

2025年度
常磐大学 一般選抜Ⅱ期
入学試験問題

英 語

— 注 意 事 項 —

1. 試験開始の合図があるまで、この問題冊子を開かないでください。
2. 試験開始の合図のあと、問題冊子および解答用紙のそれぞれに受験番号と氏名を必ず記入してください。
3. この問題冊子の総ページ数は、10 ページです。
4. 問題は、ⅠからⅤまであります。
5. 試験開始の合図のあと、ページ数を確認し、ページが抜けている場合や、印刷が不鮮明な場合は、手を挙げて監督者に知らせてください。
6. 解答は、必ず解答用紙の所定の欄に記入し、解答用紙の余白には何も書かないでください。
7. 問題冊子の余白は適宜利用して構いません。
8. 解答用紙は、原則として交換しませんので、傷めないように注意してください。
9. 試験終了後、問題冊子は持ち帰ってください。

受験番号		氏名	
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I 次の会話文の①～⑩に入るもっとも適切な語（句）を、次のページの枠内のA～Jからひとつずつ選び、記号で答えなさい。

The Anniversary Present

Paul: Hey, Mei. What's the matter?

Mei: I'm so (①). I ordered a custom pair of coffee mugs for my parents' anniversary present, but when they arrived I noticed that my father's name was (②) spelled on one of them.

Paul: Oh, no! That's too bad. Was it the seller's mistake, or did you (③) misspell his name on the order form?

Mei: It was the seller's mistake. I'm sure I wrote it correctly when I made the order.

Paul: I see. Well, is there enough time to order a new pair?

Mei: Unfortunately, no. Their anniversary is tomorrow. I'm so angry that I'm thinking to leave (④) feedback on the seller's website.

Paul: I can understand your feeling, but why not (⑤) the seller first before leaving a bad review on their website? Maybe they can do something to help the situation.

Mei: I don't know. It's too late for them to fix it. It's (⑥).

Paul: At the very least they may (⑦) your order or even give you a free second set of mugs for your inconvenience. It doesn't hurt to ask.

Mei: Maybe you're right. I'll try to contact them using their (⑧) number. I just feel terrible that the gift won't be ready by my parents' anniversary.

Paul: Your parents have a good sense of (⑨), right? Why not give them the mugs anyway? They will probably get a laugh from the story. If the seller eventually replaces the mugs, you can exchange them with the misprinted ones and have an extra pair of mugs for yourself!

Mei: That's a good idea, Paul. Thanks! Now, if you'll (⑩) me, I need to make a call.

A. negative

B. excuse

C. disappointed

D. humor

E. accidentally

F. hopeless

G. customer support

H. refund

I. incorrectly

J. contact

II 次の(1)～(10)の英文の()に入るもっとも適切な語(句)を、A～Dからひとつ選び、記号で答えなさい。

(1) My sister came home at eleven, () I was studying.

- A. when B. where C. which D. that

(2) My grandparents () often go out on long walks together when they were alive.

- A. should B. would C. must D. may

(3) We should () the security system in the next meeting.

- A. discuss about B. discuss on C. discuss D. talk

(4) It takes Ms. Smith two hours to () to work by train.

- A. communicate B. commute C. tour D. trip

(5) () a little more effort, I would have made great progress on this project.

- A. For B. Out C. Pay D. With

(6) This is the most () ball game I have ever seen.

- A. amaze B. amazed C. amazing D. amazement

(7) Some students feel satisfied with the school lunches, while () don't.

- A. others B. the other C. another D. one another

(8) Due to the strong wind, this door will be left () today.

- A. closed B. be closed C. closing D. closer

(9) Seattle Auto, the country's leading auto (), has developed a new battery technology.

- A. subscriber B. manufacturer C. explorer D. consumer

(10) The news said that the government will () taxes by ten percent this year.

