

令和7年度(前期日程)

入学者選抜学力検査問題

英 語

(英語コミュニケーションⅠ，英語コミュニケーションⅡ，
英語コミュニケーションⅢ，
論理・表現Ⅰ，論理・表現Ⅱ，論理・表現Ⅲ)

試験時間 120分

文学部，教育学部，法学部，理学部，医学部，薬学部，工学部，情報融合学環

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I 次の英文を読んで問 1 ～問 6 に答えなさい。

What is it about the modern shipping container that is so important? Surely not the thing itself. A soulless aluminum or steel box held together with welds and rivets, with a wooden floor and two enormous doors at one end: the standard container has all the romance of a tin can. The value of this object lies not in it is, but in how it is used. The container is at the core of a highly automated system for moving goods from anywhere, to anywhere, with a minimum of cost and complication on the way.

The container made shipping cheap, and by doing so changed the shape of the world economy. The armies of ill-paid, ill-treated workers who once made their livings loading and unloading ships in every port are no more, their tight-knit waterfront communities now just memories. Cities that had been centers of maritime commerce for centuries, such as New York and Liverpool, saw their waterfronts decline with startling speed, unsuited to the container trade or simply unneeded, and the manufacturers that endured high costs and antiquated urban plants in order to be near their suppliers and their customers have long since moved away. Venerable ship lines with century-old pedigrees were crushed by the enormous cost of adapting to container shipping. Merchant mariners, who had shipped out to see the world, had their traditional days-long shore leave in exotic harbors replaced by a few hours ashore at a remote parking lot for containers, their vessel ready to weigh anchor the instant the high-speed cranes finish putting huge metal boxes off and on the ship.

Even as it helped destroy the old economy, the container helped build a new one. Sleepy⁽¹⁾ harbors such as Busan and Seattle moved into the front ranks of the world's ports, and massive new ports were built in places like Felixstowe, in England, and Tanjung Pelepas, in Malaysia, where none had been before. Small towns, distant from the great population centers, could take advantage of their cheap land and low wages to entice factories freed from the need to be near a port to enjoy cheap transportation. Sprawling industrial complexes where armies of thousands manufactured products from start to finish gave way to smaller, more specialized plants that shipped components and half-finished goods to one another in ever lengthening supply chains. Poor countries, desperate to climb the rungs of the ladder of economic development, could realistically dream of becoming suppliers to wealthy countries far away. Huge industrial complexes mushroomed in places like Los Angeles and Hong Kong, only because the cost of bringing raw materials in and sending finished goods out had dropped like a stone.

This new economic geography⁽²⁾ allowed firms whose ambitions had been purely domestic to become international companies, exporting their products almost as effortlessly as selling them

nearby. If they did, though, they soon discovered that cheaper shipping benefited manufacturers in Thailand or Italy just as much. Those who had no wish to go international, who sought only to serve their local customers, learned that they had no choice: like it or not, ⁽³⁾ they were competing globally because the global market was coming to them. Shipping costs no longer offered shelter to high-cost producers whose great advantage was physical proximity to their customers; even with customs duties and time delays, factories in Malaysia could deliver blouses to Macy's in Herald Square more cheaply than could blouse manufacturers in the nearby lofts of New York's garment district. Multinational manufacturers—companies with plants in different countries—transformed themselves into international manufacturers, integrating once isolated factories into networks so that they could choose the cheapest location in which to make a particular item, yet still shift production from one place to another as costs or exchange rates might dictate. In 1956, the world was full of small manufacturers selling locally; by the end of the twentieth century, purely local markets for goods of any sort were few and far between.

For workers, of course, this has all been a mixed blessing. ⁽⁴⁾ As consumers, they enjoy infinitely more choices. According to one careful study, the United States imported four times as many varieties of goods in 2002 as in 1972, generating a consumer benefit—not counted in official statistics—equal to nearly 3 percent of the entire economy. The competition that came with increased trade has diffused new products with remarkable speed and has held down prices so that average households can partake. The ready availability of inexpensive imported consumer goods has boosted living standards around the world.

