

英 語

教育学部・政治経済学部・理工学部・社会学部・情報学部	90 分
保健医療学部（看護学科・総合リハビリテーション学科）	75 分

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 解答にはHBまたはBの黒鉛筆（シャープペンシルはHBまたはBの芯であれば使用可）を使用しなさい。
- ③ 本冊子には、**1**～**4**と[選択問題 A] **5**，**6**及び[選択問題 B] **5**，**6**の計8題の大問が掲載されています。志願する学部によって解答する問題番号が異なりますので、下表で示す問題番号を解答しなさい。

学部（専攻）	解答する問題番号（大問）
教育学部（英語教育専攻志望者を除く）・情報学部 政治経済学部・理工学部・社会学部	1 ～ 4 及び [選択問題 A] 5 ， 6 の計6題
教育学部（英語教育専攻志望者のみ）	1 ～ 4 及び [選択問題 B] 5 ， 6 の計6題
保健医療学部	1 ～ 4 及び [選択問題 A] 5 の計5題

- ④ マーク式解答問題は、**マーク式の解答用紙**を用いなさい。氏名、受験番号、解答科目を記入する欄に必要事項を記入し、受験番号、解答科目をマークしてから、解答を始めなさい。
- 例えば、**10**と表示のある問に対して③と解答する場合は、次の（例）のように**解答番号 10**の**解答欄**の**③**に**マーク**しなさい。

（例）

解答番号	解 答 欄
10	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

- ⑤ 教育学部 英語教育専攻を志願する者は、記述式解答問題があります。
- 解答は、**記述式の解答用紙**の解答欄に記述しなさい。氏名、受験番号を記入する欄に必要事項を記入してから、解答を始めなさい。例えば、「大問 **5** 記述式問題 問5」の問いに対して解答する場合、記述式解答用紙の「大問 **5** 問5」の枠内に解答を**記述**しなさい。**枠外にはみ出したものは無効**とします。
- ⑥ いずれの解答用紙にも、必要以外のことを記した場合、その用紙にあるすべての解答を無効とします。
- ⑦ 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を高くあげて監督者に知らせなさい。

英 語

1

次の問 1 ～ 問 8 の英文の空欄 **1** ～ **8** に入る最も適切なものを, ① ～ ④ から 1 つずつ選び, 解答欄にマークしなさい。

問 1 He reached his final destination early **1** the morning of November 1st.

① at

② on

③ for

④ till

問 2 Though the traffic on the street was **2**, I managed to catch the train.

① big

② heavy

③ large

④ much

問 3 It's **3** you couldn't come to the amusement park. I really enjoyed myself there.

① no wonder

② a shame

③ natural

④ inevitable

問 4 I'll be back **4** a few minutes. Wait for me here.

① on

② in

③ for

④ till

問 5 For **5** reason or other, my daughter went to school much earlier than usual.

① another

② any

③ some

④ such

問6 A smartphone has become an 6 tool for us, and most of us have one.

- ① inconvenient ② indefinite ③ inadequate ④ indispensable

問7 7 is the quality of being friendly, generous, and considerate.

- ① Calmness ② Cruelty ③ Indifference ④ Kindness

問8 We never 8 our daughter go out by herself.

- ① forgive ② allow ③ let ④ permit

2

次の問1～問9の英文の空欄 9 ～ 17 に入る最も適切なものを、①～④

から1つずつ選び、解答欄にマークしなさい。

問1 When I reached the station, the train 9 already.

① will start

② starts

③ had started

④ has started

問2 He always talks about someone behind their back, so he 10 others.

① is never spoken well of by

② is never spoken well at

③ speaks well of

④ is speaking well of

問3 He 11 not give up drinking too much, although I always advise him to.

① ought

② will

③ shall

④ must

問4 If I had done as you told me to, I 12 it now.

① would regret

② regretted

③ have regretted

④ will regret

問5 It is true that I can never have too many options, but sometimes I don't know which one 13 .

- ① to choose ② choosing ③ chosen ④ choose

問6 While he was staying in America, he had difficulty making himself 14 in English.

- ① understand ② to understand ③ understood ④ understanding

問7 I love him all 15 for his faults.

