

2025（令和7）年度

11月30日〔60分〕

外国語（英語）

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23ページ、**1** から **5** 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. 解答は解答用紙の解答欄の記号にマークすること。
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。

意味の通る文法的に正しい文を完成させるのにもっとも適切なものを選びなさい。[各 1 点]

- 1

7. Andre was () in a fight at the soccer match, but fortunately he was unhurt.
- A. taken up B. done away with
C. caught up D. shaken out
8. Sometimes a hotel may not turn out () it looks in the brochure.
- A. the way B. at which C. at what D. what
9. Please be aware of your utility bill, which is () next Monday.
- A. due B. expired C. paid by D. close to
10. With little rainfall in the region for the last few years, some species are () extinction.
- A. in conflict with B. in accordance with
C. on the top of D. on the verge of
11. Teenagers are all the same () they sometimes don't want to talk about school with their parents.
- A. in what B. in that C. as what D. as that
12. The () from silent films to sound films took place for the most part in the late 1920s and early 1930s.
- A. transmission B. transition
C. restoration D. revision

13. Many people have reported feeling tired and () after receiving treatment for the disease.
- A. worn out B. left out C. broken off D. better off
14. My fear of heights prevented me () the suspension bridge.
- A. to be crossing B. to cross
C. from crossing D. not crossing
15. It's time to stop () your dental health issues that will only get worse and worse.
- A. putting off B. dealing with
C. clearing up D. setting up
16. The score remained () for almost forty minutes, as both teams' defenses were outstanding.
- A. changed B. unchanged
C. being unchanged D. to be changed
17. John damaged a nerve in his lower back at work, losing all () in his right leg.
- A. sensor B. sentiment C. simulation D. sensation
18. You should always () the official website to find the latest price.
- A. respond to B. refer to C. look after D. look down

19. () his name at all, I hesitated to talk to him.
- A. Remembering
 - B. Having remembered
 - C. Not being remembered by
 - D. Not remembering
20. The typhoon destroyed the bridge leading to the village, leaving it completely ().
- A. located
 - B. bordered
 - C. assembled
 - D. isolated

2

語句を並べ替えてもっとも自然な英文を完成させ、2番目と5番目に入れるものの記号を書きなさい。ただし、文頭に来る語も小文字にしてある。[各2点]

1. I like this handmade mug much (1)(2)(3)(4)
(5)(6).

- | | | |
|------------|----------|------------|
| A. because | B. more | C. awkward |
| D. of | E. shape | F. its |

2. The city distributes (1)(2)(3)(4)(5)(6)
garbage to every new resident.

- | | | |
|-------------|--------|-------|
| A. separate | B. on | C. to |
| D. booklet | E. how | F. a |

3. (1)(2)(3)(4) visit, Ray couldn't say a word for
(5)(6).

- | | | |
|------------|---------------|--------------|
| A. my | B. by | C. several |
| D. minutes | E. unexpected | F. surprised |

4. Don't (1)(2)(3)(4)(5)(6) websites.

- | | | |
|---------|---------------|--------|
| A. you | B. believe | C. see |
| D. news | E. everything | F. on |

5. After (1)(2) several times, Naoki (3)(4)(5)
(6) broken the window.

- | | | |
|-------------|--------|----------|
| A. asked | B. had | C. being |
| D. admitted | E. he | F. that |

6. Luke's Japanese skills (1)(2)(3)(4)(5)
(6) could understand everyday conversation.

- | | | |
|----------|-------|-------------|
| A. point | B. to | C. the |
| D. that | E. he | F. improved |

7. We (1)(2)(3)(4)(5)(6) waited until
the time was right.

- | | | |
|---------|------------|--------|
| A. had | B. nothing | C. you |
| D. said | E. wish | F. and |

8. (1)(2)(3)(4), (5)(6) was still sharp
and clear.

- | | | |
|-------------|------------|-------------|
| A. Debbie's | B. despite | C. day |
| D. mind | E. all | F. sleeping |

9. (1)(2)(3)(4)(5)(6) except in
emergencies, or for maintenance purposes.

