

令和 7 年度

A 日程（2 月 7 日）入学試験問題

試験開始の指示があるまで、この問題冊子の中を見てはいけません。

5 科 目

【国語・英語・数学・化学・生物】

国語の問題は裏表紙から始まります。

受験する学科の指定科目および科目数に注意して解答してください。

●必須：必ず受験する科目 ◇選択：合計科目数となるように選択する科目

学科	2 科目型					1 科目型					合計 科目数
	国語	英語	数学	化学	生物	国語	英語	数学	化学	生物	
社会情報 デザイン学科※	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	【2 科目型】 2 科目
健康栄養学科	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	
食物栄養学科	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	
食品開発学科	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	
人間福祉学科	●	◇	◇	◇	◇	◇	◇	◇	◇	◇	【1 科目型】 1 科目
幼児教育学科	●	◇	◇	◇	◇	●	◇	◇	◇	◇	
児童教育学科	●	◇	◇	◇	◇	◇	◇	◇	◇	◇	
心理学科※	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	
文芸文化学科	●	◇	◇	◇	◇	◇	◇	◇	◇	◇	

※2 科目型での「化学」と「生物」の組み合わせは不可

(注意事項)

1. 解答は、すべて別紙の解答用紙（マークシート）に記入してください。
2. 試験開始後、解答用紙（マークシート）の所定欄に正しく氏名と受験番号を書き、受験番号のマークもしてください。
3. 試験開始後、各科目の表紙及び解答用紙（マークシート）の注意事項をよく読んでください。
4. 筆記用具は、HBの濃さの鉛筆、またはシャープペンシルを使用してください。
ボールペンやサインペン、色の薄い鉛筆は使わないでください。
万一使用した場合には、正常に採点できないことがあります。
5. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙（マークシート）の汚れ等に気付いた場合は、手を挙げて監督者に知らせてください。

令和 7 年度

A 日程（2 月 7 日）入学試験問題

英 語

（注意事項）

1. 解答は、すべて別紙の解答用紙（マークシート）に記入してください。
2. 試験開始後、解答用紙（マークシート）の所定欄に正しく氏名と受験番号を記入し、
受験番号のマークもしてください。
3. 筆記用具は、HBの濃さの鉛筆、またはシャープペンシルを使用してください。
ボールペンやサインペン、色の薄い鉛筆は使わないでください。
万一使用した場合には、正常に採点できないことがあります。
4. 試験開始後、解答用紙（マークシート）の注意事項をよく読んでください。

- 1 次の英文を読んで、設問に答えなさい。設問との関係で各パラグラフに番号①－③がつけてあります。*のついた語句には注があります。

① People decorate their bodies for many reasons. The most important one, of course, is to be attractive. Another one is to show that they belong to a group. For one reason or another, people have decorated their bodies for thousands of years. They still decorate their bodies in many different ways.

② Some people decorate their lips, ears, and necks to look beautiful. For example, in Africa, the *Surmese women wear a plate in their bottom lips. Other people in Africa put plates in their ears. They want the bottom of their ears to hang to their shoulders. The *Kayan women of *Myanmar are called long-necked women. These women wear metal neck rings to stretch their necks. They wear more rings as they get older. Their necks become longer—sometimes two or three times the normal size. Most Kayan women follow this tradition. But today, some of the younger women break the tradition and take off their neck rings. People also decorate their teeth to be more attractive. Many Americans and Europeans like straight white teeth. They spend a lot of money to fix and clean their teeth. This is not true in other parts of the world. In east Africa, some people pull out their bottom teeth. They want their top teeth to stick out. In some parts of Asia, the tradition was for women to paint their teeth black. Today, only older women still do this.

③ People around the world always liked tattoos. Europeans learned about tattoos around 1770. A famous English explorer named Captain Cook went to *Tahiti. He saw people there with tattoos. The Tahitians called the decoration tatou. From this, we get the word tattoo. The Tahitians taught Cook and his sailors how to make tattoos. When the sailors returned to England, other people liked their tattoos. Soon tattoos spread to the rest of Europe. Today, tattoos are popular again around the world. Many different types of people, especially young people, have tattoos. For some people, body decorations like tattoos are attractive. For other people, they are just strange.

(Milada Broukal, “Why Do People Decorate Their Bodies?”, *What A World I Reading, Second Edition*, 2011. 一部改編)

*Surmese: スルマ族の

*Kayan: カヤン族の

*Myanmar: ミャンマー(東南アジアの国)

*Tahiti: タヒチ(南太平洋の島)

問 次の1－5の質問の答えとして最も適切なものを(a)－(d)の中から1つ選び、解答用紙の□1－□5にマークしなさい。

1. According to paragraph ①, what is one reason people decorate their bodies? □1

- (a) To show off wealth.
- (b) To demonstrate their group membership.
- (c) To mark their belongings.
- (d) To attract their enemies.

