

科目 [英語]

〔100点
50分〕

<注意事項>

◎「総合情報学部」および「看護学部」の受験者に共通する注意事項

- 1 解答用紙に受験番号、氏名、フリガナを正しく記入してください。また、受験番号のマーク欄にも必ずマークしてください。
- 2 解答には、必ず黒鉛筆（H、F、HBに限る）およびプラスチック製消しゴムを使用してください。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁や乱丁および解答用紙の汚れ等に気付いた場合は、挙手の上、試験監督者に申し出てください。
- 4 問題冊子の余白等は適宜利用して良いですが、どのページも切り離さないでください。
- 5 不正行為に対しては厳正に対処します。不正行為に見えるような行為が見受けられた場合は、監督者が注意します。なお、不正行為を行った場合は、その時点で受験を取りやめさせ退室させます。
- 6 試験終了後、この問題冊子は持ち帰ってください。

裏面（B面）にも注意事項がありますので、必ず読んでください。

英 語

(解答番号 ～)

I 各文の空欄 ～ に該当する語または語句として最もふさわしいものを、それぞれの解答群①～④の中から1つずつ選べ。

- 1) You should go to the new fitness center because it has several machines that help you fat and build muscle.
① lose ② loses ③ losing ④ lost
- 2) When you home, please give me a call, so I don't have to worry.
① will arrive ② arrive ③ arriving ④ arrived
- 3) She regrets more when she was younger.
① not to travel ② not traveled
③ not to have traveled ④ not having traveled
- 4) The sound of the waterfall was so that it made me feel calm and peaceful.
① relaxing ② relaxed ③ relax ④ to relax
- 5) The train a few minutes ago. If only we had left home much earlier.
① must depart ② will have departed
③ should depart ④ must have departed

6) Our office is on the tenth of this building, giving you a great view of the city.

① stair

② height

③ place

④ floor

7) The new update will allow users to turn their old gaming computer a powerful streaming device.

① with

② into

③ for

④ from

Ⅱ 次の英文には、海の環境を守ろうと科学者や政府首脳が参加した国連海洋会議に関する記述がある。それを読んで、以下の問いに答えよ。

On June 9, 2025, scientists and government leaders came together in Nice, France for the third United Nations (UN) Ocean Conference^{*1}. People at the meeting focus on the many ^(a)challenges to the world's oceans, and they also talk about what can be done to help the oceans.

Oceans are incredibly important for life on Earth. They cover about 71% of the planet. Oceans provide food and jobs, and they play a key part in controlling the world's weather.

8 human activity is causing big problems for the oceans. The oceans are getting heavily polluted^{*2}, especially with plastic. Because of climate change, oceans are getting warmer and sea levels are rising. About 90% of the heat from global warming is stored in the world's oceans. Over-fishing^{*3} is also affecting the entire web of sea life^{*4} found in our oceans.

Scientists from around the world 9 last week to discuss ocean problems and to ^(b)come up with suggestions. This week, government leaders, scientists, and others are working to make those suggestions into real actions to protect the oceans.

The scientists point out that we already know a lot about the problems of the oceans. They also say that we also know the actions that are needed. 10, Scientist Diva Amon, who works at the University of California, Santa Barbara, says we already know that global leaders have enough information to choose the best ways to save our oceans.

^{*1} Nice, France for the third United Nations (UN) Ocean Conference :

フランスのニースで行われた第3回国連海洋会議

^{*2} polluted : 汚染された

^{*3} over-fishing : 乱獲

^{*4} the entire web of sea life : 海の生態系全体

<https://newsforkids.net/articles/2025/06/11/leaders-scientists-meet-to-protect-oceans/>

(設問の都合上, 原文の一部を省略, 改変している。)

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- 1) 本文中の空欄 8 ～ 10 に該当する語, または語句として適切なものを, それぞれの解答群①～④の中から1つ選べ。

