

2025（令和7）年度

2日〔\*\*〕

## 外国語（Reading & Writing）

### 注 意

1. 監督者の指示があるまで問題を見ないこと。
2. 声を出して問題を読まないこと。
3. 問題は11ページ、**1** から **4** までである。
4. 問題や解答用紙に落丁、乱丁、汚損あるいは印刷不鮮明の箇所があれば、手をあげて監督者に申し出ること。
5. 解答は必ず**鉛筆を使用し、解答用紙に記入すること**。
6. **1**、**2** および **3** の2の解答は、解答用紙の解答欄の記号にマークすること。**3** の1と **4** の解答は解答用紙の所定の欄に記述すること。
7. 訂正箇所は、消しゴムで**きれいに消すこと**。
8. 解答欄には、関係のない符号や文字あるいはメモなどを記入しないこと。
9. 解答用紙を**折ったり汚したりしないこと**。
10. 問題用紙は持ち帰ること。

1

次の文章に関して空所補充問題と読解問題がある。まず本文の(1)から(6)までの空所を埋めるために、前後関係から考えて最も適切だと思うものをAからCの選択肢より1つ選び、解答欄の記号にマークしなさい。次に、内容に関する(7)から(9)の設問について、文章の内容から判断して最も適切だと思うものをAからDの選択肢より1つ選び、解答欄の記号にマークしなさい。(\*印の語(句)は注を参照のこと)[24点]

Every country has jurisdiction\* over the area within its borders. Yet, how about nations facing the sea? How far might a country project its control over coastal waters? For economic purposes, the United Nations (UN) has determined this distance to be 200 nautical miles\*, or approximately 370 kilometers. This space is referred to as a nation's Exclusive Economic Zone, or EEZ.

It is important to emphasize that the EEZ is only an economic designation. Each nation has complete rights to resources such as fish or minerals within their EEZ. They also have the right to explore for new resources within that zone. Such resources ( (1) ) [A. might be troublesome B. can be profitable C. would prove costly] and could lend much support to any national economy.

Because the designation is only economic, ships and planes of other countries may travel freely through or over any other nation's EEZ. Sovereign, or complete legal control, only extends 12 nautical miles from a nation's coast, although that ( (2) ) [A. may be stretched B. can be restricted C. cannot project] to 24 nautical miles in specific cases of laws regarding immigration, customs, and environmental protection. This extra 12 nautical miles is called the "contiguous zone\*." Nations also have the right to the resources of their "continental shelf," which is the land that slopes away from their continent under the sea. In some cases,

this continental shelf area may spread beyond the EEZ. Thus, the exact limits of a nation's control over its coastal waters can be complicated, although the EEZ plays an integral part.

The EEZ came into force in 1994 after first being presented in 1982 in a treaty called the United Nations Convention of the Law of the Sea (UNCLOS). As of 2023, 169 different political units ( (3) ) [A. are substituting B. might regard C. have adopted] UNCLOS, a number that includes nations that have signed the agreement but have yet to approve it officially. Their signatures, however, express general support.

One such nation is the United States. The United States has voiced reluctance to approve UNCLOS officially because it feels the move ( (4) ) [A. can improve B. would withstand C. might obstruct] control over its coastal resources and, at the same time, place the United States under UN jurisdiction. Some in the American government think that this might restrict America's decision-making freedom. Many of the other nations that have yet to ratify it, including Iran and North Korea, have similar reservations. This group also includes some nations that have no coastline at all. A handful of other nations, including Turkey, Israel, Peru, Venezuela and others, have yet to either sign or approve. In general, however, EEZ regulations are followed throughout most of the world.

In areas where two neighboring nations share part of the same EEZ, the situation ( (5) ) [A. can be resolved B. might be enhanced C. could be halted] in a number of ways. First, the two nations can negotiate their understandings of the boundaries between them. Another method is to simply draw a line halfway between the two. They can also agree to develop the area together. One more method is to request a third party to make a reasonable decision on boundaries to which both sides might

then agree.

