

【1】 次の英文を読み、設問に答えなさい。

Imagine being able to write a letter or catch a baseball with either hand. Here's the fascinating science of *ambidextrous people.

Most of us are firmly righty or lefty—that is, right-handed or left-handed. We have the hand we favor for just about everything, and we have the hand that's less useful. But there is a third type you might have heard of: being ambidextrous.

If you are like me and can barely hold a pen with your opposite hand, it may be mind-boggling to think that some people can write perfectly or serve a tennis ball using their nondominant hand. It makes you wonder: Do ambidextrous people do everything equally well with both hands—or only certain tasks? Do they start out left-handed or right-handed and teach themselves to change?

To get to the bottom of these and other mysteries, we reached out to two *cognitive science experts: Alicia Walf, an assistant professor at *Rensselaer Polytechnic Institute in New York, and Clare Porac, a former professor of psychology at Penn State University and author of a book on left-handed people. Here is what the professors want us to know about ambidextrous and mixed-handed people.

If you are ambidextrous, you are equally skilled at using both hands. But there's some nuance to the meaning of ambidextrous—the key word is “equally.” Ambidextrous people aren't just able to throw a ball or grab an apple with their opposite hand. They are fully able to use both hands for difficult tasks like writing a note or buttoning their shirt.

Never met anyone with that superpower? That's not surprising—this trait is super rare. What percent of the population is ambidextrous? “Only about 1%,” Walf says.

What's more common is being mixed-handed. People who are mixed-handed teach themselves to do certain things (but usually not everything) with both hands. Porac, who has studied and written about ambidextrous people for years, says that as many as 35% of people are mixed-handed. Lefties are more likely to be mixed-handed than righties. In some cases, that is because they were forced to do things with their right hand as a child by a parent or teacher and ended up getting pretty good at it.

Paul McCartney falls into this category. The Beatles icon is left-handed but has shared that he had to learn to play the bass guitar with his right hand because, in his early days of playing in bars, he would often have to borrow another musician's guitar—inevitably, a right-handed one.

“What Does It Mean to Be Ambidextrous?” by Lisa Lombardi originally published in Reader's Digest.
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(注) *ambidextrous 両利き *cognitive science 認知科学 *Rensselaer Polytechnic Institute レンセラー工科大学

設問 1. 本文における下線部(a)～(e)の意味に最も近いものを選び、マークしなさい。

- (a) mind-boggling 1
① 心強い ② 驚くべき ③ 心苦しい ④ 思いやりのある
- (b) tasks 2
① 意味 ② 解決 ③ 作業 ④ 症状
- (c) trait 3
① 疑問 ② 訓練 ③ 特性 ④ 割合
- (d) pretty 4
① ひどい ② わりと ③ かわいい ④ きれいな
- (e) inevitably 5
① 音楽的に ② 根本的に ③ 抽象的に ④ 必然的に

設問 2. Ambidextrous people が両手でできることとして、本文中に記述がないものを選び、マークしなさい。 6

- ① ボールを投げる
② リンゴをつかむ
③ ハサミで紙を切る
④ シャツのボタンをとめる

設問 3. 下線部1)を they の意味を明確にして和訳しなさい。 7

設問 4. 次の①～⑦で、本文の内容に合うものを3つ選び、マークしなさい。(順不同) 8 9 10

- ① Most people use one hand more than the other.
② The author of this article is ambidextrous.
③ Being ambidextrous is the same as being mixed-handed.
④ About 35% of the population is left-handed.
⑤ Ambidextrous people can use both hands equally well.
⑥ More right-handed people than left-handed people become mixed-handed.
⑦ Paul McCartney is left-handed but he can play the bass guitar with his right hand.

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設問 1. 本文における下線部(a)~(e)の意味に最も近いものを選び、マークしなさい。

① 功績 ② 真実 ③ 側面 ④ 普及

(b) huge 12

① 莫大な ② 必要な ③ 積極的な ④ 長期的な

(c) vibrant 13

① 醜惡な ② 唐突な ③ はかない ④ 活気のある

(d) established 14

① 受賞した ② 消失した ③ 定着した ④ 到着した

(e) perspectives 15

① 観点 ② 疑問 ③ 尊敬 ④ 登録

- ① 印刷技術の発明
- ② 英国国教会の設立
- ③ ヴァイキングの侵攻
- ④ 上流階級によるフランス語の使用

- ① 国連の6つの公用語の特別な日はすべて同じ日である。
- ② 現在の英語は15世紀に話されていた英語とは異なる。
- ③ シェイクスピアの生み出した表現は、今日でも使われている。
- ④ 11世紀には、ほとんどの下層階級の人々はフランス語を話していた。
- ⑤ 印刷技術が発明されると、つづり字が統一され始めた。
- ⑥ 旧イギリス植民地の国々は、17世紀の半頃に独立し始めた。
- ⑦ 旧イギリス植民地が独立すると、それらの国々では英語が使われなくなった。

URL: <https://mainichi.jp/english/articles/20240903/p2a/00m/0na/003000c>

① answered ② are ③ asked ④ compared ⑤ culture
⑥ increasing ⑦ learn ⑧ most ⑨ of ⑩ studying

