

外国語

英語コミュニケーションⅠ・Ⅱ

論理・表現Ⅰ

1. 解答票右上の受験番号記入欄に記入・マークした受験番号と自分の受験票の受験番号が同じかどうか確認してください。
2. 開始の指示があるまで、この問題冊子を開かないでください。
3. 机上には、受験票・受験票(控)、HBまたはBの黒鉛筆、消しゴム、時計以外のものを置かないでください。
4. 解答は、すべて解答票に記入してください。
5. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答票の汚れ等に気付いた場合は、手を高く挙げて監督者に知らせてください。
6. 不正行為について
 - ① 不正行為に対しては厳正に対処します。
 - ② 不正行為に見えるような行動が見受けられた場合は、監督者が注意をします。
 - ③ 不正行為を行った場合は、直ちに受験を取りやめさせます。
7. 試験終了後、この問題冊子を持ち帰ってください。

受 験 番 号	氏 名

問題は次頁から始まります。

問題は から まで、1 ページから 11 ページまであります。確かめなさい。
解答番号 から までマークしなさい。

次の会話文を読んで、 ～ までの()内に入るのに最も適切な文を、下の①～⑦から一つずつ選び、その番号をマークしなさい。ただし、同じ番号を二回以上選んではいけません。

A: Did you see the flyer about the weekend cleanup event?

B: No. ()

A: It will be at the riverside park.

B: Sounds good. ()

A: We just need gloves and a hat.

B: I can bring some extra gloves. ()

A: 9:00 AM. Let's meet at the station at 8:30.

B: ()

A: No, but we will get a certificate and community points.

B: () I'm looking forward to it.

Choices:

- ① What time does it start?
- ② What do we need to bring?
- ③ Where will it be held?
- ④ Will we receive school
- ⑤ credit? Can we bring our
- ⑥ pets? This sounds great.
- ⑦ Is it a school trip?

Ⅱ 次の ⑥ ～ ⑩ の (A～E) から四つの文を選び、一つの対話としてまとまるように並べ替えたとき、最も適切な配列はどれですか。下の ① ～ ⑤ から一つずつ選び、その番号をマークしなさい。ただし、この対話では、最初に設定された文に続けて、二人の話者が (A～E) のいずれか一つの文を、交互に発言するものとします。

⑥ I saw someone sleeping on the street today.

A: That's not a good idea. We should solve the problem right away.

B: I can't just be a bystander. I want to do something to help.

C: That's so sad. I wonder if they have enough to eat.

D: I know there is one nearby. I'll ask if they need help this weekend.

E: Well, let me think. Maybe we can volunteer at a shelter. Even small help matters.

- ① A—B—D—C ② D—E—B—A ③ C—B—E—D
④ C—D—E—B ⑤ B—E—D—A

⑦ Someone posted a mean comment on my Instagram post again.

A: I only post kind messages because I want to be a good example online.

B: Yes, you're right. Otherwise, you will be hurting them instead.

C: Maybe they think it's just a joke, but it's not.

D: That's cyberbullying. You can delete it, report it, or restrict the user's access.

E: I don't understand why people do that. It really hurts me a lot.

- ① D—E—C—A ② A—E—B—C ③ D—C—B—A
④ C—D—E—B ⑤ B—A—E—D

⑧ I saw a restaurant throw away a lot of food last night.

A: It's a big problem. We should buy less and cook less.

B: Maybe we need better donation systems for those people.

C: Supermarkets do that, too. They throw away too much for "perfect" looking food.

D: That's sad. So many people are still hungry.

E: Or laws like those in France. That would help.

- ① D—A—E—B ② D—E—C—B ③ A—D—B—C
④ C—D—B—E ⑤ C—A—B—D

9 I feel like everyone's always on Instagram or TikTok these days.

A: I know. So, I've been trying a "no phone" hour before bed.

B: I was too. I think I will never spend a day without a phone.

C: Yeah, it's fun but can mess with your focus.

D: Same here. But I also feel kind of addicted.

E: Totally. I sometimes scroll for hours without noticing.

① E—D—B—A

② C—D—E—B

③ B—E—D—C

④ A—E—C—D

⑤ E—D—C—A

10 I discovered so many new songs on this app.

A: Music really helps me relax during busy days.

B: I like how I can make my own playlists, based on their recommendations.

C: Me, too. Their recommendations are pretty good.

D: Yeah, I have one for every mood.

E: I don't agree with you. It's my escape from the real world.

① D—C—E—A

② C—B—D—A

③ A—C—D—B

④ D—B—E—C

⑤ C—E—D—B

- Ⅲ カッコでくくった部分A.～E.において、与えられた語句を並び替え、最も適切な文を完成させなさい。解答は 11 ～ 20 に入れるものの番号をマークしなさい。

Generative AI*, like ChatGPT, is a kind of computer program that can write complete sentences and answer users' questions. It works by using something called a large language model (LLM), which learns how people use language by reading a huge number of texts, such as books, websites, and conversations.