Territorial disputes, however, can create EEZ controversy. One example of this might be in the South China Sea, where many nations share claims to various islands. Because of the potential rich amount of fish and minerals, securing EEZ rights means much for each of those countries, and all parties are reluctant to surrender their claims. The Arctic is another area of dispute because, as global warming melts the ice cap, many nations anticipate potential resources there and wish control over as much territory as possible. Yet another area of conflict is the East China Sea, where China and Japan ( (6) ) [A. hadn't previously supported B. have long argued over C. had no rights to] territorial control. UNCLOS includes processes for handling such differences, but such issues are complex, and negotiations between individual nations often do not go far.

Thus, while the creation of exclusive economic zones has been helpful, in some cases, it has not worked smoothly. It has, however, provided a useful structure. It is now up to member nations to cooperate and settle areas of dispute.

[注] jurisdiction: 管轄權

nautical mile: 海里

contiguous zone: 接統水域

- (7) What is the main idea of the passage?
- A. The EEZ concept does not yet have enough international support to be put in force.
  - B. The EEZ concept seeks to present economic guidelines for each nation's coastal resources.
  - C. Conflicts between EEZs and the UNCLOS treaty have led to various controversies.
  - D. EEZs have resulted in UN control over ocean resources.
- (8) According to the passage, why have some nations voiced reluctance to approve the UNCLOS treaty?
- A. They have no concern over their coastal waters.
  - B. They feel it may restrict their control over resources near their coasts.
  - C. Their continental shelf extends past the 200 nautical mile limit.
  - D. They have territorial disputes with other nations that have no coastline.
- (9) According to the passage, what is one way two nations can reach resource agreements when they share the same EEZ?
- A. They can surrender all claims to resources in the disputed areas.
  - B. They can refuse to ratify or approve the UNCLOS treaty.
  - C. They can ask a third-party nation to support either side.
  - D. They can cooperate in developing the resources of the area together.

2

次の1から5で始まる英文は、並べられた順で5つの段落それぞれの書き出しの文となっている。それぞれの下線部に、AからFまでの文章のどれを続けたら5つの段落全体を合わせて筋の通った自然な文章になるか。最も適切なものをAからFより1つ選び解答欄の記号にマークしなさい。ただし、AからFのうちには選ばれないものもある。（\*印の語（句）は注を参照のこと）[30点]

1. In many countries around the world, the skill of handwriting has declined significantly over the past few decades. \_\_\_\_\_
2. Certainly, it is very convenient to use a keyboard as a writing tool. \_\_\_\_\_
3. These days, fewer and fewer children are required to learn handwriting. \_\_\_\_\_
4. However, some argue that writing by hand brings certain unique benefits. \_\_\_\_\_
5. It would be too simple to say that writing by hand is definitely better than typing in all situations. \_\_\_\_\_

- A. A study conducted in the United States found that taking notes on paper by using a pen or pencil is more effective than typing notes on a laptop. The researchers discovered that university students who handwrote their notes were better able to answer questions from the teacher than those who took notes using a laptop. The reason is that the former tended to write down the main ideas, whereas the latter often focused too much on the details because they could type so quickly.
- B. In the case of typing, all that you have to do is press the right key. This is simple enough that even a young child can learn how to do it quickly. In contrast, handwriting is a complex task that requires multiple skills. It takes several years for children to master this task. Each letter has a different shape that must be mastered, and the way of writing also depends on the specific pen and paper that someone happens to be using.
- C. One major reason is that, these days, few people are using a pen and paper in their daily lives. Instead, most people rely on their smartphones or computers to communicate their ideas and organize their daily tasks. In fact, a recent survey in Britain found that one in three of the respondents had not written anything by hand in the past six months. Instead, they rely on a smartphone or computer.

D. Handwriting has been a part of human culture for thousands of years. Even today, many people are able to write beautiful letters by hand. This is true in most countries worldwide. The main reason is that people learn this skill at a young age at school. As long as schools continue to teach handwriting, it is likely that people will continue to write down their thoughts on paper by using a pen or pencil.

