

2025 年 度

問 題 冊 子

| 教 科 | 科 目 | ページ数 |
|-------|-----|------|
| 外 国 語 | 英 語 | 10 |

試験開始の合図があるまで、問題冊子を開かないこと。

解答の書き方

1. 解答は、すべて別紙解答用紙の所定欄に、はっきりと記入すること。
2. 解答を訂正する場合は、きれいに消してから記入すること。
3. 解答用紙には、解答と志望学部及び受験番号のほかは、いっさい記入しないこと。

注 意 事 項

1. 試験開始の合図の後、解答用紙に志望学部及び受験番号を必ず書くこと。
2. 試験終了時には、解答用紙の1ページ目を表にし、机上に置くこと。解答用紙は、解答の有無にかかわらず回収する。
3. 試験終了後、問題冊子は持ち帰ること。

[I] Read the following passage and answer the questions in English sentences (except question 5).

Lisa Allen, according to her file, was thirty-four years old, had started smoking and drinking when she was sixteen, and had struggled with obesity¹⁾ for most of her life. At one point, in her mid-twenties, she had \$10,000 in debts. An old résumé listed her longest job as lasting less than a year.

The woman in front of the researchers today, however, was slim and energetic, with the toned legs of a runner. She looked a decade younger than the photos in her chart and as if she could out-exercise anyone in the room. According to the most recent report in her file, Lisa had no outstanding debts, didn't drink, and was in her thirty-ninth month at a graphic design firm.

"How long since your last cigarette?" one of the doctors asked, starting down the list of questions Lisa answered every time she came to this laboratory.

"Almost four years," she said, "and I've lost thirty kilograms and run a marathon since then." She'd also started a master's degree program and bought a home. It had been an eventful stretch of time.

For the past three years, scientists had examined Lisa and more than two dozen other former smokers, chronic overeaters, problem drinkers, obsessive shoppers, and people with other destructive habits. All of the participants had one thing in common: They had remade their lives in relatively short periods of time. The researchers wanted to understand how. So they watched as blood and electrical impulses flowed through their brains while they were exposed to temptations such as cigarette smoke and delicious meals. The researchers' goal was to figure out how habits work on a neurological²⁾ level — and what it took to make them (A).

"I know you've told this story a dozen times," a doctor said to Lisa, "but would you mind describing again how you gave up cigarettes?"

"Sure," Lisa said. "It started in Cairo." A few months earlier, her husband had

come home from work and announced that he was leaving her because he was in love with another woman. It took Lisa a while to realize that she was actually getting a divorce.

“It wasn’t a great time for me,” Lisa said. “I had always wanted to see the pyramids, and my credit cards weren’t maxed out yet, so . . .”

On her first morning in Cairo, Lisa woke at dawn to the sound of the call to prayer from a nearby mosque. It was pitch black inside her hotel room. Half blind and jet-lagged, she reached for a cigarette.

She was so disoriented that she didn’t realize — until she smelled burning plastic — that she was trying to light a pen, not a cigarette. She had spent the past four months crying, overeating, unable to sleep, and feeling ashamed, helpless, depressed, and angry, all at once. Lying in bed, she broke down. “It was like this wave of sadness overwhelmed me,” she said. “I felt like everything I had ever wanted had fallen apart. I couldn’t even smoke right.

“And then I started thinking about my ex-husband, and how hard it would be to find another job when I got back, and how much I was going to hate it and how unhealthy I felt all the time. I got up and knocked over a glass of water and it shattered on the floor, and I started crying even harder. I felt desperate, like I had to (B) something, at least one thing I could control.”

She showered and left the hotel. As she rode through Cairo’s old streets in a taxi and then onto the dirt roads leading to the Sphinx, the pyramids of Giza, and the vast, endless desert around them, her self-pity, for a brief moment, went away. She needed a goal in her life, she thought. Something to work toward.

So she decided, sitting in the taxi, that she would come back to Egypt and trek through the desert.

(C) It was a crazy idea, Lisa knew. She was out of shape, overweight, with no money in the bank. She didn’t know the name of the desert she was looking at or if such a trip was possible. None of that mattered, though. She needed something to focus on. Lisa decided that she would give herself one year to prepare. And to

survive such an adventure, she was certain she would have to make sacrifices.

In particular, she would need to quit smoking.

When Lisa finally made her way across the desert eleven months later — in an air-conditioned and motorized tour with a half-dozen other people — the vans carried so much water, food, tents, maps, global positioning systems, and two-way radios that throwing in a box of cigarettes wouldn't have made much of a difference.

But in the taxi, Lisa didn't know that. And to the scientists at the laboratory, the details of her trek weren't relevant. Because for reasons they were just beginning to understand, that one small shift in Lisa's perception that day in Cairo — the belief that she had to give up smoking to accomplish her goal — had started a series of changes that would ultimately spread out to every part of her life. Over the next six months, she would replace smoking with jogging, and that, in turn, changed how she ate, worked, slept, saved money, scheduled her workdays, planned for the future, and so on. She would start running half-marathons, and then a marathon, go back to school, buy a house, and get engaged. Eventually she was recruited into the scientists' study, and when researchers began examining images of Lisa's brain, they saw something remarkable: One set of neurological patterns — her old habits — had been replaced by new patterns. They could still see the neurological activity of her old behaviors, but those urges were crowded out by new ones. As Lisa's habits changed, so had her brain.

It wasn't the trip to Cairo that had caused the shift, scientists believed, or the divorce or desert trek. It was that Lisa had focused on changing just one habit at first. Everyone in the study had gone through a similar process. By focusing on one pattern — what is known as a “keystone habit” — Lisa had taught herself how to reprogram the other routines in her life, as well.

