令和８年度前期日程入学試験学力検査問題

令和８年２月25日

外　国　語(英語)

志　望　学　部	試　験　科　目	試　験　時　間
経済学部，理学部，医学部保健学科，歯学部，薬学部，工学部，農学部	英語	10：00～11：40（100分）
文学部，教育学部，法学部，医学部医学科	英語，ドイツ語，フランス語のうちから１科目選択	

・ドイツ語，フランス語の問題冊子は，出願時に，それぞれの科目を希望した者に配付します。

注　意　事　項

1. **試験開始の合図があるまで，この問題冊子，解答用紙を開いてはいけない。**
2. この問題冊子は，21ページである。問題冊子の白紙のページや問題の余白は草案のために使用してよい。なお，ページの脱落，印刷不鮮明の箇所などがあった場合には申し出ること。
3. 解答は，必ず**黒鉛筆**(シャープペンシルも可)で記入し，ボールペン・万年筆などを使用してはいけない。
4. **解答用紙の受験記号番号欄(１枚につき２か所)には，忘れずに受験票と同じ受験記号番号をはっきりと判読できるように記入すること。**
5. 解答は，必ず**解答用紙の指定された箇所**に記入すること。
6. **解答用紙を持ち帰ってはいけない。**
7. 試験終了後，この問題冊子は持ち帰ること。

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I　次の英文を読み，下の問いに答えなさい。

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（Adapted from Paul Attewell and Katherine S. Newman, *Growing Gaps: Educational Inequality Around the World*）

（注）

*tertiary　高等教育の

*dwarf　妨げる

*_ceteris paribus_　他の条件が同じであれば

*exacerbate　悪化させる

*ramify　細分化される

*a cascade of　～の連鎖

*intertwine　絡み合う

*symbiotic　共生の

*legitimacy　正当性

問 1　下線部(ア)～(エ)及び(カ)～(ケ)のうち，文法的な間違いを含むものをそれぞれ1つ選び，解答欄の該当する記号を○で囲みなさい。

問 2　下線部(1)で筆者が言いたいことはどのようなことか，次の(A)～(D)の中から最も適切なものを1つ選び，記号で答えなさい。

(A) Exceeding the limit is the goal for those who want longer years of education.

(B) Many people want to eliminate the limit on desired years of education.

(C) It has become difficult to increase years in education.

(D) There is an ever-increasing need for longer education.

問 3　空欄(　Ⅰ　)に入る最も適切なものを，次の(A)～(D)の中から1つ選び，記号で答えなさい。

(A) Ultimately　　(B) Nevertheless

(C) Furthermore　　(D) Somehow

問 4　下線部(2)を日本語に訳しなさい。

問 5　下線部(3)はどのようなことを意味しているか，本文に即して日本語で説明しなさい。

問 6　空欄(　Ⅱ　)に入る最も適切なものを，次の(A)～(D)の中から1つ選び，記号で答えなさい。

(A) On the contrary　　(B) What is worse

(C) To start with　　(D) As a result

問 7　下線部(4)について，筆者は何と何がcontrastingだと考えているのか，本文に即して日本語で具体的に説明しなさい。

問 8　下線部(5)の[　]内の単語を並べ替えて，最も適切で意味の通る文を作り，並べ替えた部分の2番目，4番目，6番目に来る単語を記号で答えなさい。ただし，同じ選択肢を複数回使用することはできない。

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Ⅱ　次の英文を読み，下の問いに答えなさい。

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（Adapted from Scott Barry Kaufman, “How to Stop Being a Victim of Your Past.” *Psychology Today*, March 4, 2025）

（注）

*refrain　決まり文句，繰り返し

*numbly　無感覚な様子で

*hand　トランプの手札

*dote on　甘やかす，溺愛する

*whim　気まぐれな思いつきや欲求

*plea　請願，嘆願

問 1　下線部(1)の状態に該当する具体例として，筆者はどのようなことをあげているか，本文に即して２つ，日本語で簡潔に説明しなさい。

問 2　下線部(2)は具体的にどのようなことを意味しているのか，本文に即して日本語で説明しなさい。

問 3　下線部(3)の[　]内の語句を並べ替えて，最も適切で意味の通る文を作り，並べ替えた部分の３番目，６番目，９番目に来る語句を記号で答えなさい。ただし，同じ選択肢を複数回使用することはできない。

問 4　下線部(4)にはどのようなことが含まれるのか，本文の内容から**当てはまらない**と判断できるものを，次の(A)〜(D)の中から１つ選び，記号で答えなさい。

(A) trying to make active changes to your life

(B) acknowledging the imperfection of your brain

(C) accepting your misfortune as your own fault

(D) spending time on self-awareness and self-reflection

問 5　下線部(5)とはどのような人であるのか，本文の内容から推測できることを，次の(A)〜(E)の中から２つ選び，記号で答えなさい。

(A) They tend to feel they have a power to turn a bad situation into a good one.

(B) They tend to feel they cannot prevent bad things from happening to them.

(C) They tend to prefer not to take responsibility for outcomes.

(D) They tend to attend more to the facts than emotions.

(E) They tend to believe fate and luck have great influence on their lives.

問 6　下線部(a)〜(d)の意味と最も近い意味をもつ語を，それぞれ(A)〜(D)の中から１つ選び，記号で答えなさい。

(a)	unsettling	(A)	disturbing	(B)	entertaining
		(C)	dazzling	(D)	exhausting
(b)	implores	(A)	calls	(B)	impresses
		(C)	begs	(D)	warns
(c)	eroded	(A)	worn away	(B)	put off
		(C)	moved aside	(D)	turned in
(d)	cross to bear	(A)	crossing	(B)	burden
		(C)	virtue	(D)	scene

Ⅲ Professor Highsmith is a professor in the Department of Humanities and has just finished a lecture on the topic "What is the future of the book in the 21st century?" Read the dialogue below between the professor and students in the class and answer questions 1) and 2) at the end of the passage.