- ① more ② the more ③ less ④ most

問8 I was surprised at the ease 16 he got over the difficulty.

- ① which ② that ③ with which ④ of which

問9 A: "Taro and his brother Jiro look very much alike."

B: "Even their friends sometimes can't tell one from 17 ."

- ① the other ② other ③ others ④ anothers

3

次の問1～問8の日本語に合うよう、与えられた語（句）を並べ替えて英文を完成させるとき、空欄 **18** ～ **33** に入るものを、それぞれ① ～ ⑥から1つずつ選び、解答欄にマークしなさい。

問1 私が家に帰った時、弟が母に叱られていました。

My brother _____ **18** _____ **19** _____ home.

- | | | |
|-------|---------|-----------|
| ① was | ② I | ③ when |
| ④ got | ⑤ being | ⑥ scolded |

問2 何をやってはいけないかということが分かってもいい年齢だよ。

You are old enough to realize _____ **20** _____ **21** _____ .

- | | | |
|--------|------|---------|
| ① not | ② be | ③ what |
| ④ done | ⑤ to | ⑥ ought |

問3 これでうまくいくか分かりませんが、やってみる価値はあると思います。

I'm _____ **22** _____ **23** _____ , but I think it's worth trying.

- | | | |
|--------|-------|--------|
| ① work | ② if | ③ sure |
| ④ will | ⑤ not | ⑥ this |

問4 私はそれには全く関わっていないということを彼に信じてもらえなかった。

I couldn't get _____ **24** _____ **25** _____ to do with it.

- | | | |
|-----------|-----------|------|
| ① believe | ② him | ③ I |
| ④ had | ⑤ nothing | ⑥ to |

問5 去年地震でその橋は深刻な被害にあった。

There ____ 26 ____ ____ 27 ____ the earthquake last year.

- ① the bridge ② done ③ by
④ was ⑤ serious damage ⑥ to

問6 頑張れば頑張るほど、成功する可能性は高くなります。

The harder you try, ____ 28 ____ ____ 29 ____ succeed.

- ① are ② the ③ you
④ to ⑤ more ⑥ likely

問7 君についてわずかなことしか知らないのに、それで君のことを判断できません。

I can't judge you based ____ 30 ____ ____ 31 ____ you.

- ① on ② little ③ I
④ about ⑤ what ⑥ know

問8 人は見かけによらないものですね。

A man ____ 32 ____ ____ 33 ____ his appearance.

- ① be ② by ③ not
④ is ⑤ judged ⑥ to

4

次の問1～問7の会話文の空欄 34 ～ 50 に入る最も適切なものを、それ

ぞれ①～④から1つずつ選び、解答欄にマークしなさい。

問1 A: Hi! How was your weekend?

B: It was great, thanks! I went hiking in the mountains. 34

A: 35 I just relaxed at home and caught up on some reading.

B: Nice! What book are you reading?

34

① Why don't you come with me? ② You shouldn't have come with me.

③ Did you go somewhere? ④ How about you ?

35

① I also went hiking. ② I'm sorry to hear that.

③ That sounds fun! ④ I really regret it.

問2 A: Did you watch the Olympics last night?

B: Yes, I did! The gymnastics were amazing. 36 the athletes' performances were breathtaking.

A: I agree. It's incredible how much dedication and hard work they put into their training.

B: Absolutely. 37 hosting the Olympics in our country has inspired many young athletes.

36

① I was not impressed with ② I couldn't believe how

③ Against my will ④ It's unnatural that

37

① I'm not sure that ② I don't think

③ There's no doubt that ④ Many people doubt

問 3 A: Do you think we should omit English from entrance exams at Japanese universities?

B: I'm not sure. English is important, but some students find it very difficult.

C: I think removing English would be a mistake. **38** in many fields nowadays.

A: But what about students who **39** ? They might benefit more from focusing on other subjects.

B: It's a tough decision. We need to consider both the benefits and the drawbacks.

38

- ① English is not necessary ② Japanese is more important
- ③ English is widely used ④ It's easier for everyone

39

- ① have strong English skills already
- ② think English is indispensable for their life
- ③ find English difficult to learn
- ④ want to study abroad

問 4 A: What do you usually do in your free time?