- | | | |
|------------|----------|----------|
| A. left | B. doors | C. be |
| D. mustn't | E. open | F. these |

10. Mr. Miller (1)(2)(3)(4)(5)(6) I need
to talk with him.

- | | | |
|-------|-------------|----------|
| A. to | B. busy | C. fails |
| D. be | E. whenever | F. never |

3

次の文章を筋の通ったものにするために、枠内にあるA～Dからもっとも適切なものを選び（ ）の中に入れなさい。[各3点]

(A)

- A. The consumption of so much food soon after waking up led to a number of health problems at the time.
- B. It was thought that eating too early in the morning showed a lack of control over one's desires.
- C. Workers needed to have a good breakfast in order to have enough energy to work in a factory or office.
- D. These products were so popular that many people were eager to start their day by enjoying them.

In many countries, it is taken for granted that a person should start the day with a cup of coffee and some bread. However, ideas about what is appropriate to eat for breakfast—or whether breakfast itself is even necessary—have changed over time. Indeed, during the Middle Ages, most Europeans did not even have breakfast. ((1)) The ideal schedule for meals back then was to have a light meal around midday, followed by a larger meal in the evening.

The opposition to breakfast began to break down when Europeans began to consume coffee, tea and hot chocolate from the Americas. ((2)) This led to the idea that it was acceptable in the morning to consume at least such liquids. After the taboo against having breakfast weakened, people gradually began to expand the items they consumed. Moreover, some people began to argue that breakfast was not only acceptable but, in fact, a necessity in order to live a healthy life. Records show that Queen Elizabeth started her day with a large

breakfast that included bread, wine and a meat stew.

During the Industrial Revolution in the 19th century, breakfast became normal for most people. ((3)) Wealthy persons at the time also liked to eat a large meal in the morning. ((4)) As a response to overeating, many began to just have a bowl of cereal in the morning. Another reason for the popularity of cereal was that the meal could be prepared in a very short amount of time.

As our lifestyles evolve in the future, it is likely that the first meal of the day will undergo further changes.

(B)

- A. Countries that have a small gap between the rich and poor tend to be happier than countries with high levels of inequality.
- B. In almost all of the happiest countries in the UN report, people do not have to do very much overtime.
- C. In other words, economic wealth is related to happiness, but it is not the only factor.
- D. One important factor is that all of the countries are economically advanced.

Every year the United Nations (UN) presents its “World Happiness Report,” listing the happiest countries in the world. Countries are evaluated according to fourteen areas, including education, transportation, environment and business. In 2016, the happiest country was Denmark, followed by Switzerland, Iceland, Norway, Finland and Canada.

It is interesting to look at what these countries have in common. (5) However, even though Denmark was the happiest country, it only ranked 21st in the world in terms of GDP. Many countries with stronger economies than Denmark were ranked lower in terms of happiness. So economic development does not automatically result in happy citizens. (6)

A second key aspect of national happiness is the level of income equality. (7) Happier countries also tend to provide good healthcare and social welfare to their citizens and have excellent educational systems. Of course, paying for these social systems requires money, so the taxes in happier countries are high.

The way people work is one more factor that effects the nation’s

level of happiness. Simply put, countries with the shorter working hours have happier citizens. (8) Countries that have long working hours, even if they have strong economic growth, usually have relatively unhappy citizens. Unfortunately, however, working hours have risen in many countries in recent years.

By paying close attention to the UN report, governments may be able to better create conditions that raise the happiness of their citizens.

4

次の英文を読んで、質問に答えなさい。（*印の語（句）は注を参考にするこ
と）[各3点]

(A) The Isle of Man is a wee* island between the western coast of England and Northern Ireland. It has only two thirds the area of the Japanese island of Sadogashima. Yet, the Isle of Man is unique as it has its very own language — Manx. However, at one time Manx almost disappeared. The most common language on the small island is English, and the last true native speaker of Manx passed away in 1974. Yet, thanks to government and individual efforts, the language did not die. In fact, it may be growing once again.

Manx is part of the Celtic* language tree, along with Irish and Scottish Gaelic*. Commonly, the three are grouped together as “Gaelic” languages, although the proper term might be “Goidelic.” All three have both spoken and written forms and share many lexical* and grammatical features. Irish has the largest number of native speakers of the three and is considered one of Ireland’s national languages. It is taught in school together with English, and many Irish citizens are bilingual. Scottish Gaelic is used in the western areas of Scotland, and while the number of speakers is decreasing, there remain thousands of people who can still use it to communicate, although most prefer English.

