前期日程

令和8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：Salleh, A.（2025, March 30）. Ditching your smartphone won't stop you being distracted, study finds. *ABC News*.（一部改変））

*注　distract：～をそらす
social media：ソーシャルメディア（SNS など，情報を共有し交流するためのオンラインサービスのこと）
app：アプリ（スマートフォン等で使うプログラム）
neuroscientist：神経科学者
cognitive function：認知機能（物事を正しく理解・判断し，適切に実行するための脳の働き）
working memory：（一時的に記憶を保持し物事を処理する）作動記憶
luddite：テクノロジーに反対する人

問 1　下線部⑴について，“it”が示す内容を明確にして訳せ。

問 2　下線部⑵を訳せ。

問 3　下線部⑶の the limited capacity of a memory system とはどういうことか，本文に即して具体的に説明せよ。

問 4　下線部⑷と同じ意味となる連続する単語 2 語を本文から探し，必要があれば適当な形に変えて答えよ。

問 5　下線部⑸の this knowledge とは何か，本文に即して具体的に説明せよ。

問 6　下線部(6)の those little habits が形成された理由は何か，本文に即して簡潔に説明せよ。

Ⅱ　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。

French chemist and microbiologist Louis Pasteur once said, “In the fields of observation, chance favors only the mind which is prepared.” Although most scientific (　i　)s happen through hypothesis-driven experimental approaches, some discoveries are more *happenstance. This article describes scientific discoveries or inventions that were not the original goal or expected outcome of the scientific effort at the time. As students learn about how science works, they can be engaged by examples of how science can take researchers down a completely different path than originally intended.

Sometimes, scientific experiments produce unexpected, maybe even unrelated, results. Because of this, scientists should stay curious and be prepared to investigate wherever the science leads. Historically, scientists have shown that this(1) can result in new areas of research for themselves and life-changing products for society. For example, you may have the product of one of these situations in your own home — the microwave oven. Engineer Percy Spencer was testing a magnetron, a technological (　ii　) that uses a vacuum tube, electrons and magnetic fields to convert electric currents to microwave signals. When Spencer did his work, the magnetron was used for radar systems, and Spencer’s experience and (　iii　) led to a role improving combat radar systems during World War II. He was later awarded the Distinguished Public Service award for these efforts. However, it was while doing this work that Spencer followed his curiosity, leading to his invention of the microwave oven. Specifically, Spencer noticed that a candy bar in his pocket had melted. While others had also noticed this phenomenon, it was Spencer who sought to understand why the candy bar melted. He started experimenting with other items, including eggs and popcorn. Through this process, Spencer realized that what he was seeing was a new way to cook foods using microwave energy. The first microwave ovens were developed soon thereafter.

Accidents happen, but mistakes can also lead to new discoveries. Sir Alexander Fleming, a professor of bacteriology, offers us a good example. Fleming was studying the growth patterns of a bacteria known as *Staphylococcus. At one point, he took a vacation but forgot to properly store the *petri dishes, leaving them out on the table while he was away. When Fleming returned, he found that a *mold had invaded his *cultures and, to his (iv), the mold was preventing his samples from growing. While trying to make the most of his work, Fleming realized that there may be medicinal potential for the liquid produced by this mold since it stopped the growth of bacteria. Although it would take more than 10 years to develop penicillin for clinical use, this effective *antibiotic has been in use ever since (2) Fleming's happy accident.

A shift in perspective can also uncover solutions; some of which may have been hiding in plain sight. For example, when engineer George de Mestral returned from a hike, he noticed that both he and his dog were covered in burrs, a type of seed covered with tiny hooks on its surface. Because of these small hooks, the little seeds could easily stick to fur and clothes, and much to de Mestral's surprise, when they stuck, they provided a firm grip. Although initially a source of annoyance, the experience inspired de Mestral to try to imitate how the burr worked to develop a new type of fastener, one that could connect two pieces of material using a "hook-and-loop" mechanism. His efforts resulted in the product we know today as (3) VELCRO.

Collaboration is central to science. Indeed, scientists often describe "standing on the shoulders of giants." Most often these "giants" are colleagues studying in the same field of science. However, discoveries in other areas can also stimulate progress. For example, Maurice Hilleman benefited from the new field of genetic engineering to create a second *hepatitis B vaccine when his first one was not widely accepted due to the starting material used (human blood). Another example began in 1889 when two doctors, Oscar Minkowski and Josef

von Mering, were studying how the *pancreas affected *digestion. As part of their work, they removed the pancreas from a healthy dog. Soon after, they realized the animal had developed *diabetes. While these researchers never pinpointed how the pancreas regulates blood sugar, their findings (4) laid the (　v　) for researchers at the University of Toronto to separate and process insulin 30 years later.

In these examples, the discovery or innovation resulted from some critical characteristics of scientists, including being observant, staying curious, keeping an open mind, persevering, and collaborating with others. By sharing the history of discoveries with students, they can not only learn more about how science works, but they can also consider how unplanned paths may (　5　) success in unexpected ways.

