

2025 年度（令和 7 年度） 一般選抜型選抜 後期日程 外国語【英語】 問題用紙

No. 1

※解答はすべて解答用紙に記入すること。

I. 以下の空欄に当てはまる適切な語句を、それぞれ一つずつ選び、記号で答えなさい。

- 1 He can't ( ) that noise. It drives him crazy.  
a. put up   b. stand   c. stay away   d. keep
- 2 Mr. Smith ( ) his students what to write in their text.  
a. spoke   b. talked   c. told   d. said
- 3 Tokyo ( ) a large number of tourists.  
a. appears   b. includes   c. appeals   d. attracts
- 4 Mike returned the text book he ( ) from Mary the day before.  
a. has been borrowing   b. has borrowed   c. had borrowed   d. was going to borrow
- 5 ( ) this task by the time you come.  
a. I finished   b. I've finished   c. I'll have finished   d. I've been finished
- 6 After a lot of problems, George ( ) how to learn to use this machine.  
a. managed   b. gave up   c. put off   d. succeeded
- 7 I have been to the camera shop to have my camera ( ).  
a. repair   b. repaired   c. for repair   d. repairing
- 8 Mary phoned her neighbor to ask her to stop ( ) music while she was sleeping.  
a. to play   b. playing   c. to playing   d. from playing
- 9 ( ) annoys me is that she insists on urging that matter.  
a. It   b. That   c. Which   d. What
- 10 I was born and ( ) up in London.  
a. brought   b. held   c. taken   d. risen
- 11 Little children should be ( ) away from fire.  
a. done   b. kept   c. take   d. went
- 12 The climate of Hokkaido is colder than ( ) of Tokyo.  
a. this   b. that   c. most   d. part
- 13 His ideas are all out of ( ). They are like fossils.  
a. order   b. temper   c. time   d. date
- 14 This picture reminds me ( ) my good old days.  
a. on   b. in   c. of   d. with
- 15 The snow prevented me ( ) going out.  
a. from   b. of   c. with   d. without

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## II. 以下の英文を読んで、設問に答えなさい。

Japan's female workers in 2019 [1] constituted 45 percent of the total paid workforce. The workforce participation rate of Japanese women has shown a steady upward trend, and 71 percent of all women between fifteen and sixty-five years of age were ( 2 ) in waged labor in the same year. [3] Married women from twenty-five to twenty-nine years of age had the highest labor force participation rate among women in various age groups, with more than four in five being employed in one form or another. [4] With regard to industrial classification, women were concentrated in the \*tertiary and quaternary industries, in particular in the service, sales, ( 5 ), finance, and insurance sectors. In the ( 6 ) industry, women were \*conspicuous in light industries, such as textiles and food production, rather than in heavy industries. On the surface, these \*statistics suggest that women do not regard domestic labor as their only option and play an indispensable role in the labor market.

Unlike most men, however, the majority of women who explore the possibility of entering the job market solve complex \*equations involving many \*variables. From a life cycle perspective, women must generally make decisions at three different times: at marriage, following childbirth, and when their last child \*commences schooling. The younger generation, which has produced fewer children and has an increased [7] life expectancy, has a far longer period of life after child-rearing compared with preceding generations. Furthermore, only about half of the younger female employees remain in the workforce after giving birth to their first child. [8] Although most women aspire to work, the reality is that their careers are \*constrained in ways \*foreign to most men.

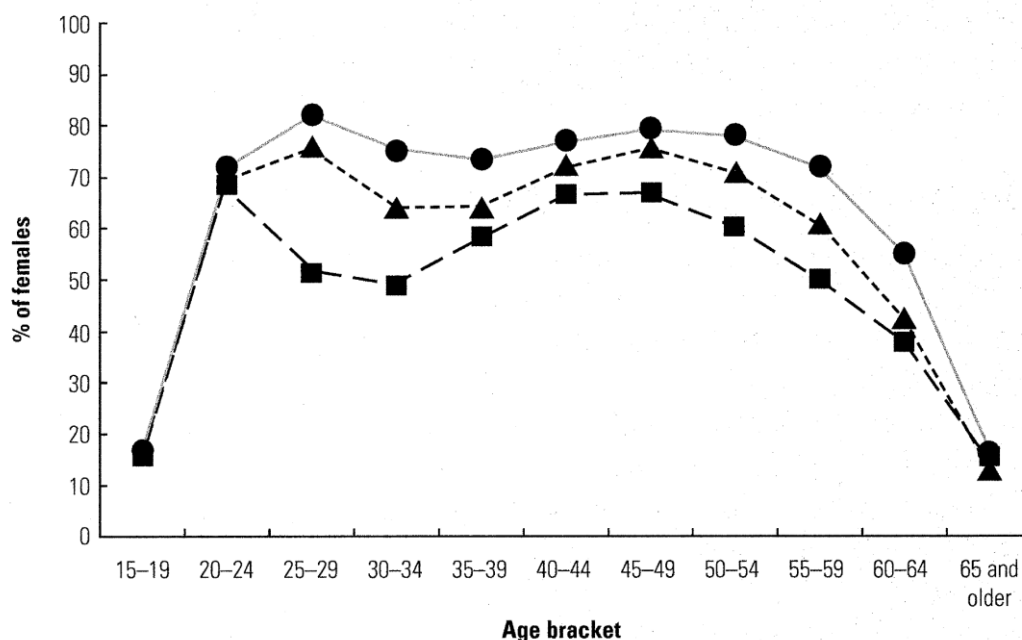


Figure 1 Age-based female labor participation rates, 1985-2017

Source: Adapted from Ministry of Internal Affairs and Communications 1985, 2007, 2017