Manx has had far more severe problems, mostly related to the limited area of its usage. However, despite the fact that there are no longer native speakers, today over two percent of the island’s population continue to use Manx to some degree. This number has increased over time and shows the positive effects of Manx language classes, which began in primary schools in the early 1990s. Since then, the curriculum has expanded, and Manx is now taught at higher levels as well. The

growth has been significant enough that UNESCO has reclassified Manx as “extremely endangered.” This is remarkable because, as recently as only 2009, it had been classified as “extinct” due to the lack of native speakers. While not yet “safe,” the efforts to preserve Manx seem to be working.

Everyday usage of Manx depends on the individual. Yet, almost all residents acknowledge and respect their Manx cultural heritage, and Manx continues to play a part in local festivals and other cultural activities. Some businesses display signboards in Manx, and there are even Manx radio broadcasts. In the last few years, there has also been a boom in Manx given names for newborn children. For example, the Manx given names for William and Elizabeth are “Uilliam” and “Ealish.”

English is, of course, the dominant language on the island. But residents have not given up, and the Isle of Man continues to plan and hope for further recovery of age-old Manx. It may take many more years, but one day Manx may be reclassified again, this time not as “endangered” but as “safe.”

[注] wee: (スコットランド俗語) とても小さな Celtic: ケルト (語) の
Scottish Gaelic: スコットランド・ゲール語 lexical: 語彙的な

1. この英文の主旨は次のどれか。

- A. マン島語はアイルランド語やスコットランドのゲール語ほど人気がない。
- B. マン島語は住民の努力にかかわらず絶滅の危機に瀕している。
- C. マン島語を存続させる取り組みはうまくいっているようだ。
- D. マン島語は住民の努力のおかげで島の主要言語となってきた。

2. マン島語がかつて「消滅」と指定された理由について、本文の内容と一致するものは次のどれか。

- A. マン島語の母語話者がいなくなったから。
- B. もう誰も人名にマン島語を使用しなくなったから。
- C. 学校のカリキュラムからマン島語教育が消えたから。
- D. 住民はマン島語よりもスコットランド・ゲール語を好んだから。

3. 3種類のゴイデリック語について、本文の内容から推測できるものは次のどれか。

- A. 3つの言語のうち2つを使えるように、バイリンガル教育が行われている。
- B. それぞれの話者は他の言語の単語を理解できる可能性がある。
- C. 3つの言語はルーツが違うにもかかわらず、文法がよく似ている。
- D. 言語によって話し言葉と書き言葉の習熟が異なる可能性がある。

次のページに進みなさい

(B) Whales are the largest mammals on earth and some species can weigh well over 100 tons, with the blue whale* being the heaviest at nearly 200 tons. If whales die in coastal waters, their bodies are soon feasted upon by scavengers* common to such areas. Yet, if a whale should die in deeper water, their enormous bodies sink to the ocean floor, where they can become home to their very own ecosystems, ones that may last for a century. Scientists call this type of unique ecosystem a “whale fall*.”

Whale falls were first discovered in the late 1970s. Until that time, technology was not advanced enough to detect the ocean floor in detail. Whale falls can occur so far below the surface—at depths of several kilometers—that there is little or no light whatsoever. Thus, no one knew such special ecological areas even existed. In recent years, however, improvements in sonar and other advanced detection equipment have led scientists to find and study whale falls all around the world.

A body of a dead whale at great depth breaks down slowly over many years. Much of its mass is feasted upon by deep water fish. Smaller creatures then feed off the remaining tissue and bones. Lastly, bacteria slowly consume all that is left, a process that can take decades. Altogether, a whale fall may last a hundred years before the last trace of the dead animal disappears.

During this time, an ecosystem is created around the fallen whale. The nutrients provided initially by the dead body provide a feeding base for a large variety of deep-sea animals. Predators soon arrive to eat the fish and smaller creatures that now live around the whale. The surrounding area gradually becomes rich with life, including octopuses, crabs, lobsters, shrimp and clams. In addition, scientists have discovered various new species and sub-species of sea life that have evolved in various whale fall ecosystems.

As the world's largest animal, whales are classified at the top of the food chain. But in death, they contribute to the overall marine environment and to the smaller life forms below them. In a place on the seafloor where there was once nothing, whale falls become dynamic communities of new life. As such, whale falls also provide fascinating opportunities for scientists to better understand the cycle of life that occurs within our oceans.

