

B 日 程

〈出典一覧〉

国語	谷川俊太郎	「楽しむということ」『からだに従う ベストエッセイ集』一部改変	集英社
国語	松尾聰 永井和子 校注・訳	新編日本古典文学全集『枕草子』一部改変	小学館
国語	戸谷洋志	『責任と物語』	春秋社
日本史		スペイン内戦	株式会社ユニフォトプレスインターナショナル
日本史		アメリカのポスター	サイネット株式会社
日本史		冷蔵庫の宣伝ポスター	株式会社ユニフォトプレスインターナショナル
日本史		五カ年計画のポスター	株式会社ユニフォトプレスインターナショナル
日本史		『日本の100年』掲載のデータを本学にてグラフに加工	矢野恒太記念会
世界史		タイ文字 アラビア文字	東京書籍
世界史		楔形文字	株式会社帝国書院
世界史		キリル文字	山川出版社
世界史		クリスタル・パレス	株式会社ユニフォトプレスインターナショナル
世界史		パリ万国博覧会の夜の電気館	株式会社ワールドフォトサービス

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。

- After a big earthquake damaged the infrastructure, nearby countries [1] help to fix it.
A. absorbed B. deprived C. offered D. featured
- [2] to increase the number of tourists, the government improved the public transportation system from the airport to the city center.
A. With regard B. In addition C. In opposition D. In order
- The energy company was not able to detect the [3] of sudden power cuts, which frustrated the citizens left without electricity.
A. reward B. cause C. figure D. income
- The community aims to give children a chance to experience activities they could not [4] on their own, such as music lessons, sports camps, or museum visits.
A. afford B. earn C. comprehend D. become
- The survey revealed that the younger generation is more likely to prefer working in the office than at home, partly due to the better equipment and work environment [5] there.
A. logical B. harmful C. available D. confident
- The author suggests that liberal arts education should be [6] because it helps develop imagination and good judgment.
A. valued B. consumed C. competed D. pretended

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- Breathing deeply through your nose is one of the most [7] ways to calm down and relax.
A. informative B. harmful C. commercial D. effective
- The right to use water from the river which runs through the two countries has been a source of political [8] between them since the mid-20th century.
A. conflict B. evidence C. stock D. distribution
- The company's sales are [9] as their musical instruments attract retired people seeking new pastimes.
A. establishing B. increasing C. voting D. avoiding
- Artists and creators are trying to protect their [10] to their original works from being used by AI without their permission.
A. rights B. functions C. harvests D. temperatures
- The mystery of the Nazca lines in Peru has fascinated people for a long time. If there had been much rain and wind in the area, the lines [11].
A. had not remained B. will not have remained
C. would not remained D. would not have remained
- The pupils visited the folk museum, [12] they explored the crafts and traditional clothes and accessories.
A. which B. what C. where D. whether

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- The new species of coffee bean may help farmers keep their jobs from [13] by climate change.
A. affecting B. affect C. being affected D. been affected
- The committee members agreed [14] they would work toward decarbonization by reducing carbon emissions to stop global warming.
A. in B. with C. furthermore D. that
- His tireless effort to settle political feuds and dedication to people in need [15] in the country.
A. made popular him B. made him popular
C. had popular him D. had him popular

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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。

- Jun: Ako, have you ever thought about studying abroad? I'm seriously considering it for university.
- Ako: I've thought about it, but I'm not sure. Leaving Japan feels like such a big step. Why are you so interested?
- Jun: Well, I think it's a great way to experience a new culture, improve my English, and build global connections. I also believe that having international experience will [16] when I start looking for a job.
- Ako: That's true. But wouldn't it be difficult to adjust to a completely different lifestyle? I'd worry about culture shock.
- Jun: That's a good point, but I think [17]. Adapting to a new environment can make you more independent and resilient.
- Ako: Hmm. But don't you think you'd miss your family and friends? You might become lonely being so far away.
- Jun: Of course, I'd miss them. But these days, we can stay connected through video calls and social media. Plus, I'd [18].
- Ako: That's true. So, where do you think you might go?
- Jun: I'm considering the United States. The country has such a diverse culture. I'd get to meet people from all over the world and learn from their experiences. The university system there is amazing—it's more flexible, and I'd have the chance to explore different subjects before choosing a major. Also, I hear the teaching style is more interactive and discussion-based. I think that would be much more engaging compared to [19].
- Ako: Have you decided where to apply?
- Jun: I'm still researching, but I'm leaning toward a few schools on the West Coast. They have strong programs in my areas of interest,

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and the weather is pretty nice, too!