【4】 次の英文の空所に入れるのに、最も適切なものを①～④から選び、マークしなさい。

1. We will have to find a solution before the situation () worse. 31
① gets ② got ③ gotten ④ will get
2. The boy () by the river every afternoon these days. 32
① fishing ② goes fish ③ goes fishing ④ had gone fishing
3. This report shows that the number of children () significantly. 33
① be decreasing ② decreasing ③ has decreasing ④ is decreasing
4. This novel is () to be his best work. 34
① said ② spoken ③ talked ④ told
5. There are no reserved seats at this concert, so you can sit () you like. 35
① however ② whatever ③ whenever ④ wherever
6. Because of the bad traffic, we arrived at the station () the train had left. 36
① after ② before ③ so that ④ while
7. You have to study much harder, () you will fail the exam. 37
① and ② but ③ or ④ so
8. This year's sales are () last year's. 38
① as high twice as ② as twice high as ③ high as twice as ④ twice as high as
9. He was late for the test, () made the teacher angry. 39
① it ② that ③ what ④ which
10. Maria didn't go to school yesterday, and () did I. 40
① as well ② either ③ neither ④ too

【5】 日本語に合うように、英文の空所に入れるのに最も適切なものを下記の①～⑤から選び、マークしなさい。ただし、各選択肢の語の使用は一度限りとする。

1. チームは最終戦に向けて新たな戦略を立てることに決めた。 41
The team decided to () a new strategy for their final game.
 2. 決断を下す前に、その申し出を慎重に検討すべきである。 42
You should carefully () the offer before making a decision.
 3. その科学者はその実験の詳細な説明を行った。 43
The scientist gave a detailed () of the experiment.
 4. 彼らが先に進むには、明確な答えが必要である。 44
They need a () answer before they can continue.
 5. 停電が起きたとき、私はその報告書をあと少しで終わるところだった。 45
I had () finished the report when the power went out.
- ① almost ② clear ③ consider ④ description ⑤ develop

【6】 日本語に合うように、英文の()内の語(句)を並べ替えて、その中で3番目と6番目に来るものを選び、マークしなさい。なお、文頭にくるべき語も小文字で示してある。

1. 私がその問題を解くのに1時間もかからなかった。3番目－ 46 6番目－ 47
(① an ② hour ③ it ④ less ⑤ me ⑥ than ⑦ to ⑧ took) solve the problem.
2. 彼は医者になるという夢を決してあきらめなかった。3番目－ 48 6番目－ 49
He never (① a ② becoming ③ doctor ④ dream ⑤ gave ⑥ his ⑦ of ⑧ up).
3. 今回はどのくらい日本に滞在する予定ですか。3番目－ 50 6番目－ 51
(① are ② going ③ how ④ in ⑤ long ⑥ stay ⑦ to ⑧ you) Japan this time?

英語

一般選抜（2月8日実施分）

●全学部・全学科②（前期日程）

【1】 次の英文を読んで、設問に答えなさい。

The American holiday of Thanksgiving is celebrated every year on the fourth Thursday in November. The holiday is during autumn—the main season for harvesting crops. Thanksgiving is an autumn harvest festival like those found in many cultures around the world. On this day, most Americans gather with friends and family. Many take time to think about what they are thankful for, cook a lot of food, and eat. The star of most Thanksgiving dinners is a roasted turkey. Turkeys are large birds native to North America. The turkey is cooked in an oven for many hours, often with a mix of celery, bread, onions, and spices inside the bird. This mix is called “stuffing,” and is another star of the Thanksgiving dinner table. The smell of turkey and stuffing roasting together is the quintessential smell of Thanksgiving. “Quintessential” means the perfect example of something. After the bird is cooked, the stuffing is taken out and served as a side dish.

Families often make other foods like mashed potatoes, sweet potatoes, cranberry sauce, and vegetable casseroles. A casserole is a dish that cooks slowly in an oven. There is also gravy, a rich sauce made from the fatty liquid that comes off the turkey as it cooks. People cover their turkey meat, stuffing, and mashed potatoes with gravy. The meal does not end with the turkey, stuffing, and side dishes, though. For some people, the best part of the meal is the (A), which is usually a pie. Pumpkin, cherry, and apple pies are all great ways to finish off a Thanksgiving meal, if you are not too full of food by that point!

Some Americans must travel long distances to be with their families. In fact, the Sunday after Thanksgiving is the busiest travel day of the entire year. This is usually when people return home from family gatherings.

Not everyone can return to their parents' home each Thanksgiving. So, young people living in cities away from their hometowns sometimes celebrate “Friendsgiving”—a Thanksgiving meal with their friends instead of their family. For example, they may gather at someone's apartment or house and have a “potluck.” This is a meal where everyone who is invited brings food to share with others.

Thanksgiving is a big day for television, games, and other entertainment. One tradition is the television broadcast of Macy's Thanksgiving Day Parade. It takes place each year in New York City. Workers of the Macy's department store organized the first parade in 1924. Many of the workers were immigrants and wanted to hold a big parade like the ones in Europe. So, they dressed in costumes and borrowed some animals from the zoo. They also carried small balloons that floated just overhead.

Many professional American football games are also played on Thanksgiving. Fans of the sport enjoy relaxing and watching a game or two after eating a big Thanksgiving meal. Some people start Thanksgiving Day early—and in a healthy way. So-called “Turkey Trot” races take place in many towns and cities. These events involve runners dressing up in a Thanksgiving-related costume and running a short distance. Many Turkey Trots urge runners to bring canned food to donate to local food banks—non-profit organizations that give food to poor people in a community.

