

令和 7 年度入学試験問題

外 国 語（英 語）

注 意 事 項

- 1 この問題冊子は、試験開始の合図があるまで開いてはならない。
- 2 問題冊子は、全部で 12 ページある。(落丁, 乱丁, 印刷不鮮明の箇所などがあつた場合は申し出ること。)
- 3 解答は、すべて解答用紙の指定された箇所に記入すること。
- 4 受験番号は、各解答用紙の指定された 2 箇所に必ず記入すること。
- 5 解答時間は、教育学部学校教員養成課程教科教育コース英語教育専修が 100 分、教育学部(学校教員養成課程教科教育コース英語教育専修を除く)およびその他の学部は 90 分である。解答すべき問題(○印)および解答用紙の枚数は、下表のとおりである。

受 験 者	解答すべき問題(○印)				解答用紙 の枚数
	I	II	III	IV	
人 文 学 部	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修を除く)	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修)	○	○	○	○	4
法 学 部	○	○	○		3
経 済 科 学 部	○	○	○		3
理 学 部	○	○	○		3
医 学 部	○	○	○		3
歯 学 部	○	○	○		3
工 学 部	○	○	○		3
農 学 部	○	○	○		3
創 生 学 部	○	○	○		3

教育学部学校教員養成課程教科教育コース英語教育専修のリスニングテストは、試験開始 70 分後に約 15 分間実施する。

- 6 下書きは、問題冊子の余白を使用すること。
- 7 問題冊子は、持ち帰ること。

I

〔全学部受験者用〕次の英文の書評を読んで、下の問いに答えなさい。

Following the huge success of the FX series “Shogun,” which centers on an Englishman who becomes embroiled in power struggles during the samurai era, there has been a flurry of interest in the colorful history of foreigners in Japan. It’s with a satisfying symmetry, therefore, that there should be a new book about a Japanese man heading in the other direction.

“A Gentleman from Japan” by Thomas Lockley, an associate professor at Nihon University College of Law in Tokyo, technically concerns two Japanese men who were enslaved and renamed Christopher and Cosmus by the Europeans (their birth names have been lost to history). After a dramatic (a) journey around the world, they found themselves in London during the reign of Queen Elizabeth I, landing in 1588 and leaving in 1592.

Lockley is not new to this time period. (b) Alongside Geoffrey Girard, he was the author of “African Samurai,” the fascinating story of Yasuke, an African man who ended up in Oda Nobunaga’s court in the late 1500s. Like that book, “A Gentleman from Japan” uses the thread of one man’s experience to guide his readers into a complex world of suspicion and danger.

Rather than Cosmus, Christopher—the first recorded Japanese person to set foot in the United Kingdom, the United States and South America—is the focus of “A Gentleman from Japan” by dint of greater extant historical records. However, given how few records there are concerning the details of his life, a large bulk of the book is devoted to the geopolitical context, world building and specific details of life at sea in the 16th century.

Written in fast, novelistic prose, Lockley lays out the history of English exploration around the globe, pulling no punches in his depiction of the brutality used in building their empire. As in “Shogun,” the war with the Spanish and the Portuguese takes center stage, but it’s much less about religion and much more about loot. Christopher and Cosmus find themselves a

part of Thomas Cavendish's crew, transferred from the Spanish ship Santa Ana, which was making its way home from Manila when Cavendish attacked and defeated her in the eastern Pacific. A privateer taking part in "state-legitimized piracy," Cavendish is essentially sailing around the Atlantic and Pacific oceans looking for Spanish ships laden with treasure to hijack. He is also a wily operator with an eye ever open for any kind of opportunity.

At this point, while Japan is known to the Europeans, only Spain and Portugal have had any direct contact with it, and the English don't even have accurate maps showing its location. It's for this reason that Christopher is of such interest to Cavendish. From the Santa Ana, he claims a map of Japan labeled in Chinese characters, which Christopher is able to decipher and translate for him. In many ways, these are greater prizes to Elizabethan England than any chest of gold. Cavendish invents a backstory for the two young men, raising their social status to that of "gentlemen from Kyoto" to more readily impress his class-conscious compatriots back home. The ruse clearly works as they end up meeting Queen Elizabeth I herself.

Current marketing trends necessitate a dramatic personal story at the heart of every historical narrative, but in truth, so little is known for sure about Christopher's experiences that there is necessarily a certain amount of conjecture in piecing his life together. Lockley does immense work with the records but, as he states in the conclusion, his book is less about a gentleman from Japan and is "fundamentally about a world that orientated toward what we now think of as 'The East.'"

