

# 外国語(英語) (2025)

- (注意事項)
- 1 問題文は16ページあります。
  - 2 解答は解答用紙の所定欄に記入してください。下書きは、問題冊子の余白を利用してください。ただし、回収はしませんので採点の対象とはなりません。
  - 3 解答は一部記述を含むマークセンス方式となっていますので、解答用紙の注意事項をよく読み解答してください。
  - 4 受験番号・氏名・フリガナは、監督者の指示に従って、解答用紙の所定欄に丁寧に記入してください。
  - 5 解答用紙にマークセンス方式の受験番号欄があります。受験番号をマークする際は濃く丁寧にぬってください。
  - 6 試験中に問題冊子の印刷不鮮明、ページ落丁・乱丁及び解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせてください。

I 次の1～10の和文と一致するように、それぞれの語群の語（句）を（ ）に入れて、正しい英文を作りなさい。解答欄には、空所（ 3 ）に入る語（句）の記号をマークしなさい。ただし、文頭にくる語（句）も頭文字を小文字にしてあります。また、それぞれの語群には不要な語（句）が一つずつあります。

1. 弁護士との相談の結果、その男性は詐欺罪を認めることにした。

The man, ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ), decided to plead guilty to the charge of fraud.

a. in    b. account    c. lawyer    d. with    e. his    f. consultation

2. 彼はジョンの行動の理由を教えてくださいとしない。

He won't tell me ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) did.

a. did    b. reason    c. why    d. he    e. what    f. John

3. わたしの提案がほとんど聞きいれてもらえないことに、がっかりしている。

I am disappointed that ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) concerning my suggestion.

a. is    b. notice    c. attention    d. little    e. taken    f. so

4. ひょっとしてあのメモを書いたのが誰だか覚えていませんか？

You ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) wrote that note, do you?

a. remember    b. happen    c. maybe    d. don't    e. to    f. who

5. あれだけやったのだから、あとは結果を待つのみだね。

After everything you have done, ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) is to just wait and see.

a. all    b. the    c. can    d. best    e. you    f. do

6. 重要なことは、君がその状況とどう向き合うかということだ。

( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) are going to handle the situation.

a. how    b. important    c. what    d. you    e. matters    f. is

7. 彼女がその試合に勝てたとは、あまりにも意外だった。

( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) was capable of winning the game!

- a. that    b. she    c. thought    d. would've    e. who  
f. surprising

8. 彼は世界的に有名な写真家で、これまでに自身の作品を数多くのギャラリーで展示された経験をもつ。

He is a world-renowned photographer and has ( 1 ) ( 2 ) ( 3 ) ( 4 )  
( 5 ) galleries.

- a. his work    b. exhibited    c. numerous    d. had    e. been    f. in

9. その雇用主たちは採用の際に有名大学の卒業生たちを有利にあつかった。

The employers ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) of prestigious  
universities in offering positions.

- a. discriminated    b. of    c. in    d. advantageously    e. graduates  
f. favor

10. わたしたちの知る限り、彼女の行動の結果がどうなるかについては、あとになってみないと分からない。

As far as we know, the consequences of her ( 1 ) ( 2 ) ( 3 ) ( 4 )  
( 5 ).

- a. to    b. actions    c. won't    d. seen    e. remain    f. be

Ⅱ 次の英文を読んで、空所 1～5 にあてはまる最も適切な表現を、また設問 6～8 に対する最も適切な答えを、それぞれ a～d の中から一つ選び、その記号をマークしなさい。

*A group of Canadian tourists has just arrived in London. They are at their hotel and their tour guide, Jackie, is giving them some information about their holiday.*

Jackie: Okay everyone, could I have some quiet, please. So, before you go to your rooms, I'd like to tell you about some of the things we're doing this week.

Oliver: ( 1 ) I'd really like to lie down for a bit.

Jackie: Thank you, Oliver. This won't take too long, so just bear with me.

Susan: Some of us would like to listen. Can you be patient, please.

Emily: Carry on, Jackie. What's happening today, then?

Jackie: Well, once you've had a chance to settle in, there's a welcome drink in the bar at 6 o'clock, followed by a buffet dinner.

Leo: Sounds good. And after that?

Jackie: Well, you're free to do whatever you like. We're quite close to the Thames here, so why not take a walk along the river?

Leo: A lovely idea!

Susan: I think I'll just turn in. It was quite a long flight.

Jackie: Now, tomorrow is when the fun really starts. In the morning, we're visiting Westminster Abbey. It's a beautiful, old building ...

Leo: I've been looking forward to that. A lot of famous people are buried there, is that right?

