

令和 7 年度 入学試験問題

外国語

(英語コミュニケーションⅠ・Ⅱ・Ⅲ 論理・表現Ⅰ・Ⅱ・Ⅲ)

注意事項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 解答はすべて別紙解答用紙に記入しなさい。
3. 解答用紙は5枚です。
4. 各解答用紙には受験番号を記入する欄がそれぞれ2箇所あります。  
すべて記入しなさい。
5. 試験終了後、問題冊子は持ち帰りなさい。

**I** 次の英文を読み，以下の問に特に指示のない限り日本語で答えよ。

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出典：Greenwood, V. (2023, December 16). *How Britain's taste for tea may have been a life saver*. BBC. (一部改変)

\*注 antioxidant 酸化防止剤      demographics 人口統計  
sanitation 公衆衛生      diarrheal 下痢の      dysentery 赤痢  
parish 教(会)区      elevation 標高      malt 麦芽  
Tea Act 茶条例      tuberculosis 結核      plumbing 配管  
sewage 下水

問 1 下線部(i)~(v)の英単語の意味を、次の定義の中からそれぞれ一つ選び、(a)~(g)のアルファベットで答えよ。ただし、どこにも当てはまらない選択肢が二つある。

- (a) behaving in a kind and pleasant way because you like somebody or want to help them
- (b) confused and not expressed clearly
- (c) that is a basic or permanent part of somebody/something and that cannot be removed
- (d) to cause somebody/something to be in a particular state or condition
- (e) to make a substance or place dirty or no longer pure by adding a substance that is dangerous or carries disease
- (f) to make something pure by removing substances that are dirty, harmful or not wanted
- (g) treating people in a cruel and unfair way and not giving them the same freedom, rights, etc. as other people

問 2 下線部(1)はどういう意味か、本文に即して簡潔に説明せよ。

問 3 下線部(2)の the missing link とは何と何をつなぐものか、本文に即して簡潔に説明せよ。

問 4 下線部(3)の the turning-point moment に何が起こったのか、本文に即して簡潔に説明せよ。

問 5 空欄(A)と(B)に当てはまる語句について、本文中で使われている英単語をそれぞれ 2 語 ずつ用いて答えよ。

問 6 下線部(4)はどういうことか、本文に即して具体例も挙げつつ説明せよ。

## Ⅱ 次の英文を読み、以下の間に特に指示のない限り日本語で答えよ。

For millennia people with hearing impairments encountered marginalization because it was believed that language could only be learned by hearing the spoken word. Ancient Greek philosopher Aristotle, for example, asserted that “Men that are deaf are in all cases also dumb.” Under Roman law people who were born deaf were denied the right to sign a will as they were “assumed to understand nothing; because it is not possible that they have been able to learn to read or write.”

Pushback against this prejudice began in the Renaissance. The first person credited with the creation of a formal sign language for the hearing impaired was <sup>(1)</sup>Pedro Ponce de León, a 16th-century Spanish \*Benedictine monk. His idea to use <sup>(2)</sup>sign language was not a completely new idea. Native Americans used hand gestures to communicate with other tribes and to facilitate trade with Europeans. Benedictine monks had used them to convey messages during their daily periods of silence. Inspired by the latter practice, Ponce de León adapted the gestures used in his \*monastery to create a method for teaching the deaf to communicate, laying the foundation for the way systems are now used all over the world.

Building on Ponce de León’s work, another Spanish priest and linguist, <sup>(3)</sup>Juan Pablo Bonet, continued exploring new communication methods. Bonet criticized some of the brutal methods that had been used to get deaf people to speak: “Sometimes they are put into barrels in which the voice booms and echoes. <sup>(4)</sup>These measures are by no means effective.” In 1620 he published the first surviving work on the education of people with a hearing disability. Bonet proposed that deaf people learn to pronounce words and progressively construct meaningful phrases. The first step in this process was what he called the \*demonstrative alphabet, a manual system in which the right hand made shapes to represent each letter. This alphabet, very similar to the modern sign language alphabet, was based on the Aretina \*score, a system of musical symbols created

by Guido Areteinus, an Italian monk in the Middle Ages, to help singers sight-read music. The deaf person would learn to associate each letter of the alphabet with a spoken sound. Bonet's approach combined oralism — using sounds to communicate — with sign language. The system had its challenges, especially when learning the words for abstract terms, or untouchable forms such as \*conjunctions like “for,” “nor,” or “yet.”

In 1755 the French Catholic priest Charles-Michel de l'Épée established a more comprehensive method for educating the deaf, which ended in the founding of the first public school for deaf children, the National Institute for Deaf-Mutes in Paris. Students came to the institute from all over France, bringing signs they had used to communicate with at home. Épée adapted these signs and added his own manual alphabet, creating a signing dictionary. Insistent that sign language needed to be a complete language, his system was complex enough to express prepositions, conjunctions, and other grammatical elements. Épée is known as the father of the deaf for his work and his establishment of 21 schools.

Épée's \*standardized sign language quickly spread across Europe and to the United States. In 1814 Thomas Hopkins Gallaudet, a minister from Connecticut who wanted to teach his nine-year-old, hearing-impaired neighbor to communicate, went to France to train under Épée's \*successor, Abbé Sicard. Three years later, Gallaudet established the American School for the Deaf in his hometown of Hartford, Connecticut. Students from across the United States attended, and just as at Épée's school, they brought signs they used to communicate with at home. American Sign Language became a combination of these signs and those from French Sign Language.

Thanks to the development of formal sign languages, people with hearing impairment can access spoken language in all its variety. The world's many modern signing systems have different rules for pronunciation, word order, and grammar. New visual languages can even express regional accents to reflect the complexity and richness of local speech.