Through characters like Christopher, Cavendish and others, Lockley paints a compelling picture of colonialism in action and draws a clear, hard line between Christopher's "encounter with Tudor England" and "the contemporary world's most powerful and rich societies" who are "still in effect the beneficiaries of those historical wrongs."

Stories of people like Christopher and William Adams, the real-life

inspiration behind “Shogun,” are gripping yarns. ^(d) These types of stories are also representatives of an aspect of history many would like to forget, but which, in reality, still supports the political dynamics of today’s world.

(Adapted from Iain Maloney, “‘A Gentleman from Japan’: A journey of firsts in the age of exploration,” *The Japan Times*, June 2, 2024)

〔注〕 FX 映像番組の制作会社名 embroiled 巻き込まれた
a flurry of interest 関心の高まり
pulling no punches < pull no punches 手加減しない
loot 略奪品 ruse 策略 gripping yarns 面白い物語

(注意) 解答する際、句読点と引用符は1マスに1字記入し、数字は1マスに2字まで記入すること。

問 1. 下線部(a)を和訳しなさい。(Queen Elizabeth I は「エリザベス1世」と表記すること)

問 2. 下線部(b)が具体的に意味することを、句読点を含めて70字以内の日本語で説明しなさい。(Lockley は「ロックリー」と表記すること)

問 3. 下線部(c)が示す内容を、句読点を含めて80字以内の日本語で説明しなさい。

問 4. 下線部(d)を和訳しなさい。

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II

〔全学部受験者用〕次の英文を読んで、下の問いに答えなさい。

When it comes to understanding the medieval climate of Europe, scientists face a daunting issue: Europeans loved to chop down their oldest and biggest trees. Outside of northern Scandinavia and high mountain ranges, this penchant for cutting down trees has made it difficult for researchers to obtain records of tree rings, a standard paleoclimate tool, leaving gaps where most Europeans actually lived.

To fill that gap, climate scientists are now turning to a far more abundant historical resource: wine. Records of grape harvests found in the cellars and monasteries of Europe stretch back to the 1400s and can provide a powerful resource for teasing out past temperatures. “Compared with the average tree ring, it’s really excellent,” says Stefan Brönnimann, a paleoclimate scientist at the University of Bern. “I’m totally surprised how well it works.”

Several years ago, Brönnimann and co-authors showed that the date of grape harvests was an excellent indicator of past temperature in the growing season. Now, in a new study published last month in *Climate of the Past*, they’ve shown that another measure—the reported sweetness of grape juice before fermentation—can also chart temperatures. “This is really convincing,” says Lea Schneider, a paleoclimatologist at Justus Liebig University Giessen, who wasn’t involved with the work. “I found it quite impressive to see those nice correlations with climate.”

For many years, Christian Pfister, a climate historian at Bern, has explored wine records, recorded in tomes like Karl Pfaff’s *Württemberg Wine Chronicle*. After grapes were harvested and crushed, the resulting juice, or “wine must,” would be sampled by local experts, who rated its sugar content on a five-point scale. The more sugar, the more alcohol would end up in the wine. ^(a) And it’s long been known that high temperatures boost a grape’s sugar content. Hot years led to popular wines on the market, such as 1811’s Comet

Wine, named after the Great Comet that lingered in the sky for 260 days.

The Bern group hunted through archives to dig up sugar rating records from 10 locations across France, Germany, Switzerland, and Luxembourg, screening them against records for historical events, such as war, famine, or disease, that might have prevented an optimal harvest time. For the remaining records, the sugar ratings varied in step by location, showing its value as a local temperature proxy.

Some mysteries appeared in the data. The 1470s, for example, had the ^(b)highest rated wine must of all time, suggesting Europe went through a warm spell even as it was entering a centuries-long cool period known as the Little Ice Age. “But we don’t really know what happened then,” Brönnimann says. To try to find out, the team has begun feeding wine records into a new paleoclimate model, released this year, that attempts to simulate global conditions on a month-by-month basis from the 1400s onward.

There are other ways to use wine records, Schneider adds. She is part of a team using wine tax documents to look at the response to climate extremes. In a preprint released last week, the team found records showing three straight years of low production, after a known volcanic eruption injected particles into the atmosphere that would have cooled Europe. “That is much stronger than what we would have expected,” she says. Tree rings from the Alps do not show such a strong cooling imprint from the eruption. “We’re still not fully sure how to explain it.”