Jackie: Yes, there are. And not just kings and queens. You'll find some of Britain's most loved celebrities, too. Charles Dickens, Jane Austen, Charles Darwin, to name but three.

Oliver: Will that take long? I'm not that keen on all that history stuff.

Jackie: ( 2 ). We're having lunch at Simpson's, one of the best restaurants in the city, followed by a trip on the London Eye.

Emily: That's the big wheel, right? Like the ones in Singapore and Yokohama?

Leo: I've been on the Yokohama one. It's amazing.

Jackie: And you'll get a great view of the whole of London.

Oliver: I don't like heights, Jackie. Do I have to go?

Jackie: No, you don't. There are some coffee shops nearby. So, why don't you just wait there?

Susan: ( 3 ). Any other highlights for the week?

Emily: When's the picnic, Jackie? I read about that on your website when I booked.

Jackie: Thanks for reminding me. We're doing that on Tuesday. We'll take a cruise on the River Thames down to a place called Greenwich Park. One of the nicest and oldest parks in London. King Henry VIII used to hunt there.

Emily: Brilliant! I hope the weather stays good for us.

Oliver: This is London, don't forget. Always take an umbrella with you.

Jackie: Oh, come on, Oliver! Don't be such a wet blanket.

Leo: Okay, then on Wednesday, it's the trip to Stratford-upon-Avon?

Jackie: Yes, that's right, Leo. ( 4 )

Emily: Can you remind us, Jackie? It's the birthplace of someone famous, yes?

Oliver: Now really, Emily! Everyone knows that it's Shakespeare's hometown.

Susan: I'm really excited about this. It's the main reason I came on this holiday. Are we going on the *Countess of Evesham* as well?

Jackie: Of course we are. In fact, we're doing the dinner cruise.

Oliver: Not another cruise!

Emily: Honestly, Oliver. I'm beginning to wonder what you're doing here. You seem determined to have a dreadful time.

Leo: Sorry, what is this *Countess of Evesham* thing?

Jackie: It's a beautiful floating restaurant on the river. We cruise gently along and take in the lovely old buildings and beautiful scenery of Stratford. And we get to enjoy a delicious four-course meal at the same time.

Emily: Excellent. A perfect ending to the day.

Susan: I couldn't agree more, Emily.

Oliver: ( 5 ). No, I'm just kidding, guys. It doesn't sound too bad, actually.

Jackie: That's more like it, Oliver. Now, why don't you all go to your rooms, have a little rest, and I'll see you in the bar in a couple of hours.

Oliver: The bar? Now that's what I've been looking forward to!

1.
  - a. Okay, but could you hurry it up?
  - b. Thanks very much for that.
  - c. Could you give us more details?
  - d. To be honest, I'm not all that tired.
  
2.
  - a. You're never too old to learn
  - b. Then you'll prefer the afternoon, I think
  - c. I hope you'll be hungry
  - d. There are lots of other things we can do
  
3.
  - a. I don't drink coffee, actually
  - b. We'd all enjoy doing that
  - c. Sounds like a dreadful idea
  - d. Well, I'm looking forward to it
  
4.
  - a. Will we be back well before dinner time?
  - b. We all know why we're going there, don't we?
  - c. Has anyone of you been there before?
  - d. Do scholars say it's the home of English literature?
  
5.
  - a. I'm glad you'll both enjoy it
  - b. Me, too. What a great night out
  - c. I couldn't agree less
  - d. It should be really good fun
  
6. Who seems most excited about the boat trips?
  - a. Leo
  - b. Susan
  - c. Oliver
  - d. Emily

7. Who is the least excited about the holiday?
- a. Oliver
  - b. Susan
  - c. Leo
  - d. Emily
8. Which of these holiday activities does Jackie NOT mention?
- a. visiting important historical sites
  - b. having relaxing meals
  - c. spending some time alone
  - d. enjoying British culture

### III Read the passage and answer the questions.

The Taylors used to live in an apartment in a big city. Mr. Taylor had always wanted to grow their own vegetables. It took a while to convince Mrs. Taylor, but she finally agreed, and after a year of searching, they found an ideal house and moved in.

The two children had to change schools, ( A ). “No pizza in the cafeteria!” complained Mark. Kate spent a lot of time in her room, texting her best friend Becky from her previous school. “But kids, you can now play in the garden, isn’t that nice?” said Mr. Taylor. “I’ve got a good idea,” said Mrs. Taylor. “Why don’t we have lunch in the garden? Like a picnic?”