2. According to paragraph ②, which group of women makes their necks longer using metal rings? □2

- (a) Kayan women.
- (b) European women.
- (c) African women.
- (d) Surmese women.

3. According to paragraph ②, which best describes the change in tradition among younger Kayan women? □3

- (a) Some younger women have started using different materials for their neck rings.
- (b) Some younger women follow the tradition more strictly than before.
- (c) Some younger women are breaking the tradition by removing their neck rings.
- (d) Some younger women now wear neck rings on special occasions only.

4. According to paragraph ③, when did Europeans first learn about tattoos?

4

- (a) In the first half of the 17th century.
- (b) In the first half of the 18th century.
- (c) In the late 17th century.
- (d) In the late 18th century.

5. According to paragraph ③, what did Captain Cook learn about during his visit to Tahiti?

5

- (a) History of tattoos.
- (b) Tahitian clothing styles.
- (c) Body decorations known as tattoos.
- (d) Agricultural practices.

- 2 次の [A]、[B] の英文を読んで、1 - 5 の空所に入れるのに最も適切なものを(a)-(d)の中から1つ選び、解答用紙の [6] - [15] にマークしなさい。

[A]

An image is something visual. You can get it from a camera, a microscope and even a satellite. When they're shown on a computer display or a TV screen, they're often (1) as images. Look at these examples: "Satellites (2) images of military construction in North Korea." "Some of the images of deep space from NASA's James Webb Space Telescope are beautiful. They're almost like works of art." "The image on the screen was not in focus."

Thoughts and ideas are sometimes called images. I think this is a good example: "Arthur Waley did the first English (3) of *The Tale of Genji*, but he never wanted to visit Japan. He said it would spoil his image of the country. When two people resemble each other closely, you can also use "image." Look at this: "Carol is the image of her sister." They almost look like twins.

The impression that people, companies and countries present is also an image. The Japanese term "image up" doesn't make (4) in English. Use "Improve one's image" instead. Many people are image-conscious; they're concerned about the general impression they make. Image consultants say the simplest way to improve your image is (5). Qatar spent a huge amount of money to host the recent World Cup. Several newspaper articles said one of the reasons was to improve their image worldwide.

I will try to remember that advice to smile, but it's difficult to do behind a mask!

- | | | | | |
|--------------------|-----------------|------------------|--------------------|------|
| 1. (a) referred to | (b) reserved to | (c) respected to | (d) revealed to | [6] |
| 2. (a) looked back | (b) sent back | (c) came back | (d) took back | [7] |
| 3. (a) transaction | (b) transition | (c) translation | (d) transformation | [8] |
| 4. (a) up | (b) decision | (c) sure | (d) sense | [9] |
| 5. (a) to smile | (b) to talk | (c) to listen | (d) to shake hands | [10] |

ⓑ (下の物語の抜粋では、十代の男子が女友達のことを母親と話しています。)

It was actually my mom's idea to take Jamie out someplace special.

"She's all I think about, Mom," I confessed. "I mean, I know she likes me, (1) I don't know if she feels the same way that I do."

"Does she mean that much to you?" she asked.

"Yes," I said quietly.

"Well, what have you tried (2)?"

"What do you mean?"

My mom smiled. "I mean that young girls, even Jamie, like to be made to feel special."

I thought about that for a moment, a little confused. Wasn't that (3) I was trying to do?

"Well, I've been going to her house every day to visit," I said.

My mom put her hand on my knee. Even though she wasn't a great homemaker and sometimes stuck it to me, she really was a sweet lady.

"Going to her house is a nice thing to do, but it's not the most romantic thing there is. You (4) do something that will really let her know how you feel about her."

My mom suggested buying some perfume, and though I knew that Jamie would probably be happy to receive it, it didn't sound right to me. For one thing, since Hegbert High didn't allow her to wear makeup—with the single exception being the Christmas play—I was sure she (5) wear perfume. I told my mom as much, and that was when she'd suggested taking her out to dinner.

