. Then, when I got to the cash register, I tried to pay by the app on my phone.

- ① Even if you only want to get a take-out drink, you can still get stuck waiting behind someone.
- ② If you hadn't lent me the money, I would have had to walk home!
- ③ It's kind of like a mini shopping mall?
- ④ I usually have like ten or twenty pounds in cash in my wallet.
- ⑤ Oh, great, thanks for that.
- ⑥ That's so true.

— 8 —

B (選)

総合型選抜

公募型学校推薦選抜

英公募型学校推薦選抜
語

数公募型学校推薦選抜
学

生公募型学校推薦選抜
物

化公募型学校推薦選抜
学

国公募型学校推薦選抜
語

一般選抜

一般選抜英語

一般選抜日本史

一般選抜世界史

一般選抜生物

一般選抜化学

一般選抜数学

一般選抜国語

英語（前期B方式）

Part 2 (Conversation continues.)

Andy: Which app do you usually use? Like, I have Quickpay on my phone.

Geoff: Me too. 13 So, when the clerk held up the scanner thing to read my phone bar code for payment, I noticed that the screen was taking time to load.

Andy: Oh, really? Was it just stuck on the home screen or something?

Geoff: Yeah. You know, it has that spinning circle icon and a flashing bar that says 'loading'.

Andy: That's so annoying, isn't it?

Geoff: Really. And like, there were all these people waiting behind me in the line. 14 Everyone just wants to get moving and get to work. So after I tried pressing the 'home' button a few times, the screen was still loading. 15

Andy: It's lucky that you had some cash on you.

Geoff: Yeah. I had to dig my wallet out of my bag and try to get the change out. It still took a little while and I could feel the people in the line behind me looking at me.

Andy: That's kind of uncomfortable, isn't it? I know I shouldn't, but I get really impatient when people are slow in stores and

restaurants and stuff.

Geoff: Oh, I know. It drives me mad. You know, like when you are at the supermarket and the clerk scans all of the stuff and then tells the customer how much to pay.

Andy: 16 I mean, you know that you are going to have to use some money, so why do you wait until the very end before you get your money ready?

Geoff: Ha ha. I know. It's funny how these minor things can be so irritating. That was me in that convenience store. 17 I know that I would have been thinking that.

Andy: So, what was the problem with your phone? Did you figure it out?

Geoff: I'm not sure. 18 I guess that in that underground place there was some kind of problem with the signal. You know, because it's underground the signal can't pass through all the concrete and stuff.

Andy: Yeah, that was probably it.

- ① And only then do they start looking for their wallet or purse.
② I just told the clerk that I'd pay by cash in the end.
③ I'm sure the people behind me were thinking, 'hurry up' and 'what are you doing?'
④ It's the most common one, I think.
⑤ It was working just fine when I got outside.
⑥ You know what it's like in the morning.

Ⅲ 次の(1)～(3)の 19 ～ 31 に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は 19 ～ 31 。

(1) I was worried about 19 with cancer.

- ① being diagnosed ② diagnosed
③ diagnosing ④ to be diagnosed

解答番号は 19 。

(2) If only she 20 him, everything would have been OK.

- ① didn't tell ② hadn't told ③ haven't told ④ were to tell

解答番号は 20 。

(3) I don't know if 21 ready in time for the tournament.

- ① I'd been ② I'll be ③ I'm ④ I were

解答番号は 21 。

(4) Mike and I would 22 work with each other on these projects.

- ① either ② farther ③ neither ④ rather

解答番号は 22 。

(5) Please write 23 line.

