英　語

（問　題）

2025年度

〈2025　R 07191124〉

注　意　事　項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。

2. 問題は 2 〜12ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。

3. 解答はすべて、ＨＢの黒鉛筆またはＨＢのシャープペンシルで記入すること。

4. マーク解答用紙記入上の注意

   (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。

   (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	●良い	◎悪い	◯悪い
マークを消す時	◯良い	◎悪い	◯悪い

5. 記述解答用紙記入上の注意

   (1) 記述解答用紙の所定欄（ 2 カ所）に、氏名および受験番号を正確に丁寧に記入すること。

   (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。

   (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。

7. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。

8. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。

9. いかなる場合でも、解答用紙は必ず提出すること。

10. 試験終了後、問題冊子は持ち帰ること。

I   Read the following two passages and choose the most appropriate word or phrase for
    each item（1〜14）. Mark your choices（a〜d）on the separate answer sheet.

（A）   Do bumblebees have personalities? The question of whether animals have
personalities has been intriguing a number of researchers in recent years, and a flurry of
papers have reported that creatures such as spiders, squid, blue tits and social bees have all
shown behaviour indicating that individuals possess something（ 1 ）to human personality.
For the purpose of these experiments, 'personality' is equated with 'individual-specific
consistency in their behaviour across time and context'. In other words, if an animal shows
an identifiably different behaviour to another of its species in response to a similar situation,
and that difference is（ 2 ）over time, then the animal has a personality.

    In 2010, researchers at London University reported the results of experiments to
monitor the reactions of bumblebees when they encountered flowers of a colour they had not
（ 3 ）seen. Using artificial flowers with sucrose solutions at their centres, the researchers
measured the time bees spent foraging at each flower.（ 4 ）is generally the case with
animals encountering something new, they spent longer investigating the strangely coloured
flowers, either out of interest（neophilia）or suspicion（neophobia）, but the overall results fell
short of confirming that bumblebees have personalities.（ 5 ）, the experiments started well
by showing that individual bees showed differing behaviours towards the new plants, but
those differences were not exhibited consistently over an extended period: 'We concluded that
for the neophilia/neophobia paradigm used here, bumblebee foragers do not（ 6 ）the
criteria for animal personality in the common sense of the term. Instead their behavioural
response to novelty appears to be（ 7 ）, varying on a day to day basis.'

<div align="right">（Adapted from William Hartston, <i>The Things That Nobody Knows</i>）
※ページ下部に出典を追記しております。</div>

1．（ a ）analogous   （ b ）biological   （ c ）condensed   （ d ）domestic
2．（ a ）diminished   （ b ）maintained   （ c ）raised   （ d ）varied
3．（ a ）predominantly （ b ）preferably   （ c ）prematurely   （ d ）previously
4．（ a ）As   （ b ）It   （ c ）That   （ d ）What
5．（ a ）For a reason   （ b ）In that respect （ c ）On the contrary （ d ）To that intent
6．（ a ）deny   （ b ）fulfil   （ c ）suspect   （ d ）undergo
7．（ a ）aesthetic   （ b ）drastic   （ c ）plastic   （ d ）tactic

（B）　　　Environmental linguistics is an emerging field at the intersection of linguistics and natural sciences. It recognizes the mutual relationship between cultural and （　8　） diversity, documenting linguistic structures and verbal practices by which speakers conceptualize, encode, and transmit knowledge about the natural world. It surpasses the largely metaphorical and narrative program of ecolinguistics to position language as the preeminent conceptual framework and channel for environmental knowledge. （　9　） phenomena — as Indigenous experts explain — cannot be understood apart from the languages that encode them, and vice versa. Language diversity is thus the key to safeguarding biodiversity and a balanced human relationship with nature. Environmental linguistics allows us to （　10　） linguistics as our field evolves to prioritize the mutual creation of knowledge over the collection of data.

It relies on （　11　） of knowledge with Indigenous experts, ideally as coauthors but minimally as acknowledged collaborators and intellectual property owners. Linguists were long accustomed to treating languages as （　12　） and copyrightable data; this is now changing. We have an opportunity to help decolonize biological sciences ranging from botany to entomology to zoology. Biologist Walter Jetz, a cocreator of the "map of undiscovered species," opines that at the current pace of global environmental change, there is no doubt that many species will go extinct before we have ever learned about their existence. There is a long （　13　） in both linguistics and anthropology of taking seriously Indigenous biological nomenclature and taxonomics. Most of what humans know about plants, animals, weather, and diverse natural phenomena is found not in scientific databases or scholarly publications but in minority and often （　14　） languages. Environmental linguistics shares and promotes these values. If we have the humility to listen to the experts, it is a way of knowing that may help save the planet.