1. (a) but (b) then (c) thus (d) whenever 11

2. (a) once (b) by far (c) so far (d) in the future 12

3. (a) what (b) where (c) when (d) which 13

4. (a) hardly (b) only (c) will never (d) should 14

5. (a) could (b) couldn't (c) had to (d) didn't have to 15

- 3 次の文章には、全体のまとまりをよくするために取り除いた方がよい文が一つあります。取り除く文として最も適切なものを、下線部(a)–(d)の中から一つ選び、解答用紙の 16 にマークしなさい。*のついた語句には注があります。 16

著作権の都合上、省略。

Wedding ring history - level 1, News in Levels on August 20, 2024

*vein 血管

- 4 次の 1 – 10 の英文の空所に入れるのに最も適切なものを(a)–(d)の中から 1 つ選び、解答用紙の 17 – 26 にマークしなさい。

1. If you park your car here again, the police may deprive you (17) your driver's license.

- (a) from (b) on (c) off (d) of

2. The shop (18) in kids' clothing.

- (a) deals (b) sells (c) buys (d) makes

3. The doctor has advised me not to eat cheese any more, so I've stopped (19) it.

- (a) to eating (b) for eating (c) eating (d) to eat

4. It was () honor to meet the president.

- (a) a (b) an (c) the (d) so

5. How () does the concert begin?

- (a) long (b) fast (c) quickly (d) soon

6. He has four daughters. One lives in New York and () live in Tokyo.

- (a) the others (b) another (c) other (d) the other

7. I suggest that everybody () present at the meeting tomorrow.

- (a) are (b) be (c) is (d) must

8. One () of the new software is its slow loading time.

- (a) advantage (b) merit (c) virtue (d) weakness

9. Remember () your books back to the library in two weeks.

- (a) take (b) taking (c) to take (d) to have taken

10. The museum, () she visited last summer, had an impressive collection of modern art.

- (a) how (b) what (c) which (d) who

- 5 次の会話の空所に入れるのに最も適切なものを(a)–(d)の中から1つ選び、解答用紙の 27 – 31 にマークしなさい。

1. (*Between friends*)

George: Guess what! I've been accepted into an Ivy League school!

Pattie: That's great news, but I thought you were going to study in the UK. Ivy League schools are in the US, right?

George: Yes, but (27)

Pattie: Right. So, what school are you going to study at?

- (a) Ivy League schools are in the UK.
- (b) I didn't apply to schools in the US.
- (c) I applied to some colleges in America as well.
- (d) I don't know what Ivy League schools are.

2. (*After an earthquake*)

Jennifer: How was your night after the earthquake? (28)

Nana: I was just going to bed and I turned on the radio. How about you?

Jennifer: I turned off the gas heater as soon as I felt it.

Nana: You were very calm, weren't you?

- (a) What did you do when it struck?
- (b) What were you reading?
- (c) Do you know how upset I was?
- (d) Do you know how big it was?

3. (*Between a girl and her father*)

Terry: How about that biology homework? Why don't you get started?

Jane: Ugh, I've got all summer to do it!

Terry: ()

Jane: I don't know why I've got to do that stuff. It's so pointless!

Terry: Jane, I don't want to have this discussion with you right now.

- (a) So let's do that.
- (b) So why wait?
- (c) Such a lovely summer.
- (d) So long, young lady.

4. (*Between a couple*)

Sam: We could try the new Italian restaurant downtown tonight.

Chris: (), but I feel like eating *sushi* today.

Sam: No problem, *sushi* it is!

- (a) In conclusion
- (b) I don't agree with you
- (c) That sounds interesting
- (d) On top of that

5. (*At work*)

Emma: How is your presentation going?

Noah: It's going well. I just finished collecting facts and background information.

() ways to solve problems we have.

Emma: Great, that sounds like a solid plan.

- (a) So far I've talked about
- (b) Now I'll move on to discussing
- (c) Let's go into detail about
- (d) I'll start by

- 6 次の1－5の日本語に合う英文になるように[]内の(a)－(e)の語句を並べ替えて、[]内で3番目にくるものを解答用紙の32－36にマークしなさい。なお、文頭にくる語も小文字で書いてあります。

1. この辞書は、英語を母語としない学生のためのものです。 32

This dictionary [(a) students (b) whose (c) for (d) native language (e) is] is not English.

2. 私は、彼女を見るといつも自分の娘のことを思い出します。 33

I [(a) see (b) thinking (c) never (d) without (e) her] of my daughter.

3. 状況の改善のために何でもしましょう。 34

Let's [(a) to (b) we (c) can (d) do (e) whatever] improve the situation.

4. 私が彼女と初めて会った日はとても暑かったです。 35

[(a) was (b) when (c) the day (d) met her (e) I first] very hot.

5. 今日は散歩に出かけたいな。 36

I [(a) walk (b) like (c) going for (d) feel (e) a] today.