Professor Highsmith: OK, so I have presented some of the variety of opinions that scholars have about the future of the book, and I want to finish by stressing one thing: I am not suggesting that people in the future will simply stop reading altogether or become illiterate, but rather that the skills we need for reading and the sorts of things that count as texts may change. In other words, the more we depend on digital technology or artificial intelligence, the more our definition of what a "book" is will change. Does anyone have any questions?

Keisuke: Professor, in your lecture, you mentioned that the number of bookstores in Japan is decreasing. I think that this is a great shame, as I enjoy browsing through books in shops. In fact, I was disappointed to see that my favourite store in my hometown had recently closed. Isn't this evidence that people are reading less?

Professor Highsmith: I agree that it is disappointing, as I also love the ambience of a bookshop. It is true that the number of stores has sharply declined; however, one reason may be that customers prefer to buy things online instead, as with other types of shopping. The worst-case scenario (1) is that there will be less demand for publishing books to sell in stores in the future, but there may be another explanation for it: can anyone suggest what it could be?

Anita: You mentioned in your lecture the growing trend for reading online instead of using physical books. I prefer to download the textbooks for my courses on my smartphone or tablet rather than to carry a lot of heavy books with me when I ride my bike to campus, and so I buy things online.

Moreover, in my spare time, I also enjoy listening to audiobooks while I exercise. This is the same thing as reading a book, isn't it?

Professor Highsmith: Yes, I understand why listening is convenient, and this also raises a good point about the historical definition of the book. As the historian Walter Ong argued, books have been a factor in the transformation from ancient societies based on orality (2) to those using literacy, that is to say, from spoken to written knowledge. For centuries, we generally understood the book to be a physical object, held in the hands and made of some kind of paper or equivalent material, but is it really so different from reading an electronic screen or listening to a recording of the words? In each case, it is a tool or a type of technology for helping a user to receive information.

Keisuke: But I still think ordinary books are the best way to read something, especially when they are cheap and easy to carry — it is so convenient! Are you saying that these will become obsolete? I think that would be a terrible development.

Professor Highsmith: Books may not necessarily disappear. In fact, there is evidence that traditional books are enjoying a resurgence (3) in popularity in comparison with sales of electronic reading devices, which have slowed. This might suggest that many people still enjoy the familiarity of the book as we traditionally understand it. Overall, it would be better to consider the different ways that people will access reading material in the future. For example, think about your own studies at university: you can buy a book or borrow one from the library, but increasingly you will access reading material from a website or an online database, for example, JSTOR, which has become popular with humanities students. These databases are available to universities and contain thousands of publications as files that can be easily accessed online with campus Wi-Fi. They are not physical books, but instead part of what we call "the digital archive (4)."

Anita: I use those databases a lot now since I was taught how to use them.

And I sometimes use websites to help with my written assignments. So, I am happy to buy fewer books.

Professor Highsmith: I am glad you are making use of the university facilities! We are nearly out of time. In conclusion, today's topic has been about the future of the book. The problem of how readers adapt to the new electronic media is part of what is now studied as "the digital humanities," and this will be the subject of our next lecture. See you next week.

1) Choose the appropriate answer from (A) – (D) that best matches the meaning of the underlined word (1) – (4) in the passage.

(1) scenario	(A) fact	(B) picture	
	(C) trouble	(D) outcome	
(2) orality	(A) writing	(B) myth	
	(C) speech	(D) hunting	
(3) resurgence	(A) revival	(B) repetition	
	(C) increase	(D) copy	
(4) archive	(A) collection	(B) writing	
	(C) remains	(D) history	

2) Who do you agree with, Keisuke or Anita, about the future of the book? State your opinion, giving two reasons. Your response should be written in English and be 60 – 80 words long.

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Ⅳ　次の文章を読み，下の問いに答えなさい。

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（大谷信介他『新・社会調査へのアプローチ ― 論理と方法 ― 』より一部改変）

問 1　下線部(1)を英語に訳しなさい。

問 2　下線部(2)を次のように英語に訳すとき最も適切な英文となるように，その下の(A)〜(J)の中から8つを選び，並べ替えて，英文を完成させなさい。解答は空欄(　①　)(　②　)(　③　)に入るものを記号で答えなさい。同じ選択肢を複数回使用しないこと。

The development of social surveys, (　①　) (　　) (　　) (　　) (　②　) (　　) (　　) (　③　) break our customs and common sense, can be a powerful tool in deciding appropriate policies.

(A) a force　(B) and　(C) becomes　(D) broadens
(E) for　(F) it　(G) our knowledge　(H) sometimes
(I) to　(J) which

問 3　下線部(3)を次のように英語に訳すとき最も適切な英文となるように，その下の(A)〜(J)の中から8つを選び，並べ替えて，英文を完成させなさい。解答は空欄(　①　)(　②　)(　③　)に入るものを記号で答えなさい。同じ選択肢を複数回使用しないこと。なお，文頭に来るものも小文字で表記してある。

(　①　) (　②　) (　　) (　　) (　　) (　③　) (　　) (　　) society, we, first and foremost, have to consider the way in which they are used in an appropriate manner.

(A) are　(B) be　(C) how　(D) however　(E) important
(F) may　(G) modern　(H) social　(I) surveys　(J) to