Ashley Thompson, <https://learningenglish.voanews.com/a/thanksgiving-american-tradition-2017/4117570.html>. Modified.

設問 1. 下線部(a)～(e)の文中における意味として最も適切なものを①～④から選び、マークしなさい。

- (a) native 1
① 原産の ② 新規の ③ 人気の ④ 普通の
- (b) liquid 2
① 液体 ② 香り ③ 繊維 ④ 軟骨
- (c) big 3
① 重要な ② 静寂な ③ 鮮烈な ④ 必要な
- (d) organized 4
① 主催した ② 使用した ③ 宣伝した ④ 伝達した
- (e) urge 5
① 寄贈する ② 奨励する ③ 想像する ④ 約束する

設問 2. 空所(A)に入れるのに最も適切なものを①～④から選び、マークしなさい。 6
① dessert ② main dish ③ side dish ④ starter

設問 3. 下線部①を This が指し示すものを明示したうえで和訳しなさい。 7

設問 4. 下線部②の Friendsgiving について、本文に書かれている例を①～④から選び、マークしなさい。 8
① 家族や親戚に加え友人も招待する。
② 友人と一緒に料理を作って食事をする。
③ 友人だけでなく近所の人々も招待する。
④ 友人たちと食べ物を持ち寄って共有する。

設問 5. 次の①～⑧で、本文の内容に合うものを3つ選び、マークしなさい。(順不同) 9 10 11
① 秋のお祭りはアメリカだけではなく世界中の様々な文化に存在する。
② ターキーは香辛料などを上に振りかけて長時間オープンで調理される。
③ Casserole は食材をオープンでじっくりと調理した料理である。
④ Gravy はターキーやポテトをディップして食べるソースである。
⑤ アメリカでは遠くに住んでいてもサンクスギビングには必ず実家に帰る。
⑥ Macy's の最初のサンクスギビングパレードには、動物園から借りてきた動物も出ていた。
⑦ サンクスギビングの日に、アメフト選手は試合ではなくパレードに参加する。
⑧ Turkey Trot はコミュニティの住民と共に長距離を走るイベントである。

【4】 次の英文の空所に入れるのに、最も適切なものを選び、マークしなさい。

1. I'd appreciate it if you could () me with a receipt for this payment. 30
① give ② pay ③ provide ④ sell
2. She asked me if I () that movie before. 31
① had seen ② have seen ③ see ④ was seeing
3. She () be at home now. I just saw her go out. 32
① can't ② hasn't ③ must ④ would
4. The window () by the strong wind last night. 33
① breaks ② had broken ③ has been breaking ④ was broken
5. () that pen in his hand, he looked like a writer. 34
① While ② With ③ With held ④ With holding
6. Could you pass me the picture of the girl () dress is red? 35
① its ② that ③ which ④ whose
7. We went shopping at the department store () it was still raining. 36
① despite ② otherwise ③ though ④ unless
8. The missing boy was found () thanks to the hard work of the police. 37
① alive ② life ③ lived ④ lively
9. The teacher made the students () their homework again. 38
① do ② doing ③ done ④ to do

【5】 次の英文の空所に入れるのに、最も適切なものを選び、マークしなさい。

1. His comment had a strong () on the audience. 39
① affection ② defect ③ effect ④ infection
2. The girl was () by her friends as a natural leader in the class. 40
① regarded ② regretted ③ responded ④ resumed
3. The artist's latest () is displayed in the gallery. 41
① agriculture ② moisture ③ nature ④ sculpture
4. The company will () 20 new people this year. 42
① apply ② employ ③ imply ④ reply
5. She was deeply () by the sad news. 43
① informed ② performed ③ removed ④ touched
6. This hiking course is not () for beginners. 44
① affordable ② movable ③ portable ④ suitable
7. I was glad to talk to Suzie at the party because she () speaks to me these days. 45
① quietly ② rarely ③ recently ④ suddenly
8. He gave a very () speech at the ceremony. 46
① impressed ② impression ③ impressionist ④ impressive
9. The doctor quickly () the patient's temperature. 47
① checked ② looked ③ made ④ told

【6】 日本語に合うように、英文の()内の語(句)を並べ替えて、その中で3番目と6番目に来るものを選び、マークしなさい。

1. その本を読み終えたら、もとあった場所に戻してください。3番目－48 6番目－49
When you finish reading the book, (① found ② it ③ place ④ return ⑤ to ⑥ the ⑦ where ⑧ you) it.
2. 私の弟は、かつて朝食を食べずに学校に行っていた。3番目－50 6番目－51
My (① breakfast ② brother ③ eating ④ go to ⑤ school ⑥ to ⑦ used ⑧ without).
3. 彼女は足を組んで読書をしていた。3番目－52 6番目－53
She (① a ② book ③ crossed ④ her ⑤ legs ⑥ reading ⑦ was ⑧ with).
4. その街はハリケーンにより甚大な被害を受けたと報告された。3番目－54 6番目－55
The (① be ② by ③ reported ④ severely damaged ⑤ the ⑥ to ⑦ town ⑧ was) hurricane.

英語

一般選抜（2月9日実施分）

●全学部・全学科③（前期日程）

【1】 次の英文を読んで、設問に答えなさい。

We all know that time seems to pass at different speeds in different situations. The reasons why time can speed up and slow down are a bit of a mystery. Some researchers, including me, think that mild variations in time perception are linked to information processing. As a general rule, (A) information — such as perceptions, sensations, thoughts — that our minds process, (B) time seems to pass. Time passes slowly to children because they live in a world of newness.