The strength of these pressures manifests itself in the so-called M-shaped curve of female labor force participation, which indicates the percentage of working women in different \*age brackets. [9] Figure 1 captures this

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picture at three different points in time: 1985, 2007, and 2017. The 2017 curve ascends to the age bracket of the late twenties, descends in the early thirties, and swings steadily upwards to the late forties, when it finally begins to decline. The valley between the two peaks represents the phase in which women leave the labor force for child-rearing. The figure shows that the valley became less steep over the three decades covered, and the M-shaped curve increasingly flattened. While less than half of all women in the first half of their thirties were in the workforce in 1985, three-quarters stayed in the labor force in 2017. By the end of the 2010s, every age bracket from twenty to fifty-nine sustained a level above 70 percent. Thus, gradually and steadily, an increasing number of women have attempted to \*defy the \*constraints of raising children, though part-time work has dominated as an option for women who wish to return to work after child-rearing. Approximately seven out of ten part-time and casual workers were women, and housewives constituted an overwhelming majority of this category, thereby creating a large housewife part-time labor market. The flattening of the M-shaped curve is \*attributable primarily to the rise of non-regular, part-time, and casual jobs among women.

\*tertiary and quaternary industries 第三次および第四次産業      \*conspicuous: 目立つ      \*statistics: 統計  
\*equations: 方程式      \*variables: 変数      \*commence: 開始する      \*constrain: 制約する  
\*foreign: 無縁な      \*age bracket: 年齢層      \*defy: 拒絶する      \*constraint: 強制  
\*attributable: 起因する

Yoshio Sugimoto, *An Introduction to Japanese Society (Fifth Edition)*, Cambridge University Press, 2021

1. 下線部[1]を言い換えたものとして適切なものを選び、記号で答えなさい。  
a. consisted of    b. constructed    c. combined    d. cost
2. 空欄(2)に当てはまる適切な語を選び、記号で答えなさい。  
a. investigated    b. engaged    c. excluded    d. ordered
3. 下線部[3]を日本語に訳しなさい。
4. 下線部[4]を言い換えたものとして適切なものを選び、記号で答えなさい。  
a. Familiar to    b. In terms of    c. In spite of    d. According to
5. 空欄(5)に当てはまる適切な語を選び、記号で答えなさい。  
a. farming    b. fishery    c. construction    d. restaurant
6. 空欄(6)に当てはまる適切な語を選び、記号で答えなさい。  
a. advertising    b. banking    c. manufacturing    d. media
7. 下線部[7]の意味として適切なものを選び、記号で答えなさい。  
a. 生命保険    b. 平均寿命    c. 生活保護    d. 生命倫理
8. 下線部[8]を日本語訳しなさい。
9. 下線部[9] に関して、Figure 1 中の●・▲・■はそれぞれの年を表している。本文を参考にその組み合わせとして正しいものを一つ選び、記号で答えなさい。  
a. ● : 1985 年    ▲ : 2007 年    ■ : 2017 年    b. ● : 1985 年    ▲ : 2017 年    ■ : 2007 年  
c. ● : 2007 年    ▲ : 1985 年    ■ : 2017 年    d. ● : 2007 年    ▲ : 2017 年    ■ : 1985 年  
e. ● : 2017 年    ▲ : 1985 年    ■ : 2007 年    f. ● : 2017 年    ▲ : 2007 年    ■ : 1985 年

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III. 以下の各文が完成した文となるように、それぞれの選択肢を並び替え、空欄の 1 と 2 に当てはまるものをそれぞれ記号で答えなさい。なお、冒頭に来る語も小文字で表記している。

- 1 It ( ) ( 1 ) ( ) ( 2 ) ( ) knows the truth.  
a. everyone    b. before    c. be    d. won't    e. long
- 2 He never ( ) ( 1 ) ( ) ( 2 ) ( ).  
a. keep    b. fails    c. promise    d. his    e. to
- 3 I listened carefully ( ) ( 1 ) ( ) ( 2 ) ( ) miss a single word.  
a. I    b. not    c. that    d. so    e. would
- 4 It was very ( ) ( 1 ) ( ) ( 2 ) ( ) your seat to the old woman.  
a. of    b. to    c. you    d. give    e. kind
- 5 It ( ) ( 1 ) ( ) ( 2 ) ( ) drive this car.  
a. is    b. I    c. uncertain    d. can    e. whether

IV. 以下の文章は子どもをもつ保護者向けに書かれたものである。これを読んで、設問に答えなさい。

Artificial intelligence (AI) is one of the biggest technological developments of the past 20 years, with AI ( 1 ) increasingly integrated into our daily activities from online shopping to gardening.

