

受験番号						氏名	
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英 語

(100 点)
(50 分)

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけない。
2. この問題冊子は 16 頁ある。試験開始後、頁の落丁・乱丁及び印刷不鮮明、また解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせること。
3. 監督者の指示にしたがって、解答用紙の該当欄に以下の項目をそれぞれ正しく記入し、マークせよ。

(1) 解答用紙（マークシート）

① 受験番号欄

受験番号を 5 ケタで記入し、さらにその下のマーク欄に該当する 5 ケタをマークせよ。（例）受験番号 20025 番→

2	0	0	2	5
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 と記入。

② 氏名欄

氏名・フリガナを記入せよ。

(2) 記述式問題解答用紙

受験番号・氏名欄 受験番号を 5 ケタで記入し、氏名を記入せよ。

4. マークシートについて

- (1) 受験番号が正しくマークされていない場合は、採点できないことがある。
- (2) 解答は、解答用紙の注意事項をよく読み解答欄に F・H・HB 鉛筆で正確にマークせよ。

例えば

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 と表示された問題の正答として ④ を選んだ場合は、次の(例)のように解答番号 20 の解答欄の ④ を濃く完全にマークせよ。薄いもの、あるいは不完全なものは解答したことにはならない。

(例)

解答番号	解 答 欄
20	① ② ③ ●

- (3) 解答を修正する場合は必ず「消しゴム」であとが残らないように完全に消すこと。鉛筆の色や消しくずが残ったり、 のような消し方などをした場合は、修正したことにならない。

5. 記述式問題について

解答は、解答欄に濃く丁寧に記入せよ。

6. 試験終了後、問題冊子および解答用紙を机上に置き、試験監督者の指示に従い退場しなさい。

第 1 問 次の 1 ～ 5 の英文中の下線部に最も意味が近いものを、
それぞれ下の ① ～ ④ のうちから 1 つずつ選びなさい。

1 I'm going to Singapore to finalize the details of the deal.

- ① complete
- ② discuss
- ③ get
- ④ reject

2 They gave terrific performances in the circus.

- ① athletic
- ② farewell
- ③ horrible
- ④ very good

3 We made a reservation in advance.

- ① at first
- ② afterwards
- ③ beforehand
- ④ in the first place

4 It is out of the question to go out in this weather.

- ① acceptable
- ② impossible
- ③ no problem
- ④ troublesome

5

She talked about her misery in a matter-of-fact tone.

- ① dramatic
- ② excited
- ③ full of anger
- ④ showing no emotion

第2問 次の a～j の英文中の空欄 ～ に入れるのに最も適当なものを、それぞれ下の ①～④ のうちから 1 つずつ選びなさい。

a. I decided to follow from a specialist.

- ① a few advices
- ② an advice
- ③ good advise
- ④ some advice

b. The design of the new carpet is more beautiful than of the old one.

- ① it
- ② one
- ③ that
- ④ what

c. route you take, you will get to the cliff top.

- ① Even where
- ② However
- ③ No matter
- ④ Whichever

d. We'll get everything ready by the time Professor Green here.

- ① arrives
- ② has been
- ③ is coming
- ④ must show up

e. I wear these dress shoes only 10 special occasions.

- ① at
- ② in
- ③ on
- ④ with

f. 11, it's safer to stay here for a little while.

- ① All things considered
- ② All things considering
- ③ All things having considered
- ④ All things to consider

g. Nobody likes to 12 in front of other people.

- ① be laughed
- ② be laughed at
- ③ have a laugh at
- ④ have been laughed

h. 13 have I seen a more exciting tennis match than this.

- ① Never before
- ② Not long ago
- ③ Only yesterday
- ④ When and where

i. Let's 14 the weather will improve later.

- ① ask
- ② explore
- ③ hope
- ④ want

j. The Englishman turned out to be 15 than I am.

- ① so much young
- ② two years younger
- ③ very younger
- ④ younger two years

第3問 次の a ～ e の対話中の空欄 16 ～ 20 に入れるのに最も適当なものを、それぞれ下の①～④のうちから1つずつ選びなさい。

a. “How do you get to the station from here?”

“I’m sorry. 16 ”

- ① I’m a stranger here myself.
- ② I picked my kids up at the station.
- ③ I take the 9:00 train tomorrow.
- ④ I’ve just been to the station.

b. “Can you tell which is a fake Stradivarius violin and which is the real one?”

“ 17 ”

- ① Actually, I don’t play the violin every day.
- ② Don’t tell me you’re a real violinist.
- ③ How can you tell the good will from the ill will?
- ④ May I have a close look at them?

c. “I don’t think we should wait for Henry any longer.”

“ 18 Let’s go.”

- ① Neither do I.
- ② Now and again.
- ③ We are waited on already.
- ④ Yeah, long time no see.

d. “Shall we order a pizza or something for lunch?”