- ① every on other ② every other on
③ on every other ④ on other every

解答番号は 23 。

- (6) We need a neutral country to 24 a peace agreement.
① helping negotiate ② helping negotiated
③ help negotiate ④ help to be negotiated

解答番号は 24。

- (7) I got to the airport very early, so I had a snack in a restaurant to 25 time.
① keep any ② keep some ③ kill any ④ kill some

解答番号は 25。

- (8) If we add up all the figures, the bill 26 a total of 100 dollars.
① comes as ② comes to ③ goes as ④ goes to

解答番号は 26。

- (9) The heavy box 27 the shelf onto the floor.
① fell off ② fell out ③ felt off ④ felt out

解答番号は 27。

- (10) This is the first time that I have seen members of the royal family 28.
① at such close range ② at such closed range
③ on such close range ④ on such closed range

解答番号は 28。

- (11) The hotel is a 29 distance from the airport.
① considerable ② considerate
③ considered ④ considering

解答番号は 29。

- (12) There's been a decline 30 the number of children joining the scouts.
① at ② for ③ in ④ on

解答番号は 30。

- (13) I have made many friends since 31 to this country.
① came ② come ③ coming ④ to come

解答番号は 31。

- Ⅳ 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の中から1つずつ選び、マークしなさい。解答番号は 32 ～ 41。

- (1) 彼がテクノロジーに偏見を持っていることは、我々にははっきりわかります。
It's (① against ② apparent ③ biased ④ he ⑤ is
⑥ that ⑦ to ⑧ us) technology.

解答番号は3番目 32、6番目 33。

- (2) 今年は追加のソフトウェアを買う予算が我々にはないのではないかと思います。
I'm (① afraid ② budget ③ don't ④ have ⑤ purchase
⑥ the ⑦ to ⑧ we) additional software this year.

解答番号は3番目 34、6番目 35。

- (3) そのメッセージは何十年にもわたりはっきりと伝えられています。
For (① and ② been ③ decades ④ given ⑤ has
⑥ loud ⑦ message ⑧ the) clear.

解答番号は3番目 36、6番目 37。

- (4) このジャケットを試しに着てみて、自分のシャツと合うかどうか確かめます。
I'm going to try on (① goes ② it ③ jacket ④ see
⑤ this ⑥ to ⑦ whether ⑧ with) my shirt.

解答番号は3番目 38、6番目 39。

- (5) 我々はどういったものを望んでいないということに、これらの政治家はそろそろ気づいてもよいころだ。

- It's about (① don't ② politicians ③ realizing ④ started
⑤ these ⑥ time ⑦ want ⑧ we) this sort of thing.

解答番号は3番目 40、6番目 41。

(英語問題 おわり)

英語（後期）

D 英語

I 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。

解答番号は 1 ～ 6。

Many of the most famous artists in world history have been men. The names of artists such as Leonardo da Vinci, Vermeer, Monet, and Vincent van Gogh are well known in most countries. But in the 20th century women started to be more represented in the art world. Frida Kahlo was one of the most striking and original artists of the last century. She was a Mexican artist who is famous for her remarkable self-portraits, which often feature bright colors, fine details, and powerful symbolism. Frida was born in 1907 in the city of Coyoacán, just outside of Mexico City.

Although Kahlo's family was well-to-do, she had a difficult childhood. At the age of six, she contracted the serious disease polio, which left her with a thin right leg and a slight difficulty in walking. Later, when she was 18, she was involved in a serious bus accident that left her with severe injuries, including a broken back and many other broken bones. She spent months in hospital and had numerous surgeries, and the pain and trauma of the experience would shape her art and her life for years to come.

Despite ^(A)these challenges, Kahlo was a gifted student and had a deep love of learning. She attended the National Preparatory School in Mexico City, where she studied science and medicine. At that time, it was not so easy for women to get a good education. She was one of only 35 women in a school of over 2,000 students.

It was during her recovery from the bus accident that Kahlo began

— 1 —

D

to paint. She was bedridden for months, and her mother gave her a special painting set so that she could paint while lying down. Kahlo's early works were self-portraits, and they often showed the physical and emotional pain she was experiencing. She used vibrant colors and bold lines to convey her emotions, and her paintings were often connected to her suffering.

In 1929, when she was only 22 Kahlo married 42-year-old Diego Rivera, a famous Mexican artist. The two had met years earlier when Kahlo was a student at the National Preparatory School, and they fell in love despite their age difference. Rivera divorced his previous wife to marry Kahlo. Kahlo's marriage to Rivera was complicated and often difficult. Both were passionate artists and their relationship was marked by jealousy, and intense artistic collaboration.