B: I love painting. It's a great way to relax and express myself. How about you?

A: I enjoy playing the guitar. **40** It helps me unwind after a long day.

B: That sounds nice. Have you been playing for a long time?

A: Yes, I've been playing since I was a teenager. **41** It's been a big part of my life.

B: That's impressive! Maybe you could teach me some chords sometime.

40

- ① I've just started learning it. ② I practice it every morning.
- ③ For me, it's the best hobby. ④ In fact, I hate it.

41

- ① I can't imagine life without music. ② Now, I just play it occasionally.
- ③ I'm still trying to improve my skills. ④ Music has never been my best friend.

- 問5 A: Do you think inbound tourism is beneficial for Japan's economy?
 B: I think it's a great way to boost the economy. Tourists spend money, and that helps local businesses.
 C: But doesn't it also create problems? 42 like overcrowding and environmental issues.
 A: That's true, but the benefits outweigh the negatives. For example, 43 in recent years, and it's had a positive impact on many areas.
 B: We need to find a balance to maximize the benefits while minimizing the downsides.

42

- ① Tourism brings various challenges ② Tourists never cause issues
 ③ Japan's economy needs help ④ Inbound tourism produces brilliant results

43

- ① tourism has grown significantly ② the government has increased funding
 ③ fewer tourists come from abroad ④ many hotels have become bankrupt

- 問6 A: How do you usually celebrate New Year's?
 B: My family has a tradition of eating *osechi* and visiting a shrine. On New Year's Eve we spend time together 44 on the past year throughout the evening.
 A: That sounds meaningful. 45 my family just watches the countdown on TV and then goes to bed.
 B: It's nice to start the year with traditions. 46 helps us appreciate our culture and values.
 A: I agree. Maybe I should try incorporating some traditional activities into my New Year's celebration too.

44

- ① reflected ② reflects
 ③ reflect ④ reflecting

45

- ① In contrast ② Similarly
 ③ Sometimes ④ Interestingly

46

- ① Spending time with loved ones ② Practicing these customs every year
- ③ Having a big New Year's meal ④ Celebrating with the whole community

問7 A: Have you been following the news about global warming?

B: Yes, it's really concerning. 47 that we are seeing more extreme weather patterns.

A: Absolutely. It's alarming how quickly the climate is changing. 48 we all need to take immediate action.

B: I agree. If we don't act now, 49 severe consequences for future generations.

A: That's true. 50 everyone makes even small changes, it can make a big difference in slowing down global warming.

47

- ① It's hard to deny ② The government is ignoring
- ③ People should be unaware ④ We need to study

48

- ① We have already seen ② It's clear that
- ③ Some people doubt ④ Scientists are unsure if

49

- ① we might prevent ② there couldn't be
- ③ we are likely to avoid ④ it will lead to

50

- ① Because ② Unless
- ③ If ④ However

(次ページからの問題 5 6 は、選択問題です。保健医療学部を受験する人は[選択問題 A] 5 を、教育学部英語教育専攻を受験する人は[選択問題 B] 5 6 を、それ以外の学部・学科を受験する人は[選択問題 A] 5 6 を選んで、解答してください。)

[選択問題 A]

5

次の英文を読み、問 1～ 問 4 に答えなさい。

51

～

58

Shorter sleep and later bedtimes are linked to potentially harmful functional changes to parts of the brain important for coping with stress and controlling (1) emotions, our recently published research found. And children in families with low economic resources are particularly at risk.

We are *neuroscientists who are passionate about reducing *socioeconomic (2) disparities in child development. To better understand how socioeconomic disadvantage affects sleep health and brain development in children, we recruited 5 to 9-year-old children from socioeconomically diverse families living in New York. About 30% of the participating families had incomes below the U.S. poverty *threshold.

Recommended amount sleep for children

Age	Hours of sleep
Age 4-12 months	12-16 hours (including naps)
Age 1-2 years	11-14 hours (including naps)
Age 3-5 years	10-13 hours (including naps)
Age 6-12 years	9-12 hours
Age 13-18 years	8-10 hours

Data drawn from the American Academy of Sleep Medicine 2016 Consensus Statement.