Ako: What about your English? To get into a U.S. university, you need a really advanced level of English, right? I've heard you need to take a test like IELTS or TOEFL. Have you taken one yet?

Jun: Yeah, I've taken the IELTS once. My score was 5.0, which isn't enough for the 6.0 most universities require. But [20]

Ako: 5.0 isn't bad, but which parts of the test were the hardest for you?

Jun: Writing and speaking. In writing, I have trouble organizing my ideas clearly, and in speaking, I get nervous and hesitate a lot. Also, my pronunciation is not so great.

Ako: What's your plan to improve?

Jun: I've joined an English conversation club and plan to take an IELTS prep course. I'm also using free online resources to practice.

Ako: That's a good approach. Do you think you'll be ready soon?

Jun: I'm aiming to retake it in three months. I'll practice every day and focus on making steady progress.

Ako: I'm sure you'll do great, Jun. If you ever need a practice partner, let me know!

Jun: Thanks, Ako. Maybe someday you'll consider coming to the U.S., too.

Ako: I don't think studying abroad is for me. I want to [21] and there are so many opportunities here in Japan that I want to focus on instead.

Jun: That makes sense. Everyone has different goals, and Japan does have excellent universities and career options.

Ako: Exactly. But I'll definitely be cheering you on from here!

Jun: Thanks, Ako. I'll make sure to keep you updated on how things go.

Ako: That sounds great. Good luck, Jun!

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16. A. be a big advantage
B. help me learn a new language
C. adjust to a foreign culture
D. prevent me from finding a job
17. A. it will be really difficult.
B. it will be worth it.
C. I will want to avoid it.
D. I will hate doing it.
18. A. use video calls every day.
B. be connected through social media.
C. make new friends.
D. feel lonely without them.
19. A. just memorizing facts.
B. having a lot of discussions.
C. going overseas to study.
D. choosing a U.S. university.
20. A. IELTS is a popular exam.
B. I'm determined to improve.
C. 5.0 is enough for most universities.
D. I've already given up.
21. A. study in New York,
B. use social media and video calls,
C. keep you informed,
D. stay close to my family,

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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。

The Hardships of Peace

At 12 PM on August 15, 1945, the Second World War came to an end. In a pre-recorded speech, the Showa emperor [22] radio Japan's surrender to the Allied powers. The news arrived as a surprise to most of Japan's 70 million people. Only the day before, the government had told them to keep on fighting. Now, without warning, the war was over.

For some Japanese people, [23] caused feelings of happiness and relief. But for many others, the news provoked emotions of sadness, anger, or confusion. In some cases, Japanese citizens and government employees even doubted the war was really over. For instance, in Nagasaki Prefecture, military police officers wrongly informed people that the emperor's speech was fake. Meanwhile, false rumors of an American invasion spread across Kyushu. Consequently, hundreds of thousands of people fled their homes and hid for days in the mountains.

Unwilling to accept Japan's surrender, several military units around Japan took action against the government. For nearly a week, navy and army aircraft from Atsugi Airfield and Kodama Airfield flew across Japan, dropping hundreds of thousands of leaflets criticizing Japan's surrender. Although some people sympathized with these actions, even more saw them as evidence of chaos within the military. In certain cases, several military units [24] Japanese government. Fortunately, these plans all ended in failure. But these incidents demonstrated a difficult truth: Neither the Japanese people nor many soldiers trusted their government anymore.

Until August 15, Japan suffered almost daily attacks by American aircraft. As a result, American bombs killed perhaps as many as 800,000

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civilians, while [25] 90% of Japan's cities. Cities such as Tokyo or Osaka were mostly left in ruins. Meanwhile, millions of people were now homeless and suffered from hunger and a lack of [26] Unsurprisingly, disease was commonplace in these conditions. Despite these difficulties, people slowly began to rebuild. But even as Japan's cities began to recover, new problems confronted Japanese society.

There were two major problems in Japan after the war: unemployment and crime. By September 1945, the Japanese government estimated 13 million people were unemployed, or about 20% of Japan's population. Making problems worse was the fact that eight million former soldiers now needed jobs. Numerous soldiers wanted [27] But this was often impossible because employers often refused to rehire former soldiers. Many people viewed them as potentially dangerous due to their wartime experiences. Experiences like this convinced many former soldiers they were unwelcome. As poverty worsened after the war, many former soldiers and civilians turned to crime to survive. During this period, crime reached its highest levels in Japanese history, peaking in 1948. Over the next decade, crime rates gradually came down, while employment and income levels rose. Bit by bit, Japanese society recovered from the war. But for many Japanese, the journey from wartime to postwar was defined by great hardship.