[注] blue whale: シロナガスクジラ scavenger: 腐肉を食べる動物
whale fall: 鯨骨生物群集

4. この英文の主旨は次のどれか。

- A. クジラの死骸は腐敗するまで長い時間がかかる。
- B. 研究者たちはクジラの生態に興味を持っている。
- C. 鯨骨生物群集の調査は新種の発見に貢献している。
- D. 鯨骨生物群集は独自の豊かな生態系を生み出す。

5. 本文の内容と一致するものは次のどれか。

- A. 沿岸海域では独特の鯨骨生物群集が形成される。
- B. 鯨骨生物群集は光がほとんどない海域に存在する。
- C. 鯨骨生物群集では、最初にバクテリアによって溶解が始まる。
- D. 海洋探索装置は鯨骨生物群集のおかげで発展した。

6. クジラについて、本文の内容から推測できるものは次のどれか。

- A. クジラが大きいほど鯨骨生物群集が形成されやすい。
- B. テクノロジーの発展により深海でのクジラの生態が明らかになってきた。
- C. タコ、カニ、エビなどの海洋生物はクジラの死骸に依存している。
- D. クジラは生存中も死後も海洋環境に大きな影響を与える。

5

次の英文を読んで、質問に答えなさい。（*印の語（句）は注を参考にするこ
と）[各3点]

(A) Molasses* is a substance usually extracted from sugarcane plants and turned into sugar. In addition to being added to foods to make them sweet, it has industrial uses, particularly in the production of ethanol, which in turn can be used in the making of alcohol, among other products. It is approximately 40% denser than water, making it quite thick and sticky.

On January 15, 1919, disaster struck in the city of Boston, Massachusetts when an enormous storage tank filled with 2.3 million gallons of molasses burst onto the streets. After several days of unusually cold temperatures, the weather warmed rapidly, causing the cooled molasses in the tank to expand, exploding the 50-foot tank and crashing it onto the ground, sending its contents into the streets at about 55 miles per hour. This was enough force to destroy nearby homes and knock over streetcars. It even caused damage to neighboring structures made of solid steel! The entire area became flooded with waist-deep molasses in which people and animals became trapped in the sticky mess, which became a syrup as it cooled and hardened. Rescuing victims became a difficult task, taking days; some people were not even located for months. In all, 21 people died, with an additional 150 people injured. Cleanup took weeks and weeks, and the smell of molasses became so embedded in the city streets that people claimed that they noticed its sweet scent for years and years, especially when it was hot outside.

The consequences of this tragedy mark an important chapter in American legal and labor histories. Following the accident, the residents

of the city filed a lawsuit against the United States Industrial Alcohol Company, which owned the molasses tank. The company argued, without evidence, that the tank had been damaged intentionally by anarchist* groups. But after three years of legal actions, the company was found responsible for the accident due to the poor construction and maintenance of the tank. It was ordered to pay damages to each of the victim's families. The tank was never rebuilt.

In addition, the lawsuit resulted in the standardization of several new laws regarding the regulations of companies, many of which still exist today. These include things like the mandatory and routine inspection of industrial facilities and equipment, as well as new requirements to have professional architects and engineers review and supervise any large-scale factories, plants or buildings.

[注] molasses: 糖液 anarchist: 無政府主義者（体制や秩序に反抗する人）

1. What is the main idea of this passage?
 - A. The details and consequences of a major accident
 - B. An amusing story from the history of Boston, Massachusetts
 - C. An argument for stronger legal regulations
 - D. The possible dangers of storing molasses

2. According to this passage, why was this molasses accident significant in US history?
 - A. It changed the physical and cultural landscape of Boston.
 - B. It led to the creation of a range of new laws and regulations.
 - C. It helped reduce the use of molasses in alcoholic beverages.
 - D. It resulted in changes to the manner in which molasses is made.

3. What can be inferred from this passage about the reason the molasses tank exploded?
- A. The tank was too high up from the ground.
 - B. The amount of molasses inside was too heavy for the tank.
 - C. The tank was not built to handle sudden changes in temperature.
 - D. The people who were supposed to repair the tank did not do their jobs.

次のページに進みなさい

(B) London's night-time skyline* might soon look very different as a result of new rules requiring skyscrapers to dim their lights at night. Buildings in London's Square Mile, which is the area where most high-rise buildings are located, will have to switch off unnecessary lights after dark. The rules will be required for new buildings. Other buildings will be encouraged to follow the rules, but it will not be compulsory. Under the plan for London, various "brightness zones" will be created throughout the city. For example, businesses located in residential areas will have to switch off lights at 10 p.m., while businesses in cultural and tourist areas will be able to keep their lights on until 11 p.m. In areas mainly for office buildings, unnecessary lights can stay on until midnight.