Table: By: The Conversation, CC-BY-ND Source: American Academy of Sleep Medicine Created with Datawarpper

We asked parents to report on their child's sleep environment, the consistency of their family routines, and their child's bedtime and wake-up time. We also had children complete a *magnetic resonance imaging scan of their brains to analyze the size of a brain region called the *amygdala and the strength of its connections with other regions of the brain. The amygdala plays a critical role in processing emotions and the amount of (1) emotion a person experiences. *Adversity experienced early in life can affect how the amygdala works.

We found that children in families with low economic resources were getting less sleep at night and going to sleep later compared with children in families with higher economic resources. In turn, shorter sleep and going to sleep later were associated with reduced amygdala size and weaker connections between the amygdala and other emotion-processing brain regions. This link between socioeconomic disadvantage, sleep *duration and timing,

and amygdala size and connectivity was found in children as young as 5.

Our results suggest that (3) both amount and timing of sleep matter for the functioning of these brain regions involved in emotion processing.

Not getting enough sleep increases the risk of developing mental health problems and interferes with academic achievement. Reduced sleep may make it harder for children to cope with stress and manage their emotions. Children from families or neighborhoods with low socioeconomic resources may be at increased risk for stress-related mental health problems due in part to the negative effects of their environment on sleep health.

During childhood, the brain develops at a fast pace. Because of this, childhood experiences can have effects on brain function that (4) a lifetime. Problems from childhood can continue throughout life.

Our findings reinforce the importance of ensuring all families have sufficient economic resources to provide for their children. Research suggests that income supplements for families in need can help support children's brain function, along with their mental health and academic outcomes.

Why do socioeconomically disadvantaged environments make it hard for children to sleep? Our research suggests that parents who were struggling to make ends meet had a harder time maintaining consistent family routines, possibly leading to less consistent bedtime routines, (5) may have contributed to children getting less sleep.

However, there are likely multiple factors connecting socioeconomic disadvantage and poor sleep quality, such as not being able to (6) a comfortable bed, overcrowding, neighborhood noise, excessive light and heat.

Most sleep research has focused on teens, who are especially at risk for poor sleep. However, our results suggest that environmental effects on sleep patterns and habits start a lot earlier.

*Interventions to improve sleep may need to start earlier than adolescence to be *optimally effective. *Bolstering economic resources for families in need may also be key to supporting children's sleep health, brain development and emotional well-being.

(注) *neuroscientist : 神経科学者 *socioeconomic : 社会経済的な *threshold : 境目

*magnetic resonance imaging : MRI(磁気共鳴映像法) *amygdala : 扁桃体(記憶・感情・嗅覚をつかさどる脳の領域) *adversity:逆境 *duration : 期間 *intervention : 介入
*optimally : 最高に *bolster : 改善する

出典 : Late bedtimes and not enough sleep can harm developing brains - and poorer kids are more risk by Emily C. Merz/Melissa Hansen, The Conversation, July 18, 2024

問1 文脈に合うように(1)(4)(5)(6)に入る最も適切なものを、① ～ ④からそれぞれ1つずつ選び、解答欄にマークしなさい。 51 ～ 54

(1) 51

- ① profound ② objective ③ positive ④ negative

(4) 52

- ① spend ② stop ③ end ④ last

(5) 53

- ① that ② it ③ which ④ why

(6) 54

- ① afford ② lie ③ keep ④ stay

問2 下線部(2)とほぼ同じ意味の単語を、① ～ ④から1つ選び、解答欄にマークしなさい。

55

- ① similarity ② differences ③ accordance ④ regularity

問3 下線部(3)の内容を表す日本語として最も適切なものを① ～ ④から1つ選び、解答欄にマークしなさい。 56

- ① このような脳の領域の機能に対して問題を引き起こす睡眠の量やタイミングは、感情処理とは関係がない。
- ② 睡眠の量とタイミングの問題は、このような脳の領域の機能や感情処理に関わっている。
- ③ 睡眠の量とタイミングは、感情処理に関わるこのような脳の領域の機能にとって重要である。
- ④ 睡眠の量とタイミングは、感情処理に伴うこのような脳の領域の機能に生じた問題に大きく関わっている。

問4 内容が本文と一致するものを① ～ ⑤から2つ選び、解答欄にマークしなさい。但し、解答の順序は問わないものとする。 57 58

- ① The neuroscientists found that how long we sleep and when we go to sleep has nothing to do with our stress and emotions.
- ② The neuroscientists found that children in rich families get more sleep and go to sleep earlier than those in poor families.