New environments ^(C)stretch time because of their unfamiliarity. *Absorption contracts time because our attention becomes narrow, and our minds become quiet, with few thoughts passing through. In contrast, if nothing interesting happens, this stretches time because our unfocused minds fill with a massive amount of thoughts and noise.

Time expansion experiences, which are called “Tees,” can occur in an accident or emergency situation, such as a car crash, a fall, or an attack. In time expansion experiences, time appears to expand greatly.

Around a half of Tees occur in accident and emergency situations. In such situations, people are often surprised by the amount of time they have to think and act. In fact, many people are convinced that time expansion saved them from their ^(D)serious injury, or even saved their lives — because it allowed them to take an action to avoid it that would normally be impossible.

Tees are also common in sports. For example, a participant described a Tee that occurred while playing ice hockey, when “the play which seemed to last for about ten minutes all occurred in the space of about eight seconds.” Tees also occur in moments of quiet and presence, during *meditation, or in natural surroundings.

But why? One theory is that these experiences are linked to a release of *noradrenaline in emergency situations, related to the “fight or flight” mechanism. However, this doesn’t fit with the calm feeling that people usually report in Tees. Even though their lives might be in danger, people usually feel strangely calm and relaxed. For example, a woman who had a Tee when she fell off a horse told me: “The whole experience seemed to last for minutes. I was ^(E)*ultra-calm, unconcerned that the horse still hadn’t recovered its balance and quite possibly could fall on top of me.”

^(F)Another theory I have considered is that Tees are a way we have adapted through evolution. Maybe our ancestors developed the ability to slow down time in emergency situations — such as encounters with deadly wild animals or natural disasters — to improve their chances of survival. However, the above argument applies here too: ^(G)This doesn’t fit with the non-emergency situations when Tees occur.

In my view, the key to understanding Tees surrounds altered states of consciousness. The sudden shock of an accident may change our normal psychological processes, causing a sudden shift in consciousness. In sports, ^(H)intense altered states occur due to what I call “super-absorption”. Absorption normally makes time pass faster — as in flow, when we are absorbed in a task. But when absorption becomes especially intense, over a long period of sustained concentration, ^(I)the opposite occurs, and time slows down deeply.

Time expansion experiences: why time slows down in altered states of consciousness by Steve Taylor
from The Conversation, Dec 31, 2024. Reproduced with permission of the author.

(注) *absorption 集中 *meditation 瞑想 *noradrenaline ノルアドレナリンという神経伝達物質
*“fight or flight” mechanism ストレスがかかる事態に対処するための身体反応、闘争・逃走反応
*ultra-calm 非常に落ち着いた状態

設問 1. 空所(A), (B)に入る組み合わせとして最も適切なものを選び、解答欄にマークしなさい。 1

- ① (A) less (B) faster
- ② (A) less (B) slower
- ③ (A) the more (B) the faster
- ④ (A) the more (B) the slower

設問 2. 本文における下線部(C), (D), (E)の意味として最も適切なものを選び、解答欄にマークしなさい。

- ① stretch 2
- ① 守る ② 伸ばす ③ 破る ④ 短くする
- ① serious 3
- ① 軽い ② 深刻な ③ 複雑な ④ 必然の
- ① intense 4
- ① 激しい ② 賢明な ③ 緩やかな ④ 無意識の

設問 3. 下線部Eが示唆するものとして最も適切なものを選び、解答欄にマークしなさい。 5

- ① 緊急事態にもかかわらず、奇妙なほど冷静で時間が長く感じられる場合があること
- ② 深い瞑想を行うと驚くほど冷静さが保たれ、通常よりも時間が短く感じられること
- ③ 命の危険が迫る状況では、冷静でありながらも、あっという間に時間が経ったように感じられること
- ④ 緊急事態であっても、ノルアドレナリンが放出され通常よりも時間が長く感じられる場合があること

設問 4. 下線部Fの内容として最も適切なものを選び、解答欄にマークしなさい。 6

- ① 平常時において時間がゆっくり過ぎるように感じる能力を祖先が獲得したこと
- ② 現代人と違って、祖先は命にかかわるほど危険な野生動物に遭遇する確率が高かったこと
- ③ 命が危険にさらされると、それがまるで幻想であるかのように捉える能力を現代人が獲得したこと
- ④ 緊急事態において生き残る可能性を高めるため、時間がゆっくり過ぎるように感じる能力を祖先が発達させたこと

設問 5. 下線部Gの表す意味として最も適切なものを選び、解答欄にマークしなさい。 7

- ① 現代人は、緊急事態に適切に対応できなくなってしまったこと
- ② 緊急事態でない時に起きる Tee をこの理論ではうまく説明できないこと
- ③ 緊急事態において、時間がゆっくり過ぎるように感じる能力を祖先が獲得したこと
- ④ この理論に従えば、Tee を初めて経験するのは、緊急事態の場合が多いことが判明したこと

設問 6. 下線部Iの表す意味として最も適切なものを選び、解答欄にマークしなさい。 8

- ① 極度の集中状態が長く続くと、むしろ時間が長く感じられること
- ② 事故のショックが原因で、通常よりも時間が早く経つと感じる
- ③ 集中する時間が長く続くと、むしろ時間が一瞬で過ぎる感覚が生じること
- ④ スポーツでは集中力が高まると、むしろ時間がすぐに経過する感覚になること

【2】 次の英文を読んで、設問に答えなさい。

Stepping into the past is the best way to get to understand our red rock village, and as you might expect, Sedona, Arizona has a rich and colorful history we are proud to share! Discovered back in the late 1500s by Spanish explorers, this beautiful and quiet region was not settled by Europeans until nearly 300 years later. JJ Thompson utilized *squatter's rights on a parcel of land, located in what is now Oak Creek Canyon and he named it Indian Gardens. Today, Sedona appears far different than it did back then, but the heart of *the Wild West still beats strong within it and this brief guide to Sedona history will make you fall in love with its story!

