

英 語

(90 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 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		

- ④ 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** 記述式解答問題 問6」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6」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。
- ⑤ 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。
- ⑥ 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 ～ 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 I know that you have to stay home tomorrow. But if you your mind, please call me.

- ① changed ② should change ③ would change ④ will change

問 2 I asked her to keep me of any new developments in the matter.

- ① informed ② informing ③ to inform ④ information

問 3 I have never seen the report, much read it.

- ① more ② better ③ less ④ worse

問 4 One bee after another was seen out of a hole in the wall.

- ① creep ② for creeping ③ crept ④ to creep

問 5 I would rather you 5 here tomorrow.

- ① to stay ② stayed ③ will stay ④ are staying

問 6 When Michael reached the station, he found that his train 6 left.

- ① did already ② had already ③ has already ④ was already

問 7 My sister doesn't like jazz, and 7 .

- ① so do I ② neither do I ③ I don't, too ④ as I do

問 8 See to it that the elderly 8 properly cared for.

- ① have ② are ③ is ④ has

2

次の問1～問8の英文の空欄 9 ～ 16 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 9 to his happy schooldays in his autobiography.

- ① purchased ② reminded ③ referred ④ provided

問2 Please drop 10 my house on your way to school.

- ① by ② under ③ of ④ out

問3 John 11 advantage of the sale to buy some new shoes.

- ① ran ② took ③ had ④ made

問4 I am wondering if I could ask a favor 12 you.

- ① of ② for ③ on ④ off

問 5 Some people in the world 13 from famine and disease.

① offer

② suffer

③ result

④ differ

問 6 Can you 14 the copy from the original?

① speak

② tell

③ say

④ talk

問 7 The train is running 15 schedule this morning due to heavy snow.

① late

② after

③ behind

④ over

問 8 Some researchers say that many allergies are 16 to diet.

① associated

② caused

③ joined

④ related

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 **17** ～ **32** 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。なお、文頭に来るものも小文字にしています。

問1 この頃の彼の髪型はすてきです。

The way _____ **17** _____ **18** _____ .

- ① wearing ② his ③ days is
④ he is ⑤ hair these ⑥ attractive

問2 その列車に乗り遅れると30分待つことになる。

_____ **19** _____ **20** _____ .

- ① for ② the train ③ missing
④ half an hour ⑤ waiting ⑥ means

問3 彼は他の学生よりも3年も前にその映画を見ていた。

He had _____ **21** _____ **22** _____ students saw it.

- ① three ② the movie ③ the other
④ before ⑤ seen ⑥ years

問4 戦争をどうやって防ぐかという問題ははまだ解決されていない。

The problem of _____ **23** _____ **24** _____ .

- ① unresolved ② how ③ prevent
④ remains ⑤ to ⑥ war

問5 彼らと一緒にいると、とても楽しい。

Being _____ 25 _____ 26 _____ .

- | | | |
|---------|-----------------|--------|
| ① me | ② together with | ③ feel |
| ④ makes | ⑤ very happy | ⑥ them |

問6 この計画は、ベスが長い間ずっと始めたいと思ってきたものだ。

This project _____ 27 _____ 28 _____ start for a long time.

- | | | |
|----------|--------|--------|
| ① wanted | ② is | ③ what |
| ④ to | ⑤ Beth | ⑥ has |

問7 ドアを叩く音が聞こえてきた。

There _____ 29 _____ 30 _____ .

- | | | |
|---------|-------|--------|
| ① came | ② at | ③ door |
| ④ knock | ⑤ the | ⑥ a |

問8 このハンカチを贈答用に包装してもらえますか。

Would _____ 31 _____ 32 _____ gift-wrapped?

- | | | |
|------|------------|---------------------|
| ① to | ② it | ③ this handkerchief |
| ④ be | ⑤ possible | ⑥ have |

4

次の問1～問5の会話文の空欄 33 ～ 44 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: Who's calling, please?

B: This is Mr. Grant. May I speak to Mr. Johnson, please?

A: 33 Please hold on. He'll be right with you.

33

① This is he.

② Speaking.

③ I'll put you through.

④ Shall I take a message?

問2 A: I can't believe this! This is the best present I've ever received!

B: 34

A: No. I mean it!

34

① Congratulations!

② Really? You are joking, right?

③ How come? What do you mean?

④ Come on! You should trust me.

問3 A: Oh no... I left my pencil case at home.

B: Really? 35 if you need something.

A: Are you sure? I don't want to trouble you.

B: Don't worry. 36 anyway.

A: Thanks. You're a lifesaver!

