

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，共創学環

問 題	ページ
I ~ IV	1 ~ 15

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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注 neuron ニューロン(神経細胞) hippocampus 海馬

(問 1) 下線部(1)の内容を, “this” が指すものを明らかにしながら 50 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 2) (ア)(イ)(ウ)に入る最も適切なものをそれぞれ以下の(A)~(D)から選び, 記号で答えなさい。

(ア) (A) identical (B) meaningful (C) sensitive (D) trivial

(イ) (A) associated (B) collapsed (C) improbable (D) irrelevant

(ウ) (A) corresponds (B) disagrees (C) engages (D) interferes

(問 3) 下に与えられた語を並べ替えて, 下線部(2)を埋める適切な表現を完成させなさい。

[a alteration brain in in lasting physical response to your]

(問 4) に入る最も適切なものを以下の(A)~(F)から選び、記号で答えなさい。

- (A) combine emotions with woven memories
- (B) fetch the woven information when you want to access it
- (C) put the information into your brain
- (D) store that woven information via stable changes in your brain
- (E) strengthen the connections through repetition
- (F) weave the information together

(問 5) 下線部(3)が指す内容を 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) 最後の段落の内容を 50 ~ 60 字の日本語で要約しなさい。(ただし、句読点も字数に含む。)

II Read the following passage and answer Questions 1-9.

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1. What do Paragraphs 1 and 2 illustrate about children's fashion?
 - (A) Children's fashion was mainly based on personal preference.
 - (B) A shift occurred towards distinct styles for boys and girls in their clothing.
 - (C) There were cultural differences in gender-specific clothing between the U.K. and the U.S.
 - (D) All children dressed the same during the Victorian era.

2. Choose the best word for .
 - (A) morality
 - (B) equality
 - (C) popularity
 - (D) practicality

3. Which of the following is true about the research findings in Paragraphs 6 and 7?
- (A) Ideas about matching color with babies' characteristics were varied.
 - (B) Gender-neutral clothing remained common in the early 20th century.
 - (C) The nationwide standard for gender-specific clothing was set by a magazine.
 - (D) Parental choice was a key factor in determining color preferences.
4. Which of the following is the closest in meaning to "solidified"?
- (A) abandoned
 - (B) established
 - (C) investigated
 - (D) modified
5. What was Marco Del Giudice's final position on gender and color association?
- (A) He disputed Jo B. Paoletti's findings after further investigation into gender and color association.
 - (B) He changed his view toward Jo B. Paoletti's findings after receiving criticism.
 - (C) He concluded that evidence for patterns of gender and color coding is mixed.
 - (D) He proved that the link between gender and color was formed earlier than Jo B. Paoletti believed.
6. According to the passage, which of the following is true about the unisex look?
- (A) Some feminists thought it helped women escape social limitations.
 - (B) Mothers who opposed traditional femininity rejected it.
 - (C) It was rooted in the social conventions of the Victorian era.
 - (D) It was met with nationwide controversy because of its newness.

7. Which of the following is suggested to be a consequence of prenatal testing?
- (A) Popular characters no longer took on the role of distinguishing gender.
 - (B) Colors other than the traditional two began to be used for baby clothing.
 - (C) Opportunities for reusing children's clothing increased for both genders.
 - (D) Parents were directed towards targeted shopping for gender-specific items.
8. According to the passage, how does the rise of consumerism affect children's understanding of gender?
- (A) It makes children recognize their gender identity earlier than in the past.
 - (B) It encourages children to think beyond binary genders.
 - (C) It strengthens gender norms and roles in children's minds.
 - (D) It creates little impact on children's gender identity.
9. Which of the following is NOT true about the passage?
- (A) The fashion industry is expected to lead the way to achieving gender equality.
 - (B) Some people think that gender equality and feminine clothing can coexist.
 - (C) Gender-neutral and gender-specific clothing have both gained popularity in postwar America.
 - (D) Moral values and marketing have influenced the color coding of infant clothing.

III Explain your view on the following question in 80-100 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.

Should parents monitor their children's online activity?

IV 次の英文は、日本の季節についての学生同士の会話である。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>

across	all	although	at	aware
can	catch	doubt	follow	force
forget	give	habit	hear	imagine
into	keep	may	menu	next
primary	since	slow	time	with

Hana: Until recently I thought Japan had four seasons, but I found out it traditionally has seventy-two! I was really surprised when I (1) about them. Each one lasts about five days and is named after small seasonal changes, like “First Rainbows” or “Leaves Turn Yellow.”

