令和8年度入学試験問題

英　　語

（前　期　日　程）

教　育　学　部
農　　学　　部

注　意　事　項

1. 試験開始の合図があるまで問題冊子を開かないこと。
2. この問題冊子は、本文が 15 ページある。
3. 解答用紙は 4 枚ある。すべての解答用紙の受験番号欄に受験番号を記入しなさい。受験番号が正しく記入されていない場合は、採点できないことがある。
4. 解答は解答用紙の指定された解答欄に記入すること。
5. 下書き用紙は 1 枚ある。
6. 試験中に問題冊子及び解答用紙の印刷不鮮明、ページの落丁及び汚損等に気付いた場合には、手を挙げて監督者に知らせること。
7. 試験終了後、問題冊子及び下書き用紙は持ち帰ること。

問題は次のページから始まる。

I　以下の設問に答えなさい。

設問１　空欄１～５に入る最も適切な語を次のページの語群より選び、(A)～(D)で答えなさい。

Salesperson:　Welcome to Bicycle World. Is there anything I can help you with?

Customer:　I'm thinking to get an electric bicycle, and I heard you have the largest selection.

Salesperson:　Yes, we have a（　1　）of E-bikes to choose from. May I ask what you plan to use it for?

Customer:　Well, my neighbor got an E-bike for going to the supermarket near her apartment. So she doesn't need to use her car（　2　）, and the E-bike is really easy to ride. But aren't they expensive?

Salesperson:　An E-bike is an excellent idea for food shopping（　3　）its electric motor does almost all the work. So you won't get tired even carrying lots of things. We have models with two baskets, in the front and back, for your shopping bags.

Customer:　（　4　）buying a new one cost a lot of money, though?

Salesperson:　Yes, E-bikes are expensive because of their high-tech motors and batteries. But they don't use gas like a car—so over time you will be saving money.

Customer:　My friend also said they（　5　）a lot. Is that true?

Salesperson:　That's right—they're heavy. If it falls down it will take some effort to stand it up again. Follow me and I'll show you some different models.

1.	(A) various	(B) few	(C) number	(D) several
2.	(A) anymore	(B) anything	(C) anywhere	(D) anytime
3.	(A) so	(B) unless	(C) or	(D) because
4.	(A) Do	(B) Doesn't	(C) Don't	(D) Didn't
5.	(A) weigh	(B) jump	(C) drift	(D) wander

設問２　空欄１～５に入る最も適切な語を下の語群より選び、(A)～(D)で答えなさい。

How did music begin? Has music always been important in human society, and if so, why? The answers（　1　）that the story of music is, in many ways, the story of humans. So, what is music? This is difficult to answer, as everyone has their own idea. “Sound that conveys emotion,” is what Jeremy Montagu, of the University of Oxford and author of the article, describes as（　2　）. A mother humming to calm her baby would probably count as music, using this（　3　）, and this simple music probably came before speech. But where do we draw the line（　4　）music and speech? You might think that rhythm, pattern and controlling pitch are important in music, but these things can also apply when someone reads a poem aloud or（　5　）with heightened emotion.

出典：Frontiers. “The story of music is the story of humans.” ScienceDaily. ScienceDaily, 20 June 2017.
<www.sciencedaily.com/releases/2017/06/170620093153.htm>
設問の都合上、表記を一部改変した。

1.	(A) remind	(B) reveal	(C) request	(D) repeat
2.	(A) him	(B) theirs	(C) his	(D) them
3.	(A) definition	(B) limitation	(C) situation	(D) attention
4.	(A) in	(B) between	(C) with	(D) for
5.	(A) feels	(B) hears	(C) listens	(D) speaks

問題は次のページに続く。

Ⅱ　以下の設問に答えなさい。

設問１　問１、２の下線部に入る最も適切な文をそれぞれの(A)～(D)より選び、記号で答えなさい。

1.