22. A. wrote on the
B. looked at the
C. announced over the
D. watched on the

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23. A. the announcement of victory
B. the news of bad weather
C. the news of surrender
D. the declaration of war

24. A. planned to attack the
B. hoped to greet the
C. planned to celebrate the
D. wished to rebuild the

25. A. rebuilding mostly
B. constructing almost
C. destroying nearly
D. reconstructing more than

26. A. clean drinking water.
B. powerful weapons.
C. higher education.
D. cars and buses.

27. A. to receive special job training.
B. their old jobs back.
C. to change their jobs.
D. new jobs with better pay.

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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。

True or False?

In recent years, we have become more and more concerned about disinformation and misinformation. Disinformation is the deliberate spreading of false information, while misinformation is false information that is spread due to ignorance, misunderstanding, or by mistake. We all get a lot of information on our various media feeds, and we would all like to believe that our critical thinking skills are good enough that we can spot misinformation and disinformation and scroll past it. But are our critical thinking skills as good as we would like to believe they are?

There has been a great deal of research into what makes it more or less likely that someone will believe false information. Researchers at the Max Planck Institute for Human Development have recently analyzed the results of several of those studies. They looked at thirty-one studies in which participants were asked to decide whether a number of headlines were true. They found that people could accurately identify true and false headlines most of the time. Participants identified true headlines correctly 68.51% of the time, and they identified false headlines correctly 67.24% of the time. Of course, it's a good thing that participants were usually correct in identifying true and false headlines. However, as Steve Novella points out in his article "Who Believes Misinformation," the numbers are troubling. They suggest that about a third of the time we encounter a false headline we are likely to think it is true. That is, even if we correctly reject two-thirds of the false headlines we see, we accept another third as true. That's a lot of misinformation.

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Education will surely be a large part of the solution. However, it is not as effective as we would like it to be. For example, in a study done in 2020, about 20% of participants who had been taught techniques for spotting fake news still rated misinformation or disinformation as "accurate" or "mostly accurate."

This is disappointing, but it does not mean that education, such as teaching critical thinking skills, is not an important part of combatting misinformation and disinformation. It does mean that we need to keep working hard, through education and in other ways, to counter the abundant false information on the internet, the ease with which false information can be shared, and the more sophisticated techniques that are used now to convince people that false information is true.

Another important factor is how people think. Some people, it seems, favor an intuitive style of thinking where they just feel that something is true or false. Other people tend to employ a more analytical style of thinking. That is, they don't depend on feelings to determine whether something is true or false but rather look carefully at the information to see whether it makes sense. Probably everyone uses both styles of thinking to some extent, but those who depend mostly on analytical thinking are more successful at recognizing true and false information.

This brings us back to education. Perhaps learning how to think analytically is what is missing from current education in critical thinking. Incorporating it could be a step in the right direction.

Summary

Disinformation (the deliberate spreading of false information) and misinformation (the spreading of false information due to ignorance or by mistake) are a big problem. Are our critical thinking skills good enough that we can recognize what is true and what is false?

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By asking people to 28 whether a number of headlines were true or false, researchers found that people could identify true headlines and false headlines correctly 29 of the time. However, about a third of the time participants in the studies could not correctly determine which headlines were true and which headlines were false.

Education will be an important part of the 30 to the problem of misinformation and disinformation, but at present it is not as effective as we would like it to be. For example, a 2020 study on the effects of teaching techniques for spotting misinformation and disinformation showed that though it was generally 31, 20% of participants still rated fake news as "accurate" or "mostly accurate."

Also important is whether people are mostly intuitive thinkers or analytical thinkers. Intuitive thinkers judge whether something is true mostly based on whether it 32 true. Analytical thinkers are more likely to look carefully at the 33 to decide whether it is true or false rather than depending on their feelings. People who use primarily analytical thinking are better able to recognize false information successfully.

Analytical thinking can be taught, and perhaps emphasizing it in formal education would give people an important tool they could use in recognizing misinformation and disinformation.