8

- ① Yet ② Moreover ③ Whatsoever ④ Unless

9

- ① meet ② met ③ have met ④ meeting

10

- ① On the other hand ② In contrast
③ In the end ④ For example

- 2) 本文中の下線文(a)(b)の意味に最も近いものを, それぞれの解答群①～④の中から1つ選べ。

(a) 11

- ① actions ② problems ③ opinions ④ costs

(b) 12

- ① think of ② demand ③ give up ④ stop

3) 本文の内容と一致する英文を，下の①～⑥から**3つ**選べ。(13 には**3つ**マークすること。)

- ① The third United Nations Ocean Conference was a conference for environmental protection volunteers.
- ② One of the topics of the meeting was seafood industry workers.
- ③ The ocean has become dirtier and warmer, and the sea level has also risen.
- ④ People have caught too many fish, harming the balance of all sea life.
- ⑤ The scientists know how to solve the problems in the ocean.
- ⑥ Diva Amon, one of the most influential political leaders, is researching solutions for the problems.

Ⅲ 次にあげる日本文を，以下の①～④の語または語句をすべて用いて英文に書き換えたとき，空欄 14 ～ 20 に該当するものを，それぞれの解答群①～④の中から選べ。（ただし，文頭に来るものも小文字になっている。また，空欄および下線1つが，1つの語または語句に対応する。）

1) 彼はその問題を解決するために最善を尽くしました。

He 14 _____ the problem.

- ① to solve ② did ③ best ④ his

2) 彼女は会議の前に机から全ての書類を片付けました。

She 15 _____ before the meeting.

- ① the desk ② cleared ③ of ④ all papers

3) 彼が突然会社を辞めたと聞いて，私は驚きを隠すことができませんでした。

I 16 _____ surprised _____ that he had suddenly quit his job.

- ① help ② to hear ③ being ④ couldn't

4) その橋は現在，建設業者が修理しているところです。

The bridge 17 _____ construction workers now.

- ① is ② repaired ③ being ④ by

5) 幸福よりも重要なものではありません。

_____ 18 _____ than happiness.

- ① more ② nothing ③ important ④ is

6) 彼女は歌手であるだけでなく、素晴らしいピアニストでもあります。

Not only 19 she ____ ____ ____ a wonderful pianist.

① is

② also

③ but

④ a singer

7) 彼女は病気の友人の世話をするために、仕事を休みました。

She took time off from work ____ ____ ____ 20 her sick friend.

① care

② take

③ of

④ to

Ⅳ チューインガム (chewing gum) の誕生に至る歴史やその効能について書かれた次の文章を読み、各設問に答えよ。

When you were in school, did your teachers tell you, “Don’t chew gum in this class!”? They probably did. So why do so many people chew gum?

The answer goes back a long time. People started chewing gum more than a thousand years ago. Of course, back then, people did not chew the same kind of gum that we chew today. In the 14th century, the Aztec^{*1} people of Mexico chewed the sap^{*2} from a tree called *sapodilla*. They took the sap from the tree and let it dry until it was hard. Then they cut it into small pieces and chewed it. They called it *chicle*. The Aztecs chewed chicle when they were hungry or thirsty. After they chewed it for a few minutes, they did not feel as hungry or thirsty anymore.

Today some people still chew gum for the same reason. Perhaps they don’t have time to eat, or they are on a diet and don’t want to eat. The Aztecs also chewed chicle to make their breath smell better. Many people chew gum today – for the same reason.

Then the history of chewing gum took a strange turn. The sap from another tree is used for a completely different product: rubber^{*3}. In the 19th and early 20th century, rubber was used everywhere – in cars, in homes, in hospitals. In the middle of the 19th century, Antonio López de Santa Anna got an idea for making money. Santa Anna was a general^{*4} in the Mexican army, and later, the president of Mexico. But by 1854, he was no longer president, and he needed to make money. He knew that many people were making a lot of money in the rubber business. The sap from the sapodilla tree and the rubber tree are not very different. Santa Anna chewed chicle all the time, and so he thought, “There is so much chicle in Mexico. What if we could use

21

? ”

So, Santa Anna brought some chicle to an inventor in the United States named Thomas Adams. Adams worked with the chicle that Santa Anna brought. He tried to make a product like rubber. He tried to make toys,

boots, and many other things, but he did not succeed. Santa Anna gave up on the idea, but Adams did not. He had a different idea. Why not use 22 – for chewing gum? So, he started a gum company. Adams' gum was almost a success, but it did have one problem: it had no taste. That soon changed when other companies began to add sugar, fruit, and mint to their chewing gum.