Although it was the 1500s before this region was first discovered by outsiders, the Native American history of Sedona in the area dates back thousands of years, with the most well known of inhabitants being the Sinagua, (meaning without water) who built stone villages and lived, loved, and worked here until disappearing by around 1400 AD. The Sinagua influence, however, is still apparent, and if you want to take a look into their lives, Montezuma Castle National Monument is located in nearby Camp Verde and is where examples of their homes and some of the things they used in their lives can be viewed.

As stated earlier, JJ Thompson was the first settler in the region, but it was the Abraham family who decided to make their home in Sedona, and upon doing so, went about naming some of the very places you will be visiting during your stay, including Bell and Steamboat Rocks. Zane Grey was fond of the still desolate region, hunting, fishing, and later writing about the area in his book *Call of the Canyon*, a story that still thrills today, but it was Thompson and Abraham's tales of the region that brought other settlers to make their homes in Sedona and Oak Creek. The excellent weather in Sedona was another reason to come to the region, attracting those who suffered from lung disease, and farming was the first venture that succeeded — apple *orchards once filled the area we call Slide Rock today!

The magic of Sedona attracts visitors from all over the world, and although we offer more in the ways of modern conveniences, the heart of our red rock village beats strongly in the past, remembering those brave settlers.

All About the History of Sedona. Reproduced with permission of Sedona.Org.

(注) *squatter's rights 不法占拠者が一定の条件を満たせば、その土地の所有権を主張できるという当時の考え方のこと
*the Wild West アメリカ開拓時代の西部 *orchard(s) 果樹園

設問 1. 本文における下線部(A), (B), (D), (E), (F)の意味として最も適切なものを選び、解答欄にマークしなさい。

(A) beat 9

- | | | | |
|------|-------|-------|-------|
| ① 傾く | ② 落ちる | ③ 息づく | ④ 揺れる |
|------|-------|-------|-------|

(B) apparent 10

- | | | | |
|------|--------|--------|---------|
| ① 薄い | ② 明らかな | ③ 見えない | ④ 透き通った |
|------|--------|--------|---------|

(D) desolate 11

- | | | | |
|-------|--------|---------|---------|
| ① 湿った | ② 騒がしい | ③ にぎやかな | ④ 人里離れた |
|-------|--------|---------|---------|

(E) venture 12

- | | | | |
|------|------|------|------|
| ① 事業 | ② 観光 | ③ 試験 | ④ 売買 |
|------|------|------|------|

(F) brave 13

- | | | | |
|-------|-------|-------|--------|
| ① 野蛮な | ② 勇敢な | ③ 卑劣な | ④ 愛すべき |
|-------|-------|-------|--------|

設問 2. 下線部(C)を和訳し、記述式解答欄に書きなさい。 14

設問 3. 本文の内容に合うものを2つ選び、それぞれ解答欄にマークしなさい。(順不同) 15 16

- ① スペイン人の探検家たちが、1400年代にセドナの地域を初めて発見した。
- ② セドナの景観は、長い間ずっと変わっていない。
- ③ シナグア族の人々は、ヨーロッパの人々よりもずっと前にセドナに住んでいた。
- ④ ゼイン・グレイはセドナの自然を好まず、数日滞在しただけで立ち去った。
- ⑤ 肺の病気を持つ人々にとって、セドナの気候は良かった。
- ⑥ 多くの手品師たちが、美しい景観を楽しむためにセドナを訪れた。

【3】 17 ~ 24 に入れるのに最も適切なものを①~⑧から選び、解答欄にマークしなさい。

In the twenty-first century, it seems natural that we put up an umbrella to keep us from getting wet when it rains. But originally, the umbrella was invented as a 17 against the sun, not a protection from rain. It is not certain 18 invented the umbrella, but we have evidence to suggest that the Chinese first used it in ancient times, as early as the eleventh century *BCE. We know that umbrellas featured in the form of sunshades, in ancient Egypt and Babylon, and that, curiously, it came to represent power and 19. In the Far East, in those days, the umbrella could only be used by *royalty and those in 20 office. It would seem that the Greeks were the first to use the umbrella in Europe, once 21, as protection against the sun. It is said that the first in Europe to use umbrellas to protect them from the 22 were the ancient Romans. During the Middle Ages, the umbrella practically disappeared, only 23 re-emerge in Italy in the late sixteenth century. By 1680, the umbrella was seen in France, and later in England. By the eighteenth century the umbrella was used as protection against rain 24 most of Europe.