The expert sugar ratings continue to this day, though now with modern tools, and Brönnimann’s team found they similarly do a good job charting modern-day global warming. Starting around the late 1980s, ratings of sugar content began to rise steeply.

^(c)The overlapping trends aren’t guaranteed to continue. Studies suggest excessive drought and frequent heat waves could eventually kill off vineyards, especially in southern Europe. But for now, global warming has been good for

European wine harvests, Brönnimann says. “From 2003, it’s been just good years.”

(Adapted from Paul Voosen, “Medieval wine tasting fills in gaps about Europe’s climate: Sweetness records help chart temperatures back to the 1400s,” *Science*, July 11, 2024)

〔注〕 penchant 傾向 paleoclimate 古気候
teasing out < tease out 苦労して探り出す
tomes 分厚い学術書 wine must (ワイン醸造用の)ブドウ汁
optimal 最適な proxy 代わりとなる指標

(注意) 解答する際、句読点と引用符は1マスに1字記入し、数字は1マスに2字まで記入すること。

問 1. 中世ヨーロッパの気候を知るうえで難題となっていることを、本文の内容に即して、句読点を含めて70字以内の日本語で説明しなさい。

問 2. 下線部(a)を和訳しなさい。

問 3. 下線部(b)の例として挙げられていることを、句読点を含めて100字以内の日本語で説明しなさい。

問 4. 下線部(c)を和訳しなさい。

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Ⅲ

〔全学部受験者用〕次の問題A，Bに答えなさい。

問題A. 下線部(a)，(b)を英訳しなさい。

しかし、ことばは、いつでもスムーズに普及していくわけではない。新しいことばを提案しても、異なる意味を与えられて社会に広がっていくことがある。ことばの意味はどのように変わるのか。それを探るには、その過程をじっくり見る(a)ことが必要になる。

〔出典〕 中村桃子『ことばが変われば社会が変わる』(ちくまプリマー新書，2024年)

幸いなことに、私は2022年、そのけがの後遺症から完治した。しかし、不注意によってけがをし、他人に頼らざるを得なくなった時のいら立ちと怒りは、今も忘れられない。私は自分の健康が当たり前だと思っていた。恥ずかしながら、(b)この事故が起こるまで障害者のニーズについて深く考えたことはなかった。

〔出典〕 「私が思う日本『インクルーシブ社会の実現へ，行動を』」(毎日新聞，2024年6月23日)

問題B. 次の質問に100語(100 words)程度の英文で答えなさい。解答欄末尾の所定の箇所に、解答に用いた語の数を「(102 words)」のように必ず記すこと。ただし、ピリオドやコンマなどの句読点は語数に含めません。

England is said to be thinking about banning social media use for children under 16 years of age. Do you agree or disagree that social media should also be banned in Japan for children under 16 years of age? Give two reasons to support your answer.

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IV

〔教育学部学校教員養成課程教科教育コース英語教育専修受験者用〕

リスニングテスト

注意事項

- ・リスニングテスト中は、質問をすることはできません。
- ・机，椅子などを動かしたり，物音を立てたりしないようにしてください。
- ・問題は，AとBの2題あります。
- ・問題Aも問題Bも2回読まれます。問題Aについては1から5の設問ごとに2回読まれます。
- ・問題Aと問題Bの間に20秒程度の空白があります。
- ・音声を聴きながら，問題冊子の空欄にメモをとってもかまいません。

問題A. Listen to the dialogues and fill in the blanks with the words you hear.

1. [A: Ami, K: Ken]

A: Are you going to the soccer game this weekend?

K: No, I'm leaving for Tokyo tomorrow, and I won't be back until next Monday.

A: Oh, are you going for a vacation?

K: No, I have a job interview there, and ().

2. [M: Mother, S: Son]

M: Jack, how is your new mountain bike?

S: It's good, mum. I can easily go up a steep path.

M: That's good, ().

3. [T: Tom, N: Naomi]

T: Can you play any musical instruments?

N: Well, I can play the piano.

T: Really? ()?

4. [M: Makoto, F: Frances]

M: Hi, can I talk to you now about tomorrow's exam?

F: Yeah, of course, but you look very sleepy.

M: Oh, do I? (). Maybe that's why.

5. [C: Customer, B: Bookstore clerk]

C: Excuse me, I ordered another copy of this book here yesterday.

B: Just a moment. Yes, your order is being processed right now.

C: I just found this copy of the book in that shelf. So, can I buy it now?

B: OK, () if you don't need two copies?

問題B. Listen to the ALT's story and answer the questions in Japanese.