(Adapted from K. David Harrison, "Environmental Linguistics")

※ページ下部に出典を追記しております。

8.	（ a ） biographical	（ b ） ecological	（ c ） general	（ d ） spatial
9.	（ a ） Mechanical	（ b ） Natural	（ c ） Paranormal	（ d ） Sartorial
10.	（ a ） canonize	（ b ） conquer	（ c ） decolonize	（ d ） disempower
11.	（ a ） coproduction	（ b ） deletion	（ c ） repetition	（ d ） separation
12.	（ a ） extractable	（ b ） formidable	（ c ） insertable	（ d ） remarkable
13.	（ a ） commission	（ b ） decision	（ c ） position	（ d ） tradition
14.	（ a ） endangered	（ b ） imposed	（ c ） protected	（ d ） supposed

II Read the following three passages and mark the most appropriate choice （ a ~ d ） for each item （15~24） on the separate answer sheet.

（A）　　The word 'religion' derives from Latin *religio*, the root of which, according to a disputed ancient tradition, is *ligere*, to bind. Looked at from the outside, religions are defined by the communities who adopt them, and their function is to bind those communities together, to secure them against external shock, and to guarantee the course of reproduction. A religion is founded in piety, which is the habit of submitting to divine commands. This habit, once installed, underpins all oaths and promises, gives sanctity to marriage, and upholds the sacrifices that are needed both in peace and in war.

　　　　But religion is not the only form of social binding. There is also politics, by which I mean the government of a community by man-made laws and human decisions, without reference to divine commands. Religion is a static condition; politics a dynamic process. Where religions demand unquestioning submission, the political process offers participation, discussion and law-making founded in consent.

（Adapted from Roger Scruton, 'The Social Contract'）

15. According to the text, one explanation of the origin of the word 'religion' rotates around
　（ a ） associating one communion with another.
　（ b ） demanding people sacrifice themselves.
　（ c ） increasing solidarity with each other.
　（ d ） protecting believers from their seniors.

16. According to the text, politics and religion differ because
　（ a ） human consciousness is affected by religious activities.
　（ b ） politics is more coercive and punitive than religion.
　（ c ） religion is constant, while politics is active and changing.
　（ d ） religion underpins laws, whereas politics reflects rituals.

（B）　For anyone who wants a good laugh I recommend I. A. Richards's *Practical Criticism*.

　　Although mostly concerned with the general principles of literary criticism, it also describes an experiment that Dr. Richards made with, or one should perhaps say *on*, his English students at Cambridge. Various volunteers, not actually students but presumably interested in English literature, also took part. Thirteen poems were presented to them, and they were asked to criticise them. The authorship of the poems was not revealed, and none of them was well enough known to be recognised at sight by the average reader. You are getting, therefore, specimens of literary criticism not complicated by snobbishness of the ordinary kind.

　　The book is so arranged that you can try the experiment on yourself. The poems, unsigned, are all together at the end, and the authors' names are on a fold-over page which you need not look at till afterwards. I will say at once that I only spotted the authorship of two, one of which I knew already, and though I could date most of the others within a few decades, I made two bad bloomers, in one case attributing to Percy Bysshe Shelley (1792-1822) a poem written in the nineteen-twenties. But still, some of the comments recorded by Dr. Richards are startling. They go to show that many people who would describe themselves as lovers of poetry have no more notion of distinguishing between a good poem and a bad one than a dog has of arithmetic.

（Adapted from George Orwell, 'As I Please'）

※出典は下記に記載しております。

17. According to the passage, I. A. Richards's experiment
　（a）used famous poems that common people could recognise with ease.
　（b）used popular poems whose authors were not necessarily known.
　（c）was done to encourage snobbish readers to criticise poetry.
　（d）was done without indicating who wrote the poems it used.

18. Trying the experiment on himself, the author of the passage
　（a）made a mistake in thinking that Percy Bysshe Shelley was a twentieth-century poet.
　（b）made an error of about one century in estimating when a certain poem was written.
　（c）was able to identify just those poems which he had already known.
　（d）was able to tell the date of each poem's production.

19. According to the passage, the author believes Richards's book will show
　（a）a great likelihood of intellectual readers making fair literary judgements.
　（b）how comical it is that poetry enthusiasts have no eye for actual poems.
　（c）that most participants possessed a discriminating taste in poetry.
　（d）the way in which literary tastes differ from reader to reader.

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20. According to the author, it is reasonable to say that the earliest audience of *Beowulf* was
   (a) affected in ways that may or may not have resembled how we respond to similar content.
   (b) composed of people who did not necessarily get excited about similar stories as their fellows.
   (c) eager to read and hear about more-or-less the same sort of content that we modern readers are.
   (d) interested in how assumptions about various content moved other people in their own time.

21. Scholars who study *Beowulf* have, from time to time,
   (a) been careful to point out the possible effects of the poem's allusions upon a modern readership.
   (b) failed to elaborate on the poet's choice of allusions in relation to his intended audience.
   (c) gotten poor eyesight from too much reading and hence overlooked important allusions.
   (d) neglected some of the poem's elegant rhymes in favor of its more explicit, historical content.

22. The author of this text is convinced that
   (a) any of the poem's supposedly permanent value actually results from incidental historical trends.
   (b) investigating the historical and geographical context of *Beowulf* can limit our enjoyment of it.
   (c) modern readers can see in *Beowulf* certain things that audiences in any age also find praiseworthy.
   (d) the poem is still read and cherished because it represents the destructive influences of time.

