

2026年度 C日程

教育学部・人間科学部
文学部 英米語英米文学科・外国語学科

外国語

英語コミュニケーションⅠ・Ⅱ

論理・表現Ⅰ

注 意

1. 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。
2. 机上には、受験票、黒鉛筆、消しゴム、時計以外のものを置かないでください。
3. 受験票と机の上に貼ってある受験番号が同じかどうか確認し、問題冊子と解答用紙のすべてに受験番号と氏名を記入してください。
4. 解答は、すべて解答用紙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・乱丁及び解答用紙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 **I** から **V** までで、1 ページから 16 ページにあります。確かめてください。

各大問の英文や表をもとに、解答番号 **1** ～ **45** に当てはまるものとして最も適当な選択肢を1つ選びマークしなさい。

I

1. The teacher asked the students to write a short (**1**) of the article they had read.
① decision ② summary ③ solution ④ recover
2. (**2**) interested in art, she visited the museum every weekend in London.
① Being ② Is ③ Been ④ To be
3. Because of the heavy rain, the soccer match was (**3**).
① won ② postponed ③ scored ④ celebrated
4. If I had known about the accident, I (**4**) stopped taking this route.
① will have ② would have ③ had ④ would
5. We will start the presentation as soon as the projector has been properly (**5**).
① installed ② instructed ③ included ④ informed
6. A: I've decided to take swimming lessons.
B: That's a great idea! It'll help you (**6**) both your body and mind.
① keep ② defend ③ strengthen ④ cover
7. A: Do you enjoy listening to podcasts?
B: Yes, I listen to news podcasts, but I enjoy comedy ones (**7**).
① instead of ② before ③ again ④ as well
8. A: I keep forgetting to bring my textbook to class.
B: Maybe you should (**8**) a reminder on your phone.
① challenge ② keep ③ set ④ hide

9. A: I'm not used to this new system at work.

B: Don't worry! You'll (9) it soon.

- ① get used to ② turn on ③ fall over ④ close

10. A: I've been learning Spanish for three months.

B: That's great! Keep it up, and you'll (10) progress soon.

- ① leave ② develop ③ have ④ make

II

11. A: I heard you went to the international debate last weekend.

B: Yeah, it was intense, but I learned a lot from it.

A: That sounds challenging. Did you enjoy it?

B: (**11**)

- ① I don't like debating at all.
- ② I'm glad it was meaningful for you.
- ③ Not really, I was sleeping.
- ④ Yes, I did. It helped me grow a lot.

12. A: I'm writing my graduation thesis on climate change.

B: That's an important issue. What's your focus?

A: I want to highlight the role of young people.

B: (**12**)

- ① You should choose a different topic.
- ② I hate science.
- ③ That sounds thoughtful and relevant.
- ④ I don't like graduation.

13. A: Sorry I couldn't answer your call earlier.

B: No problem. I just wanted to ask about tomorrow's meeting.

A: Oh, right. I'll check the time and let you know later.

B: (**13**)

- ① You did a good job.
- ② Thanks, that would be helpful.
- ③ I forgot we have a meeting.
- ④ Please don't call me again.

14. A: I'm really nervous about the English interview next week.

B: I'm sure you'll do great. Have you been preparing?

A: Yes, I've practiced with my teacher every day.

B: (**14**)

① Then you have nothing to worry about.

② English is too difficult for interviews.

③ I failed all my interviews.

④ Teachers don't help with interviews.

15. A: I worked part-time at a convenience store during the break.

B: Really? What was that like?

A: It was hard, but I learned a lot about communication.

B: (**15**)

① That sounds like a waste of time.

② I think it was too boring.

③ That must have been a valuable experience.

④ I would never do that.

16. A: My dream is to study engineering in Europe.

B: That's impressive. Do you have any universities in mind?

A: Yes, I'm looking at a few in Germany.

B: (**16**)

① I'm sure you'll succeed with that plan.

② You should become a musician instead.

③ Germany's education system is too outdated for that field.

④ You should work in Europe.

17. A: I didn't finish my group project on time.

B: Oh no. What happened?

A: I struggled with time management this week.

B: (**17**)

① You did a good job.

② Someone else might be wrong.

③ Don't worry. It happens to everyone.