Perhaps the most famous gum company is the Wrigley Gum Company. However, it did not start as a gum company. When the company began, it sold soap. The company put a few pieces of gum in their boxes of soap as a kind of prize. Soon, the gum was more popular than the soap. So, William Wrigley, the head of the company, changed his business to chewing gum. He was not the first person to sell chewing gum, but he was the first person to advertise it all over the world. His advertisements and his gum were very successful. When he died in 1932, he was one of the richest men in the country.

Today, gum is still popular, but some teachers and parents still don't like it. What's wrong with gum? Some people think it looks ugly when people chew gum. Other people say gum is not healthy. Gum with a lot of sugar is not very healthy. That's true. 23, some scientific studies show that gum without sugar is good. First of all, it can help clean your teeth. Second, it helps people feel more awake, and think more quickly and clearly. So, maybe your teachers were wrong. Maybe everyone should chew gum in school!

*¹ Aztec : アステカ (民族) の

*² sap : 樹液

*³ rubber : ゴム

*⁴ general : 大将

Williams, Jessica. *Inventions: Big Ideas*. e-book, Wayzgoose Press, 2018.

(設問の都合上、本文を一部省略、改変している。)

- 1) 本文中の空欄 21 ～ 23 に入る適切なものを，それぞれの解答群
①～④の中から1つずつ選べ。

21

- ① chicle to make a kind of rubber
- ② rubber to make a kind of chicle
- ③ chicle to make something like chewing gum
- ④ rubber to make something like chewing gum

22

- ① chicle in the different way as the Aztecs did
- ② rubber in the different way as the Aztecs did
- ③ chicle in the same way as the Aztecs did
- ④ rubber in the same way as the Aztecs did

23

- ① As a result
- ② As expected
- ③ However
- ④ Unfortunately

- 2) チューインガムの由来について、解答群①～④の中から本文の内容にふさわしいものを1つ選べ。

24

- ① More than 1,000 years ago, the Aztecs used chewing gum as part of their religious ceremonies.
- ② Chewing gum was invented in Mexico for two main reasons: the abundance of sapodilla trees and a lack of food. The Aztecs needed something to help with their hunger.
- ③ The practice of chewing gum originated with the Aztecs, who dried the sap and cut it into small pieces to chew.
- ④ The Aztecs, a people who valued health and beauty, invented chewing gum to keep their teeth and breath clean.

- 3) 現在のチューインガムとして販売されるまでになったことについて、解答群①～④の中から本文の内容にふさわしいものを1つ選べ。

25

- ① Chewing gum today all started with an attempt to use the sap from a sapodilla tree as a replacement for rubber.
- ② Using the chicle that Santa Anna brought to the U.S., Thomas Adams made chewing gum by adding sugar and flavorings.
- ③ Gum was originally made from rubber, but since rubber was an expensive industrial product, it was replaced by natural tree sap.
- ④ The Wrigley Company offered soap as a bonus item when selling their gum. This gave customers a chance to try the gum for the first time, leading to a huge increase in sales.

- 4) 著者はチューインガムについてどのように考えているか。著者の意見について、解答群①～④の中から本文の内容にふさわしいものを1つ選べ。

26

- ① Chewing gum in front of teachers and other students is rude. Therefore, it should not be brought to school.
- ② Chewing gum should be allowed at school because it can help students stay awake and improve their concentration.
- ③ The negative feelings toward chewing gum are related to discrimination against people from Mexico.
- ④ Chewing gum should be allowed at school as long as it contains sugar.

<注意事項>

解答用紙にマークする際は、下の記入例にならっておこなってください。

- ◆設問ごとに解答番号（

1

2

3

 …）が示されているので、
記入例にならってそれに対応する解答番号にマークします。

（記入例）

設問 1

問 1

1	①	②	●	④	⑤	⑥	⑦	⑧	⑨
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表面（A面）にも注意事項がありますので、必ず読んでください。