As wage earners, on the other hand, workers have every reason to be ambivalent. In the decades after World War II, wartime destruction created vast demand while low levels of international trade kept competitive forces under control. In this exceptional environment, ⁽⁵⁾ workers and trade unions in North America, Western Europe, and Japan were able to negotiate nearly continuous improvements in wages and benefits, while government programs provided ever stronger safety nets. The workweek grew shorter, disability pay was made more generous, and retirement at sixty or sixty-two became the norm. The container helped bring an end to that unprecedented advance. Low shipping costs helped make capital even more mobile, increasing the bargaining power of employers against their far less mobile workers. In this highly integrated world economy, the pay of workers in Shenzhen sets limits on wages in South Carolina, and when the French government ordered a shorter workweek with no cut in pay, it discovered that nearly frictionless, nearly costless shipping made it easy for manufacturers to avoid the higher cost by moving abroad.

(問 1) に入る適切な一語を答えなさい。

(問 2) 下線部(1)の本文中の意味として適切なものを以下の選択肢から選び、記号で答えなさい。

- (A) high-intensity
- (B) high-traffic
- (C) low-activity
- (D) low-cost

(問 3) 下線部(2)の特徴を 45 字以内の日本語でまとめなさい。(ただし、句読点も字数に含む。)

(問 4) 下線部(3)の状況が生じた要因について、“they”が指す内容を明らかにして 45 字以内の日本語で説明しなさい。(ただし、句読点も字数に含む。)

(問 5) 下線部(4)が意味する内容を、その要因も含めて、消費者、賃金労働者の立場からそれぞれ 40 字以内の日本語で説明しなさい。(ただし、句読点も字数に含む。)

(問 6) 下線部(5)が指す内容を 45 字以内の日本語で説明しなさい。(ただし、句読点も字数に含む。)

II Read the following passage and answer Questions 1-8.

Kākāpō are enthusiastic walkers, wandering on strong legs for miles at a time and hiking up mountains to find mates. They're keen climbers too, clambering up New Zealand's 65-foot-high rimu trees on large claws to forage for red berries on the tips of the conifer's branches.

But there's one thing that the world's heaviest parrot species can't do: fly. With their bulky frames—males weigh up to nine pounds—and awkward walking style, they have little chance of outrunning predators like stoats and wild cats. When **1**, the parrots freeze, relying on their moss-green feathers to act as camouflage.

New Zealand was once a land of flightless birds like the extinct moa—no mammalian predators in sight. That changed in the thirteenth century, when Māori voyagers brought rats and dogs, and again in the nineteenth century, when European settlers brought more rats, cats and mustelids like weasels, stoats and ferrets. These predators have played a major role in putting at risk some 300 native species on New Zealand's two main islands and smaller offshore islands, taking an especially heavy toll on flightless birds like kākāpō.

Now listed as critically endangered, the kākāpō teetered on the edge of extinction in the mid-1900s due to hunting, predators and land clearance. From the 1970s, **2** efforts focused on managing the remaining kākāpō on the country's offshore islands, where predators are systematically eradicated. Due to those ongoing efforts, which include breeding programs, veterinary treatment and supplementary food, parrot numbers have grown from fewer than 60 in 1995 to more than 200 today.

That success, plus lack of space in offshore islands, led New Zealand's Department of Conservation and Ngāi Tahu, the Māori tribe whose people serve as traditional guardians of the kākāpō, to find a new habitat for the parrots. Starting in July 2023, relocations began to the 8,400-acre Sanctuary Mountain Maungatautari, a predator-free **3**.

Until now, ten male parrots have moved to the reserve—the first time the species is living back on the mainland in almost half a century. Researchers are tracking their locations and conducting regular health checkups to assess whether the birds can thrive there.

"If male parrots start hiking to the ridgetops, serenading female kākāpō with deep 'booms' and high-pitched 'chings,' they might be in shape to breed," says conservation biologist Andrew Digby, science advisor for kākāpō at the Department of Conservation. "**4**"

Kākāpō have much lower fertility than other parrots. Since the 1980s, fewer than half their eggs have hatched, which is thought to be partly due to inbreeding. Left to their own devices, they breed only when rimu trees bear masses of fruit, every two to four years, with females laying one to four eggs.

Recently, researchers have started to explore how genomic data can contribute to kākāpō survival. “Such studies can help wildlife managers boost genetic diversity and resilience in threatened species,” says evolutionary biologist Cynthia Steiner of the San Diego Zoo Wildlife Alliance.

In one important study published in 2023, researchers analyzed whole-genome sequence data for 169 parrots—nearly all of those living when the research began in 2018. That work yielded crucial insights, including genetic variations affecting aspects of kākāpō chick development, like height and growth rate. “This could help scientists predict how quickly baby birds will grow, and initiate veterinary interventions should the growth rates deviate,” says Joseph Guhlin, a genomicist with Genomics Aotearoa at the University of Otago in Dunedin, New Zealand.