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(注) *BCE 紀元前 *royalty 王族

- | | | | |
|---------|--------------|--------|--------|
| ① again | ② authority | ③ high | ④ rain |
| ⑤ shade | ⑥ throughout | ⑦ to | ⑧ who |

【4】 25 ～ 32 に入れるのに最も適切なものを選び、解答欄にマークしなさい。

1. He couldn't help 25 when he heard the joke.
① laugh ② laughed ③ laughing ④ to laugh
2. When I was invited to join the band, I wished I 26 how to play the guitar.
① am knowing ② had known ③ know ④ would know
3. She gave me 27 I needed to complete the project.
① how ② that ③ what ④ which
4. 28 you study hard, you won't pass the exam.
① Because ② If ③ Unless ④ When
5. Neither Tom nor his friends 29 interested in soccer.
① are ② has ③ is ④ was
6. Never before 30 such a beautiful painting.
① had I saw ② have I seen ③ I saw ④ saw I
7. According to the study, 31 five percent of them are happy with their jobs.
① as few as ② by far few ③ much few ④ the very fewer
8. I usually jog for at least two hours before I 32 to work.
① go ② had gone ③ went ④ will go

【5】 33 ～ 40 に入れるのに最も適切なものを選び、解答欄にマークしなさい。

1. Please read the terms before signing the 33 .
① atmosphere ② cell ③ contract ④ subject
2. We are holding a 34 on climate change next week.
① conference ② delight ③ firm ④ reputation
3. The new law caused great 35 among the citizens.
① analysis ② confusion ③ fame ④ scheme
4. She 36 her speech by thanking everyone for coming.
① concluded ② excluded ③ included ④ preferred
5. He studied abroad to 37 his knowledge of history.
① associate ② breathe ③ deepen ④ overlook
6. Please 38 your seatbelt before takeoff.
① attach ② bind ③ fasten ④ tie
7. I don't remember his name, but his face is 39 .
① new ② familiar ③ rare ④ recent
8. He has a talent 40 music.
① at ② for ③ in ④ to

【6】 日本語に合うように、英文の()内の語を並べ替えて、その中で第3番目と第6番目に来るものを選び、解答欄にマークしなさい。ただし、文頭に来る語も小文字で示してある。

1. リサの話し方は母親に似ている。 第3番目 41 第6番目 42
(① her ② like ③ Lisa ④ mother ⑤ sounds ⑥ speaks ⑦ the ⑧ way).
2. 私たちは彼がその会議に間に合うかどうかを気にしていた。 第3番目 43 第6番目 44
We were worried (① about ② arrive ③ he ④ in ⑤ not ⑥ or ⑦ whether ⑧ would) time for the meeting.
3. 熊本城は日本で最も人気のある観光名所の一つです。 第3番目 45 第6番目 46
Kumamoto castle (① is ② most ③ of ④ one ⑤ popular ⑥ sightseeing ⑦ spots ⑧ the) in Japan.

英語

一般選抜（3月9日実施分）

●全学部・全学科（後期日程）

【1】 次の英文を読んで、設問に答えなさい。

What is a placebo? A placebo is something that has no value by itself. In medicine, a placebo is often a pill. The pill looks identical to medicine, but it has no real medicine in it. In the past, these pills were sometimes made of sugar. That gave placebos the name “sugar pills.”

Scientists often use placebos for medical studies. Imagine that a new medicine has been invented. The scientists want to know how well it works, so they carry out a study. They collect a group of people and give some of the people the new medicine. The others get a placebo. The placebo looks just like the actual medicine. The people do not know if they have gotten the real medicine or the placebo. Then, the scientists compare the two groups to see if the medicine has had any effect.

Because placebos are not medicine, they do not actually do anything. However, that does not mean placebos have no effect, as the story of Henry Beecher, an American doctor in World War II, shows. One day, a soldier was brought to Henry. The soldier had been in a battle and was hurt very badly. He needed an operation. However, Dr. Beecher had no more *morphine. Dr. Beecher did not know what to do. Finally, a nurse tried something very strange. She *injected the soldier with a mix of salt and water. However, the nurse told the soldier she was giving him morphine. Immediately, the soldier relaxed and said he felt very little pain. The doctor was able to operate. Dr. Beecher had just seen the “placebo effect.”

The placebo effect happens when a patient is given a placebo but still experiences a noticeable positive change. The change can happen in many different ways, but each time it is because the patient believes (E). The World War II soldier experienced less pain because he thought the placebo was morphine. Placebos can also help nervous patients to relax. If a patient suffers from *allergies, a placebo can stop the effects of the allergy.

In one study, a doctor told patients that a certain medicine would make their heart beat faster. It did. Then, the same doctor told other patients a medicine would make their heart beat slower. It was also successful. The different effects were because of the effect the doctor’s suggestions had on the patients’ minds.

The power of suggestion works in many different ways. Even a doctor’s clothes have the power of suggestion. A study showed 76% of people trusted a new doctor more when he or she wore a traditional white *lab coat. The lab coat suggests that the doctor has studied medicine and has experience with different illnesses.

There have also been studies that show a doctor’s white coat may have a negative effect. Although most people relax when speaking to a doctor, some become very nervous. This makes their blood pressure rise. This is known as the “white coat effect.”

Interestingly, a final study on the doctor’s white coat shows it even has a positive effect on the doctors themselves. A group of students was given a number of questions. Half the students were dressed normally, but the other half were given white lab coats to wear over their clothes. The group with the lab coats did much better on the test than the other group. The researchers believe the white coats made the students feel more confident. These studies about the white coat effect show just how powerful the power of suggestion truly is.