- A. rocket B. rise C. step D. raise

Ⅲ 次の(1)～(5)の日本語を参考にして、[]内の語(句)を並べかえて英文を完成させなさい。ただし、解答欄には[]内の語のみを記入すること。なお、文頭の語は大文字で始めること。

(1) あなたのコートと私のものはほとんど同じです。

Your coat [and / are / mine / nearly / the same].

(2) その分野ではあまり研究されていません。

[been / done / has / little / research] in that field.

(3) 彼女は、まるでヨーロッパのことは何でも知っているかのように話します。

She [as / everything / if / knew / talks / she] about Europe.

(4) 彼はこのチームの一員であることを誇りに思っています。

He [a member / having been / is / of / proud of / this] team.

(5) これは私が今まで読んだ中でもっとも難しい小説です。

This is the most [difficult / ever / have / I / novel / that] read.

IV 次の英文を読み、(1)～(5)の質問の答えとしてもっとも適切なものを、A～Dからひとつ選び、記号で答えなさい。

Over the course of history, relations between men and women in Japan have changed depending on the period. In ancient times, men and women shared the same rights of succession within the family, and both men and women acted as leaders. Beginning with the Nara Period (710-794), men within the aristocracy*¹ started to have more power, and, as years went by, women started to lose the right of succession within families.

THE IE SYSTEM

During the same period, we see the development of the system of social organization known as the *ie*, a concept that is usually translated as “house” or “household,” although it has a much broader meaning and could be more conveniently interpreted as “clan*².” The *ie* system creates a whole hierarchy*³ within the family, from the servants to the head, who would normally be the father or grandfather. In this system, the first born son was the heir*⁴ and would become the new head of the *ie*. Women’s role was limited to having children and creating links between *ie* by marrying leaders from other families.

CONFUCIANISM

With the arrival of Confucianism*⁵ and on through the Edo Period (1603-1868), women were pushed further to the side in this system. According to Confucianism: “Women in home, and men outside.” This way of thinking took root in Japan and still persists to a certain extent. Today, Japanese businessmen usually work very long hours, then they go out for dinner with their co-workers and return home when their children are already in bed. ^(a)We might say that many Japanese fathers take part in family life only on weekends.

THE INTRODUCTION OF WESTERN IDEAS

Starting in the Meiji Period (1868-1912), Western ideas began to flow into the country and the education system changed. Still, for women, the idea was to mold them to be good mothers and little else. The final change was adopted with the end of World War II, when a new constitution was written, guaranteeing the same rights for men and women.

Even so, these days women’s social status in Japan, as compared to other developed nations, is quite low. This is partly because many beliefs from the Edo Period and the influence of Confucianism remain strong in the Japanese mind.

(Héctor García. (2019). *A Geek in Japan: Discovering the Land of Manga, Anime, Zen, and the Tea Ceremony*. Tuttle Publishing.)

*1 aristocracy	貴族社会	*2 clan	一族	*3 hierarchy	序列
*4 heir	跡継ぎ	*5 Confucianism	儒教		

- (1) When did the power between men and women in the family start to change?
- A. Ancient times
 - B. The Nara Period
 - C. The Edo Period
 - D. The Meiji Period
- (2) Which of the following is NOT true of the “*ie* system”?
- A. One of the roles of women in the *ie* system was to make connections to other families through marriage.
 - B. The oldest son could become the head of the household in the *ie* system.
 - C. The *ie* system clarified the order and roles within a household.
 - D. Children were not included as members within a household in the *ie* system.
- (3) What does the author likely mean by the underlined sentence (a)?
- A. Japanese fathers usually work on weekends, so they cannot see their families.
 - B. Male Japanese workers tend to work such long hours during the week that they can only spend time with their family on weekends.
 - C. Most Japanese businessmen would rather go drinking than spend time with their children.
 - D. The idea of “Women in home, and men outside” is no longer relevant in modern Japan.