35

① Feel free to use my supplies

② I ate breakfast this morning

③ The school is very big

④ I'll borrow my case

36

① I always keep spares with me

② I need them for myself

③ I watch TV every weekend

④ He is my older cousin

- 問 4 A: Hey, Rachel. I'm heading to the cafeteria. Want to come?
B: I'd love to, but 37 right after lunch.
A: Oh, that's too bad. Can you come later?
B: 38 , but I'll try to finish quickly.
A: That's great! I'll save you a seat just in case.

37

- | | |
|--------------------------|--------------------------------------|
| ① I met my friends | ② I'm scheduled to meet with Mr. Ito |
| ③ The restaurant is busy | ④ I'm enough |

38

- | | |
|-----------------------------|-------------------------|
| ① I never eat at noon | ② I'm sure of it |
| ③ I have gym class tomorrow | ④ It might take a while |

- 問 5 A: So, have you decided where you want to go after graduation?
B: I've been thinking about going to an art school, actually.
A: That sounds great! You've always been creative.
B: Thanks. But my parents aren't too thrilled. 39 .
A: Hmm...are they worried about your future job prospects?
B: Yeah. My dad keeps saying I should pick something more stable.
A: That's tough. 40 .
B: I've tried, but every time I mention it, he just changes the topic.
A: Maybe you can show him some successful people in the arts.
B: That's a good idea. 41 .
A: You might also talk to your teacher or counselor. 42 .
B: Yeah, they might help me frame things better. I just hope my dad's willing to listen. 43 .
A: Right. And whatever happens, 44 .

39

- | | |
|-------------------------------------|--------------------------------------|
| ① They told me I should join a club | ② They want me to take over the shop |
| ③ They said I needed sleep | ④ They think it's just a hobby |

40

- ① Maybe you should switch schools.
- ② Have you tried explaining your goals?
- ③ Have they told you about fees?
- ④ Did you finish your application?

41

- ① I forgot to reply to her
- ② Maybe I'll ask about school facilities
- ③ They'll probably never change
- ④ I'll collect some real-world examples

42

- ① They could help mediate
- ② Counselors deal with grades too
- ③ I'm too embarrassed to ask
- ④ They must love their jobs

43

- ① Then you should stop trying
- ② It all depends on how you say it
- ③ Listening doesn't mean he cares
- ④ Maybe you could buy him supper

44

- ① you could conceal your exam slot
- ② you'll regret it either way
- ③ you should follow your passion
- ④ they'll choose what's right

5

次の英文を読み、問1～問5（教育学部英語教育専攻を受験する人は問1～問6）に答

えなさい。

45

～

55

Larry and Jo Ann were an ordinary couple. They lived in an ordinary house on an ordinary street. Like any other ordinary couple, they struggled to (ア) make ends meet and to do the right things for their children.

They were ordinary in yet another way — they had their (1) squabbles. Much of their conversation concerned what was wrong in their marriage and who was to blame.

Until one day when a most extraordinary event took place.

“You know, Jo Ann, I’ve got a magic chest of drawers. Every time I open them, they’re full of socks and underwear,” Larry said. (イ) “I want to thank you for filling them all these years.”

Jo Ann stared at her husband over the top of her glasses. “What do you want, Larry?”

“Nothing. I just want you to know I appreciate those magic drawers.”

This wasn’t the first time Larry had done something odd, so Jo Ann pushed the incident out of her mind until a few days later.

“Jo Ann, thank you for recording so many correct *check numbers in the *ledger this month. You put down the right numbers fifteen out of sixteen times. That’s a record.”

Disbelieving what she had heard, Jo Ann looked up from her mending. “Larry, you’re always complaining about my recording the wrong check numbers. Why stop now?”

“No reason. I just wanted you to know I appreciate the effort you’re making.”

Jo Ann shook her head and went back to her mending. (ウ) “What’s got into him?” she mumbled to herself.

Nevertheless, the next day when Jo Ann wrote a check at the grocery store, she glanced at her checkbook to confirm that she had put down the right check number. “Why do I suddenly care about those dumb check numbers?” she asked herself.

She tried to disregard the incident, but Larry’s strange behavior intensified.

“Jo Ann, that was a great dinner,” he said one evening. “I appreciate all your effort. Why, in the past fifteen years I’ll bet you’ve (2) fixed over fourteen thousand meals for me and the kids.”

Then “Gee, Jo Ann, the house looks (3) spiffy. You’ve really worked hard to get it looking so good.” And even “Thanks, Jo Ann, for just being you. I really enjoy your company.” Jo Ann was growing worried. “Where’s the sarcasm, the criticism?” she wondered.

Her fears that something peculiar was happening to her husband were confirmed by sixteen-year-old Shelly, who complained, “Dad’s gone (4) bonkers, Mom. He just told me I looked nice. With all this makeup and these sloppy clothes, he still said it. That’s not

Dad, Mom. What's wrong with him?"