The Placebo Effect: The Power of Positive Thinking Intermediate Book with Online Access (Cambridge Discovery Interactive Readers) by Brian Sargent © Cambridge University Press 2014. Reproduced with permission of Cambridge University Press through PLSclear.

(注) *morphine モルヒネ(麻酔薬の一種) *inject 注射する *allergies アレルギー *lab coat 実験用白衣

設問 1. 本文における下線部(A), (B), (D), (F)の意味として最も適切なものを選び、解答欄にマークしなさい。

- | | | | | |
|----------------|---|---------|---------|--------|
| (A) identical | 1 | | | |
| ① 効果のある | | ② 特別な | ③ そっくりな | ④ 偽物の |
| (B) carry out | 2 | | | |
| ① 分離する | | ② 実行する | ③ 公表する | ④ 発見する |
| (D) noticeable | 3 | | | |
| ① 効率的な | | ② 注目すべき | ③ 一時的な | ④ 根本的な |
| (F) trust | 4 | | | |
| ① 尊敬する | | ② 選択する | ③ 批判する | ④ 信頼する |

設問 2. 下線部(C)を和訳し、記述式解答欄に書きなさい。 5

設問 3. 空所(E)に入るのに最も適切なものを選び、解答欄にマークしなさい。 6

- ① the operation will be successful
② the placebo is really medicine
③ the medicine is more effective than the placebo

設問 4. 下線部(G)の“white coat effect”の説明として最も適切なものを選び、解答欄にマークしなさい。 7

- ① 血圧の高い患者が、白衣を着た医師と話をするときに緊張してしまうこと。
② 白衣を着た医師と話すと緊張してしまい、患者の血圧が高くなってしまうこと。
③ 医師が白衣を着てネガティブな話をする、患者の血圧をさらに上昇させてしまうこと。
④ 白衣に対して医師がネガティブなイメージを持つと、患者の血圧が高くなってしまうこと。

設問 5. 本文の内容に合うものを2つ選び、解答欄にマークしなさい。(順不同) 8 9

- ① プラセボは実際には何の作用もないので、効果も何もない。
② 戦争中は、手術が必要な負傷兵に対し、モルヒネが使われることはほとんどなかった。
③ 医師はモルヒネの代わりに塩と水の混合液を注射することを思い付き、看護師に指示した。
④ 同じプラセボであっても、医師の言葉次第で患者の心拍数上がることも下がることもある。
⑤ 白衣を着た医師は、より多くの医学的知識をもち経験豊かだと思われ、信頼を得られやすい。
⑥ 白衣を着た学生は、白衣を着ていない学生より、テストの成績がわずかに良かった。

【2】 次の英文を読んで、設問に答えなさい。

Crows are very smart animals, with thinking skills similar to those of five- to seven-year-old children. They can solve puzzles, use tools, and even remember faces. Now, researchers at the University of Tübingen in Germany have found that these ordinary birds can also recognize different *geometric shapes — a skill earlier found only in humans.

For their study, Andreas Nieder and his team worked with two tame crows living in their lab. These clever birds had already shown basic counting skills. To test their abilities further, the researchers designed a fun ^(A)challenge. The birds were shown groups of six shapes on a computer screen. (①) If they picked the shape that was different from the other five, they ^(B)earned a delicious treat.

“At first, we presented some very obviously different ^(C)figures,” Nieder says. “For instance, five moons and one flower.” Once the crows understood the game, the researchers made it harder. They showed them different sets of shapes like squares and *parallelograms. This time, the odd shape was not as easy to spot. (②)

To the researchers’ surprise, the crows always picked the correct odd shape. Eventually, they performed the task even without a reward.(③) The team published their results in *Science Advances* on April 11, 2025. This study is the first to show that animals — other than humans — can ^(D)recognize geometric shapes.

The scientists are not exactly sure why crows developed this skill. They believe it might aid in navigation, searching for food, or even identifying other crows — including potential mates — by facial features. “All these abilities, at the end of the day, from a *biological point of view, have developed because they provide a survival advantage or a *reproductive advantage,” Nieder says. Next, the scientists want to find out which part of the crow’s brain helps with geometry. Unlike humans, crows don’t have a *cerebral cortex — the brain area linked to complex thinking. (E), they believe something else is at work. Nieder also hopes their discovery will encourage more scientists to explore whether other animals have similar math skills. “I hope that my ^(F)colleagues are looking into other species,” he says. “I’m pretty sure they may find that other intelligent animals can also do this.” (④)

“Crows Show Off Surprising Geometry Skills” by Alvaro A. from DOGOnews, May 23, 2025.