At the beginning, the AI goes through a training process A.(11 12). Instead of learning facts or real-world knowledge, it focuses on finding patterns in language. For example, it may notice that B.(13 14) "I eat breakfast in the ...". By remembering patterns like this, it becomes able to C.(15 16).

When a person gives the AI a sentence or short input, it starts creating a reply by choosing the next word, one at a time. For example, after reading "Today I feel," the AI might pick a word like "happy," "tired," or "cold," D.(17 18). It keeps doing this until the sentence is finished.

Many people think the AI understands what it says, but actually, it does not. It only follows word patterns and does not understand real meaning. Because of this, it sometimes E.(19 20).

Since the AI has read so many examples of human language, it has learned to sound very natural — similar to how people usually speak or write.

(注)

Generative AI 生成 AI

A.

- | | | | |
|---------|--------|---------|----------------|
| ① it | ② of | ③ where | ④ large amount |
| ⑤ reads | ⑥ text | ⑦ a | |

B.

- | | | | |
|--------------|---------------|------------|---------|
| ① the phrase | ② often comes | ③ the word | ④ after |
| ⑤ "morning" | | | |

C.

- | | | | |
|---------|--------|-----------------|---------|
| ① guess | ② come | ③ will probably | ④ which |
| ⑤ word | ⑥ next | | |

D.

① based

② best

③ what

④ on

⑤ is

E.

① that

② look

③ not true

④ things

⑤ but are

⑥ writes

⑦ correct

IV 次の英文の [21] ～ [30] までの()内に入れるのに最も適切なものを、次のページの①～⑩から一つずつ選び、その番号をマークしなさい。ただし同じ番号を二回以上選んではいけません。

Today, we can instantly access information from all over the world through our smartphones and computers. This convenience is helpful, but it also brings a serious problem: fake news. Fake news refers to false or misleading information spread as if it ([21]) true. It can harm both individuals and society in different ways.

Fake news can look different. Some stories are not true at all. Others are based on real events but are made to sound bigger or are shown in the wrong way. For example, a story might use an old photo to make something look current, or use incorrect numbers to give a false ([22]). People often use these tricks to get attention and change what others think.

Why does fake news spread so fast? One reason is the rise of the internet, especially social media. In the past, news came from newspapers and TV, where facts were checked. But now, anyone ([23]) post or share content online. Social media also shows us content we're likely to agree with.

This means people only see or hear opinions that are the same as theirs. In this space, false information can seem more believable when repeated. As a result, people may ([24]) fake news without realizing it.

The effects of fake news are serious. In politics, it can mislead voters and affect elections. In health, it can promote false treatments and cause people to avoid medical care. In business, rumors can damage reputations or cause stock prices to fall. Fake news can also spread prejudice and increase ([25]) in society.

What can we do? Technology helps — some companies are building systems to detect fake news, and platforms try to limit its spread. But that alone isn't enough.

The most important solution is to improve our media literacy. This means learning to think carefully and critically about the information we see. We should always ask, "Is this really true?" or "Who created this and why?" Before ([26]) anything, check the source. Is it from a trusted news site?

Looking at multiple sources can give a more accurate picture. Fake news often uses fear or anger to make people react fast. If something makes you feel very emotional, stop and (27) before you believe or share it.

Schools are teaching media literacy. Students are learning how to check facts and share them responsibly. These skills are useful not just in school, but also in daily life.

Talking with others can help. By discussing what we see online with friends or family, we can develop a more balanced view. Questions like “Do you think this is true?” or “Are there other sources?” lead to (28) understanding of the issue.

Fake news won’t disappear easily, but we can reduce its impact. The internet is a powerful tool, but to use it well, we must become smart and informed users who think before we act.

In today’s world, the key is not just what we believe, but how we engage with information. By thinking critically, checking facts, and listening to many views, we can avoid being misled. If each of us (29) responsibility for the information we consume and share, we can help protect the truth and support a healthier society.

Everyone should understand that fake news affects all of us. The more careful and thoughtful we are with the information we handle, the (30) we can build a society based on trust and truth.

語群

①	takes	⑥	sharing
②	more	⑦	can
③	think	⑧	conflict
④	impression	⑨	were
⑤	deeper	⑩	spread

- V 次の英文を読んで、その内容に基づいて 31 から 34 の答えとして最も適切なものを、下の①～④から一つ選び、その番号をマークしなさい。

What do Brunei, Eswatini, Oman, Saudi Arabia, Vatican City and each of the United Arab Emirates all have in common? Hint: it is an older version of what many liberal democracies in Europe have — and what Japan and Thailand also maintain. The answer, of course, is monarchy, but more to the point: absolute monarchy.

Constitutional monarchies are symbolic. Absolute monarchs are also symbolic, but possess real and total political power. Among the above mentioned kingdoms Eswatini is perhaps the least known. It is a small country without a coastline about the size of Shikoku in area, and is bordered by South Africa and Mozambique. Once known as Swaziland, it traces its history to the middle of the 18th century. Its current monarch is King Mswati III who has been on the throne since 1986 — when he was only eighteen years old. A long list of abuses has been attributed to him: mass killing of protestors, assassination* of opponents, banning of gatherings, and torture. (He also has sixteen wives in a country where Christianity predominates with traditional Swazi cultural influence.) Vatican City, on the other hand, is ruled over by (the wifeless) American-born Pope Leo XIV who, oddly enough, is elected, yet has absolute power and serves for life. There is no watchdog* branch of government holding him to any kind of constitution.