④ Try not to do anything next time.

18. A: I got accepted to my first-choice university!

B: Wow, that's amazing! How do you feel?

A: I'm so relieved and excited.

B: (**18**)

- ① I wish you failed.
- ② Congratulations! You totally deserve it.
- ③ I don't care about universities.
- ④ It doesn't sound great.

19. A: I'm giving a speech tomorrow in front of 100 people.

B: That's a big crowd. Are you ready?

A: I think so. I practiced a lot.

B: (**19**)

- ① You should cancel it.
- ② I hope you forget everything.
- ③ Then I'm sure you'll do well.
- ④ I don't like public speaking, either.

20. A: I've been feeling stressed about exams lately.

B: Yeah, this season is tough. What do you usually do to relax?

A: I usually go for a walk or listen to some calming music. It really helps me stay balanced.

B: (**20**)

- ① That sounds like a healthy way to get by.
- ② You should enjoy your negative feelings.
- ③ You should eat a lot of junk food instead.
- ④ You might prefer to scream at people.

III

You are planning a trip to New York and are thinking about which tour you want to participate in. You are looking at the brochure that the travel agency gave you.

Freedom Travel Company – All Inclusive New York Tour

Come with us to the “city that never sleeps” “The Big Apple” – New York City. With over 8.4 million people, New York city is the biggest city in the United States. It would be our absolute pleasure to help you explore this magnificent city during fall. In order to meet the needs and interests of different customers we are happy to offer 3 different tour packages. All tour members will receive free hotel and airport shuttle services and a ticket to participate in a Central Park walking tour on their first day of arrival in the morning. For customers who would prefer not to walk, a horse and carriage can be arranged for a fee of \$100 USD. The deadline for the tour application is June 1st. Please make sure to fill out the forms completely. Once we have received your application, we will begin to process it and get back to you as soon as possible. Due to the limited space, we cannot guarantee that each tour will be available. If you have any questions or concerns, please call or email us. We also have an office in Shinjuku if you would like to talk to us in person. It is also the quickest way to talk to us since our phone lines are very busy. Thank you and we look forward to hearing from you soon!

Tour Highlights!	Tour options		
	Tour 1 (500,000 yen)	Tour 2 (600,000 yen)	Tour 3 (750,000 yen)
7 days and 6 night's stay at a 3-star hotel	☆	☆	☆
Breakfast buffet at hotel	☆	☆	☆
Gourmet walking tour of Hell's Kitchen	☆	☆	☆
1-day tour of Brooklyn		☆	☆
Baseball tickets for a New York Yankees game		☆	☆
Tickets to a Broadway show			☆
Statue of Liberty cruise			☆
Tour of Harlem and a jazz concert			☆

21. What is not included if you join Tour 1? **21**
- ① Walking tour of Central Park
 - ② A chance to taste the different foods of New York City
 - ③ A chance to see famous athletes play sports
 - ④ A stay at a hotel in New York City
22. Which statement is true? **22**
- ① If you apply for the tour before the deadline, you will definitely get to participate.
 - ② All of the tours include breakfast.
 - ③ All tours include tickets to see a great show.
 - ④ These tours are for Christmas time.
23. Which statement is NOT true? **23**
- ① Tour 3 members will be able to listen to live music.
 - ② Members will arrive at night time in New York.
 - ③ All tour members will be able to see Brooklyn.
 - ④ Some of the activities are inside and some are outside.
24. Which statement is true? **24**
- ① It costs extra to ride a horse and carriage in Central Park.
 - ② Breakfast buffet is not included in Tour 1.
 - ③ All members will be able to see the Statue of Liberty.
 - ④ The last day to apply for the tour is July 1st.
25. What is the fastest way to contact someone at Freedom Travel Company? **25**
- ① Call them.
 - ② Email them.
 - ③ Check their website.
 - ④ Go to their Shinjuku office.

IV

You are reading an article about Japanese students who want to study abroad looking at options in Asia.

Japanese students are increasingly looking to Asia for study destinations, shifting away from traditionally popular Western countries as (26) and a weak yen make tuition and living costs more expensive than ever. Universities in Canada, the United States, Australia and the U.K. are still the most popular destinations for Japanese students, comprising a combined two-thirds of the total. But more students are picking schools in Asia such as Taiwan, South Korea, Malaysia and the Philippines, where study and living costs are more affordable.