Our data showed that children as young as 7 are already experimenting with \*generative AI, so there's a chance your child might know more about it than you! As with much of the online world, there are risks involved with generative AI, but they can be reduced by introducing kids to its capabilities in mindful, yet fun, ways.

Generative AI is just one type of artificial intelligence, but thanks to the launch of ChatGPT at the end of 2022, it's arguably the one that's gained the most attention. ChatGPT and other generative AI models can create new content, such as text, images, audio, or code, based on patterns and data it has been trained on. Unlike traditional AI, which follows set rules or analyzes existing data, generative AI can produce original content that resembles human creativity. For example, if given a \*prompt, a generative tool can write a continuation of a sentence or create an image based on a given theme.

The AI's output is based on learned patterns, so it doesn't truly understand the content like a human, which means it can sometimes produce mistakes or biased information.

There are many ways school children can use generative AI in their academic life and beyond, including answering questions and carrying out research, outlining essays, explaining difficult concepts, designing study plans, and generating practice questions in preparation for exams.

[2] Generative AI is a powerful tool that has the potential to help kids educationally and developmentally, but as with most other technologies, there are concerns and limitations we need to be aware of.

One major concern is the potential for kids to become overly reliant on using generative AI to complete their schoolwork, which could lead to a decline in critical thinking and problem-solving skills. ( 3 ), there's a risk

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that children might not fully understand or verify the accuracy of the information provided by AI, leading to the spread of misinformation.

As AI models often collect and process large amounts of user data, kids' data could be collected and used in ways they might not fully understand. Generative AI tools like ChatGPT have an age restriction of 13+ because of children's online privacy regulations.

There's also a risk of kids forming unhealthy relationships with AI \*chatbots, treating them as friends or counselors, for example. This could impact their ability to develop real-life interpersonal skills and deter them from seeking support from their parents or teachers.

\*generative AI: 生成 AI      \*prompt: プロンプト（AI に与える指示や質問）

\*chatbot: チャットボット（自動会話プログラム）

Michael Guy, 'AI for kids: 5 fun ways to introduce children to generative AI', *Qustodio*, November 26, 2024

<https://www.qustodio.com/en/blog/ai-for-kids/>

1. 空欄(1)に当てはまる適切な語句を選び、記号で答えなさい。

a. to be    b. being    c. be    d. is

2. 下線部[2]を日本語訳しなさい。

3. 空欄(3)に当てはまる適切な語を選び、記号で答えなさい。

a. Additionally    b. However    c. Accordingly    d. Although

4. 本文で述べられているものとして適当でないものを2つ選び、記号で答えなさい。

- a. 生成 AI は、人間のような創造性を発揮することができる。
- b. 生成 AI は、文章だけでなく、画像や音声を生成することもできる。
- c. 生成 AI を多用することで、子どもたちの批判的思考が高まると期待されている。
- d. 生成 AI は学習を繰り返すので、見方の偏った回答は行わない。
- e. ChatGPT は、利用に年齢制限を設けている。
- f. 生成 AI には、子どもたちがそれを友人のようにみなしてしまうという危険性がある。

5. 大学生として、生成 AI とどのように向き合っていくべきか、あなたの考えを 60~80 語の英文で記しなさい。

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I

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

II

1	2			
3				
4	5	6	7	
8				
9				

III

1 (1)                    (2)	2 (1)                    (2)	3 (1)                    (2)
4 (1)                    (2)	5 (1)                    (2)	

(2 枚目に続く)

受験 番号		氏 名		*	*
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\*の欄は記入しないこと

※解答はすべて解答用紙に記入すること。

IV

1			
2			
3	4		
5			

受験 番号		氏 名		*	*
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＊の欄は記入しないこと

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I

1 b	2 c	3 d	4 c	5 c
6 a	7 b	8 b	9 d	10 a
11 b	12 b	13 d	14 c	15 a

II

1  a	2  b			
3  25 歳から 29 歳の既婚女性の労働力率は、さまざまな年齢層の女性のなかで最も高く、5 人に 4 人以上が何らかのかたちで就業していた。				
4  b	5  d	6  c	7  b	
8  ほとんどの女性が仕事を熱望しているが、現実には女性のキャリアは多くの男性にとって無縁なかたちで制約されている。				
9  f				

III

1 (1) c (2) b	2 (1) e (2) d	3 (1) c (2) e
4 (1) a (2) b	5 (1) c (2) b	

(2 枚目に続く)

受験 番号		氏 名		*	*
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\*の欄は記入しないこと



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IV

1	b		
2	生成 AI は、子供たちの教育や発達に役立つ可能性を秘めた強力なツールだが、他の多くの技術と同様、我々が知るべき懸念や限界もある。		
3	a	4	c d ,
5			

受験番号		氏名		*	*
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＊の欄は記入しないこと