As bad as life can be under an authoritarian* king or queen, the least free countries in the world today are not these absolute monarchies. However, some of the lowest ranking countries ranked by Freedom House* have had a history of absolute monarchy. Iran, Russia, and Yemen are cases in point. Freedom House tells us that the worst places to live are republics — countries without monarchs — lacking the kinds of conditions we associate with a healthy society. These places include North Korea, Turkmenistan and Eritrea.

Historically, in most situations where we find any kind of monarch being totally removed, the transition is bloody. Revolutionary France is certainly the most famous example, with its conversion from monarchy to republic costing as many as 170,000 lives. In the case of Russia, the death toll involving an overthrow soared to one and a half million.

Monarchs as symbols make easy targets. During times of war it matters little to propagandists* if the enemy monarch's actual power is limited or if their responsibility for the conflict is unclear. In the long years of World War II Japan's Emperor Hirohito was seen by the Allies as being every bit as wicked as his Nazi "buddy" Adolf Hitler, as someone who thought he was a god, singlehandedly plotting Japan's strategy of conquest while commanding unquestioning obedience from his military advisers. As things turned out, he survived defeat

without a scratch, became a useful public relations tool for the winners, and during his long reign was thrilled to be able to visit Disneyland exactly thirty years after the end of the war. Who can imagine Hitler meeting Mickey Mouse?

On 14 June 2025, the U.S. Army marked its 250th anniversary. That was also Flag Day, a day set aside in 1916 for observance of American flag history, and President Donald Trump's 79th birthday. On that day, by presidential order, a rare military parade took place on the streets of Washington, D.C. that generally followed the pattern of France's traditional Bastille Day celebration. Not only did Trump's most vocal detractors* think the parade a waste of money, but they also organized simultaneous demonstrations across the country, claiming Trump was acting outside the Constitution with his mass deportations* and severe government reduction policies. The protests were historic in scale. As many as six million protesters took to the streets in what they called a "No Kings" political movement which was, in part, an attempt to draw national attention away from "Trump's expensive birthday party."

The curious person will then wonder what "kings" the protesters had in mind.

We can find some answers by looking at websites that are typically critical of Trump, such as *The Conversation*. There it is explained that the early Romans created a republic because they were unhappy with their corrupt kings. The Founding Fathers of the United States studied about such kings of the classical past and believed a republic better suited the needs of the new United States of America. Writers at *The Nation* called King George III 'angry' and used him as an example of a king that caused oppression. However, *The Nation* did not mention that many of the problems the American colonists faced were caused by the British Parliament. It appears the editors of *The Nation* were strongly influenced by the heated language of the Declaration of Independence, a powerful example of political propaganda. It was a call for unity and total rejection of British rule after 15 months of fighting. Thomas Jefferson, the document's main author, knew the king did not claim any "divine right" to rule like some other European kings. Jefferson also understood that George III was not fully responsible for the long list of 27 grievances* that followed those majestic opening paragraphs. By 1776 the British monarchy no longer had practical power to block laws made by Parliament.

The two one-syllable words in "No kings" at the very least make for a catchy sounding slogan, but there are obviously good kings as well as bad ones, and monarchies these days, as pointed out, are usually ceremonial. "No tyrants"* might have been more precise, as 'tyrant' in its modern usage never has a positive meaning, though its spelling is certainly trickier than 'kings.'

(注)

assassination 暗殺。政治的理由で有名な人物を殺すこと

watchdog 監視機関。権力を監視し、不正を防ぐ組織

authoritarian 権威主義的な

Freedom House 世界中の政治的権利と市民的自由の状況を評価し、報告する無党派の組織

propagandists 宣伝者。意見や情報を広める人

detractors 反対者。批判的な意見を持つ人

deportations 追放。国外に強制的に追い出すこと

grievances 苦情、不満。不満や不正の訴え

tyrants 暴君。強制的に権力を行使する支配者

31 What truth about monarchies does the article begin by emphasizing?

- ① Many of them are limited in what they can do.
- ② A few are genuinely powerful.
- ③ They are strong on symbolism.
- ④ All of the above.

32 What absolute monarchy has or had a democratic element?

- ① France
- ② Eswatini
- ③ Vatican City
- ④ Russia

33 What do Hirohito and King George III have in common in American history books?

- ① They were both heroes.
- ② They were both made to look evil.
- ③ They both did their best in limited conditions.
- ④ They both were fans of Disney.

34 How do the protesters in the “No kings” movement view the word “kings”?

- ① It is a word even children can understand.
- ② They see it as meaning anyone abusing their power politically.
- ③ They view it on their smartphones, computers and televisions.
- ④ None of the above.

(以上で問題は終わりです。解答番号 35 以降は使用しません。)