- ③ After we have grown up, our brains continue to develop, so the experience in childhood has almost no effect on our brain function.
- ④ Parents who are poor find it difficult to make and keep regular hours, and it may cause their children to go to sleep later and get less sleep.
- ⑤ Environmental effects on sleep patterns and habits begin at the time of adolescence, so it is useless to change the environment of young children in order to improve sleep.

[選択問題 A]

6

次の英文を読み、問 1 ～ 問 5 に答えなさい。

59

～

67

Everyone knows that laughter can be (1) contagious and that it would be impossible to go an entire day without hearing someone laugh. There are some people who have such a happy-sounding laugh that it is difficult for others to keep from laughing with them. It is even possible to laugh so hard and long that it hurts, though the pain is usually only (2). However, imagine beginning to laugh and not being able to stop. This very thing happened to a small village in Africa, and no one could have anticipated that it would eventually infect many others around the country and in surrounding nations.

The Tanganyika Laughing *Epidemic began on January 30, 1962 in a mission-run boarding school in what is now a country called Tanzania. Three young girls in the small village of Kashasha began laughing one morning during class. The teacher attempted to get them to stop but was unsuccessful, so she then took all of the girls in her class to a small field beside the school to try to calm the laughing girls down. However, this had the opposite effect because the girls who looked at the three *hysterical girls also began to laugh. The laughter was amusing at first, *albeit not for very long. (3) The students were soon laughing so hard they cried because they could not breathe. Many girls laughed until their throats hurt and they collapsed. Throughout the day, the laughter diminished a bit, only to (4) commence yet again.

Laughter spread throughout the school, affecting 95 of the 159 students. To outsiders, it looked like a practical joke gone wrong. Symptoms of the epidemic included laughter, crying *fits, and restlessness. At times, there was a temporary *respite, but then the laughing fits would return. The longest duration of uncontrollable laughter lasted 16 days. During one person's laughing fit, it usually overcame yet another person, which passed on the epidemic.

In March, the school was forced to close down and the students, all teenage girls, were sent home, taking the laughing epidemic with them. The outbreak then reached another school in the village of Nshamba, which had 10,000 residents. There were 217 school-aged children infected from March 16 until April 30. As the year progressed, several other villages were affected. In June, the epidemic hit another middle school, with the outbreak affecting 98 of 154 students and lasting eight days. The government was forced to close villages by *quarantine in order to protect *adjacent villages that had not yet been affected. By the end of 1964, over 1,000 people had been infected with fits of uncontrollable laughter, all of which was without humor.

Two health officers covered the epidemic over the course of the year and noted that

though laughter (5) [① seen / ② happiness / ③ as / ④ is often / ⑤ of / ⑥ a sign], it had become a terrible disease among their people. They could find no patterns of how the epidemic spread. Extensive testing of both the food and school where the epidemic began failed to reveal any chemicals or viruses in the environment that might *coincide with a trigger for the problem. Of note, they did find that the epidemic influenced mostly girls, who then spread the laughter to other women in their families. Adult men were *immune, though young boys also (6) contracted the problem. In addition, it appeared to commonly affect members of a lower social and economic class.

The laughing epidemic appears to be yet another case of mass hysteria that overcame hundreds of people. People under high amounts of stress are more likely to fall victim to *devastating social influences. In the 1800s, Tanganyika had been a British colony. During World War II, it was under German rule, only to fall back under Britain after the war had ended. This persistent stressor within the nation, such as rule by another nation, may have contributed to the outbreak. The main theory for those affected is that the girls initially affected may have been uncomfortable with the European-led schools they attended. Specifically, they were attending a boarding school that taught under a rigid educational system quite different from their (7) background. The young girls were living with strangers who preached Christianity, a religion very different from their tribal beliefs. They were also away from their villages and families, often for the very first time.