“ 19 ”

- ① I'd like you to stop ordering me around.
- ② I'd rather eat out.
- ③ OK. I'll reserve a table for two.
- ④ Wow. Your pizza is very nice.

e. “Did you remember to bring my notebook with you?”

“I did. 20 ”

- ① But I left it at home.
- ② Didn't you?
- ③ Here you are.
- ④ I'll rush home and get it for you now.

第4問 次の会話を読み、下の問いに答えなさい。

注：open-ended（選択肢によらない）自由回答式の mimic をまねる
misinformation 誤報 disinformation 故意の偽情報

Mai: Dr. Aoki, why don't you join me in my office for a cup of tea or coffee? You know students are using AI already. I've received a research report on this subject that all teachers should know.

Dr. Aoki: Sure. That sounds very important to me as well. The world is changing!

Mai: The report's survey included an open-ended question asking more than 1,500 teens aged 13 to 17 to describe one thing they wanted adults — both parents and teachers — to know about how teens use AI.

Dr. Aoki: Wow. 21 .

Mai: Many of them admitted to using AI to cheat on assignments, homework, or tests, while other teens pointed out that “not all kids use it to cheat in school” and they wanted adults to know they can be trusted to use it in a good way, such as asking for help with starting papers.

Dr. Aoki: I'm delighted to know that 22 .

Mai: I feel the same way. Many participants also reported using AI for fun or to be creative. 31% said they use it to “make pictures or images,” while 16% “make sounds or music” and 15% “write code.”

Dr. Aoki: That sounds like 23 .

Mai: Exactly. But teens surveyed also said they use AI to get answers for important question they may be afraid to ask adults. One teen warned, “Parents should know that AI gives teens advice on any subject that it is asked, appropriate or not.”

Dr. Aoki: That's too risky. They should stop getting advice from AI on subjects that might change their lives.

Mai: I'm worried about that too. But there is another thing we should definitely know. One survey participant wrote, “You can use AI to take someone's voice

and make it sound like they're saying something they didn't say." These deep fakes can be used against adults, with some students mimicking their parents' voices with AI to trick teachers or their other parent.

Dr. Aoki: Oh no. I'm beginning to feel like 24 .

Mai: Sort of. But don't worry. Teens surveyed seem to be more mature and sensible than we think they are. Many of them seemed to realize AI's development will likely have both positive and negative impacts on their lives in the next 10 years. They expressed fears about AI's impact on their future job markets, especially the creative pursuits, potential privacy concerns, and AI's use to create and spread misinformation and disinformation.

Dr. Aoki: Now I feel better to hear that they understand that 25 . Thank you so much for sharing the precious report with me.

A. 本文中の空欄 21 ～ 25 に入れるのに最も適当なものを、それぞれ下の ㉠～㉦ のうちから 1 つずつ選びなさい。ただし、同じものを繰り返し用いることはできません。

- ㉠ AI can be both positive and negative
- ㉡ AI can be immediately replaced by humans
- ㉢ AI is a dangerous weapon
- ㉣ AI is a space to explore and create
- ㉤ AI is more helpful to teachers than to students
- ㉥ AI is not only used to cheat
- ㉦ I'm curious to know what they said

B. 次の問い 26 ～ 28 に対する答えとして最も適当なものを，それぞれ下の①～④のうちから1つずつ選びなさい。

26 What is Dr. Aoki's relationship with Mai?

- ① Dr. Aoki and Mai are coworkers at the school.
- ② Dr. Aoki is Mai's family doctor.
- ③ Mai is a college roommate of Dr. Aoki.
- ④ Mai is Dr. Aoki's homeroom teacher.

27 Why did Mai and Dr. Aoki think that the research report was important?

- ① It was because they did not know how to change the world.
- ② It was because they had to teach how to use AI.
- ③ It was because they needed to know how teens use AI.
- ④ It was because they wanted to learn how to use AI.

28 How did Dr. Aoki feel at the end of the talk with Mai?

- ① She felt a lot of anxiety.
- ② She felt relieved.
- ③ She felt slightly bored.
- ④ She felt very excited.

C. 会話の内容と一致するものを、下の①～④のうちから1つ選びなさい。

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- ① AI can help teachers find cheating on students' assignments.
- ② Many teens do not care about AI used for bullying and disinformation.
- ③ Most of the teens surveyed wanted adults to know how to use AI.
- ④ Teens bring their questions to AI, for better or worse.

第5問 次の英文を読み、下の問いに答えなさい。

注：civilian 民間人，一般市民

traumatic 心的外傷性の，心に深い大きな衝撃を与える

Veterans 兵役経験のある人

chronic 慢性の

distress 苦悩

address に注意を向ける

intrusive 払っても消えない

numb 無気力になる

keyed-up 緊張している

on alert 油断なく警戒している

recur 再び起こる

activation 活動，作動

hype up を興奮させる

immobilize を動けなくする

let go of を気にしないでおく

Whether in the military or as a civilian, at some point during our lives many of us will experience a traumatic event that will challenge our view of the world or ourselves. Depending upon a range of factors, some people's reactions may last for just a short period of time, while others may experience more long-lasting effects.