(出典：Vaccine Makers Project Team. (2024, December 10). *Spotlight on: Serendipity in science*. https://vaccinemakers.org/news-events/spotlight-serendipity-science (一部改変))

*注　happenstance：偶然の出来事　　Staphylococcus：ブドウ球菌
petri dish：細菌培養用の蓋つきの浅いガラス皿　　mold：かび
culture：培養菌　　antibiotic：抗生物質　　hepatitis：肝炎
pancreas：膵(すい)臓　　digestion：消化　　diabetes：糖尿病

問 1　空欄(　i　)～(　v　)に当てはまる最も適切な語を，次の語の定義の中から一つ選び，⒜～⒢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。

⒜ apparatus: *the equipment needed for a particular activity or purpose*

⒝ breakthrough: *an important development that may lead to an agreement or achievement*

⒞ chagrin: *deep embarrassment or disappointment from personal failure*

⒟ deterioration: *the action or process of becoming inferior in quality, functioning, or condition*

⒠ euphoria: *an extremely strong feeling of happiness and excitement that usually lasts only a short time*

⒡ expertise: *expert knowledge or skill in a particular subject, activity or job*

⒢ groundwork: *work that is done as preparation for other work that will be done later*

問 2　下線部⑴が示している内容を，簡潔に説明せよ。

問 3　下線部⑵はどういう出来事か，本文に即して具体的に説明せよ。

問 4　下線部⑶が発明されるきっかけについて，本文に即して簡潔に説明せよ。

問 5　下線部⑷が示している their findings とは具体的にどのようなことか，本文に即して説明せよ。

問 6　空欄(　5　)に当てはまる最も適切な連続する単語 2 語を，本文中から抜き出せ。

Ⅲ Read the following article and answer each question.

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(*Source*. Cushing, E. (2025, March 8). The great salt shake-up. *The Atlantic*. (with some modifications))

*Notes：

kosher salt：a type of cooking salt with large crystals that are easy to grab and spread

iodized table salt：regular table salt that has a mineral added to help prevent sickness

NaCl：the chemical name for salt

hyperthyroidism：a sickness where a small part of your neck (called the thyroid) makes too much energy for your body

iodine：something your body needs to help you grow and stay healthy

Question 1. Write the numbers of the five underlined words or phrases from (1) to (10) that need to be corrected.

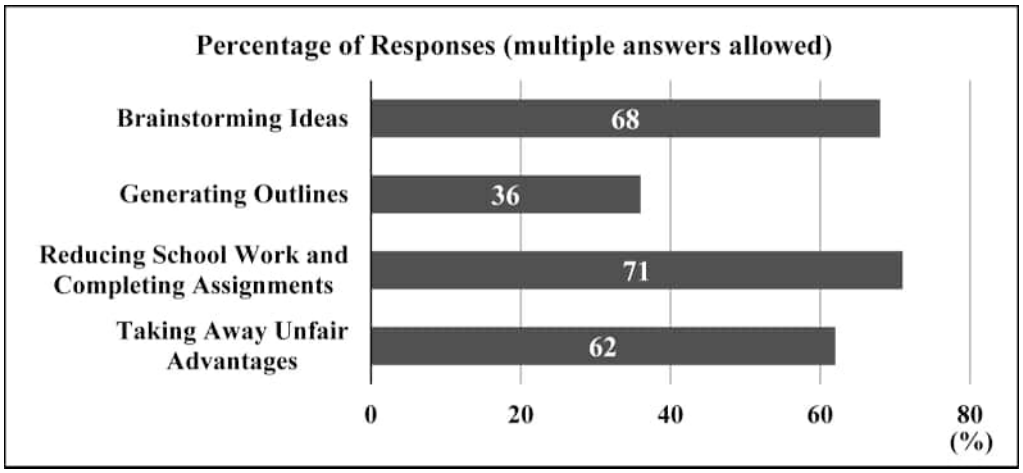
Question 2. Choose the most appropriate word to fill in the blanks (i) through (v) from the options in the box below. Write the number of those words in each blank.

(1) celebrities	(2) cooks	(3) fingers	(4) motives
(5) movements	(6) recipes	(7) rules	

Question 3. Summarize in your own words of the article in 50-70 English words. When you do so, pay attention to (1) why people started using kosher salt, (2) how it became popular, and (3) why it is recommended to use different types of salt.

Ⅳ Take a look at Figure 1 and the descriptions accompanying it below. First, briefly summarize the information in your own words. Then, discuss your opinions about AI use for assignments. Your summary and opinions together should be at least 200 words in English.

Figure 1. *Why students use AI for assignments*



(*Source*. Robert,J.,& McCormack,M.(2025). *2025 EDUCAUSE AI landscape study: Into the digital AI divide*. EDUCAUSE. (with some modifications))

A 2025 study by Robert and McCormack revealed that students are increasingly using AI tools — like ChatGPT, Grammarly, and QuillBot — in their studies. The motivations are varied and reflect both practical and educational needs.

1. Brainstorming Ideas: Students use AI to generate topic ideas or examples. For instance, a student might ask, "What are five current challenges in global climate policy?" to help them come up with a theme.
2. Generating Outlines: AI helps students organize thoughts into structured outlines. An example question students might use is, "Can you give me a five-paragraph outline for an essay on social media and teens?"

3. Reducing School Work and Completing Assignments: Students balancing work or other responsibilities use AI to save time on the editing process. Some students may even use AI to write entire essays or complete full assignments.
4. Taking Away Unfair Advantages: AI helps students with fewer academic or financial resources, offering grammar support or feedback similar to that of a private tutor that they do not have access to.