About 18 months after it started, the epidemic died out without explanation. Researchers still cannot explain exactly what brought it on, nor why it disappeared. What they do know is that the country was under a range of extreme stressors at the time of the outbreak. Perhaps it is a combination of underlying events that led to the laughing epidemic.

(注) *epidemic : 伝染病の発生 *hysterical : ヒステリー状態の albeit : 〜だけれども
*fit : 発作 *respice : 一時的中断 *quarantine : 隔離 *adjacent : 近隣の
*coincide : 同時に起こる *immune : 免疫のある *devastating : 壊滅的な

問1 下線部(1)(4)(6)とほぼ同じ意味の語(句)を、①～④からそれぞれ1つずつ選び、
解答欄にマークしなさい。 59 ～ 61

(1) 59

- ① indifferent ② infectious ③ ineffective ④ ingenious

(4) 60

- ① end ② improve ③ begin ④ worsen

(6) 61

- ① solved the problem ② recover from the disease
③ figures out the problem ④ caught the disease

問2 文脈に合うように(2)(7)に入る最も適切なものを、①～④からそれぞれ1つずつ
選び、解答欄にマークしなさい。 62 63

(2) 62

- ① severe ② bitter ③ permanent ④ temporary

(7) 63

- ① academic ② economic ③ ethnic ④ disadvantaged

問3 下線部(3)の内容を表す日本語として最も適切なものを①～④から1つ選び、解答欄にマ
ークしなさい。 64

- ① 息ができなかったので、生徒たちは面白くなってすぐに笑い出した。
② 生徒たちの笑い方はすぐにとっても激しいものとなり、呼吸ができないから泣くほどであ
った。
③ 生徒たちはすぐに笑い出した。そして大層激しく泣いたので、息ができなかった。
④ 生徒たちはすぐに笑い出した。その結果呼吸ができないので、激しく泣いた。

問4 下線部(5)の語(句)を文脈に合うように並べ替えて英文を完成させるとき、2番目(65)・
5番目(66)に来るものを、それぞれ①～⑥から1つずつ選び、解答欄にマークしなさい。

問5 内容が本文と一致するものを① ～ ⑤から 1 つ選び、解答欄にマークしなさい。

67

- ① When you hear others around you laugh, it rarely makes you begin to laugh.
- ② On January 30, 1962 in Tanzania some school girls in a village began laughing in class, and the teacher tried to stop them from laughing, only to fail.
- ③ Soon after the laughing epidemic began in the school, it came to an end thanks to the teachers' efforts to prevent it from spreading farther.
- ④ The health officers realized that the laughing epidemic could affect all people in Tanzania.
- ⑤ Researchers have already discovered what caused the outbreak of the laughing epidemic and why the epidemic died out.

[選択問題 B]

5

次の英文を読み、問 1 ～ 問 5 に答えなさい。

51

～

55

According to some new research from the American Psychological Association, mental (1) exertion appears to (2) with various unpleasant feelings and emotions in several *taxing situations. The findings on how people generally experience intense mental effort are detailed in a study published August 5 in the journal Psychological Bulletin.

“Managers often encourage employees, and teachers often encourage students to exert mental effort. On the surface, this seems to work well: Employees and students do often opt for mentally challenging activities,” Erik Bijleveld, a study co-author and psychologist at Radboud University in The Netherlands, said in a statement. “From this, you may be tempted to conclude that employees and students tend to (3) thinking hard. Our results suggest that this conclusion would be false: In general, people really dislike mental effort.”

In the new study, the team conducted a meta-analysis of 170 studies, representing 4,670 participants from 29 countries. They included college students, amateur athletes, engineers, teachers, and those who work in a military or health care setting.

The team looked at 358 different cognitive tasks—practicing a golf swing, learning to use a new technology, navigating an unfamiliar environment, playing a virtual reality game, and more. Participants in all of the studies have reported how much effort they exerted and (4) [they / extent / experienced / which / the / to] irritation, frustration, annoyance, or stress.

The team found that across all *populations, the more mental effort a task required, the more study participants reported unpleasant feelings.