Why some people are affected more than others has no simple answer. In Canada, it is estimated that up to 10% of war zone Veterans will go on to experience a chronic condition known as post-traumatic stress disorder (PTSD), while others may experience at least some of the symptoms associated with this condition.

It is important to understand that PTSD is often linked to an overwhelming experience, or series of events, that is hard to accept or understand. It doesn't fit with our view of the world or ourselves— the way

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 [1. are 2. should 3. things 4. we 5. think 6. or] be. Human beings have a natural tendency to try and make sense of things that happen around them. (D)When people experience a trauma, the event keeps coming back into their mind in an attempt to make sense of what happened. This is a natural way of trying to deal with difficult experiences and seems to work well for many stressful life events. However, due to the high level of distress associated with memories of more severe trauma, the thoughts and feelings tend to be pushed away to protect the person from this distress. The result is that while the memory may go away for a period of time, the need for it to be dealt with has not been addressed and it keeps coming back. The movement backward and forward from intrusive thoughts and feelings about the trauma to avoidance

and numbing can then continue almost indefinitely unless the cycle is addressed in some way.

Throughout this, alternating between short bursts of painful memories and periods of avoidance and numbing, the sense of feeling keyed-up persists. The traumatized person has been through an event that potentially threatened their life, or the life of someone else, so the mind and body stay on alert to

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 [1. sure 2. make 3. miss 4. it 5. won't 6. that] any sign in the future that such an event may recur. It is safer to get it wrong by overestimating a potential threat than to risk the possibility of missing any future threat. The persistent activation of this threat detection system, however, leaves the traumatized person feeling keyed-up much of the time. In addition, the threat detection system is so sensitive that it is constantly going off when there is no danger, in a way that interferes with the person's capacity to live a normal and happy life.

A similar explanation exists with regard to anger. Anger was useful in battle or other situations of threat. It hypes us up and promotes our survival – it may often be an adaptive way to respond to a life-threatening situation and certainly better than being immobilized with fear. Again, however, it is no longer useful for our survival once the danger has passed.

Traumatic stress reactions are, therefore, sensible and adaptive both as part of survival during the trauma and in attempts to come to terms with the trauma afterward. Once we recognize where these symptoms come from, it is easier to understand the typical traumatic stress reactions. The difficult part is letting go of aspects of these reactions that have ceased to provide benefit and are primarily interfering with the traumatized person's quality of life.

- A. 本文中の空欄

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 に、カッコ内の 1～6 の語句を並べ替えて最も自然な英語を入れる場合、その順序として最も適当なものを、それぞれ下の ①～④のうちから 1 つずつ選びなさい。

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- ① 3-1-6-5-4-2 ② 3-4-5-1-6-2
③ 4-5-1-6-3-2 ④ 4-5-3-1-6-2

31

- ① 2-1-6-4-5-3 ② 2-4-1-6-5-3
③ 3-6-4-5-2-1 ④ 3-4-6-5-2-1

B. 次の a ～ c の英文中の空欄

32

 ～

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 に入れるのに最も適当なものを、それぞれ下の ① ～ ④ のうちから 1 つずつ選びなさい。

a. PTSD

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- ① is a temporary abnormal condition that develops from a bad injury
- ② is related to a very shocking experience which is beyond our understanding
- ③ may last for a short period of time in some countries, but may last longer in other countries
- ④ will not be found among 10% of Canadians who have been soldiers in a war

b. The threat detection system

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- ① always does more harm than good to a traumatized person
- ② does not work when a traumatized person is in periods of avoidance or numbing
- ③ leaves a traumatized person feeling relaxed even when there is a danger
- ④ may prevent a traumatized person from continuing to live a normal and happy life

c. Anger

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- ① helps explain some aspects of the reactions of those who have PTSD
- ② is even more useful for our survival after the danger has gone
- ③ prevents us from responding to a life-threatening situation
- ④ sometimes immobilizes us with fear

C. 本文の内容と一致すると思われるものを、下の①～④のうちから1つ選びなさい。

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- ① Getting it wrong by overestimating a potential threat is as risky as missing any future threat.
- ② It is going too far to say that traumatic stress reactions are sensible and adaptive as part of survival during the trauma.
- ③ Short bursts of painful memories and periods of avoidance and numbing happen one after the other in a repeated pattern.
- ④ There is only one answer to the question of why some people are affected more than others.

D. 本文中の下線部（ D ）を和訳して、記述式解答用紙の解答欄に書きなさい。