Whatever was wrong, Larry didn't get over it. Day in and day out he continued focusing on the positive.

Over the weeks, Jo Ann grew more accustomed to her *mate*'s unusual behavior and occasionally even gave him a (5)grudging "Thank you." She prided herself on *taking it all in stride, until one day something so peculiar happened, she became completely (6)discombobulated:

"I want you to take a break," Larry said. "I am going to do the dishes. So please take your hands off that frying pan and leave the kitchen."

(Long, long pause.) "Thank you, Larry. Thank you very much!"

Jo Ann's step was now a little lighter, her self-confidence higher and once in a while she hummed. She didn't seem to have as many blue moods anymore. "I rather like Larry's new behavior," she thought.

That would be the end of the story except one day another most extraordinary event took place. This time (ㄟ)① who / ② it / ③ spoke / ④ was / ⑤ Jo Ann .

"Larry," she said, "I want to thank you for going to work and providing for us all these years. I don't think I've ever told you how much I appreciate it."

(オ)Larry has never revealed the reason for his dramatic change of behavior no matter how hard Jo Ann has pushed for an answer, and so it will likely remain one of life's mysteries. But it's one I'm thankful to live with.

You see, I am Jo Ann.

Jo Ann Larsen

注) check number : 小切手番号(小切手 : 現金の代わりにお金のやりとりができる書類。有価証券の 1 つ) ledger : 台帳 take ~ in stride : ~を冷静に対処する

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

45

① 家族同士で顔を合わせる

② 辻褄を合わせる

③ 目的をかなえる

④ 家計をやりくりする

問2 下線部(1)～(6)とほぼ同じ意味の語(句)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。 46 ～ 51

- | | | | | | |
|-----|--|--------------|----------------|-----------------|------------------|
| (1) | 46 | ① accidents | ② quarrels | ③ conversations | ④ good relations |
| (2) | 47 | ① left | ② repaired | ③ prepared | ④ ate |
| (3) | 48 | ① messy | ② neat | ③ dirty | ④ untidy |
| (4) | 49 | ① crazy | ② happy | ③ upset | ④ gloomy |
| (5) | 50 | ① sincere | ② enthusiastic | ③ unwilling | ④ generous |
| (6) | 51 | ① frightened | ② confused | ③ energetic | ④ settled |

問3 Larry が Jo Ann に対して下線部(イ)のような発言をしたことを、Jo Ann はどのように受け止めていると思われるか。①～④から1つ選び、解答欄にマークしなさい。 52

- ① Larry は Jo Ann が彼のために、いつもたくさんの靴下や下着を準備してくれていることに感謝している。
- ② Larry は魔法で出てきたように、いつも引き出しの中にたくさんの靴下や下着が入っていることを不思議に思っている。
- ③ Larry は Jo Ann がたくさんの靴下や下着を購入していることを不満に思っている。
- ④ Larry は Jo Ann にもっとたくさんの靴下や下着を常に準備して欲しいと思っている。

問4 下線部(ウ)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。 53

- ① Larry は何を手に入れたのだろう。
- ② どうして Larry のためにあんなことをしてしまったのだろう。
- ③ 誰か Larry に入れ知恵でもしたのかしら。
- ④ Larry はどうしちゃったんだろう。

問5 下線部(エ)の語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・4番目に来るものを、それぞれ①～⑤から1つずつ選び、解答欄にマークしなさい。

(2番目: 54 4番目: 55)

※教育学部英語教育専攻受験者のみ以下の問題を解答しなさい。

問6 下線部(オ)を和訳しなさい。(Jo Ann : ジョ・アン)

We all dream — but why? As with many mysteries of the mind, science doesn't have one neat answer. "You'll get as many answers to the question 'What is the purpose of dreaming?' as there are dream (1)," says Deirdre Barrett, dream researcher at Harvard University and author of *The Committee of Sleep*.

According to Austrian neurologist and founder of psychoanalysis Sigmund Freud, dreams offered vital clues to unresolved conflicts buried deep within our *psyche. But Freud's theory, introduced in his 1899 book *The Interpretation of Dreams*, sparked plenty of controversy. Critics argued that his dream interpretations were overly focused on sex, highly (2), and impossible to verify—two analysts might offer entirely different readings of the same dream, with no objective way to know who was right.

In the decades since Freud, other scientists have offered alternative explanations for why we dream. One of the most prominent is the threat simulation theory, proposed by Finnish neuroscientist and psychologist Antti Revonsuo in 2000. According to this view, dreaming is an ancient biological defense mechanism. By simulating dangerous situations, our brains rehearse the skills needed to recognize and avoid threats—a kind of virtual reality training ground for survival. A 2005 study lent support to this theory by examining the dreams of *Kurdish children exposed to war and trauma. Compared to non-traumatized Finnish children, these children reported more frequent dreams filled with severe threats, suggesting that their minds were (3) how to cope with danger.