Throughout her career, Kahlo continued to explore the themes of pain, suffering, and endurance in her art. Her paintings often featured surreal and fantastical elements, and she used symbolism to express her ideas about identity, gender, and Mexican culture. She was deeply influenced by her ^(B)indigenous Mexican heritage, and many of her works used traditional Mexican motifs and designs.

Kahlo's art was not widely recognized during her lifetime, and she struggled with depression and physical pain throughout her adult years. She had many surgeries and medical treatments, and her health continued to decline as she aged. Even though she had poor health, she remained committed to her art and her political beliefs. She was a ^(C)vocal supporter of the Mexican Communist Party, and she used her art to express her ideas about social justice and political activism. Kahlo's life was cut tragically short when she died in 1954 at the age of 47 from complications related to her health problems.

Kahlo's global reputation as an artist began to grow in the 1970s,

— 2 —

D

as feminist scholars and art historians began to reexamine her work and her legacy. Today, she is considered one of the most important artists of the 20th century, and her paintings are celebrated for their emotional power, their unique style, and their influence on contemporary art. She left behind a legacy of powerful art, groundbreaking ideas, and a fierce spirit that continues to inspire artists and activists around the world. In conclusion, Frida Kahlo was a pioneering artist whose work continues to captivate and inspire audiences around the world. Her life was marked by hardship and pain, but also by creativity, and a deep commitment to social justice.

(1) 下線部(A) **these challenges** が指す状況に含まれるものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 1。

- ① A serious disease caused Kahlo's left leg to be weaker than her right leg.
- ② Kahlo had to stay in a hospital and could not study painting for years.
- ③ Kahlo suffered numerous broken bones in a traffic accident.
- ④ Kahlo was born in a poor town near Mexico City and scarcely had enough food.

— 3 —

D

(2) 本文の内容を表したものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 2。

- ① Kahlo and Rivera had a joyful marriage because they were jealous of the other's talent.
- ② Kahlo and Rivera had been married for 22 years when Kahlo became 42 years old.
- ③ Kahlo was so passionate that Rivera felt it difficult to collaborate with her.
- ④ Rivera ended his marriage to his former wife to marry Kahlo.

(3) 下線部(B) **indigenous** の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 3。

- ① ancient
- ② exclusive
- ③ generous
- ④ native

(4) 下線部(C) **vocal** の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 4。

- ① expressing opinions strongly
- ② performing in a radio play
- ③ possessing a beautiful voice
- ④ singing as a lead singer

(5) 本文の内容を表したものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 5。

- ① Kahlo painted many realistic landscapes of Mexico.
- ② Kahlo's divorce from Rivera affected her paintings.
- ③ Kahlo's self-portraits are known for bright colors and symbolism.
- ④ Kahlo was the first female painter in Mexican history.

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- (6) 次の a～f を起こった順に並べたとき、最も適当な順番はどれか、後の①～④の中から1つ選び、マークしなさい。解答番号は 。
- a. Kahlo became famous worldwide as an artist.
b. Kahlo died when she was 47 years old.
c. Kahlo got infected with polio.
d. Kahlo got married.
e. Kahlo started to paint.
f. Kahlo was hospitalized because of a bus accident.

- ① c - e - f - a - d - b ② c - f - e - d - b - a
③ e - c - d - a - f - b ④ e - f - d - c - b - a

— 5 —

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II 次の会話 **Part 1** と **Part 2** の ～ に入れるのに最も適当なものを、それぞれの **Part** の後の①～⑥の中から1つずつ選び、マークしなさい。なお、各 **Part** につき、同じ記号は一度しか使えません。解答番号は ～ で、空欄番号と同じ番号の解答欄にマークしなさい。

Moving House and Memories

Part 1

Danny: So, how is the move going? Did you manage to get everything sorted out?

Ken: Yeah. We got all of the main stuff packed up in boxes. I think we'll be ready for when the moving guys come this weekend.

Lena: Right. We have most of the stuff packed already.

Ken: Yeah, I mean, we still have a couple of days, and we have to eat and drink. We can't pack everything.

