

令和 7 年 度(前期日程)  
入学者選抜学力検査問題

# 英 語

(英語コミュニケーションⅠ，英語コミュニケーションⅡ，  
英語コミュニケーションⅢ，  
論理・表現Ⅰ，論理・表現Ⅱ，論理・表現Ⅲ)

試験時間 120 分

文学部，教育学部，法学部，理学部，医学部，薬学部，工学部，情報融合学環

問 題	ページ
I ~ IV .....	1 ~ 12

## 注 意 事 項

1. 試験開始の合図があるまで，この冊子を開いてはいけません。
  2. 各解答紙の 2 箇所に受験番号を必ず記入しなさい。  
なお，解答紙には，必要事項以外は記入してはいけません。
  3. 試験開始後，この冊子又は解答紙に落丁・乱丁及び印刷の不鮮明な箇所などがあれば，手を挙げて監督者に知らせなさい。
  4. この冊子の白紙と余白部分は，適宜下書きに使用してもかまいません。
  5. 解答は，必ず解答紙の指定された場所に記入しなさい。
  6. 試験終了後，解答紙は持ち帰ってはいけません。
  7. 試験終了後，この冊子は持ち帰りなさい。
- ※この冊子の中に解答紙が挟み込んであります。

**I** 次の英文を読んで問 1 ～問 6 に答えなさい。

著作権保護の観点から、  
問題文は掲載していません。

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問題文は掲載していません。

(問 1)  に入る適切な一語を答えなさい。

(問 2) 下線部(1)の本文中の意味として適切なものを以下の選択肢から選び，記号で答えなさい。

- (A) high-intensity
- (B) high-traffic
- (C) low-activity
- (D) low-cost

(問 3) 下線部(2)の特徴を 45 字以内の日本語でまとめなさい。(ただし，句読点も字数に含む。)

(問 4) 下線部(3)の状況が生じた要因について，“they”が指す内容を明らかにして 45 字以内の日本語で説明しなさい。(ただし，句読点も字数に含む。)

(問 5) 下線部(4)が意味する内容を，その要因も含めて，消費者，賃金労働者の立場からそれぞれ 40 字以内の日本語で説明しなさい。(ただし，句読点も字数に含む。)

(問 6) 下線部(5)が指す内容を 45 字以内の日本語で説明しなさい。(ただし，句読点も字数に含む。)

Ⅱ

Read the following passage and answer Questions 1-8.

著作権保護の観点から、  
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著作権保護の観点から、  
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1. Choose the best word for 

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- (A) cold
  - (B) confused
  - (C) feeding
  - (D) threatened
2. According to Paragraph 3 of the passage, which of the following is true about imported predatory mammals?
- (A) They are a significant threat to 300 native species.
  - (B) They have made 300 native species extinct.
  - (C) They only threatened flightless species.
  - (D) They were brought by Europeans but not Maoris.
3. Choose the best word for 

2
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- (A) conservation
  - (B) dying
  - (C) medical
  - (D) nutrition
4. Put the following words in the right order to fit in 

3
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 . You must use all the words.
- [ by   enclosed   fences   longest   of   one   safe   space   the   world's ]
5. Which of the following is best suited to 

4
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 ?
- (A) And for sure, male parrots are so cute.
  - (B) And then they can be sent back to where they were.
  - (C) And then we might start looking at bringing females in.
  - (D) And we can then end the relocation once and for all.

6. Which of the following is true about the research findings in Paragraphs 9, 10 and 11?
- (A) They enable scientists to modify the genes of kākāpō to prevent their extinction.
  - (B) They help animal doctors find ways to cure kākāpō suffering from respiratory diseases.
  - (C) They help professionals in taking measures to help weak kākāpō to survive.
  - (D) They show that not much can really be done to help genetically vulnerable parrots.
7. According to the passage, what is the aim of Predator Free 2050?
- (A) Detect and eliminate possums through gene editing
  - (B) Introduce parasites to native mammal populations
  - (C) Isolate kākāpō from the human population
  - (D) Remove imported predators from New Zealand
8. Select TWO statements that are true about kākāpō.
- (A) Their fertility is significantly lower compared to that of other parrots.
  - (B) Their traditional guardian is New Zealand's Department of Conservation.
  - (C) They almost died out in the mid-1900s due to disease outbreak.
  - (D) They are closely related to the extinct moa.
  - (E) They are comparatively small parrots.
  - (F) They have been recently moved in small numbers to the mainland.
  - (G) They have grown in number to 8,400 today.
  - (H) They prefer walking to climbing.



**III** Respond to the topic below in 80-100 English words. Count the number of words and put the number in the box provided. Do not count punctuation such as periods and commas as words.

**Package tour or independent travel?**

Travel overseas can be done through a package tour or by independent travel. On a package tour, the plan is already arranged. When you travel independently, you plan everything yourself.

Both ways of traveling have advantages and disadvantages. Explain which type of travel you would prefer for an overseas trip giving reasons for your preference.

