

B 日 程

〈出典一覧〉

国語	河野哲也	『道徳を問いなおす—リベラリズムと教育のゆくえ』一部改変	筑摩書房
国語	鈴木一雄 校注・訳者	新編日本古典文学全集『夜の寝覚』一部改変	小学館
国語	若松英輔	『AI時代のことば力 沈黙のすすめ』一部改変	中央公論
日本史		女房装束（佐竹本三十六歌仙絵 小野小町）	藤木玄三
日本史		見返り美人図	東京国立博物館蔵、ColBase（ https://colbase.nich.go.jp/ ）
日本史		金貨成分比の推移（大蔵財務協会編『日本通貨変遷図鑑』より作成）	山川出版社
世界史		清明上河図	ユニフォトプレスインターナショナル
世界史		桃鳩図	ユニフォトプレスインターナショナル
世界史		サンスーシ宮殿内の中国風茶館	アマナイメージズ

第1問 下の各文の [1] ～ [15] に入る最も適切なものを、それぞれA～Dの中から一つ選び、解答欄のその記号をマークしなさい。

- Various studies have revealed [1] animals communicate with each other over great distances.
A. though B. how C. for D. as if
- Without reliable maps or magnetic compasses, people in the medieval period could [2] long distance journeys.
A. find out B. not pay for
C. not easily make D. happily encounter
- The percentage of citizens who voted in the election was high, [3] showed widespread interest in national issues.
A. because B. whatever C. which D. but
- Germany became the third largest economy in the world based on GDP, [4] by Japan.
A. follow B. follows C. following D. followed
- It is essential to list all the ingredients [5] that people with dietary restrictions or requirements can see what is inside.
A. so B. even C. because D. unless
- Increasing agricultural production is the key to promoting food security [6] depending too much on imported food.
A. in fact B. as to C. without D. according to

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- Good time management skills will [7] to study and enjoy university life.
A. get easier B. get to make easier
C. make it easier D. make you easier
- Producing and utilizing nuclear energy is highly [8]; some support it while others oppose it.
A. annual B. controversial C. cooperative D. infant
- Visiting old castles has grown in [9] as people visit them for many different reasons.
A. detail B. person C. stock D. popularity
- Light pollution has negative effects on animal breeding, harms the ecosystem, [10] damages human health.
A. and B. so C. with D. by
- Our research group is planning to invite a [11] human rights activist to our special session.
A. remaining B. leading C. surrounding D. saving
- Liberty Island, which [12] in Upper New York Bay, is a World Heritage Site.
A. lies B. finds C. lifts D. lasts

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- The museum is [13] visiting. It has a huge number of valuable collections, and its garden is amazing in every season.
A. major B. except C. worth D. reward
- Some industries have started regulating the use of generative AI tools to protect workers' [14].
A. jobs B. obstacles C. transportation D. infection
- Orange peels [15] a lot of nutrients and have been used for making sweets and even Chinese herbal medicine.
A. donate B. prevent C. struggle D. contain

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第2問 次の対話が成立するように、[16] ～ [21] に入る最も適切なものをA～Dの中から選び、解答欄のその記号をマークしなさい。

- Jade: Hi, Kyle. What a surprise! I haven't seen you since graduation.
Kyle: Jade! I didn't know you were in town. Didn't you move to France to study cooking or something?
Jade: [16] I thought about becoming a chef, but I've always been fascinated by perfume, so I went to France to study perfume-making.
Kyle: That's interesting. I guess I've never really thought about perfume. It's made from flowers, right?
Jade: Well, yes, but it's actually made from essential oils that come from flowers, and only certain flowers contain those oils. In fact, there are over 250,000 flowering plants, but only 2,000 [17]
Kyle: I had no idea. So, finding the right flowers must be pretty important. And are the oils all that you need to make perfume, or do you [18]
Jade: The essential oil is the most important thing, of course, and the more you add, the more powerful the scent is. But perfume also has alcohol in it, and a little water.
Kyle: I get it. So, perfumes that contain more oil have a stronger smell.
Jade: That's right. It looks like [19] after all.
Kyle: I guess so, but that's only because we've been talking about it. It sounds interesting, though. I'm a chemistry major, and making perfume seems similar to some of the experiments we've been doing this semester.
Jade: [20] In perfume-making, you have to be really careful about performing each step in the right order and adding exactly the right amount of each ingredient. I'm sure that's important in

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your experiments, too.