The two children clapped their hands. Mr. Taylor went to find their picnic blanket and spread it out in the corner of the garden, next to the rosemary bushes. Mrs. Taylor started busying herself in the kitchen to prepare some peanut butter and jelly sandwiches. She also made some carrot sticks, thinking that the children needed healthy snacks as well.

“Kate, Mark, will you take the food, thermos\* and cups?” Staring at what was on a plate, Mark made a face. “Mom, we are not rabbits. We don’t live on carrot sticks.” “Mark,” said Mrs. Taylor, “if you don’t eat them, you can’t have the sandwiches.” So, Mark took the plate, and Kate carried the rest. They then arranged them on the blanket.

“Okay, kids, your sandwiches are ready,” said Mrs. Taylor, and they went back to the kitchen. Kate and Mark took the sandwiches and some plates and again made their way to the blanket. When they were about to sit, Kate had a strange look on her face. “Mark, something’s wrong.” She pointed at the plate. The carrots were ( C ) gone and it was empty.

“Mom!” they called out. “Someone took our carrot sticks!”

Mrs. Taylor looked at her children, then said, her face serious, “Mark, it’s not funny. You shouldn’t throw away your food.” “No, I didn’t!” said Mark. Mr. Taylor said, “Wait until we grow our own carrots in the garden. You’ll be surprised how good they taste.” “We still have sandwiches. Let’s sit down and eat before they, too, disappear,” said Mrs. Taylor, and so they did. But the children did not forget the mystery of the disappearing carrots.

Next day, Kate and Mark chopped carrots and laid them next to the rosemary bushes. They sat still, several meters away, and waited for half an hour before something moved. “Is that ...” started Kate, and Mark finished, “a rabbit?” Sure it was! A brown rabbit walked carefully to the carrot sticks, took a few bites, then jumped back into the bushes.

“Mom! Dad! It’s a rabbit! The carrot thief is a rabbit!” The two children told their



parents excitedly. Mr. Taylor had a worried look on his face. “A rabbit? No, no, no, there should be no rabbits. I can’t let him steal all the vegetables I’ll grow.” “Mom?” asked Kate. She, too, looked worried, but for a different reason from Mr. Taylor’s. Mrs. Taylor was silent for a second and said, “I think that the rabbit was living here before we moved in. It means that the garden’s his as much as it’s ours. Isn’t that right, sweetheart?” Mr. Taylor nodded weakly. Mrs. Taylor then looked at the children and said, “Looks like you’re in charge of feeding the rabbit. But Mark, you have to promise that you, too, will eat carrots when you do so.” “I promise!”

Kate and Mark decided to call the rabbit Mr. Rabbit and they laid out carrot sticks for him every day. Most of the time they were gone before they noticed. Then winter came. The food would usually stay there, untouched. But sometimes it would disappear. “Is he eating okay?” “He isn’t freezing, is he?” asked the kids every day, and Mrs. Taylor ( E ) them that he was fine.

After many frosty mornings and freezing nights, the end came to what felt like the longest winter in their life. Kate and Mark placed carrot sticks around the bushes, as they always had, and came back to the kitchen and watched from there. They were munching on carrot sticks as they waited, a habit they had developed over the months. And one day, the rosemary bush made some rustling noises, and they saw the brown rabbit come out. “Mr. Rabbit is still living here!” they said in a hushed voice so as not to startle him.

Days went by, without a sign of the rabbit. They started to worry again, when they <sup>(f)</sup> saw the rabbit slowly come out of the bushes, looking around nervously. When he took a few steps forward, the children noticed something move behind him — one, two, three miniature versions of Mr. Rabbit! “Mom! Mr. Rabbit has baby rabbits!” said Mark. Their rabbit was not a he but a she with babies. “What are we going to call the rabbit now?” <sup>(g)</sup> murmured Kate.

They now spent more time together talking about the rabbit family. Kate was spending less time in her room texting Becky, and ( H ) she did it was usually about the rabbits. Mr. Taylor’s dream vegetable garden would remain a dream, but he couldn’t <sup>(i)</sup> help smiling, finding the children watching the rabbit family as they crunched their own carrot sticks. Mrs. Taylor squeezed his hand and she, ( J ), smiled.

