

2025年度

G 3

英 語

2月25日(火)

工 学 部

12 : 30~13 : 50

【前 期 日 程】

注 意 事 項

試験開始前

- 1 監督者の指示があるまで、問題冊子、解答用紙に手を触れてはいけません。
- 2 監督者の指示に従って、全部の解答用紙(3枚)に受験番号を記入しなさい。

試験開始後

- 3 この問題冊子は、10 ページあります。はじめに、問題冊子、解答用紙を確かめ、枚数の不足や、印刷の不鮮明なもの、ページの落丁・乱丁があった場合は、手をあげて監督者に申し出なさい。
- 4 解答はすべて解答用紙に記入しなさい。
- 5 問題は、声を出して読んではいけません。
- 6 配点は、比率(%)で表示してあります。

試験終了後

- 7 問題冊子は、必ず持ち帰りなさい。

- 1 Read the following passage and answer the questions. (30 %)

著作権の関係上、公表しません。

著作権の関係上、公表しません。

出典：Astrid Lindgren (1947) *Alla vi barn i Bullerbyn*, translated by Florence Lamborn *The Children of Noisy Village*, 1988, London: Puffin Books, pp. 25–29. 一部改編

Questions. Answer all questions in Japanese except Question 1.

1. Who was the owner of the dog at first? Choose the person from the following and write (a), (b), (c), or (d).
 - (a) Mr. Kind
 - (b) Olaf
 - (c) Olaf's father
 - (d) Skip
2. How did Olaf first try to become friends with Skip?
3. Olaf did a number of things for Skip while the shoemaker was in bed with his leg. List four of them.
4. What does it refer to in the story?
5. What did Olaf's father do for him after he had been sad for days and days?
6. Why doesn't Skip go as far as Mr. Kind's house anymore?

2

Each sentence has four underlined items, (a), (b), (c), and (d). Identify the item that needs to be corrected. Then correctly rewrite the entire item without changing the meaning of the sentence. (10 %)

Example: I've (a) ever (b) visited Hawaii (c) but would like to (d) sometime.

Answer:

Example	
(a)	never

1. This is (a) the last party (b) where Yuko (c) and Jiro talked (d) to each other at.
2. (a) By the time Taro and Hanako (b) arrived, their mother will (c) have (d) recovered.
3. I have not (a) been to New York (b) yet, (c) and my wife has not (d) neither.
4. The (a) recent earthquake has only brought a (b) small amount of (c) damages to our office building, so I suppose we (d) were very lucky.
5. Things are (a) going well (b) with our project; we (c) didn't have any technical or (d) financial problems so far.

3

Read the following passage and the four replies to it, then answer the questions. (25 %)

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Washington Post. April 30, 2024. (<https://www.washingtonpost.com/opinions/2024/04/30/family-size-big-families/>). 一部改編

Questions.

1. There is the word *you* in the sentence, “How do you do it?” According to the author’s explanation, who are the *you* in his family? Answer **in Japanese**.
2. The author mentions several possible disadvantages of children joining “the fast-paced rat race.” What is one of them? Answer **in Japanese**.
3. The author introduces ideas from 1) Isabel Sawhill, 2) a survey of 7,000 U.S. mothers, and 3) a Norwegian study. Which two of the three sources provide information that supports the author’s opinion? Choose the correct combination from the following and write (a), (b), or (c) on the answer sheet.
 - (a) Isabel Sawhill and the survey of 7,000 U.S. mothers
 - (b) Isabel Sawhill and the Norwegian study
 - (c) The survey of 7,000 U.S. mothers and the Norwegian study
4. Choose the correct statement from the choices below. Write (a), (b), (c), or (d) on the answer sheet.
 - (a) All four of the people writing replies agree with the main idea of the article.
 - (b) All four of the people writing replies disagree with the main idea of the article.
 - (c) Three people writing replies agree with the main idea of the article, while one disagrees.
 - (d) Two people writing replies agree with the main idea of the article, while two disagree.
5. Three of the four people writing replies to the article make a point based on personal experience. Which one of the four does not? Write this person’s name, **in English**, on the answer sheet.
6. When Mr. Tyler was a teenager, why didn’t he have enough time to go to movies, play baseball, or talk to girls? Give as many details as possible. Answer **in Japanese**.

- 4 A high school student is giving the new ALT a tour of the school. Choose the best word or words to complete the conversation. (10 %)

Student: Are you Mr. David?

ALT: Yes, but my last name is Miller. You can ₍₁₎ (call/name/say) me Mr. Miller or just David.

Student: Oh, sorry, Mr. Miller.

ALT: No problem! And you are?

Student: My name is Yuki. I'm here to show you around the school.

ALT: Nice to meet you, Yuki. I appreciate you ₍₂₎ (take/taken/taking) the time.

Student: My pleasure. Shall we go up to the third floor first?

ALT: Sure. Lead the way!

[They go up to the third floor.]

Student: This floor is mostly classrooms for the freshmen.

ALT: I've ₍₃₎ (heard/listened/told) that Japanese high school students spend most of the day in the same classroom.

Student: That's right. Most of our classes take place in our homeroom. We go to other places for special classes, like the gym for PE.

ALT: That's new to me.

Student: Isn't that the way ₍₄₎ (others/they/we) do it in America?

ALT: No, in fact it's just the opposite. Students usually have a homeroom in the morning, and then they go to a different classroom for each subject.

Student: What about the teachers?

ALT: The teachers stay in the same room all day. They have their own room and the students come to them for class.

Student: I think it ₍₅₎ (was/were/would be) interesting to go to a different classroom each period.

ALT: It also means the teachers can give their room the stamp of their own personality.