Kyle: Yes, definitely. I guess [21] we're not trying to make anything that smells nice.

Jade: Right, but either way, it's like putting a puzzle together. That's what I find so interesting. Well, Kyle, it's been great catching up with you, but I'm afraid I have to go.

Kyle: Great seeing you, too. I hope I'll see you around.

16. A. Finally, I decided not to move there.
B. On the other hand, I've been back for a month.
C. Kind of. That's why you've seen me in town recently.
D. Not exactly. I went there to learn about perfume.

17. A. perfumes produce the right oils.
B. of them can be used to produce perfume.
C. of those plants produce flowers.
D. have certainly been produced.

18. A. need to add something else?
B. make other things with the oil?
C. learn more about how it's made?
D. teach me more about perfume?

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19. A. you know something about perfume
B. I didn't learn how they're made
C. perfumes aren't made this way
D. the process has changed

20. A. I can't understand that.
B. I know what you mean.
C. It's a major difference.
D. I'd like an explanation.

21. A. we're not careful because
B. it's not important because
C. the main similarity is that
D. the biggest difference is that

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第3問 次の文章が完成するように、[22] ～ [27] に入る最も適切なものをA～Dの中から選び、解答欄のその記号をマークしなさい。

Writing "Kubla Khan"

It seems that the poet Samuel Taylor Coleridge's account of how he wrote his famous unfinished poem "Kubla Khan" may not be true in every detail. In fact, it may be entirely false. Nevertheless, it is fascinating.

According to Coleridge, he was staying at "a lonely farm house" near the English village of Porlock. He says that because he was sick, he took a small amount of opium before going to sleep. [22] he had a dream in which a poem of about 200 or 300 lines came to him. When he woke up, he remembered those lines clearly and immediately began writing them down. Unfortunately, Coleridge reports, he was interrupted by a "person on business from Porlock" who came to his door and kept him from getting back to the poem for about an hour. When Coleridge sat down at his desk again, he [23] "With the exception of some eight or ten scattered lines and images," Coleridge wrote, "all the rest had passed away like the images on the surface of a stream into which a stone has been cast . . ."

There are many reasons to think that Coleridge's story about the creation of "Kubla Khan" [24] He says, for example, that he was reading about the Mongol king Kubla Khan before falling asleep, but the book which he says he was reading was quite rare, and also quite large: It is unlikely that he would have had a copy and traveled with it. In addition, though he says he took opium only because he was sick, in fact, he had been a drug addict for many years and [25]

Writers such as Stevie Smith have [26] for another, simpler, reason. They have pointed out that, minus the opium and the dream, what Coleridge is describing is an experience that most writers have had. That is, almost every writer has had an idea for a story or poem, but then, after

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having written a few lines or pages, realized that they are stuck: They [27] Maybe this very ordinary occurrence is what happened to Coleridge, but rather than simply say that, he decided to make up a more interesting story.

When Coleridge published the poem, he included his account of how the poem came to be written as a preface to the poem. He tells the story in the third person, referring to himself as "the author," and "he." Coleridge writes, for example, "On waking he appeared to himself to have a distinct recollection of the whole [poem] and taking up his pen, ink, and paper, instantly and eagerly wrote the lines that are here preserved." Some readers believe that the story Coleridge tells in the preface should not be read as a true account of how the poem "Kubla Khan" was written but rather as part of the poem itself. Whether or not those readers are right, both the preface and the poem remain well worth one's time.

22. A. While he slept,
B. Because he was lonely,
C. Before he went to bed,
D. While working on a poem,

23. A. talked to the person from Porlock.
B. had a dream about a person from Porlock.
C. threw a stone into a stream outside his window.
D. could no longer remember the poem from his dream.

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24. A. is from a book about a Mongol king.
B. was written by a Mongol king.
C. might not be entirely true.
D. is quite rare and large.