(注)

\*thermos: 魔法瓶

1. Fill in blank ( A ) with the appropriate clause.
- a. and it was an exciting experience for them
  - b. and they were not happy about it
  - c. but it was not such a bad idea
  - d. but they found their new life satisfactory
2. What is <sup>(b)</sup>the rest that Kate carried?
- a. carrot sticks and sandwiches
  - b. sandwiches, thermos and cups
  - c. thermos, cups, and carrot sticks
  - d. thermos and cups
3. Fill in blank ( C ) with the appropriate word.
- a. now
  - b. much
  - c. before
  - d. once
4. Why was it that Kate <sup>(d)</sup>looked worried, but for a different reason from Mr. Taylor's?
- a. She was afraid that her father's garden will be damaged by the rabbit.
  - b. She didn't want the rabbit to steal the vegetables her father would grow.
  - c. She wanted to keep the rabbit in their garden.
  - d. She suspected that it was her father who took the carrots.
5. Fill in blank ( E ) with the appropriate word.
- a. insured
  - b. ensured
  - c. assured
  - d. secured

6. Which best paraphrases They started to worry again, when they saw the rabbit  
(f) slowly come out of the bushes?

- a. By the time they started to worry again, the rabbit came out.
- b. It is because they saw the rabbit again that they started to worry.
- c. The moment they saw the rabbit, they started to worry again.
- d. The rabbit came out only after they started to worry again.

7. Kate said “What are we going to call the rabbit now?” because \_\_\_\_\_.  
(g)

- a. they had to come up with three new names
- b. Mr. Rabbit now has his own family
- c. it felt strange to address a female rabbit “Mr.”
- d. the rabbit was a different one from the one they named before

8. Fill in blank ( H ) with the appropriate word.

- a. when
- b. then
- c. because
- d. whatever

9. 次の英文を適切な日本語に訳しなさい。

(i) he couldn't help smiling, finding the children watching the rabbit family

10. Fill in blank ( J ) with the appropriate word.

- a. therefore
- b. too
- c. next
- d. now

11. Of the Taylor family members, whose opinions are most likely to matter most?

- a. Mr. Taylor's
- b. Mrs. Taylor's
- c. Kate's
- d. Mark's

12. Based on the passage, which statements are true? Choose TWO.
- a . They moved to the house with a garden because Mr. Taylor always enjoyed gardening.
  - b . Kate was constantly texting her friend about how much she hated the new environment.
  - c . Kate and Mark loved the idea when their father suggested that they have a picnic in the garden.
  - d . The children found that the carrot sticks were gone when they went to the picnic blanket for the second time.
  - e . Mrs. Taylor told the family that the garden was not theirs and it was the rabbit's.
  - f . The rabbit came to the garden for food every day during the winter months.
  - g . Mr. Taylor will not be planting vegetables in the garden any time soon.

Ⅳ 次の英文を読み、設問に答えなさい。

Restrictive uniforms could be preventing primary school pupils, especially girls, from being physically active, research suggests.

In countries where most schools require students to wear uniforms, fewer young people reach the World Health Organization's minimum recommendation of 60 minutes of physical activity a day across a whole week, according to a study by University of Cambridge.

There was a greater difference between girls and boys of primary-school age\* in countries where uniforms were common. The finding was not replicated among children of secondary-school age\*.

This may be because of the incidental exercise that younger children get throughout the school day, for example, through running, climbing and active play at break and lunchtimes.

The findings confirm earlier evidence that girls feel less comfortable participating in active play if they are wearing certain types of clothing such as skirts or dresses.

Dr Mairead Ryan, a researcher at the faculty of education and MRC epidemiology unit\* at Cambridge, said: "Schools often prefer to use uniforms for various reasons. We are not trying to suggest a blanket ban on them, but to present new evidence to support decision-making. School communities could consider design, and whether specific characteristics of a uniform might either encourage or restrict any opportunities for physical activity across the day."

The study, which was published in the Journal of Sport and Health Science, drew on large-scale statistical evidence about the participation in physical activity of more than 1 million five-to-17-year-olds internationally, combined with newly collected data on how common school uniforms were in these countries.

The researchers said the results did not definitively prove that school uniforms limited

children’s physical activity, but they noted that this had been indicated in previous, smaller studies, and that further research was needed to establish causation.

A 2021 study in England found that the design of girls’ PE\* uniforms deterred students from participation in certain activities, while the England hockey player Tess Howard has proposed redesigning gendered\* sports uniforms.

Other studies have suggested girls are more self-conscious about engaging in physical activity ( B ).

Dr Esther van Sluijs, senior author and MRC investigator, said: “Girls might feel less confident about doing things like cartwheels and tumbles\* in the playground, or riding a bike on a windy day, if they are wearing a skirt or dress.

“Social norms and expectations tend to influence what they feel they can do in these clothes. Unfortunately, when it comes to ( C ), that’s a problem.”