Richard:　Thanks for asking me to come to this high school baseball game with you. It's exciting to watch. I didn't know there would be so many kinds of food available for the fans. In fact, it seems like everyone is enjoying eating and talking as much as watching the game. But it's easy to see that everyone is strongly supporting their home team. What surprises me is how skilled and athletic these high school baseball players are—like professional teams.

Hiroshi:　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

(A)　That's true, but you have to wait until the game finishes before you can buy snacks and drinks to bring back to your seat.

(B)　I agree, because in high school the baseball games are usually played during the week, although some games are played on Saturday if there is a tournament.

(C)　That's right—especially if you remember that professional teams have their own restaurants and vendors to serve food.

(D)　Yes, high school baseball is very popular in local communities, and the young players spend a lot of effort and time on training and practicing.

2.

Frank: As you know, our son's birthday is this Saturday. I was thinking it might be fun to have a birthday party and invite some of his friends from school. And what do you think about serving cake and ice cream at the party? You know how much he loves chocolate cake, and I'm sure his friends will enjoy it too. I'm also wondering what kind of birthday gift we should get for him.

Barbara: _____

(A) Yes, it would be good if he could spend time with his school friends, but he has to go to his swimming class on Friday.

(B) You know how much he loves playing with animals. Why don't we get him a little puppy dog for his birthday gift?

(C) Let's wait until his birthday comes next month before we decide about having a party and getting him a birthday gift.

(D) The weather is supposed to be good this weekend, so my plan is to work in the garden in the morning to pull weeds.

設問２　下線部１～５に入る最も適切な文を次のページの(A)～(F)より選び、記号で答えなさい。

Mary: This is one of the best hiking trails I've ever taken. I'm so happy we decided to climb this mountain. I think we're almost at the top. I'm sure the view will be amazing!

John: 1. _____

I think it's time to take a break. Let's eat lunch. I'm hungry and I need to rest.

Mary: Let's not stop until we get to the top of the mountain. I think we're almost there.

2. _____

Then we can make a decision about what to do next, like eating lunch now or later.

John: 3. _____

It also says there's another trail that goes to Rainbow Lake, which is only one and a half kilometers away.

Mary: But hiking to that lake wasn't part of our plan. We already decided we were going to take photos of the view from the top of the mountain. That's why we brought all our camera equipment!

John: 4. _____

One and a half kilometers is still a long way for me, but it's better than three. It's getting pretty hot too, so maybe we could just take a swim in Rainbow Lake before going back home.

Mary: 5. _____

(A) My friend said she will meet us at the top of the mountain after we finish swimming in the lake.

(B) I know we were going to take photos there, but I'm tired and hungry!

(C) Look, there's a sign up ahead. Maybe it will tell us how close we are to the top.

(D) Yes, it's a nice trail, but my legs are tired. We've been hiking for almost two hours.

(E) I can't believe it. Are you saying you're not climbing to the top of the mountain with me today? But you promised!

(F) The sign says it is still three kilometers to the top. That's too far! I'll never make it.

Ⅲ 次の英文を読み、設問に答えなさい。

It was springtime in France, where I had been living several years, when I was asked to give a presentation at a human resource* conference in Paris sponsored by Owens Corning. A leading global producer of residential building materials, Owens Corning is based in Toledo, Ohio—a good eleven-hour drive from my home state of Minnesota, (1)＿＿＿＿＿ still within the tribal* boundaries of my native midwestern American culture.

When I arrived at the conference, I found fifty human resource directors assembled in a typical Paris-style hotel space with high ceilings and sunshine streaming through floor-to-ceiling windows. Thirty-eight of the participants were from Toledo; the rest were from Europe and Asia, but all had been working for Owens Corning for at least a decade. I took a seat in the back corner of the room just as the presentation preceding mine was beginning.