**IV** 次の英文は、外国語学習における ICT (情報通信技術) の役割についての教師と生徒のディスカッションである。文中の( 1 )～( 20 )に入る最も適切な語を<語群>から選んで記入しなさい。また、動詞は必要に応じて適切な形に変えなさい。

<語群>

adapt	all	among	artificial	can
cheat	complex	convince	figure	happen
how	if	impact	interaction	number
of	other	out	so	subject
through	way	whereby	while	with

Mrs. Williams: Alright class, today's topic for discussion is the use of ICT, or Information and Communications Technology, in foreign language learning. Who would like to get things going?

Taylor: I'll start. One kind of ICT that I use a lot when I do my Spanish homework is translation apps. I've got a few on my smartphone that I like a lot. I think they can be incredibly useful. Translation apps give immediate answers, so I get ( 1 ) my homework much more easily. Looking up words in a dictionary really slows me down.

Jake: You have a good point Taylor, but what ( 2 ) if the app makes a mistake, and gives you an incorrect translation? I've tried translation apps too. They've come a long ( 3 ) since they were first introduced, and they seem to be getting better all the time. And to be honest, I find they're pretty good at translating most kinds of text. But when it comes to slang or idioms, the quality of the translation ( 4 ) really drop and mislead you. I also worry that if I rely too much on translation tools, I'll never really learn the language. After ( 5 ), knowing a language is not just about translation. You have to practice listening, speaking, reading and writing. If we depend on translation tools for the answers, we may miss ( 6 ) on opportunities to practice these skills.

- Debbie: I agree with Jake. Translation tools could easily become a ( 7 ) that would lead to you getting lazy, and not fully engaging with the language. Instead of turning to an app every time we don't know a word or phrase, we need to think for ourselves, and try to use context clues to ( 8 ) out the meaning.
- Tommy: What about the idea of instructing students on the effective use of translation tools? There may be times when the best choice is to get a quick answer from a translation app. But there are also times when it's better to rely on our own language skills. Maybe teachers could incorporate classroom activities that teach us all ( 9 ) to use translation tools appropriately.
- Mrs. Williams: That's an excellent point Tommy. Translation apps can be valuable resources in helping students become proficient, confident language learners, but they should be used thoughtfully and in conjunction ( 10 ) other learning strategies. Besides translation apps, what kinds of ICT do you know about?
- Chris: Well, I've used a few online language learning programs. They can be great for ( 11 ) lessons to individual strengths and weaknesses because they can regulate the content based on your answers. Most programs give you some kind of score at the end of each unit, so you can see how you are progressing. It's a fun way to learn, and you can do it anywhere.
- Debbie: Online programs seem to be becoming more and more popular, but I'm not ( 12 ) they're the most effective way to learn a language. Sure, they can help with vocabulary and basic grammar, but they're more like games, not real-world experience. I think ( 13 ) with others in the language is essential if you really want to get fluent in a foreign language.
- Tommy: I agree with Debbie. Online learning can only take you ( 14 ) far. To become really good at speaking another language, you need to practice speaking and listening with others. Personally, I think it would be hard to become fluent using only an online program.

- Chris: Changing the subject a little bit, I've heard there are language learning chatbots that can give you speaking practice online. And ( 15 ) I haven't tried them, they apparently converse with you, and I think some can even correct your mistakes or give you other kinds of feedback.
- Jake: I don't know Chris . . . I don't think I'd enjoy chatting online in a foreign language with a bot. I'm also worried about the ( 16 ) of these kinds of programs on teachers' roles. If people think they can learn a new language online from a bot, then they might think they don't need a teacher. Personally, I didn't much like taking classes online during the COVID pandemic, and I wouldn't like learning a foreign language, or any ( 17 ), without a real teacher.
- Taylor: I don't think you need to worry about that Jake. I don't see how online learning will ever fully replace teachers. Of course, it can complement their efforts and make it easier for us to learn. But teachers will always play a vital role in guiding us, motivating us, and explaining things we don't understand.
- Mrs. Williams: Those are all valid points. And ( 18 ) teachers use ICT tools for part of the learning process, it can free up time to provide more personalized support to students when necessary.
- Chris: Oh, I never considered it from the teacher's perspective. You mean, it can make your job a lot less difficult as long as it's used right. And it's not a question of one or the ( 19 ). It sounds like the key is finding the right role for ICT in the classroom.
- Mrs. Williams: Well said, everyone. It seems we've touched on a ( 20 ) of the complexities and nuances of integrating ICT in foreign language learning. As technology continues to evolve, I'm sure new issues will arise. We'll have to continue to think about the role of ICT carefully. Thanks to everyone for your insightful contributions to today's discussion.

## SOURCES

- I

 Marc Levinson. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger - Second Edition*. 2016. Princeton University Press. （一部変更）
  
- II

 Rina Diane Caballar. “New Zealand’s Quest to Save Its Rotund, Flightless Parrots.” January 2, 2024.  
<https://daily.jstor.org/new-zealands-quest-to-save-its-rotund-flightless-parrots/> （一部変更）
  
- III

 Original text.
  
- IV

 Original text.