“Our findings show that mental effort feels unpleasant across a wide range of populations and tasks,” said Bijleveld. “This is important for professionals, such as engineers and educators, to keep in mind when designing tasks, tools, interfaces, apps, materials or instructions. When people are required to exert substantial mental effort, you need to make sure to support or reward them for their effort.”

According to Bijleveld, one notable finding was that while the association between mental effort and *adverse feelings was still significant, it was less pronounced in studies conducted in Asian countries, compared to North American or European studies. According to the authors of the study, these results fit with the general notion that the *aversiveness of mental effort could depend on an individual’s learning history, says Bijleveld. Typically, high school students in Asian countries tend to spend more time on schoolwork than those in Europe or North America and may learn to withstand higher

levels of mental exertion early on in their lives.

There was also an important real-world observation that despite mentally challenging tasks feeling unpleasant, people still do them voluntarily.

“For example, why do millions of people play chess? People may learn that exerting mental effort in some specific activities is likely to lead to reward. If the (5) of chess outweigh the costs, people may choose to play chess, and even self-report that they enjoy chess,” said Bijleveld. “Yet, when people choose to pursue mentally effortful activities, this should not be taken as an indication that they enjoy mental effort *per se*. Perhaps (6) people choose mentally effortful activities despite the effort, not because of it.”

Humans continue to do hard things anyway, partially because the more effort something takes, the more our species tends to value it. A 2022 study proposed that this could be because rewarding the effort needed to get the job done — not the outcome — prompted more difficult tasks later on even without rewards.

(注) *taxing : やっかいな *population : 母集団 *adverse : 逆の、ネガティブな
*aversiveness : 嫌悪感、避けたい気持ち *per se : それ自体で

問1 文脈に合うように(2)(3)(5)に入る最も適切なものを、①～④からそれぞれ1つずつ選び、解答欄にマークしなさい。

 ～

(2)

- ① be associated ② conflict ③ be satisfied ④ meet

(3)

- ① avoid ② enjoy ③ stop ④ try

(5)

- ① aims ② deficits ③ benefits ④ advantages

問2 内容が本文と一致するものを①～⑤から2つ選び、解答欄にマークしなさい。但し、解答の順序は問わないものとする。

- ① We are often encouraged to exert mental effort and are willing to do so, but actually we don't like to.
- ② According to a new study, even if a task requiring much mental effort was imposed on the participants in the study, it never caused them to feel unpleasant.

- ③ When we require others to exert mental effort, it's not necessary to support or reward them for what they have done, because they have done so on their own will.
- ④ It is generally thought that whether people avoid mental effort or not depends on how they have learned in their lives.
- ⑤ People avoid facing mentally effortful activities whether they are given rewards or not.

記述問題

- 問3 下線部(1) **exertion** とほぼ同じ意味の英単語を文中より抜き出さない。
- 問4 下線部(4)の語を文脈に合うように並べ替えなさい。
- 問5 下線部(6)を **it** の内容を明らかにして和訳なさい。

[選択問題 B]

6

次の英文を読み、問 1 ～ 問 7 に答えなさい。

56

～

61

Literature is a fundamental part of our culture and society. Yet it is difficult to say what exactly literature is. Literature is a broad (1) term that seems to cover many different types of writing. By convention, we consider poetry, plays, novels, short stories and essays as literature. However, there are many kinds of written works that are excluded from this list. For example, cookbooks or travel books—to name but two exceptions—are generally not considered literature. Although this may seem (2a) on the surface, it is because what defines literature is somewhat (2b). Literature is defined as well-written works—those considered of superior or of lasting artistic merit. Unfortunately, there are no comprehensive or objective set of parameters for deciding what a superior or artistic work is. As well, the view of what is considered literature changes over time.

The idea of literature has developed organically over time. Before human civilizations had written language, humans communicated only through using words or songs. The spoken word was the main source of information and entertainment. Stories and songs at this time mainly concerned the activities of the gods or ideas on how the world was created. Myths helped people make sense of the world. But (3) time went on, humans, in the form of heroes, also came to be featured as the main characters in *epic poems.

Similar to songs, ancient stories were told in a *metered and dramatic way. (3) different civilized groups developed written forms of their own languages, the first works of literature were produced. These were re-tellings of the tales and legends that had been passed down through generations, told and re-told in poetic *meter. The first writers then wrote down these stories in the same poetic meter they had heard repeated over their lives. Thus, the earliest forms of literature were poetry and plays. Some of these first pieces of literature date back to 2000 BC.