25. A. never used opium.
B. took the drug regularly.
C. didn't have any drugs.
D. preferred to drink tea.

26. A. doubted Coleridge's story
B. been great fans of Coleridge
C. never read Coleridge
D. dreamt about Coleridge

27. A. are ordinary.
B. can't go on.
C. keep writing.
D. are interesting.

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第4問 次の文章を読み、その内容に基づいて要約を完成させなさい。要約を完成させるために、最も適切なものを単語リスト（A～O）の中から選び、解答欄 28 ～ 33 のその記号をマークしなさい。同じ単語を2回使用することはできません。

Girls' Toys, Boys' Toys

Judith Elaine Blakemore, a professor of psychology at Indiana-Purdue University, has done research on toys and gender. She has found that "In general, the toys most associated with boys were related to fighting and aggression (wrestlers, soldiers, guns, etc.), and the toys most associated with girls were related to appearance (... ballerina costumes, makeup, jewelry, etc.)." Professor Blakemore points out that these toys reflect stereotypes about how boys and girls should be. Toys related to fighting and aggression may encourage boys to be strong and bold, while toys for girls often just encourage them to look a certain way: cute and beautiful.

Stores that sell toys often reinforce these stereotypes by having toys intended for girls in one section and toys intended for boys in another. Cristina Garcia and Evan Low, members of the California State Assembly, were concerned about this, so in 2021, they introduced a bill calling for a law requiring large stores in the state to have a third section for "gender-neutral" toys. The governor signed the bill, and it became state law on January 1, 2024.

Though California is the first state to pass such a law, some retailers and brands have also addressed the problem. Target, one of the largest discount stores in the United States, for example, no longer has signs indicating that toys for girls and boys are in separate aisles. They have also eliminated gender-based decor in their toy aisles. Hasbro, a huge multinational that owns many big toy companies such as Milton Bradley, Kenner, and Parker Brothers, and makes popular toys and games such

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as My Little Pony, Power Rangers, Play-Doh, and Twister, has committed to reducing bias in their products. Lego, which sells the famous plastic building blocks, has promised to make its toys "free of gender bias and harmful stereotypes" and said that "the company will ensure any child, regardless of gender identity, feels they can build anything they like."

Nicholas Goldberg of the *Los Angeles Times* agrees with the aims of the California law, but he does not think the law is necessary. He believes that the actions that companies like Target, Hasbro, and Lego have taken show that we are naturally moving away from gender stereotypes in toys. There is no reason, he argues, for the government to be involved. "Private businesses," he writes, "should be left to make their own decisions whenever possible. Government should step in only when there is a need to do so, when it can be done effectively and when there is no less intrusive solution available."

Other arguments against the law come from writers like Christina Hoff Sommers. She says that children's preferences in toys are rooted in their biology. Girls, she believes, naturally like certain kinds of toys, and boys naturally like other kinds of toys. If this is true, a gender-neutral toy aisle would probably have little effect. Children would just ignore the gender-neutral aisle and go to the aisle where they can find the toys they naturally like.

And this hints at another reason why the law may not be necessary. Even without a gender-neutral section, boys, girls, and their parents can shop in whatever aisle they please. There is nothing stopping boys and their parents from shopping in the girls' aisle, or girls and their parents from shopping in the boys' aisle.

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Summary

Judith Elaine Blakemore did research into toys and gender. She found that the toys that boys and girls are encouraged to play with are different and may promote outdated stereotypes of how girls and boys should be. Stores that sell toys often reinforce these 28 by putting toys intended for girls and toys intended for boys in separate aisles. Cristina Garcia and Evan Low, members of the California State Assembly, were worried about this, so they proposed a law 29 large stores selling toys to have a "gender-neutral" aisle. The law went into effect in California on January 1, 2024. Some big 30 and brands have also worked to reduce stereotypes. Target no longer has gendered aisles. Hasbro and Lego have also promised to work to 31 gender bias in their products. Some people do not think the law is a good idea. Nicholas Goldberg feels that gender stereotypes will 32 naturally, so the law is unnecessary. Christina Hoff Sommers believes that boys and girls 33 different toys for innate, biological reasons. If that is true, then a "gender-neutral" aisle would have little effect. And, of course, even now, in places that don't have "gender-neutral" aisles, boys and girls are free to shop in whichever aisle they choose.

【単語リスト】

- | | | |
|--------------|----------------|---------------|
| A. disappear | B. toys | C. games |
| D. order | E. stereotypes | F. arresting |
| G. play | H. succeed | I. aggressive |
| J. requiring | K. pretend | L. prefer |
| M. neutral | N. eliminate | O. retailers |

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第5問 次の文章を読み、その内容に基づいて 34～39 までの英文を完成させるために最も適切なものをA～Dの中から選び、解答欄のその記号をマークしなさい。

Guillaume Le Gentil: The Unlucky Astronomer

Guillaume Le Gentil (1725-1792) was an astronomer (a person who studies planets and stars) and a member of the French Academy of Sciences. In his era, scientists were attempting to accurately measure the distance between Earth and the sun, and Le Gentil was asked to play an important role in that project. However, things did not go according to plan.