Reproduced with permission of DOGO

(注) *geometric 幾何学的な *parallelogram(s) 平行四辺形 *biological 生物学的な *reproductive 生殖の
*cerebral cortex 大脳皮質

設問 1. 本文における下線部(A), (B), (C), (D), (F)の意味として最も適切なものを選び、解答欄にマークしなさい。

- | | | | | |
|----------------|----|--------|--------|--------|
| (A) challenge | 10 | | | |
| ① 趣味 | | ② 課題 | ③ ごほうび | ④ 習慣 |
| (B) earned | 11 | | | |
| ① 失った | | ② 作った | ③ 得た | ④ 選んだ |
| (C) figures | 12 | | | |
| ① 事実 | | ② 数字 | ③ 人物 | ④ 図形 |
| (D) recognize | 13 | | | |
| ① 記録する | | ② 作り出す | ③ 認識する | ④ 思い出す |
| (F) colleagues | 14 | | | |
| ① 同僚 | | ② 競争相手 | ③ 家族 | ④ 後輩 |

設問 2. 空所(E)に入るのに最も適切なものを選び、解答欄にマークしなさい。 15

- ① Because
② For example
③ Moreover
④ So

設問 3. 次の英文が入るのに最も適切な場所を、文中の(①)～(④)から選び、解答欄にマークしなさい。 16
For example, a set might have five perfect squares and one four-sided shape that looked just a little different.

設問 4. 本文の内容に合うものを2つ選び、それぞれ解答欄にマークしなさい。(順不同) 17 18

- ① 研究では、野生のカラスを捕まえて図形認識のテストを行った。
② 最初のテストでは、明らかに異なる形を見せてカラスにルールを学ばせた。
③ カラスは、報酬がないときは問題を解こうとしなかった。
④ カラスは、人間と同じように大脳皮質を使って図形を認識している。
⑤ 研究者たちは、図形認識の能力がカラスの生存や生殖に役立っている可能性があると考えている。
⑥ この研究結果は、動物の図形認識に関する以前の研究を再現したものである。

【3】 19 ～ 28 に入れるのに最も適切なものを①～⑩から選び、解答欄にマークしなさい。

この問題は著作権の都合により掲載できませんでした。

Nicole Washington, <https://psychcentral.com/lib/how-do-smartphones-affect-childhood-psychology-kids-and-phones>. Modified.

(注) *Gen Z. Z世代、生まれた時からインターネットがあった世代のこと
*repository データや情報の保管場所 *moderation 適度であること、節度

- | | | | | |
|----------|--------------|----------|--------|----------|
| ① harder | ② incredible | ③ learn | ④ like | ⑤ mental |
| ⑥ of | ⑦ side | ⑧ things | ⑨ to | ⑩ up |

【4】 日本語に合うように、 29 ～ 36 に入れるのに最も適切なものを選び、解答欄にマークしなさい。

1. 公園で友達とサッカーをしていたとき、突然雨が降り出した。

I was playing soccer with my friends in the park when it 29 to rain suddenly.

- ① had started ② has started ③ started ④ was starting

2. 家を出るときに財布を持っていたのは覚えているので、電車で置き忘れたに違いない。

I remember bringing my wallet when I left home, so I 30 it on the train.

- ① had to leave ② have to leave ③ must have left ④ must leave

3. このテレビは10年使っているので、そろそろ新しいものを買ってもよい頃だ。

We have used this TV set for ten years, so it is about time we 31 a new one.

- ① bought ② had bought ③ have bought ④ will buy

4. 彼は、若い頃有名な小説家だったと言われている。

He is said 32 a famous novelist in his youth.

- ① had been ② having been ③ to be ④ to have been

5. オープニングセレモニーに来たい人は、誰でも歓迎します。

33 wants to come to the opening ceremony is welcome.

- ① Anyone ② No matter who ③ Who ④ Whoever

6. 君が戻ってくるまでここで待っているよ。

I will wait here 34 you come back.

- ① before ② by the time ③ until ④ when

7. 終電に間に合うように、早めに出発した。

I left early 35 I could catch the last train.

- ① because ② instead of ③ so that ④ while

8. 私にはその坂を登るのはきつかったが、祖母は難なくやっつてのけた。

It was hard for me to climb up the slope, 36 my grandmother did it easily.

- ① and ② during ③ or ④ yet

【5】 37 ～ 44 に入れるのに最も適切なものを選び、解答欄にマークしなさい。

1. The machine broke down due to poor 37 .

- ① ambulance ② election ③ invention ④ maintenance

2. This material is 38 to fire.

- ① regard ② reliant ③ reluctant ④ resistant

3. The report lacks clear 39 to support its claims.

- ① absence ② evidence ③ presence ④ sequence

4. The new system is expected to 40 efficiency in the workplace.

- ① break ② grow ③ improve ④ rise

5. The manager 41 our proposal without much discussion.

- ① rejected ② resigned ③ responded ④ retired

6. The police are trying to 42 the cause of the accident.

- ① divide ② identify ③ notify ④ supply

7. She received a 43 for Best Movie New Artist.

- ① decision ② explanation ③ nomination ④ translation

8. Fortunately, the new product was 44 accepted by the public.

- ① poorly ② sadly ③ sharply ④ widely

【6】 日本語に合うように、英文の()内の語を並べ替えて、その中で第3番目と第6番目に来るものを選び、解答欄にマークしなさい。

1. 母は、私にもっと注意深く運転するように言った。

第3番目 45 第6番目 46

My mother (① be ② careful ③ me ④ more ⑤ to ⑥ told ⑦ while) driving.

2. 電車が遅れたせいで、私はその講義に遅刻した。

第3番目 47 第6番目 48

I was late (① because ② delayed ③ for ④ lecture ⑤ my ⑥ the ⑦ train ⑧ was).

3. 病院で親切にしてくれた看護師さんの名前は、決して忘れません。

第3番目 49 第6番目 50

I'll never forget the (① kind ② name ③ nurse ④ of ⑤ the ⑥ to ⑦ was ⑧ who) me in the hospital.