Much of the early literature in those ancient times, those tales of gods and heroes, was not thought of as myths. In fact, all these stories were considered true and sacred. The idea of a fictional story such as commonly written these days would not have occurred to a person of ancient times. (4) Most written works were for the purpose of transmission of knowledge, whether they were instructional or religious texts. Epic tales were considered to be historical events. As well, originality was not something expected. In fact, early writers would stress that the works they had written were actually previous stories or translations of early stories — in spite of any new information that was incorporated into the story. Inevitably, writers began to alter the legends and religious stories, *complementing existing versions with their own elements. Listeners or audiences did not

become aware of this until well into the Middle Ages.

In about the 12th century, some incredible written stories about Alexander the Great were released. Alexander the Great was a famous king who lived from 356-323 BC. Although he was only 32 when he died, during his life he accomplished many amazing things and ended up creating one of the largest empires of the ancient world. His empire stretched from Europe in the west to India in the east and down to Egypt in the south. At the time of his death, he had been crowned the King of Macedonia, the King of Persia, the King of Asia, and the Pharaoh of Egypt. Not surprisingly, his life was a good source of stories. Writers could not help but add their own fictional touches to his legend, even hundreds of years later. The most extreme examples of this had Alexander flying something (5) to a modern airplane or sailing underwater boats. After reading these stories, with these completely impossible scenarios, people eventually realized that these stories of Alexander were false. A paradigm for fictional writing thus became realized.

From that point, (6) the idea of what could be written about changed dramatically. Many different kinds of writing emerged, and this has added to our idea of literature. If one goes into any bookstore today, a wide variety of written works can be found for purchase in many different genres. And (3) writers explore new forms of writing, so too the idea of what is considered literature continues to change. The development of literature is an ongoing process. It continues to evolve and take on new dimensions. At present, even performances like *ballet — performances with no written words at all — are beginning to be considered a form of literature. Many ballets were initially inspired by written works and are clearly of artistic merit. Who knows what forthcoming forms of literature may emerge in the future?

(注) *epic poems : 叙事詩 *metered : 拍子をつけた、リズムを持った *meter : 韻律、拍子
*complement : 補う *ballet : バレエ

問1 下線部(1)とほぼ同じ意味の語を, ① ~ ④から 1 つ選び, 解答欄にマークしなさい。

(1) 56

① period

② word

③ session

④ condition

問2 文脈に合うよう(2a)(2b)のそれぞれに入る語の最も適切な組み合わせを, ① ~ ④から1つ選び, 解答欄にマークしなさい。 57

- | | | |
|---|------------------|------------------|
| ① | (2a) regular | (2b) concrete |
| ② | (2a) concrete | (2b) regular |
| ③ | (2a) arbitrary | (2b) abstract |
| ④ | (2a) abstract | (2b) arbitrary |

問3 文脈に合うよう(3)に共通して入る語を, ① ~ ④から1つ選び, 解答欄にマークしなさい。但し, 文頭にいくところもあるが, すべて小文字にしてある。 58

- ① when ② if ③ as ④ though

問4 文脈に合うように(5)に入る最も適切なものを, ① ~ ④から1つ選び, 解答欄にマークしなさい。

(5) 59

- ① unknown ② special ③ equivalent ④ peculiar

問5 内容が本文と一致するものを① ~ ⑤から2つ選び, 解答欄にマークしなさい。但し, 解答の順序は問わないものとする。 60 61

- ① Literature has almost no relationship with our life, so we have difficulty defining what literature is.
- ② Communication between people was made only by using words or songs until they created written language.
- ③ In ancient times, people regarded fictional stories, such as myths, to be untrue and for entertainment only.
- ④ After people read the stories of Alexander's legend to which fictional elements were added, they realized the stories were not true, and the idea of fictional stories began to be known.
- ⑤ The idea of literature has greatly changed a lot since ancient times, and so literature will not develop any more.

記述問題

問6 下線部(4)を和訳しなさい。

問7 下線部(6)を和訳しなさい。