- (4) What can be said of Western influence on women's roles in Japanese society?
- A. Western ideas discouraged women from staying at home and being good mothers.
 - B. The social position of men and women became completely equal after the new constitution was written.
 - C. Despite the increase of Western ideas about the social role of women, Japan's history still influences the status of women today.
 - D. The new education system was absolutely successful at creating social change.
- (5) What would be the most appropriate title for this passage?
- A. The Effect of the New Constitution on Japanese Gender Roles
 - B. A Historical Explanation for Why Japanese Businessmen Work Long Hours
 - C. How History Has Shaped the Social Status of Men and Women in Japan
 - D. An Explanation of the Japanese Family Structure

V 次の英文を読み、以下の問いに答えなさい。

TO STAND UP IN FRONT OF A GROUP OF PEOPLE and communicate with them is an opportunity! Yet for many speakers, (1)the very thought fills them with fear and dread rather than excitement and eager anticipation. What is it about addressing an audience of ten or more people that can turn otherwise competent adults into such flustered souls*¹ ?

Let's take a hard look at this thing called "nervousness." What is it? Where does it come from? And what can one do about it? Ask many speakers what nervousness feels like and the most common responses are: a dry mouth, butterflies in the stomach, weak or shaky*² knees, a voice that quivers*³, or wet palms. These are some of the symptoms or manifestations*⁴ of nervousness. Generally when you have one or more of these feelings, you say you feel nervous, and most speakers wish they could be rid of the feeling. You don't like butterflies in your stomach or knees that feel like jelly. (a)But what created those feelings of anxiety that you want to be rid of?

Let's travel back a few aeons*⁵ to caveman*⁶ times. When the caveman saw a saber-toothed*⁷ tiger in the tall grass, his mind said "Danger!" At this, the adrenal medulla*⁸ increased the flow of adrenaline*⁹ and noradrenaline*¹⁰. His heart rate increased, his blood pressure and blood sugar rose, and the blood flow through his muscles increased. The fight-or-flight mechanism was working. If he chose to flee, he could run a bit faster; if he stood his ground to fight, he would fight stronger. It served our species well and our survival was its legacy.

Now fast forward to today. You are about to get up to speak. You look out and see the large audience you are about to address. It's a jungle out there all right, but the enemy isn't a saber-toothed tiger. The enemy is the audience — that group of friendly and supportive people have taken the place of the saber-toothed tiger in your mind! (b)Once your mind sends the message there is danger, your body's defenses go to work to protect you. The adrenaline courses through your veins, but rather than give you the strength to flee or fight better, since you have the need to do neither, it creates (2)all those bodily symptoms you refer to as signs of nervousness.

(Caryl Rae Krannich. (2002). *101 Secrets of Highly Effective Speakers: Controlling Fear, Commanding Attention Second Edition*. Impact Publications.)

*1 flustered soul	うろたえる人	*2 shaky	震える
*3 quiver	震える	*4 manifestation	発現
*5 aeon	非常に長い期間	*6 caveman	(石器時代の) 穴居人
*7 saber-toothed	剣歯のある	*8 adrenal medulla	副腎髄質
*9 adrenaline	アドレナリン	*10 noradrenaline	ノルアドレナリン

問1 波線部(1)が表す内容としてもっとも適切なものを、次のA～Dからひとつ選び、記号で答えなさい。

- A. 聴衆の前で自分が話している状況を思い浮かべること
- B. 人前で話すことを楽しい機会だと捉えること
- C. コミュニケーションの重要性を10人以上の人に伝えること
- D. 期待に胸を弾ませている人たちの前で話すこと

問2 波線部(2)の symptoms の具体例を第2段落から2つ抜き出し、英語で答えなさい。

問3 下線部(a), (b)を日本語に訳しなさい。

問4 本文の内容に合うものとして、もっとも適切なものをA～Dからひとつ選び、記号で答えなさい。

- A. 有能な人であれば、10人以上の聴衆の前でも緊張することなく演説することができる。
- B. 多く人は人前で話すときの緊張を心地よいと感じている。
- C. 危険に遭遇すると戦うか逃げるか決めなければならず、ほとんどの人は逃げることを選択する。
- D. 演説をしようとしている現代人にとっての聴衆は、穴居人にとってのトラに相当する。

以下余白