But even the threat simulation theory is debated. A 2008 study comparing residents of high-crime areas in South Africa to those in low-crime parts of Wales found that South African participants, despite facing more real-world threats, actually reported fewer threatening dreams than their Welsh counterparts. This result challenges the idea that the brain uses dreams to simulate danger when exposed to trauma.

Another theory suggests that dreams are simply a side effect of *memory consolidation—the brain's way of replaying and reinforcing new memories while we (4). As the brain's *hippocampus and *neocortex work together to file away fresh information, they may also blend it with older memories, creating the often strange *mashups we experience as dreams.

Dreams may also help us process and manage emotions, especially negative ones, according to the emotion regulation theory of dreaming. Research (ア) [① on recently /② individuals /③ divorced /④ focusing /⑤ experiencing /⑥ depression] found that participants who dreamed about their *ex-spouses were more likely to show significant

improvement in their mood one year later, particularly if their dreams were vivid and emotionally rich. Another study found that people who dreamed about stressful events they had experienced before sleep woke up feeling more positively about the events the next day, suggesting that dreams can help (5) emotional distress into *resilience.

Recent brain imaging studies support this idea. People who frequently experience fear-related dreams show reduced activation in fear centers of the brain during waking life, hinting that these dreams may serve as a kind of overnight therapy session, helping us better regulate our emotions when awake.

Ultimately, Barrett suggests that we may be asking the wrong question. “We’d rarely ask the *analogous question: “What is the purpose of thinking?”” she says. Just as waking thought serves many functions—from planning to problem-solving to daydreaming—dreams likely do too. “The value of dreaming lies in its difference. It’s a distinct mode of thought—one that supplements and enriches our waking cognition.”

In fact, some researchers believe dreams offer a unique mental space for solving problems that *stump us during the day. In this altered brain state, regions (6) for imagery become more active, allowing the mind to solve problems requiring visualization. History is full of famous examples: Mary Shelley reportedly dreamed the central scenes of *Frankenstein*; German chemist August Kekulé envisioned *the ring structure of benzene in a dream; and Russian chemist Dmitri Mendeleev dreamed his final form of *the periodic table of the elements.

(イ) In the end, dreams may serve many purposes—or none at all—but they remind us that even in sleep, the brain never truly rests.

注) psyche : (肉体に対し) 心 Kurdish : クルド族の memory consolidation : 記憶の定着
hippocampus : 海馬 neocortex : 新皮質 mashup : 混ざりあったもの
ex-spouse : 元配偶者 resilience : 回復力 analogous : 類似した
stump : 途方に暮れさせる
the ring structure of benzene : ベンゼンの環状構造 (この発見によって現代の化学の重要な出発点となった)
the periodic table of the elements : 元素の周期表

問1 (1) ~ (6)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。 56 ~ 61

(1) 56 ① physicists ② chemists ③ psychologists ④ economists

- (2) 57 ① subjective ② objective ③ adjective ④ distinctive
- (3) 58 ① ignoring ② practicing ③ forgetting ④ comparing
- (4) 59 ① sleep ② asleep ③ awake ④ wake
- (5) 60 ① replace ② reduce ③ transform ④ describe
- (6) 61 ① flexible ② terrible ③ incredible ④ responsible

問 2 下線部(ア)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・4 番目に来るものを、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。

(2 番目 : 62 4 番目 : 63)

問 3 次の問いについて最も適切な答えを、①～④から 1 つ選び、解答欄にマークしなさい。

64

What conclusion does Deirdre Barrett suggest about asking the question “What is the purpose of dreaming?”

- ① It is a question with a clear and simple answer.
- ② It is irrelevant because dreams are random.
- ③ It is like asking about the purpose of thinking.
- ④ It is answered best through Freudian theory.

問 4 内容が本文と一致するものを①～⑥から 2 つ選び、解答欄にマークしなさい。ただし、解答の順序は問わないものとする。 65 66

- ① Science has clearly explained the main function of dreaming.
- ② Freud’s theory of dreams was universally praised.
- ③ The threat simulation theory suggests that dreams help us prepare for danger.
- ④ South African residents reported more threatening dreams than Welsh ones.
- ⑤ Emotion regulation theory suggests dreams may help process stressful experiences.
- ⑥ Brain imaging studies show dreaming increases fear responses in daily life.

※教育学部英語教育専攻受験者のみ以下の問題を解答しなさい。

問 5 下線部(イ)を和訳しなさい。