One reason for the new rules is to save energy. In most cities around the world, lights stay on in downtown buildings long after most workers have gone home at night. But the night skyline consumes a lot of energy. According to researchers, high-rise buildings use much more energy per square meter than low-rise ones. If a building is 20 floors or higher, it consumes more than two times the energy per square meter of a building that is six floors or less.

But a more important reason is to reduce "light pollution." This term refers to the existence of too much artificial light, which makes it difficult to see the stars at night. On a clear dark night, the human eye should be able to see thousands of stars. But less than 30 percent of people around the world are able to get a clear nightly view of the stars. In most urban areas, the night sky is blocked out by artificial lights. This has a huge impact on biodiversity. In Great Britain, 60 percent of wildlife depends on natural darkness to survive. For example, birds rely on changes in the length of the night to decide when to migrate. For

human beings too, light pollution is dangerous. One problem is the negative effect on sleep patterns. People who do not sleep well because of light pollution are more likely to suffer from depression or heart problems.

Across Europe, other cities are introducing new rules to fight against light pollution. In the Spanish city of Madrid, shops have to turn off their lights after dark. Meanwhile, in Berlin, the spotlights used to light up around 200 historic buildings at night have been turned off. Another example is Paris, which now requires shops to turn off their signs between 1 a.m. and 6 a.m. In Japan, some cities reduced lighting at night after the March 11, 2011 earthquake. But a few years later, the neon signs and other lights are brighter than ever in most Japanese cities.

[注] skyline: スカイライン (建物などが背景の空に接する輪郭線)

4. What is the main topic of this passage?
 - A. The continuing problem of energy consumption in Europe
 - B. Approaches cities are introducing to counter light pollution
 - C. The effect of bright lights on birds around the world
 - D. New rules in London designed to protect brightness zones

5. Which of the following is true about light pollution?
 - A. It is a leading cause of depression and heart disease.
 - B. It prevents 30 percent of people from seeing the night sky.
 - C. It has a negative impact on the ability of wildlife to survive.
 - D. It has caused 60 percent of the wildlife to stop migrating.

6. Which of the following opinions is the author likely to have?
- A. Cities in Japan should do more to deal with light pollution.
 - B. The light pollution problem is getting better in every country.
 - C. European cities have solved the problem of light pollution.
 - D. London is leading the world in promoting light pollution.

1	1	A	●	○	D
	2	A	B	○	●
	3	A	B	○	●
	4	●	B	○	D
	5	●	B	○	D
	6	●	B	○	D
	7	A	B	●	D
	8	●	B	○	D
	9	●	B	○	D
	10	A	B	○	●
	11	A	●	○	D
	12	A	●	○	D
	13	●	B	○	D
	14	A	B	○	D
	15	●	B	○	D
	16	A	●	○	D
	17	A	B	○	●
	18	A	●	○	D
	19	A	B	○	●
	20	A	B	○	●

20点

2		(2)						(5)					
	1	●	B	C	D	E	F	A	B	●	D	E	F
	2	A	B	C	●	E	F	A	B	●	D	E	F
	3	A	●	C	D	E	F	A	B	●	D	E	F
	4	A	B	C	D	●	F	A	B	C	D	●	F
	5	●	B	C	D	E	F	A	B	C	D	●	F
	6	A	●	C	D	E	F	A	B	C	●	E	F
	7	A	B	●	D	E	F	A	●	C	D	E	F
	8	A	B	C	D	E	●	●	B	C	D	E	F
	9	A	●	C	D	E	F	●	B	C	D	E	F
	10	A	B	●	D	E	F	A	●	C	D	E	F

20点

3	1	A	●	○	D
	2	A	B	○	●
	3	A	B	○	●
	4	●	B	○	D
	5	A	B	○	●
	6	A	B	●	D
	7	●	B	○	D
	8	A	●	○	D

24点

4	1	A	B	●	D
	2	●	B	○	D
	3	A	●	○	D
	4	A	B	○	●
	5	A	●	○	D
	6	A	B	○	●

18点

5	1	●	B	○	D
	2	A	●	○	D
	3	A	B	●	D
	4	A	●	○	D
	5	A	B	●	D
	6	●	B	○	D

18点