The speaker would be David Brown, the company's CEO*. Calm and approachable, wearing a suit jacket but no tie, David walked slowly into the room wearing a warm smile and greeted several of the attendees by their first name. But from the silence that descended when he stepped onto the stage, it was obvious that this group of human resource directors considered him a famous person. Brown spent sixty intense minutes describing his vision of the company's future. He spoke in simple words, repeating key points and reinforcing his messages with slides in list form. The group listened carefully, asked a few respectful questions, and gave Brown an appreciative round of applause before he departed.

(2)Now it was my turn. My job was to talk about the subject I know best—cross-cultural management. I worked with the group for an hour, explaining in detail my idea for understanding how various cultures convey messages. As if to reinforce my theme, Kenji Takaki, a Japanese human resource executive who had lived for two years in Toledo, raised his hand and offered this observation:

> In Japan, we indirectly learn, as we are growing up, to communicate between the lines and to listen between the lines when others are speaking. Communicating messages without saying them directly is a deep part of our culture, so deep that we do it without even realizing it. To give an example, every year in Japan there is a vote for the most popular new word. A few years ago, the word of the year was "KY." It stands for *kuuki yomenai,* which means "one who cannot read the air"—in other words, a person seriously lacking the ability to read between the lines. In Japan if you can't read the air, you are not a good listener.

At this point one of the Americans broke in, "What do you mean, 'read the air'?"

Takaki explained, "If I am in a meeting in Japan and one person is indirectly communicating disagreement or discomfort, we should be able to read the atmosphere to pick up on that discomfort. If someone else doesn't pick up the message we say, 'He is a KY guy!'"

The American laughed agreeably, "I guess that means we Americans are all KY guys!" Takaki offered no comment, which I read as an indication that he agreed. Then Takaki continued:

> When Mr. Brown was giving his presentation, I was working hard to listen with all of my senses—to make sure I was picking up all of the messages that he was trying to pass. (3) But now as I am listening to Erin I am asking myself: Is it possible there was no meaning beyond Mr. Brown's very simple words? And with all of you in this very room, whom I have worked with for so many years, when I read the air during our discussions, am I picking up messages you had not intended to pass?

This was a very sharp question—and a very disturbing one. The group fell silent,

with a few jaws hanging slightly open in surprise, while Takaki quietly read the air.

出典：Erin Meyer. *The Culture Map: Decoding How People Think, Lead, and Get Things Done across Cultures*. PublicAffairs, 2015.

設問の都合上、表記を一部改変した。

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注

*human resource: 人的資源

*tribal: 種族の、部族の

*CEO: 最高経営責任者、社長

設問

1. 下線部(1)に入る最も適切な語を(A)〜(E)より選び、記号で答えなさい。

   (A) because　(B) so　(C) or　(D) but　(E) unless

2. 下線部(2)に関して、以下の英語の質問に対する最も適切な答えを(A)〜(E)より選び、記号で答えなさい。

   What was the speaker's main job in the meeting described in the passage?

   (A) To explain Japanese slang words.
   (B) To share ideas about communication styles across cultures.
   (C) To talk about popular words in Japan.
   (D) To introduce Kenji Takaki's experience in the U.S.
   (E) To explain tips for giving a good presentation.

3. Kenji Takaki が下線部(3)で示した疑問には、自身の文化的な価値観に基づいて異なる文化の相手のメッセージを解釈することについて、どのような問題提起をしようとする意図があったと考えられるか。本文に即して、85 字以内で説明しなさい。

IV 次の *The Mountain That Loved a Bird* という物語の前半のあらすじに続く後半の英文を読み、設問に答えなさい。

【前半のあらすじ】

荒れ果てた野原に、ぽつんと岩だらけの山があった。ある日のこと、Joyという名の小鳥がやってきた。山が「ずっとここにいてほしい」と頼むとJoyは、それはできないと言い、自分の名前を代々、娘に受け継がせて毎春この山を訪れる約束をした。しかし、山は別れがつらくなってしまい、とうとう百年目の春のこと、山の心臓がつらさのあまり破裂し、涙がいっきに噴き出て川になった。するとJoyは毎年、植物の種を持って来ては岩の割れ目に押し込むのだった。

【後半の英文】

During the weeks that followed, the seed in the crack of the rock began to send down tiny roots. The roots reached into the hard stone, little by little spreading into yet smaller cracks, breaking through the hardness. As the roots found water in the cracks, and drew food from the softening stone, a shoot* rose from the seed into the sunlight and unfolded tiny green leaves. (1)The mountain, however, was still deep in sorrow, blind with tears. It did not notice a plant so small.