The WHO recommends young people get 60 minutes of at least moderate-intensity physical activity a day. The Cambridge study confirmed previous observations that most children and adolescents were not meeting this recommendation, especially girls, who have a gap of 7.6 percentage points with boys.<sup>(d)</sup>

The median proportion\* of all students who met the recommendation in the three-quarters of countries where uniform-wearing was the norm was 16%. This rose to 19.5% in countries where uniforms were less common.

There was a consistent gender gap in physical activity levels, with boys 1.5 times more likely than girls to meet WHO recommendations<sup>(e)</sup> across all ages. In countries where school uniforms were less common, the gap was 5.5 percentage points, while in those where uniforms were norm, the gap was 9.8 percentage points.

Sarah Hannafin, the head of policy at the school leaders’ union NAHT\*, said: “Physical activity, PE and sport are an important part of the school day and curriculum for pupils. Schools do much to help ensure all pupils are healthy and physically active and break down

barriers to participation, including among girls — and this includes considering the uniform choices available for children.”

*The Guardian*, 15 February 2024

(注)

\*primary-school age: イギリスの小学校に通う年齢（5～11歳）

\*secondary-school age: イギリスの中等学校に通う年齢（11～16歳）

\*MRC epidemiology unit: 英国医学研究会議（Medical Research Council）疫学ユニット

\*PE: 体育（Physical Education）

\*gendered: 性別によって異なる

\*cartwheels and tumblers: 側転や宙返り

\*median proportion: 中央値

\*NAHT: 英国校長協会（National Association of Head Teachers）

1. 下線部(a)が意味するものを以下から一つ選び、その記号をマークしなさい。
  - a. 男女間の差が広がっていた
  - b. 男女間の差が狭まっていた
  - c. 同じような男女間の大きな差が見られた
  - d. 同じような男女間の大きな差はなかった
  
2. 空所（ B ）に入る最もふさわしい表現を以下から一つ選び、その記号をマークしなさい。
  - a. when wearing uniforms in which they do not feel comfortable
  - b. when uniforms are designed to make physical activity easier
  - c. when they are not wearing uniforms properly
  - d. when boys are not participating in physical activity
  
3. 空所（ C ）に入る最もふさわしい表現を以下から一つ選び、その記号をマークしなさい。
  - a. making school uniforms more fashionable
  - b. promoting physical health
  - c. abolishing school uniforms
  - d. maintaining order at school

4. 下線部(d)の説明として最もふさわしいものを以下から一つ選び、その記号をマークしなさい。

- a. 推奨基準を満たしている女子の割合は推奨基準を満たしている男子の割合の7.6ポイントにすぎない
- b. 推奨基準を満たしていない男子が全調査対象者に占める割合はわずか7.6ポイントである
- c. 推奨基準を満たしていない女子の数は推奨基準を満たしていない男子の数の7.6倍である
- d. 推奨基準を満たしている女子の割合は推奨基準を満たしている男子の割合よりも7.6ポイント小さい

5. 下線部(e)の内容として最もふさわしいものを以下から一つ選び、その記号をマークしなさい。

- a. 最低一週間に一度は60分の運動をすること
- b. 毎日60分は運動をすること
- c. 一週間の運動時間が合計60分以上になるようにすること
- d. 激しい運動は一日60分以内に留めること

6. 本文全体につけるタイトルとして最も適切なものを以下から一つ選び、その記号をマークしなさい。

- a. More and more schools decide to abolish school uniforms because of their health risks
- b. Research shows that boys and girls prefer restrictive school uniforms
- c. School uniforms may be a barrier to physical activity among younger girls
- d. A growing number of girls are protesting against school uniforms



7. 本文の内容と合致するものを以下から三つ選び、その記号をマークしなさい。
- a. 制服の着用を義務づけている国では、より多くの若者がWHOの身体活動の推奨基準を達成している。
  - b. ケンブリッジ大学の調査によれば、女子生徒はスカートやワンピースを着用したときの方がより運動する傾向があるといえる。
  - c. Mairead Ryan博士は、身体活動を行いやすいようにデザインし直した制服の着用を義務づけるよう進言している。
  - d. ケンブリッジ大学の調査には、国内外の100万人以上の5歳から17歳までの若者が参加した。
  - e. ケンブリッジ大学の調査結果によっても、制服が子どもの身体活動を制限することははっきりと証明されていないといえる。
  - f. 2021年の調査では、女子生徒の体操服のデザインは運動への参加意欲に影響を与えていないと指摘されていた。
  - g. ほとんどの子どもや若者がWHOの身体活動推奨基準を満たしていないと以前から指摘されていた。
  - h. 制服の着用があまり一般的ではない国では、着用が一般的である国に比べて、性別による身体活動の格差がより大きい。