Tatsuhiko Hoshino, an international relations officer at the nonprofit Japan Association of Overseas Studies (JAOS), said the depreciation of the yen had a significant impact on Japanese students looking to study abroad. “There has been a notable (27) away from traditionally expensive destinations,” Hoshino said, noting that students who still had their hearts set on Europe were looking to more affordable countries such as Germany, Hungary or Malta. “This trend is unlikely to change, and I believe we will see even more Japanese students opting to study in Asia or EU countries going forward,” Hoshino said.

According to eduPASS, a resource provider for international students coming to the U.S., living and accommodation costs vary wildly depending on location and other factors. Tuition costs for students ranged between \$20,000 — about ¥2.9 million — and \$40,000 per year for a bachelor’s (28) and \$20,000 to \$45,000 per year for a master’s (28). National Taiwan University (NTU), one of the most prestigious universities in Taiwan, is one of the institutions taking more Japanese students. The number of Japanese students who applied for the university in 2025 surged more than 60% from the year before due partly to affordability and proximity. At present, there are around 183 Japanese students enrolled at NTU — comprising 114 undergraduates, 57 master’s students and 12 PhD candidates. The majority of undergraduate and master’s students are studying in the field of economics and political science and benefit from English tuition in a bilingual environment, according to the university. “Taiwan is geographically close to Japan and shares historical and cultural ties. Many Japanese students find Taiwan to be among the most friendly and (29) environments in the region,” an NTU spokesperson said. Student Sawako Ohori said she was drawn to NTU for its international environment. “I have been enjoying a fulfilling student life in a multicultural environment, learning from highly qualified professors on a campus surrounded by beautiful nature,” Ohori said.

A JAOS survey in 2024 found that 14,713 Japanese students were studying in Asia that year, up from a prepandemic total of 12,460 in 2019, and slightly higher than last year’s 14,012.

South Korea saw an increase from 1,605 Japanese students in 2019 to 2,468 in 2024. Malaysia saw a rapid increase from 481 in 2019 to 891 in 2024, while Taiwan, which was slow to reopen after the COVID-19 pandemic, had almost the same number of Japanese students as before the pandemic, at 1,515 in 2024. “It is worth noting that while most study abroad in Korea is for language learning purposes, the proportion of university degree study abroad is very high in Malaysia and Taiwan,” JAOS said.

The primary imperative for overseas study remains English acquisition, which is considered an important capability for future careers. In 2024, Japan hit a record low in English proficiency, ranking 92nd out of 116 regions and countries where English is not the native language, according to EF Education First. It placed 16th among 23 Asian countries. “Many Japanese people feel both admiration and a sense of inferiority when it comes to acquiring English proficiency. They keenly recognize that studying English domestically does not sufficiently build their language skills, and as a result, they are strongly motivated to improve their English through studying abroad,” Hoshino said. Bilingual graduates have a competitive (30) in their home market and abroad, and more Japanese graduates are interested in working at foreign companies or at startups and pursuing non-linear careers.

Overall, the number of Japanese students studying abroad increased to 70,253 in 2024, up from 66,007 a year earlier. The government has set a goal of increasing the number of Japanese students studying abroad to 500,000 by 2033. “After the COVID-19 pandemic, many students have become more aware of the global leveling of opportunities and Japan’s relative economic decline,” Hoshino said. “Increasingly, they feel uncertain about their future if they remain solely within Japan — a society where globalization has progressed less than in other G7 countries. This growing sense of urgency is one of the key factors driving them to study abroad.”