〔出典：Duhigg, Charles. (2022). *The Power of Habit: Why We Do What We Do and How to Change*. Penguin Books. pp. xi-xiv. 一部改編〕

Notes:

- 1) **obesity**: being very overweight
- 2) **neurological**: related to the brain

Questions:

- 1) What were the three problems that Lisa Allen had in her teens?
- 2) What was significant about Lisa's job at a graphic design firm?
- 3) Give three examples to illustrate Lisa's "eventful stretch of time."
- 4) What did the researchers hope to learn from people like Lisa?
- 5) What one English word fits in both (A) and (B)?
- 6) Why did Lisa decide to take a vacation in Cairo?
- 7) What mistake did Lisa make on her first morning in Cairo?
- 8) What does (C) "It" refer to?
- 9) What surprised the scientists when they examined images of Lisa's brain?
- 10) What was Lisa's "keystone habit"?

試験問題は次に続く。

〔Ⅱ〕 次の英文を読んで、後の問いに日本語で答えなさい（問い 10 を除く）。

① Collecting must be one of the most varied of human activities, and it's one that many of us psychologists find fascinating. Many forms of collecting have been given a technical name: an archtophilist collects teddy bears, a philatelist collects postage stamps, and a deltiologist collects postcards. Amassing¹⁾ hundreds or even thousands of postcards, chocolate wrappers or whatever, takes time, energy and money that could surely be put to much more productive use. And yet there are millions of collectors around the world. Why do they do it?

There are the people who collect because they want to make money — this could be called an instrumental reason for collecting; that is, collecting as a means to an end. They'll look for, say, antiques that they can buy cheaply and expect to be able to sell at a profit. But there may well be a psychological element, too — buying cheap and selling at a higher price can give the collector a sense of triumph. And as selling online is so easy, more and more people are joining in.

Many collectors collect to develop their social life, attending meetings of a group of collectors and exchanging information on items. This is a variant on joining a bridge²⁾ club or a gym, and similarly brings them into contact with like-minded people.

Another motive for collecting is the desire to find something special, or a particular example of the collected item, such as a rare early recording by a particular singer.

Some may spend their whole lives in a hunt for this. Psychologically, this can give a purpose to a life that otherwise feels aimless. There is a danger, though, that if the individual is ever lucky enough to find what they're looking for, rather than celebrating their success, they may feel empty, now that the goal that drove them on has gone.

If you think about collecting postage stamps, another potential reason for it — or, perhaps, a result of collecting — is its educational value. Stamp collecting opens a

window to other countries, and to the plants, animals, or famous people shown on their stamps. Similarly, in the 19th century, many collectors amassed fossils, animals, and plants from around the globe, and their collections provided a vast amount of information about the natural world. Without those collections, our understanding would be greatly inferior to what it is.

In the past — and nowadays, too, though to a lesser extent — a popular form of collecting, particularly among boys and men, was trainspotting. This might involve trying to see every train of a particular type, using published data that identifies each one, and checking off each engine as it is seen. Trainspotters exchange information, these days often by mobile phone, so they can work out where to go to, to see a particular engine. As a by-product, many trainspotters become very knowledgeable about railway operations, or the technical details of different engine types.

Similarly, people who collect dolls may go beyond simply enlarging their collection, and develop an interest in the way that dolls are made, or the materials that are used. These have changed over the centuries from the wood that was standard in 16th century Europe, through the wax and porcelain³⁾ of later centuries, to the plastics of today's dolls. Or collectors might be inspired to study how dolls reflect notions of what children like, or ought to like.

Not all collectors are interested in learning from their hobby, though, so what we might call a psychological reason for collecting is the need for a sense of control, perhaps as a way of dealing with anxiety. Stamp collectors, for instance, arrange their stamps in albums, usually very neatly, organizing their collection according to certain principles — perhaps by country in alphabetical order, or grouping stamps by what they depict — people, birds, maps, and so on.

One reason, conscious or not, for *what* someone chooses to collect is to show the collector's individualism. Someone who decides to collect something as unexpected as dog collars, for instance, may be conveying their belief that they must be interesting themselves. And believe it or not, there is at least one dog

collar museum in existence, and it grew out of a personal collection.

Of course, all hobbies give pleasure, but the common factor in collecting is usually passion: (⑩). More than most other hobbies, collecting can give a strong sense of personal fulfilment. To non-collectors it may appear an unusual, if harmless, way of spending time, but potentially, collecting has a lot going for it.

〔出典：Cambridge English Language Assessment. (2017). *IELTS12 Academic with Answers*. Cambridge University Press. pp. 20-21. 一部改編〕

Notes:

- 1) **Amassing**: collecting in large quantities
- 2) **bridge**: a kind of card game
- 3) **porcelain**: a hard shiny white substance used to make plates, etc.

〔問い〕

- 1) 下線部①を日本語に直しなさい。
- 2) 下線部②とはどのようなことか説明しなさい。
- 3) 下線部③の具体的な内容を説明しなさい。
- 4) 下線部④とはどのようなことか説明しなさい。
- 5) 下線部⑤について，教育的価値の例を挙げなさい。
- 6) 下線部⑥とはどのようなことか説明しなさい。
- 7) 下線部⑦とはどのようなことか，人形収集に関する例を使って説明しなさい。
- 8) 下線部⑧の具体例を2つ挙げなさい。
- 9) 下線部⑨を日本語に直しなさい。
- 10) 次の語句を並べ替えて，（ ⑩ ）に入る英文を完成させなさい。
[mildly it pleasure is too putting far]

〔Ⅲ〕 The graph below shows the habits that most annoy people in Country A.

Look at the graph and respond to **both** of the following instructions.

- Write about similarities and differences between the three age groups.
- Choose **one** of these habits and write about how you feel about it.

Your answer should be **in English** and about 120 words in total.