5

Read the following article and answer the questions below. (25 %)

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参考: BBC News, "Belgium offers chickens to waste-cutting households," February 26 2010,
<http://news.bbc.co.uk/2/hi/europe/8539877.stm>

Questions.

1. According to the above article, about how many eggs would you expect three chickens to produce each month?
2. The article mentions a number of benefits to having chickens. Write four of them **in Japanese** within 20 characters per benefit.

3. Below are popular English proverbs (ことわざ) about birds. Choose the one that you think best matches the above article, and circle the letter you have chosen on the answer sheet.

- (a) "It's an ill bird that fouls its nest."
- (b) "A bird in the hand is worth two in the bush."
- (c) "Kill two birds with one stone."
- (d) "The early bird catches the worm."
- (e) "Birds of a feather flock together."
- (f) "Fine feathers make fine birds."
- (g) "Don't count your chickens before they hatch."

正解・解答例

教科・科目名	英語（前期日程試験：令和7年度） 1 / 2	問題番号	G 3
対 象 学 部・ 学科(課程)等	工学部		
<div>1</div> <div>(30) %</div> <div>配点 (60) 点</div>	1. (a) 2. 肉付きの骨を与えた。 3. 犬小屋の掃除をした（＝犬小屋をきれいにした）。 水飲み（皿）をきれいな水で満たした。 たくさんの食べ物を与えた。 遠くまで散歩に連れ出し（て、また村まで戻ってき）た。 （「自由に走り回れるように連れ出した。」も可。） 4. 長時間犬小屋につながれた状態にいること。 5. 靴屋(Mr. Kind)から犬(Skip)を買い取って息子(Olaf)に与えた。 6. 靴屋が家から出てきて自分を連れ帰るのではないかと心配しているから。		
<div>2</div> <div>(10) %</div> <div>配点 (20) 点</div>	1. (b) which 2. (b) arrive もしくは have arrived 3. (d) either 4. (c) damage 5. (c) haven't had		
<div>3</div> <div>(25) %</div> <div>配点 (50) 点</div>	1. 筆者夫妻と年長の子どもたち 2. 大人になって（人生を楽しむために）必要となる習慣を身につける妨げになる。（「独立心を養う妨げになる。」または「自己決定能力を養う妨げになる。」も可。） 3. (c) 4. (b) 5. Ms. Foster 6. 赤ちゃんの世話、衣服の洗濯、昼食の準備などの家事をしなければならなかったため。		
<div>4</div> <div>(10) %</div> <div>配点 (20) 点</div>	1. call 2. taking 3. heard 4. they 5. would be		

正解・解答例

教科・科目名	英語（前期日程試験：令和 7 年度） 2 / 2	問題番号	G 3
対 象 学 部・ 学科(課程)等	工学部		
<div>5</div> <div>(25) %</div> <div>採点時の配点</div> <div>(50) 点</div>	<div>1. 50 (9 %)</div> <div>2.</div> <div> <ul style="list-style-type: none"> ・ 廃棄物を削減できること (11 字) ・ 新鮮な多数の卵を入手できること (15 字) ・ 肥料を入手できること (10 字) ・ 植物を食べる昆虫を駆除できること (16 字) </div> <div>(8 %)</div> <div>3. (c) (8 %)</div>		

採点・評価基準(具体的基準)

教科・科目名	英語（前期日程試験：令和 7 年度） 1 / 2	問題番号	G3
対 象 学 部・ 学科(課程)等	工学部		
出題のねらい	<p>① 物語文を読んで、話の展開や内容、登場人物の行動、場面状況等を把握する英文読解力をみる。</p> <p>② 英語の文法および語法の知識に基づき、適切な形式での表現力をみる。</p> <p>③ 現代社会の課題に関する議論を読んで、内容を正確に把握する英文読解力をみる。</p> <p>④ 英語コミュニケーションの中で、文脈に応じた適切な表現を選び、使用する力をみる。</p>		
採 点 基 準 (点数は200点 満点の場合)	<p>① 配点30% (60点)</p> <p>1 8点 2 8点 3 20点 (5点×4) 4 8点 5 8点 6 8点</p> <p>② 配点10% (20点)</p> <p>4点×5 (各問記号選択2点＋語句修正2点)</p> <p>③ 配点25% (50点)</p> <p>1 8点 2 6点 3 8点 4 8点 5 8点 6 12点 (具体的事項 1 つに対して4点)</p> <p>④ 配点10% (20点)</p> <p>4点×5</p>		

採点・評価基準(具体的基準)

教科・科目名	英語（前期試験：令和 7 年度） 2 / 2	問題番号	G3
対 象 学 部・ 学科(課程)等	工学部		
出題のねらい	<p>⑤ 家庭ごみ削減のためにベルギーのある町で行われた，各家庭にニワトリを配布する政策とその政策の波及効果について書かれた文章の論理的展開を把握できたか，英語の読解力を問うとともに，工学者としての素養（論理的思考力・表現力等）を問う。</p>		
採 点 基 準 (点数は200点満点の場合)	<p>⑤ 配点25%（50点）</p> <p>1. （配点 1 8 点） 「about 200 eggs」，「three chickens」などの記述から，「約50個」であることが正しく見積もられていること。</p> <p>2. （配点 1 6 点） 「廃棄物を削減できること」，「新鮮な多数の卵を入手できること」，「肥料を入手できること」，「植物を食べる昆虫を駆除できること」がそれぞれ20字以内の日本語で書かれていること。それぞれに4点ずつが与えられる。</p> <p>3. （配点 1 6 点） 解答欄の(c)を丸で囲むことで選択できていること。</p>		