

令和7年度入学者選抜試験問題

人文社会科学部
地域教育文化学部
医学部

外国語

(英語)

前期日程

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 この問題冊子の本文は1ページから8ページまでです。
- 3 試験中に問題冊子の印刷不鮮明・落丁・乱丁、解答用紙の汚れなどに気が付いた場合は、手を挙げて監督者に知らせてください。
- 4 監督者の指示にしたがって、解答用紙に学部名と大学受験番号を正しく記入してください。
大学受験番号が正しく記入されていない場合は、採点されないことがあります。
- 5 問題冊子のほかに、解答用紙2枚、下書き用紙1枚を配付してあります。
- 6 試験終了後、問題冊子と下書き用紙は持ち帰ってください。

次のページから問題冊子の本文が始まります。

I Read the text and answer Q1-Q5.

A Some of my childhood was stressful because I was hearing-impaired*. I grew up in the 1980s and '90s, in a world where teachers expected to have their orders—their *verbally* given orders—followed. I can recall incidents large and small when I was unable to clearly hear some adult and was punished for it. In middle school, an English teacher made me repeat a tongue twister* while standing in front of the class for five painful minutes, unaware that I wasn't pronouncing the *Ss* I couldn't hear. In music class, I couldn't identify a piece from the first few notes unless I was seated practically on top of the record player, ruining my grades on listening quizzes. In French class, I truly had no idea how to say anything at all beyond *Bonjour* (which I probably said incorrectly).

B I liked people, but outside my family and close friends, I found communicating with them stressful. Some were soft-spoken, many were offended when asked to repeat themselves, and all occasionally told me to “just forget it” rather than say something again. I often missed what was said on television and in films in the days before closed captions*, regularly nodded in agreement when someone whispered something to me, no matter what it might have been, and more than once gave a stranger incorrect directions rather than admit I wasn't quite sure what they wanted.

C But *reading*! That I could do. When I read, I felt smart. And in reading, I was never lonely, the way I sometimes felt in real life. Reading did not make me feel lost. The words were clear, and if I didn't understand them, it wasn't because I didn't hear them correctly. No one cared if I reread (asked the book to repeat, that is) multiple times. And people mostly left me alone when my nose was buried in a book. Reading was always safe and always good company.

D Over the years, I've developed a strong inclination toward reading as my preferred way to learn new information. My father was just the opposite, always an audio learner, preferring to ask strangers rather than read anything. Once, in London, I watched him lean over a barrier on the bus (past the *Do Not Lean Over Barrier* sign) to ask the driver a question (despite the *Do Not Talk to the Driver* sign) and sighed with frustration when he could not then hear the answer. In the time it took him to do that, I had read not just those two signs but another that provided the information he was seeking. I couldn't understand why he didn't rely on reading.

E Of course, the driver turned out to be delighted to chat with him, and we ended up visiting an excellent restaurant that man recommended, so clearly reading only gets you so far. As I've gotten older, I've learned that verbal information-gathering isn't always so bad. But still, reading was and is my preference. I don't like being

read aloud to. I rush to get a printed copy of the PowerPoint when a few are made available. I'd prefer to turn off the sound altogether before I'd give up my closed captions on TV. I love the chat box on Zoom. When I read, I feel about 95 percent sure I'm getting the true nuance and meaning of what's being conveyed. When required to listen, I perceive maybe 85 percent, but probably more like 70 percent in a group setting without enhanced volume.

❏ Over my lifetime, things have changed, slowly, very slowly, but surely. For someone like me, who hated phone calls—more than once, I simply hung up when I couldn't hear the person on the other end—the rise of online forms and contacts and information has been delicious. I feel very sure that I would not have a writing career if I hadn't been able to communicate by email and shared documents. Thankfully, although we lament the way people consume fewer books now, we collectively read much more, I think, and communicate that way, too. My students tell me “I don't read anymore” with utter sincerity, and then turn back to their phones and laptops to read away. We all read, all the time. Just perhaps not books.

❏ But I have never lost my affection for and my dependency on them. This is where I pull away from the pack of fellow booklovers, I sense. Much as I like videos and reels* and whatever new thing has been invented by the time this goes to print, I'm always reaching back to the original form, the book, looking for what I can read to help me understand. Reading a book is quiet, clear, and organized. It's not hard. It waits until I am ready, pauses when I need a break, and is still happy to repeat. Reading absolutely never says “Just forget it” when I need clarification. It doesn't care how I pronounce the words in my head (or aloud, for that matter). It never makes me feel worse and rarely makes me feel lonely. Reading gives me the world.

(Adapted from Shannon Reed, *Why We Read*, Hanover Square Press, 2024)

Vocabulary

hearing-impaired 聴覚に障がいのある

tongue twister 早口ことば

closed captions クローズドキャプション, (聴覚障がい者向けの) 字幕

reels リール (インスタグラム上の短い動画)

Questions

Q1 Which of the following statements best explains the author's situation described in paragraph **A**?

- (A) In schools, instructions to be obeyed from teachers were both spoken and written.
- (B) In schools, instructions to be obeyed from teachers were either spoken or written.
- (C) In schools, instructions to be obeyed from teachers were almost always spoken.
- (D) In schools, instructions to be obeyed from teachers were almost always written.

Q2 Which of the following statements best describes the situation when people tell the author to "just forget it" in paragraph **B**?

- (A) when they want to say it's too troublesome talking to her
- (B) when they want to say she is welcome to ask any questions
- (C) when they want to say she often forgets important things
- (D) when they want to say they will blame her for what she said

Q3 Choose the **two** correct statements that best match the content of the passage.