Scientists also found that some kākāpō have genetic resistance to aspergillosis, a fungal respiratory disease. In 2019, an outbreak affected twenty-one birds, which did not have this genetic resistance, and killed nine. “If another outbreak occurs, vulnerable parrots could be isolated and treated ahead of time,” Guhlin says.

As of October 2023, all parrots in the sanctuary were doing well, although the first four arrivals lost a bit of weight. “Thanks to GPS trackers attached to each bird, we can see that they’ve been bouncing around all over the place,” Digby says. But the survival of kākāpō beyond fenced-in sanctuaries depends on the success of Predator Free 2050, an ambitious initiative to eradicate some of the introduced mammals that prey on kākāpō by 2050.

“Eradications are a high-cost, high-risk, high-reward strategy,” says ecologist Stephen Hartley of Te Herenga Waka-Victoria University of Wellington. Hartley thinks it may be possible to get rid of possums, because they breed slowly and are easy to detect, but that rats and mustelids will be nearly impossible to eliminate without introducing some form of genetic or biological control, such as gene editing or introducing a parasite to prevent them from reproducing.

If all goes as planned, people across New Zealand may one day be able to see and hear the parrots from their own backyards. For now, they can traipse through the forest sanctuary the parrots now call home. “Transferring them to Maungatautari is a good first step,” Digby says. “It brings kākāpō back to where people are.”

1. Choose the best word for 1 .
- (A) cold
 - (B) confused
 - (C) feeding
 - (D) threatened
2. According to Paragraph 3 of the passage, which of the following is true about imported predatory mammals?
- (A) They are a significant threat to 300 native species.
 - (B) They have made 300 native species extinct.
 - (C) They only threatened flightless species.
 - (D) They were brought by Europeans but not Maoris.
3. Choose the best word for 2 .
- (A) conservation
 - (B) dying
 - (C) medical
 - (D) nutrition
4. Put the following words in the right order to fit in 3 . You must use all the words.
[by enclosed fences longest of one safe space the world's]
5. Which of the following is best suited to 4 ?
- (A) And for sure, male parrots are so cute.
 - (B) And then they can be sent back to where they were.
 - (C) And then we might start looking at bringing females in.
 - (D) And we can then end the relocation once and for all.

6. Which of the following is true about the research findings in Paragraphs 9, 10 and 11?
- (A) They enable scientists to modify the genes of kākāpō to prevent their extinction.
 - (B) They help animal doctors find ways to cure kākāpō suffering from respiratory diseases.
 - (C) They help professionals in taking measures to help weak kākāpō to survive.
 - (D) They show that not much can really be done to help genetically vulnerable parrots.
7. According to the passage, what is the aim of Predator Free 2050?
- (A) Detect and eliminate possums through gene editing
 - (B) Introduce parasites to native mammal populations
 - (C) Isolate kākāpō from the human population
 - (D) Remove imported predators from New Zealand
8. Select TWO statements that are true about kākāpō.
- (A) Their fertility is significantly lower compared to that of other parrots.
 - (B) Their traditional guardian is New Zealand's Department of Conservation.
 - (C) They almost died out in the mid-1900s due to disease outbreak.
 - (D) They are closely related to the extinct moa.
 - (E) They are comparatively small parrots.
 - (F) They have been recently moved in small numbers to the mainland.
 - (G) They have grown in number to 8,400 today.
 - (H) They prefer walking to climbing.

III

Respond to the topic below in 80-100 English words. Count the number of words and put the number in the box provided. Do not count punctuation such as periods and commas as words.

Package tour or independent travel?

Travel overseas can be done through a package tour or by independent travel. On a package tour, the plan is already arranged. When you travel independently, you plan everything yourself.

Both ways of traveling have advantages and disadvantages. Explain which type of travel you would prefer for an overseas trip giving reasons for your preference.

IV 次の英文は、外国語学習における ICT (情報通信技術) の役割についての教師と生徒のディスカッションである。文中の(1)～(20)に入る最も適切な語を<語群>から選んで記入しなさい。また、動詞は必要に応じて適切な形に変えなさい。

<語群>

adapt	all	among	artificial	can
cheat	complex	convince	figure	happen
how	if	impact	interaction	number
of	other	out	so	subject
through	way	whereby	while	with

Mrs. Williams: Alright class, today's topic for discussion is the use of ICT, or Information and Communications Technology, in foreign language learning. Who would like to get things going?