23. The author intends to use the poem itself to

   (a) demonstrate that its male characters can be better understood when we focus on the poem itself.

   (b) explain the historical circumstances influencing how later scholars understood the poem.

   (c) explore ways the poem can be used not only as a factual but also as a fanciful record of the past.

   (d) shed light on how early readers and listeners of *Beowulf* might have responded to this poem.

24. It appears that the earliest audience of *Beowulf*

   (a) had a deep understanding of the Bible, and so did not need any further commentaries.

   (b) had become acquainted with the story of Cain and Abel through allusions to personal experience.

   (c) possessed a shallow understanding of biblical allusions, and so needed written commentaries.

   (d) was intimately familiar with biblical allusions because its members were informed believers.

Ⅲ Choose the most appropriate sentence from the following list (a ～ h) for each item (25～31). Mark your choices on the separate answer sheet.

(a) But it was Galileo who overthrew the Greek view and effected the revolution.

(b) Even though billions of observations tend to bear out a generalization, a single observation that contradicts or is inconsistent with it must force its modification.

(c) He was the first to conduct timed experiments and to use measurement in a systematic way.

(d) It interfered with and detracted from the beauty of pure deduction.

(e) Moreover, they saw no difficulty in applying exactly the same method of reasoning to the question "What is justice?" as to the question "What is matter?"

(f) The present general viewpoint is just the reverse of the Greeks.

(g) Thus Galileo expanded on Kepler's understanding of the movement of celestial bodies, bringing forth a revolution in the natural sciences.

(h) To test a perfect theory with imperfect instruments did not impress the Greek philosophers as a valid way to gain knowledge.

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IV Choose the most appropriate word or phrase from the list（a～m）for each item（32～
 38）. Mark your choices on the separate answer sheet.

June: Hey Alex, can we talk about our class project?

Alex: Sure, what's up?

June: I was doing research for my part, but I can't seem to wrap my（ 32 ）around this
 concept.

Alex: Yeah, it took me a while to figure it out too. When the professor explained it to us
 in class, she was kind of beating（ 33 ）. I remember wishing she'd just cut to the
 chase!

June: Yeah, exactly.

Alex: Here's an article that helped me get a better sense of the concept. You should give it
 a read. Just one thing — take the author's stance（ 34 ）. There're always two sides
 to a story.

June: Great, thanks. I'll check it out. How's your part going?

Alex: Pretty good. Designing presentation slides is a pain in the（ 35 ）though.

June: Oh, I'm pretty good at it actually! It's my（ 36 ）. I'm happy to help.

Alex: Super! Thanks, June.

June: No problem! Yeah, we can't cut（ 37 ）, especially for this presentation. The
 professor has really high expectations, doesn't she? We have to do our own research,
 design effective slides, make the presentation engaging — the whole nine yards!

Alex: Well, I guess（ 38 ）. Hopefully, we'll be better presenters by the end of it all.

（a）across

（b）around the bush

（c）clouds are on the horizon

（d）corners

（e）cup of tea

（f）every cloud has a silver lining

（g）hand

（h）head

（i）neck

（j）nose

（k）over the moon

（l）piece of work

（m）with a grain of salt

PLEASE READ THE INSTRUCTIONS CAREFULLY.

V Read the following passage and complete the English summary in your own words in the space provided on the separate answer sheet. The beginning of the summary is provided; you must complete it in 4-10 words. Do not use three or more consecutive words from this page.

We have all had the experience of our minds wandering off topic while we are attempting to pay attention to a boring task. Mind wandering can be dangerous if you allow your mind to drift too much while performing certain tasks; if you allow your mind to wander while driving, you may cause a fatal collision. Letting your mind drift in a classroom is less fatal: the penalty for mind wandering might be receiving some (perhaps misconceived) invective from your teacher. We flicker between zooming in on particular tasks and zooming out, perhaps while considering the larger picture of our lives. A key conclusion of modern psychological science is that mind wandering is characteristic of thought. It shouldn't be considered a design defect of the functioning of our brains.

Mind wandering can be deleterious for tasks requiring continuous concentration, but it can equally facilitate tasks requiring creativity and problem solving: for an artist, mind wandering can be detrimental in situations demanding prolonged focus, such as rendering a detailed portrait or a very exacting still-life painting. Attention to fine and particular details, accurately rendered, would suffer if the artist's mind wanders off, leading to errors and mistakes in the final piece. However, mind wandering can help with creativity and problem solving, such as conceptualising a new piece of art or coming up with a unique composition, through the accidental collision of ideas and visual images. Similarly, in computer programming, mind wandering can be damaging when debugging complex code or writing low-level system software, but beneficial when designing a new software architecture, application or algorithm.

(Adapted from Shane O'Mara, *Talking Heads*)

SUMMARY:

[complete the summary on the separate answer sheet]

Modern science argues that mind wandering is not a defect ...

〔以 下 余 白〕

英　　語

採　点　欄

英　　語

（記述解答用紙）

V

Modern science argues that mind wandering is not a defect ...

※解答欄以外には書かないこと