E. An obvious advantage of typing is speed. In other words, it is possible to type your thoughts almost as fast as ideas come into your mind. For most people, writing by hand is much slower, so sometimes people can think of ideas faster than they can write them down. Nevertheless, some prefer the slower pace of writing by hand because it gives them time to think more carefully about what they want to write. Clearly, the decision on whether to type or write something down by hand depends on the situation.

F. In the United States, most students take notes on their laptops. Moreover, when students have to use a pen and paper, they can write in “block letters” rather than “cursive\*.” Most schools have stopped teaching classes on how to write in cursive. For many educators, teaching handwriting is viewed as an old-fashioned approach that has no place in the modern world.

[注] cursive: 筆記体



次のページに進みなさい

3

設問に答えなさい。[16点]

1. 下線部に続く文章全体の導入としてふさわしい英文を書きなさい。ただしその文はコロン (:), セミコロン (;) を含まず、ピリオド (.) で終わる1つの文とすること。(\*印の語(句)は注を参照のこと)

\_\_\_\_\_ But, in most respects, the Indonesian domestic fowl\* known as “ayam cemani” is just another chicken. It looks like a chicken, acts and sounds like a chicken, and, when cooked, tastes like a chicken. But upon first sight, nobody would think it is normal — because of its color. Ayam cemani are totally black and not just their feathers. They have black eyes, black tongues, black combs\*, and black claws. If cut open, their meat and bones are also completely black.

This coloring is the result of hyperpigmentation\*, with the rich black feature passed on from generation to generation due to a dominant gene. Ayam cemani are viewed with deep respect by local peoples and are sometimes used in cultural ceremonies. Some also think the blood of ayam cemani — which is red, not black — has special medicinal powers. Otherwise, ayam cemani are raised for food and eggs just like regular chickens. Their meat is thought to be somewhat tough, but their eggs are fine. The eggs are also cream-colored, not black.

Ayam cemani are found on the Indonesian island of Java, but their extreme color is now drawing the attention of animal collectors worldwide. Because they are exotic, they are also expensive to import, costing hundreds of dollars or more. Collectors have thus given them the nickname “Lamborghini\* chicken.” They have an elegant color and high price, just like the famous sports car.

[注] domestic fowl: 家禽                      comb: とさか

hyperpigmentation: 色素沈着過剰

Lamborghini: ランボルギーニ（高級外車の1つ）

2. 次のAからCの選択肢のうち、文章の内容から判断して最も適切だと思うものを1つ選び、解答欄にあるその記号をマークしなさい。

(1) According to the passage, which of the following is true about ayam cemani?

- A. They are 100 percent black, even their blood.
- B. Except for their color, they are typical chickens.
- C. They are becoming more and more common around the world.

(2) According to the passage, which of the following is true about the meat of the ayam cemani?

- A. It can be hard to chew.
- B. It is cream-colored, not black.
- C. It has the power to cure diseases.

4

以下のトピックについて、90語以上120語以内の英文で答えなさい。[30点]

English classes can take many forms. What is your image of an ideal English class in Japan? Describe your vision in detail.



外国語（Reading & Writing）解答用紙

1	(1)	A	●	○
	(2)	●	B	○
	(3)	A	B	●
	(4)	A	B	●
	(5)	●	B	○
	(6)	A	●	○
	(7)	A	●	○
	(8)	A	●	○
	(9)	A	B	○

24点

2	1	A	B	●	D	E	F
	2	A	●	C	D	E	F
	3	A	B	C	D	E	●
	4	●	B	C	D	E	F
	5	A	B	C	D	●	F

30点

3	1	In Indonesia, there is a very odd-looking bird.

3	2	(1)	A	●	○
		(2)	●	B	○

16点

4	An ideal English class in Japan should be fun and helpful.
	Instead of just reading and learning grammar rules, students
	should have lots of time to talk. A good teacher can make
	learning interesting and help students feel confident when they
	speak. They might use games, fun activities, and real-life
	examples so English isn't boring. This way, students learn to
	actually use English and enjoy it. They can then use English to
	talk to people from other countries and learn about different
	cultures. It's not just about passing tests, but about really using
	English in the real world. This kind of class helps students
	become good at English and opens up new chances for them.

30点