Taylor: I'll start. One kind of ICT that I use a lot when I do my Spanish homework is translation apps. I've got a few on my smartphone that I like a lot. I think they can be incredibly useful. Translation apps give immediate answers, so I get (1) my homework much more easily. Looking up words in a dictionary really slows me down.

Jake: You have a good point Taylor, but what (2) if the app makes a mistake, and gives you an incorrect translation? I've tried translation apps too. They've come a long (3) since they were first introduced, and they seem to be getting better all the time. And to be honest, I find they're pretty good at translating most kinds of text. But when it comes to slang or idioms, the quality of the translation (4) really drop and mislead you. I also worry that if I rely too much on translation tools, I'll never really learn the language. After (5), knowing a language is not just about translation. You have to practice listening, speaking, reading and writing. If we depend on translation tools for the answers, we may miss (6) on opportunities to practice these skills.

- Debbie: I agree with Jake. Translation tools could easily become a (7) that would lead to you getting lazy, and not fully engaging with the language. Instead of turning to an app every time we don't know a word or phrase, we need to think for ourselves, and try to use context clues to (8) out the meaning.
- Tommy: What about the idea of instructing students on the effective use of translation tools? There may be times when the best choice is to get a quick answer from a translation app. But there are also times when it's better to rely on our own language skills. Maybe teachers could incorporate classroom activities that teach us all (9) to use translation tools appropriately.
- Mrs. Williams: That's an excellent point Tommy. Translation apps can be valuable resources in helping students become proficient, confident language learners, but they should be used thoughtfully and in conjunction (10) other learning strategies. Besides translation apps, what kinds of ICT do you know about?
- Chris: Well, I've used a few online language learning programs. They can be great for (11) lessons to individual strengths and weaknesses because they can regulate the content based on your answers. Most programs give you some kind of score at the end of each unit, so you can see how you are progressing. It's a fun way to learn, and you can do it anywhere.
- Debbie: Online programs seem to be becoming more and more popular, but I'm not (12) they're the most effective way to learn a language. Sure, they can help with vocabulary and basic grammar, but they're more like games, not real-world experience. I think (13) with others in the language is essential if you really want to get fluent in a foreign language.
- Tommy: I agree with Debbie. Online learning can only take you (14) far. To become really good at speaking another language, you need to practice speaking and listening with others. Personally, I think it would be hard to become fluent using only an online program.

- Chris: Changing the subject a little bit, I've heard there are language learning chatbots that can give you speaking practice online. And (15) I haven't tried them, they apparently converse with you, and I think some can even correct your mistakes or give you other kinds of feedback.
- Jake: I don't know Chris . . . I don't think I'd enjoy chatting online in a foreign language with a bot. I'm also worried about the (16) of these kinds of programs on teachers' roles. If people think they can learn a new language online from a bot, then they might think they don't need a teacher. Personally, I didn't much like taking classes online during the COVID pandemic, and I wouldn't like learning a foreign language, or any (17), without a real teacher.
- Taylor: I don't think you need to worry about that Jake. I don't see how online learning will ever fully replace teachers. Of course, it can complement their efforts and make it easier for us to learn. But teachers will always play a vital role in guiding us, motivating us, and explaining things we don't understand.
- Mrs. Williams: Those are all valid points. And (18) teachers use ICT tools for part of the learning process, it can free up time to provide more personalized support to students when necessary.
- Chris: Oh, I never considered it from the teacher's perspective. You mean, it can make your job a lot less difficult as long as it's used right. And it's not a question of one or the (19). It sounds like the key is finding the right role for ICT in the classroom.
- Mrs. Williams: Well said, everyone. It seems we've touched on a (20) of the complexities and nuances of integrating ICT in foreign language learning. As technology continues to evolve, I'm sure new issues will arise. We'll have to continue to think about the role of ICT carefully. Thanks to everyone for your insightful contributions to today's discussion.

SOURCES

- I

 Marc Levinson. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger - Second Edition*. 2016. Princeton University Press. (一部変更)

- II

 Rina Diane Caballar. “New Zealand’s Quest to Save Its Rotund, Flightless Parrots.” January 2, 2024.
<https://daily.jstor.org/new-zealands-quest-to-save-its-rotund-flightless-parrots/> (一部変更)

- III

 Original text.

- IV

 Original text.