Sho: Yeah, I think the seasons are based on an old Chinese calendar, right? Japanese culture later adapted it and made its own version. My grandmother sometimes mentions them. She says they helped farmers predict the timing of planting and harvesting. Historically, nature was the (2) guide for daily life.

Leo: That’s so interesting. I’m from the United States, and we usually just think about four seasons. Even then, people don’t really pay much attention to very small changes in nature. Seventy-two seasons sounds hard to keep up with, but also kind of refreshing. I think it (3) us to be more mindful of nature.

Hana: Totally! It makes you focus on nature’s details. Like right now, I think it’s something like “Cherry Blossoms Come Out.” If you really look, you can (4) a glimpse of changes in nature that match it. It’s kind of like a calendar you can read with your eyes and ears. I noticed cherry flowers forming on the trees just yesterday.

- Sho: I once saw a list of all the names. Some sound quite scientific, but others are more poetic — like “Frogs Start Singing” or “Warm Winds Blow.” They make me feel calm, almost like reading a haiku. When I hear the names, I feel a kind of excited anticipation for what’s coming (5).
- Leo: Do people still use these small seasons in daily life? Or is it something that only shows up in cultural classes or old textbooks? I’m afraid that it seems like something that could easily be (6) by new generations.
- Hana: Some people still (7) along with them. There are even apps that update you on the current season. I saw one that also shows local seasonal food and flowers. It helps to remind you what kinds of foods are naturally available at different times throughout the year. Some people make it a (8) to buy only seasonal foods for their cooking.
- Sho: Yeah, and some modern businesses have started using them too. I saw a shop that updates its desserts depending on the season — like plum jelly in early spring or chestnut cake in autumn. I think it’s a way to get in touch with nature, even in the city. It also gives people a reason to come back regularly. They make you feel like the (9) is part of the landscape.
- Leo: That sounds so creative! In a way, it’s also good for mental health. It reminds people to (10) down and appreciate what’s happening right now. We tend to be distracted by smartphones and other technology. Having something that reminds you to notice when specific flowers bloom, or when some birds start singing, feels healthy.
- Hana: Exactly. These days, people are always rushing, always online. But with (11) these small seasons, you can feel a kind of peaceful rhythm. It’s like saying, “This moment is special — notice it before it’s gone.”

Sho: It's also a more emotional way of thinking about time. Instead of boring dates and numbers, you get things like "East Wind Melts the Ice." You can almost (12) it just by reading the name. That's the kind of storytelling we don't have in most calendars.

Leo: It's so different from how I grew up. But, no (13), it's something we all need. We've become too disconnected from the natural world. Usually when I think about the seasons, I just complain that it's too hot or too cold. Maybe this kind of calendar helps restore that connection.

Hana: And the fact that it changes every five days keeps it fresh. You're always looking for the next small sign — a flower blooming, a bird singing. It's a simple way to feel more present and (14).

Sho: I sometimes (15) a record of them in a journal. Just one or two lines about what I came (16) that day. It helps me remember the season more deeply. Even if I forget the names, I remember the feeling, and I think that's more important.

Leo: Interesting! I (17) have to try that, too. Even just writing "Rice is being planted" or "The first snow came today" could feel like a little meditation. It's like collecting memories through the year. And it doesn't cost anything — just attention.

Hana: And (18) there are so many small seasons, there would always be something to write about. Why don't we each of us try it and share our ideas with each other?

Sho: Good idea. These small seasons remind us that (19) is more than hours and minutes. But after all, it's about noticing the natural rhythm of the world around us. And maybe, by noticing it, we become part of it too. That's the kind of knowledge that sticks (20) you.

SOURCES

- I** Lisa Genova. *Remember: The Science of Memory and the Art of Forgetting*. 2021. Harmony Books. (一部変更)
- II** Jeanne Maglaty. “Unraveling the Colorful History of Why Girls Wear Pink and Boys Wear Blue.” April 7, 2011. Updated by Meilan Solly, April 23, 2025. <https://www.smithsonianmag.com/history/unraveling-the-colorful-history-of-why-girls-wear-pink-and-boys-wear-blue-1370097/> (一部変更)
- III** Original text.
- IV** Original text.