The next spring Joy brought another seed, and the spring after that another. She placed each one in a protected place near the stream of tears, and sang to the mountain. The mountain still only wept.

Years passed in this way, the roots of new plants softening the stone near the stream of tears. As softened stone turned to soil, moss began to grow in sheltered corners. Grasses and little flowering plants grew in hollows near the stream. Tiny insects, carried to the mountain by the winds, moved quickly among the leaves.

Meanwhile, the roots of the very first seed went deeper and deeper into the heart of the mountain. Above the ground, what had started as a tiny shoot was growing into the trunk of a young tree, its branches holding green leaves out to

the sun. At last, the mountain felt the roots reaching down like gentle fingers, filling and healing the cracks in its heart. Sorrow faded away, and the mountain began to notice the changes that had been taking place. Seeing and feeling so many wonderful new things, (2) the mountain's tears changed to tears of happiness.

Each year Joy returned, bringing another seed. Each year, more streams ran laughing down the mountain's sides, and the ground watered by the new streams grew green with trees and other plants.

(3) Now that the mountain no longer wept with sorrow, it began to ask once more, "Isn't there some way you could stay?" But Joy still answered, "No, but I will return next year."

More years passed, and the streams carried life far out into the plain surrounding the mountain, until finally, (　ア　) the mountain could see, everything was green. From lands beyond the horizon, small animals began to come to the mountain. Watching these living things find food and shelter on its slopes, the mountain suddenly felt a wave of (　イ　). Opening its deepest heart to the roots of the trees, it offered them all its strength. The trees stretched their branches yet higher toward the sky, and (　ウ　) ran like a song from the heart of the mountain into every tree leaf.

And sure enough, when the next spring came, Joy flew to the mountain carrying not a seed, but a slender twig*. Straight to the tallest tree on the mountain she flew, to the tree that had grown from the very first seed. She placed the twig on the branch where she would build her nest. "I am Joy," she sang, "and (　エ　)"

出典：Alice McLerran. *The Mountain That Loved a Bird.* Scholastic Inc. 1993.
設問の都合上、表記を一部改変した。

注

*shoot: 新芽

*twig: 小枝

設問

1. 下線部(1)のようだった山に下線部(2)のような変化が起こった理由を 100 字以内で述べなさい。

2. 下線部(3)を日本語に訳しなさい。

3. (　ア　)に入る最も適切な表現を(A)〜(E)より選び、記号で答えなさい。

   (A) as long as　　(B) as tall as　　(C) as far as

   (D) as happy as　　(E) as well as

4. (　イ　)(　ウ　)内には同じ語が入る。最も適切な語を(A)〜(E)より選び、記号で答えなさい。

   (A) sorrow　　(B) anger　　(C) silence

   (D) beauty　　(E) hope

5. 小鳥が最後に言う(　エ　)に最も適切な文を(A)〜(E)より選び、記号で答えなさい。

   (A) I will return next year.

   (B) I visited here to see my daughter.

   (C) I have come to stay.

   (D) I am just passing by.

   (E) I must say good-bye.

問題は次のページに続く。

V　次の質問に対するあなた自身の考えを、15 行程度の英語で書きなさい。

What is the most impressive story for you from books, manga, anime, film, theater, movies, folklore, etc.? How would you explain this story to a friend who is interested in learning more about it, and why would you recommend it? Use details and reasons to support your answer.

（問題終わり）