【単語リスト】

- | | | |
|---------------|-------------|----------------|
| A. less | B. depends | C. learn |
| D. knows | E. solution | F. tend |
| G. most | H. judge | I. headline |
| J. deliberate | K. feels | L. understands |
| M. effective | N. better | O. information |

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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。

The Shackleton Expedition

You might be surprised to know that Antarctica, the world's southernmost continent, is a tourist destination. Tours are typically by ship and last about 10 days. Because of the harsh climate, with inland winter temperatures as low as minus 80 degrees Celsius, tours are taken only in the summer on the Antarctic Peninsula coast and outlying islands. This is amazing if one considers that decades ago, no part of Antarctica was visited by anyone but expert, well-equipped explorers. Moreover, the dangers faced by such explorers today are reduced by modern communications and support from Antarctic scientific research stations. It was much more dangerous for the early expeditions, one of which is famous as a true story of determination, courage, and survival in the face of incredible danger and hardship.

1914 marked the start of the Imperial Trans-Antarctic Expedition, a British attempt to make the first overland crossing of Antarctica. This group of 28 men was led by Sir Ernest Shackleton (1874-1922), an explorer who had carried out two previous Antarctic expeditions. In August 1914, they sailed out from Plymouth, England on their ship the *Endurance*. Hopes were high that they would make history. In fact, they did, but not in the way they had planned.

In January 1915, the *Endurance*, following a stop at the island of South Georgia, was sailing through the Weddell Sea toward the Antarctic coast. While it is always extremely cold in Antarctica, January is during the summer, so pack ice wasn't expected to be a major concern. Still, unlikely doesn't mean impossible—the ship became trapped in ice.

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Communications technology in the early 20th century wasn't good enough for Antarctic explorers to communicate with the outside world, so there was no way to call for help. Thus began a prolonged period of life-threatening dangers that tested Shackleton's leadership abilities to the limit, forcing him to focus not on exploration, but on survival and rescue.

For months, the team was imprisoned in the ice, and the unmoving *Endurance* was their shelter. They added to their food supply by hunting seals and penguins. In October, the situation got worse: Instead of the ice breaking apart, as they had hoped, it began to squeeze and crush the ship. Shackleton gave the order to leave the *Endurance*, and the next month it broke apart and sank.

With lifeboats from the ship and their supplies and equipment, the men camped upon the ice, which finally began to break apart in April 1916, fifteen months after they had gotten stuck. Heading out to sea in the boats, they set a course for the uninhabited Elephant Island, which was about 240 kilometers away. Despite horribly rough weather, they reached the island safely and set foot upon land for the first time in many months.

This was a big improvement, but not enough to save them. They were far away from usual sea routes, so there was little chance of a ship coming by to rescue them. Someone had to go for help.

The closest place where people lived was a whaling station on the island of South Georgia, over 1,200 kilometers away through some of the worst sea weather conditions on earth. A lifeboat was not designed for such a journey, so the very best sailors and navigators among them were needed. Shackleton picked his team, five plus himself. They left, promising the others they would get help. After a journey of more than two weeks, they landed at South Georgia, and then reached the whaling station after an exhausting 36-hour walk across mountainous terrain.

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The six men had finally reached the whaling station, but 22 more were still stuck on Elephant Island. A rescue mission was planned, and Shackleton insisted upon leading it himself. After several attempts were prevented by rough weather and heavy ice, in August 1916, two years after his expedition had left England, Shackleton arrived at Elephant Island aboard a Chilean steamship. Finally, the remaining 22 men were rescued.

Though Ernest Shackleton's goal of crossing the Antarctic continent was never realized, he accomplished something far greater: In one of the most isolated and life-threatening environments on earth, his leadership, courage, and determination ensured the survival of all 28 members of his expedition.

34. These days, Antarctica is [34]

- A. closed off to exploration.
- B. open to limited tourism.
- C. reducing communications technology.
- D. becoming more dangerous for explorers.

35. An unexpected problem caused Ernest Shackleton to [35]

- A. refuse communication.
- B. limit his leadership.
- C. change his priorities.
- D. build a new ship.

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36. For a long period, the expedition members were unable to [36]

- A. locate any ice.
- B. find their lifeboats.
- C. crush the *Endurance*.
- D. go anywhere.

37. Reaching South Georgia required having people with excellent [37] skills.

- A. whaling
- B. debating
- C. navigation
- D. trekking

38. By the time they arrived at the whaling station, Shackleton and five others had [38]

- A. walked for a day and half.
- B. hunted several whales.
- C. rescued the 22 men.
- D. designed a lifeboat.

39. The writer believes that what Shackleton achieved was more important than [39]

- A. saving people's lives.
- B. his original plan.
- C. courage and determination.
- D. the 28 expedition members.

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