Lena: Although, to tell the truth, we've been eating a lot of take-out food these last few days. You know, we both get home from work, and even though we're hungry, we look at all of the stuff that still needs to be packed up.

Danny: I can imagine. It sounds like you've been pretty busy.

Lena: Yeah, but we're also looking forward to it. I mean, it's going to

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be nice living in a bigger place. Like, the wallpaper is peeling, and the kitchen has some stains and scratches. You know, like the wear and tear that you get after living in a place for a long time.

Danny: So, how long have you been living there? I mean, you've always lived there ever since I've known you.

Ken: Oh, I don't know.

Lena: No, I think it's longer than twelve years. Like, remember when we first moved in? Your friend Jan and her husband came over for dinner. Well, they moved to Canada just after their first son was born. I mean he's, what, thirteen or fourteen now? So, it's been a long time.

Ken: Yeah, I guess you're right. It must be closer to fifteen years.

Danny: Wow, that is a long time.

- ① And we just don't feel like cooking.
② But we still need to keep some things like clothes and some cups and plates and all that kind of stuff ready.
③ I don't think I've ever lived anywhere that long.
④ I know that moving house can be a really stressful time.
⑤ It must be at least ten, twelve years, something like that.
⑥ The place where we live now is getting kind of old and a bit worn down.

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Part 2 (Conversation continues.)

Ken: Oh, really? Did you move around a lot when you were a kid?

Danny: Well, not a lot. I can hardly remember it. And then when my sister was born, I was, like, seven years old and I think that my family decided we needed a bigger house.

Lena: So that would be Emma, right?

Danny: No, Emma is my older sister. Amy is my younger sister. We always called her 'little Amy' when we were growing up. We still do sometimes. Anyway, we ended up moving another couple of times when I was still in school.

Lena: Really? What did your dad do?

Danny: Well, he was a kind of architect. I mean, he didn't actually design buildings. What he did was look at the plans for a new building or shopping mall or something like that. It was very technical stuff about how much concrete to use in the floors or how many fire escapes were needed and all that kind of stuff.

Ken: It all sounds very complicated. I lived in just the one place when I was a kid. We never moved. I still remember that house. You know, just for a bit of nostalgia.

Lena: Yeah, it was nice to see where he grew up.

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Ⅳ 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、
その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の
中から1つずつ選び、マークしなさい。解答番号は 32 ～ 41。

(1) 我々の基本パッケージには、24時間対応の出張サービスが追加料金なしでつ
いております。
The 24-hour call-out service is (① additional ② at ③ basic
④ in ⑤ included ⑥ no ⑦ our ⑧ package) cost.
解答番号は3番目 32、6番目 33。

(2) 佐藤さん、どうしてこの仕事が自分に適しているとお考えですか。
Ms. Sato, (① do ② for ③ right ④ think ⑤ this
⑥ why ⑦ you ⑧ you're) job?
解答番号は3番目 34、6番目 35。

(3) 我々のほとんどは、服にそんなに多額の金をかけることに慎重になるだろう。
Most (① about ② of ③ so ④ spending ⑤ think
⑥ twice ⑦ us ⑧ would) much money on clothes.
解答番号は3番目 36、6番目 37。

(4) その患者は専門家にみてもらうことが重要でした。
It (① be ② for ③ important ④ patient ⑤ seen
⑥ the ⑦ to ⑧ was) by a specialist.
解答番号は3番目 38、6番目 39。

(5) 私たちが上司について話をしていたら、突然、上司が部屋に入ってきました。
We were just talking (① a ② about ③ all ④ boss ⑤ of
⑥ our ⑦ sudden ⑧ when) she walked into the room.
解答番号は3番目 40、6番目 41。

(英語問題 おわり)

総合型選抜
公募型学校推薦選抜
英 公募型学校推薦選抜 語 語 語
数 公募型学校推薦選抜 学 学 学
生 公募型学校推薦選抜 物 物 物
化 公募型学校推薦選抜 学 学 学
国 公募型学校推薦選抜 語 語 語
一般選抜
一般選抜英語
一般選抜日本史
一般選抜世界史
一般選抜生物
一般選抜化学
一般選抜数学
一般選抜国語