In order to fully understand Le Gentil's story, it is necessary to understand the significance of "the transit of Venus." This event occurs when the planet Venus passes directly between Earth and the sun. The timing of the event follows a regular pattern. There is a transit of Venus, and then there is another one eight years later. After that, the next transit is more than 100 years later. Then, the pattern is repeated.

The first transit of Venus to take place during Le Gentil's lifetime was in 1761. In preparation for the event, astronomers developed a plan that they thought would help lead to an accurate measurement of the distance between Earth and the sun. They would observe the transit of Venus and track it from 100 different points on Earth. One of those points would be Pondicherry, India, which was under French control at the time. The Academy asked Le Gentil to travel there to observe the transit, and he gladly accepted.

In March 1760, Le Gentil set out on a ship bound for Pondicherry. In July of that year, the ship reached Isle de France – now known as Mauritius – in the Indian Ocean. By then, war had broken out between France and England, resulting in fighting in Europe and in other locations controlled

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by the French and British, such as Pondicherry. Due to this conflict, Le Gentil's trip from Isle de France to Pondicherry was delayed. Finally, in February 1761, Le Gentil was able to proceed with his journey, and he was told that he would be able to reach Pondicherry in time for the June 6 transit of Venus. However, once again, luck was not with him.

As Le Gentil's ship sailed, strong winds blew it off course, causing a delay of several weeks. Then, as the ship approached the coast of India, the captain learned that Pondicherry had been captured by the British, and the ship would be unable to land there. With no better option, the captain decided to sail back to Isle de France.

The ship was still at sea when the transit of Venus took place on June 6. Le Gentil observed the event from the ship's deck. However, he was unsure of the ship's exact location, and waves rocked the ship, making it impossible for him to take accurate measurements. As a result, the information he collected was unusable.

Although Le Gentil had failed in his mission to collect accurate data on the transit of Venus, he was determined not to give up. The next transit would be in 1769, eight years away, and Le Gentil decided to stay in Asia and wait for it instead of returning to France.

By the time of the next transit of Venus, Pondicherry was once again under French control, and Le Gentil was welcomed by the city's governor. As Le Gentil prepared to make his observations, everything seemed to be going smoothly. Then, there was a sudden change in the weather, and thick clouds appeared in the sky. Consequently, after waiting eight years, Le Gentil was again unable to collect any useful data on the transit of Venus.

Finally, Le Gentil decided to return to France, but once more his journey was delayed – this time by storms and his own illness. Le Gentil reached France in 1771, 11 years after he had departed. Upon his arrival,

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he found that much had changed. Thinking that he was dead, his wife had remarried. In addition, the French Academy of Sciences had given his position to someone else. So, while Le Gentil may not have been able to contribute to the field of astronomy in the way he had hoped, he has earned another type of distinction: Guillaume Le Gentil is perhaps the unluckiest astronomer to have ever lived.

34. A transit of Venus 34

- A. is the distance from Venus to the sun.
- B. occurs every 100 years.
- C. can happen eight years after another one.
- D. is planned by the French Academy of Sciences.

35. In 1761, Le Gentil's ship did not land in Pondicherry because 35

- A. the weather was bad.
- B. the ship was off course.
- C. the ship had returned to Isle de France.
- D. England was in control of the city.

36. When the 1761 transit of Venus took place, Le Gentil 36

- A. could not observe it.
- B. was in Pondicherry.
- C. was in Isle de France.
- D. did not know his precise location.

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37. After the 1761 transit of Venus, Le Gentil decided not to return to France because 37

- A. he knew that his wife had remarried.
- B. he wanted to wait in Asia for the next transit of Venus.
- C. he did not want to observe another transit of Venus.
- D. he had already gathered the data he needed.

38. Le Gentil could not gather useful data when he was in Pondicherry because 38

- A. he had fallen ill.
- B. the skies were not clear.
- C. he had arrived too late.
- D. the governor would not grant permission.

39. Eleven years after leaving France, Le Gentil 39

- A. arrived back in France.
- B. arrived in Pondicherry.
- C. sailed to Isle de France.
- D. first joined the French Academy of Sciences.

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