出典：Dayas, I. A. (2019, May 29). *How monks helped invent sign language*.  
National Geographic. (一部改変)

\*注 Benedictine (キリスト教)ベネディクト会派の monastery 修道院  
demonstrative 指示的な score 楽譜 conjunction 接続詞  
standardized 標準化された successor 後継者

問 1 下線部(1)の this prejudice とは何か，本文に即して説明せよ。

問 2 下線部(2)の Pedro Ponce de León は何を参考にして正式な手話を作ったのか，本文に即して説明せよ。

問 3 下線部(3)の Juan Pablo Bonet による new communication methods とはどのような方法か，またその問題点は何か，本文に即して説明せよ。

問 4 下線部(4)はどういうことか，these measures が示している内容を明確にして説明せよ。

問 5 フランスとアメリカで手話が確立された過程で，両国に共通して見られたことは何か説明せよ。



Ⅲ Read the following article and answer each question.

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*Source.* Cameron, C. (2023, September 15). We thought we were saving the planet, but we were planting a time bomb. *The New York Times*.  
(with some modifications)

\*Notes :

*sapling* : a young tree not over 10 centimeters tall at breast height

*black spruce* : a small Canadian pine-family tree that never loses its needle-like leaves

*puddle* : a small pool of water, especially rain, that has collected in one place on the ground

*blister* : a liquid-filled, elevated part of your skin caused by, for instance, a burn or continuous rubbing

*mosquito* : a flying insect that bites humans and animals and drinks their blood

Question 1. For each of the underlined words (i) to (v), choose the closest in meaning among the options (a) to (d).

- |                   |                  |              |
|-------------------|------------------|--------------|
| (i) transfer      | (a) change       | (b) pass     |
|                   | (c) retain       | (d) stop     |
| (ii) compensation | (a) appreciation | (b) pay      |
|                   | (c) penalty      | (d) right    |
| (iii) shallow     | (a) clean        | (b) deep     |
|                   | (c) dirty        | (d) surface  |
| (iv) exhausting   | (a) fruitful     | (b) humid    |
|                   | (c) refreshing   | (d) tiring   |
| (v) hazard        | (a) danger       | (b) energy   |
|                   | (c) protection   | (d) supplier |

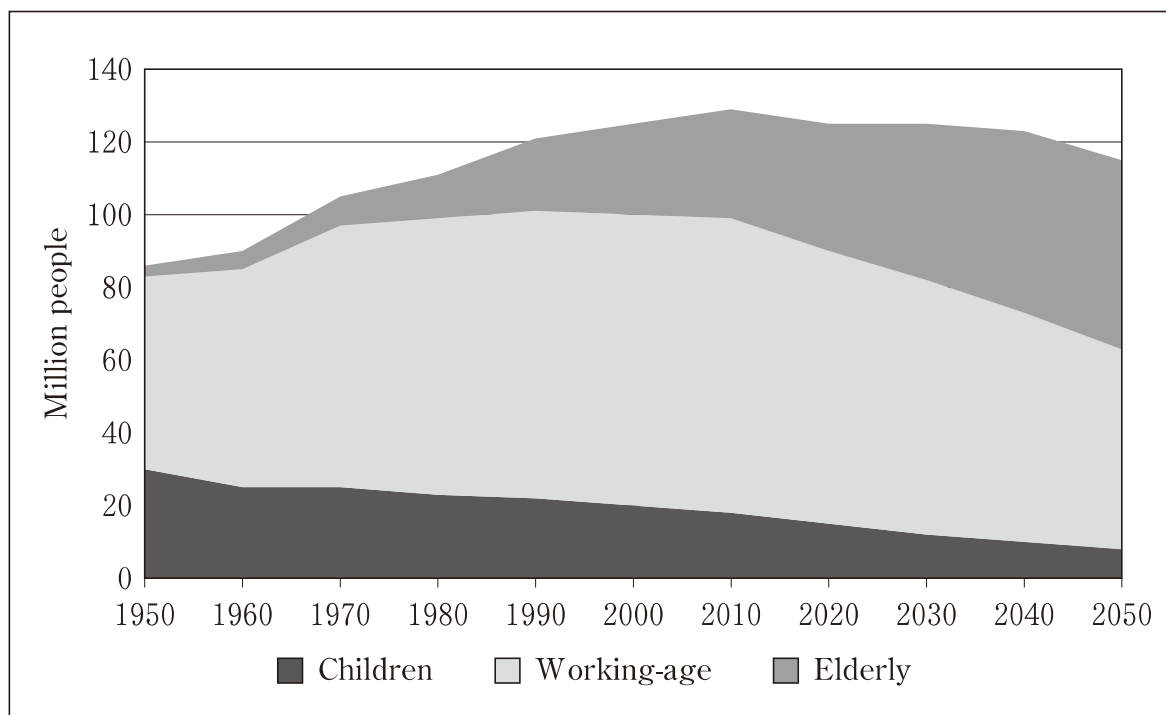
Question 2. Choose the most appropriate verb to fill in the blanks ( A ) through ( E ) from the options in the box below and change it to the appropriate form if necessary.

come    dig    end    go    keep    make    take
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Question 3. Summarize in your own words the main points of the article in 50 — 70 English words. When you do so, pay attention to (1) why the writer was originally positive about his work, and (2) what the final result was and why?

**IV** Take a look at Figure 1 below. First, identify possible problems caused by the changes, then discuss potential solutions to these problems. The total number of English words should be approximately 200.

*Figure 1. Japanese population and age structure, 1950-2050*



Source. OECD (2016). *OECD Territorial reviews: Japan*. OECD Publishing. (p. 31)