- (A) The author has never given someone false information when they asked her a question.
- (B) The author often felt lonely when she was reading a book by herself.
- (C) The author and her father often behaved differently when it came to seeking new information.
- (D) The author admits that sometimes speaking has more advantages than reading to get information.
- (E) The author prefers someone reading to her rather than reading by herself.
- (F) The author feels it's easier to understand something in a group setting compared to reading.

Q4 Explain the author's view expressed in the underlined section in paragraph **B**. Answer in 55-65 **Japanese** characters.

Q5 Translate the underlined sentence in paragraph **G** into **Japanese**.

II Read the text and answer Q1-Q5.

A The topic of child labor brings to mind strong emotions and old stereotypes, such as the chimney sweeps of Dickensian London*. The good news is that nowadays child labor can be more pleasant and more rewarding. The bad news is that the question of how to protect working children is more complicated. A lot of children are seriously underpaid—not necessarily by the master sweep, but by their parents.

B More and more children, by which I mean minors below legal working age, are producing content as online influencers. A lot of Instagram, YouTube and TikTok accounts feature such children and they can be cute, or (depending on your mood) annoying—as well as profitable. By one estimate, the most successful children working in this area—called “kidfluencers”—can generate more than 20 million dollars a year.

C Their work may be a far cry from the labor of the chimney sweeps, but work it is, at least as the concept is understood in modern America. These children are under pressure, whether from their parents or from their algorithms, to produce content on a regular basis. Being a child social media star also involves a potential loss of privacy and a reconsideration of one’s image among one’s peers, which may be either positive or negative. And these children can be quite young. One star of a YouTube channel with more than 35 million subscribers, which started out as a toy-review site, was 7 years old in the channel’s early days.

D Legally, these children have no claim to the income their sites generate. Thankfully, many parents are loving and generous. But not all. There is no data on how social media earnings are distributed within the family, but the long history of child movie and TV stars indicates that many receive little or nothing.

E Enter the state of Illinois, where a recently passed law gives successful child social media stars a right to some percentage of the earnings they generate, to be held in a trust* in their name until they turn 18. Such legislation has some history. In the early days of Hollywood, California passed the Coogan Law*, which gives child actors a right to a certain percentage of earnings, which employers have to place in trust accounts. New York has passed similar legislation.

F The social media case is tougher to enforce, because often the parents themselves are, in fact, the employer and there is no contract specifying working conditions. And how is the relative contribution of the child to the family income to be assessed? (Time spent onscreen? Cuteness? What if the social media presence leads to a book contract or podcast?) Nonetheless, the law sends a clear signal that the children do have some rights to the generated income and grown children can sue their parents if the money is not passed along.

㊦ Labor markets work best when there is a clearly defined notion of consent. But that is hard to come by when children perform services for their parents. What if a child expresses a desire to quit performing on social media and the parents respond that such income is needed to send the kid to college or pay for the family home? On what basis could the child's response be considered as fair, well-informed and not under duress*? It is neither practical nor desirable for the state to insert itself into family decision-making on a regular basis.

㊧ Given these problems, it's probably wise to lower expectations of what "kidfluencer" legislation can accomplish. At the same time, it is probably better to do something rather than nothing, if only for symbolic reasons and because this sector of the economy is likely to grow.

㊨ In any case, more protection for children's rights also may boost child labor supply, and in a beneficial way. When I was 12 years old, I started winning money in chess tournaments and my parents let me keep all of it. A year later, I was giving chess lessons and being paid for it. Not only was I earning money from my labor, but I like to think I helped other players get better and maybe earn some money themselves.

㊩ In retrospect, I am glad I acquired those skills and experiences. But not all cases of "child labor," if I may use that phrase, are so positive. And for every kid (and family) who tries to earn early income, many more will fail and be left with nothing.

㊪ It's possible, of course, that granting kids greater legal rights to income might encourage more children to seek to become social media stars. On the whole, I am OK with that outcome. But it is by no means an easy decision.

(Adapted from Tyler Cowen, "Kidfluencers are today's version of chimney sweeps," *Bloomberg*, September 13, 2023)

Vocabulary

the chimney sweeps of Dickensian London ディケンズの時代のロンドンの煙突掃除人 (ディケンズはイギリス 19 世紀の小説家。子供が過酷な煙突掃除を強いられていることを作品の中で描いた)

trust 信託財産

the Coogan Law クーガン法 (1939 年に制定)

under duress 強迫されて

Questions

Q1 Which of the four choices (A) - (D) below is the closest in meaning to the underlined words in the text?

(1) annoying in paragraph ③

- (A) desperate
- (B) frightening
- (C) irritating
- (D) serious

(2) generous in paragraph ④

- (A) willing to enjoy something
- (B) willing to give something
- (C) willing to show something
- (D) willing to work on something

(3) state in paragraph ⑤

- (A) government
- (B) position
- (C) problem
- (D) school

(4) In retrospect in paragraph ⑥

- (A) In contrast
- (B) In fact
- (C) Looking back
- (D) Looking forward

- Q2** Translate the underlined sentence in paragraph ㉔ into **Japanese**.
- Q3** Based on the passage, write **T** for the true statements and **F** for the false statements.
- (A) Children working on popular social media sites can easily choose to quit at any time.
 - (B) It is only recently that laws have been put in place to protect child entertainers.
 - (C) Parents and children share the money from their influencer sites equally.
 - (D) The author acknowledges that not all children will be successful kidfluencers.
 - (E) The author had a positive experience while working as a minor.
- Q4** The following sentence summarizes the content of this article. Fill in the blank with one **English** word.
- () children from labor exploitation is difficult in the age of social media.
- Q5** How do you feel about social media? Answer in 55-65 **English** words, including reasons and examples.