(The Japan Times. (2020, August 12). *Japanese students who want to study abroad looking at options in Asia.*

<https://www.japantimes.co.jp>)

A. Choose the most appropriate word to fill in the blanks. 26 – 30

26. Japanese students are increasingly looking to Asia for study destinations, shifting away from traditionally popular Western countries as _____ and a weak yen make tuition and living costs more expensive than ever. 26

- ① negotiation
- ② inflation
- ③ rejection
- ④ motivation

27. “There has been a notable _____ away from traditionally expensive destinations,” Hoshino said. 27

- ① shift
- ② lift
- ③ drift
- ④ slide

28. Tuition costs for students ranged between \$20,000 — about ¥2.9 million — and \$40,000 per year for a bachelor’s _____ and \$20,000 to \$45,000 per year for a master’s _____. 28

- ① paper
- ② permission
- ③ degree
- ④ price

29. Many Japanese students find Taiwan to be among the most friendly and _____ environments in the region. 29

- ① preserving
- ② welcoming
- ③ translating
- ④ managing

30. Bilingual graduates have a competitive _____ in their home market and abroad. **30**

- ① effort
- ② possibility
- ③ advantage
- ④ chance

B. According to the article, choose the most appropriate sentence that fits into the blanks. **31**

– **35**

31. Student Sawako Ohori said she was drawn to NTU for its international environment. “I have been enjoying a fulfilling student life in a multicultural environment,” she said, (**31**)

- ① because the food on campus is very cheap.
- ② and the campus is located near a shopping mall.
- ③ where I can learn from top professors in a beautiful setting.
- ④ although I miss my hometown every day.

32. In 2024, the number of Japanese students studying in Asia rose to 14,713. (**32**)

- ① This number was lower than in 2019.
- ② This was a decrease from the year before.
- ③ The number has remained the same since 2015.
- ④ This marked a slight increase from the previous year.

33. According to JAOS, many Japanese students choose Korea to study abroad. (**33**)

- ① Most of them go there to study law.
- ② The most common reason is language learning.
- ③ They usually go for shopping and sightseeing.
- ④ They find it difficult to adapt to Korean food.

34. Japan ranked 92nd out of 116 countries in English proficiency in 2024. (**34**)

- ① Many Japanese feel confident in their English skills.
- ② This motivates students to study English at local cram schools.
- ③ This has made many students realize the need to study abroad.
- ④ English is the first language in most Japanese schools.

35. The government has set a goal of increasing the number of Japanese students studying abroad to 500,000 by 2033. (35)

- ① This goal reflects the growing sense of urgency among students.
- ② This is because fewer students want to leave Japan.
- ③ Most students are afraid to go overseas.
- ④ Japan is now ranked as the best destination for study abroad.

V

Read the following passage and choose the correct answer.

AI Tools for Learning: Savior or Scourge?

Since the advent of ChatGPT in 2022, more and more students around the world are using AI tools to help them finish homework, take tests, and write essays. Many have said that AI will be the future of learning; however, a new study has found that those who use AI tools to write essays have lower brain activity than those who just used their own thoughts to write similar essays. As many experienced teachers have noted, it's not an unexpected finding. Many students complain that homework and assignments are too difficult and express that they feel overwhelmed. However, when it comes to learning and developing critical thinking skills, working hard is the point.

The study, run by researchers at the Massachusetts Institute of Technology, split up participants into three groups, dubbed "LLM (large language model), Search Engine, and Brain-only (no tools)." The groups were studied across three sessions of essay-writing, while their cognitive load was tracked with electroencephalography* (EEG). Their essays were analyzed, and were also scored by human teachers and an AI judge. The results showed that, while their essays were very well written, LLM users saw a (a) that pointed to lower neural, linguistic, and behavioral levels, a result that the researchers concluded raises "concerns about the long-term educational implications of LLM reliance." In other words, students who regularly rely on AI or other LLM's to complete tasks do not develop the cognitive and critical thinking skills necessary for higher learning processing. This tells educational researchers that schools may want to continue looking into (b) or at least limiting its use on assignments.

More than just homework, this study also raises questions about how early and how often students should be exposed to AI tools. Are we training a generation of thinkers? Should curriculum now include AI literacy to teach students not just how to use the tools, but when to use them responsibly? Moreover, the concern isn't just academic performance. If reliance on AI becomes habitual, it could reshape how young people approach problem-solving, memory retention, and even creativity. Many teachers and educators around the world have noted that they think younger people who (c) too much on AI tools to complete assignments, answer questions, and give them answers, do not exhibit the hunger for learning seen in previous generations.

There's also the question of motivation. If students come to believe they can outsource the most difficult parts of learning, will they lose the (d) to struggle through complex

ideas? Struggle is a key part of learning, and many cognitive scientists agree that learning happens not when the answer is handed to you, but when you wrestle with ambiguity and confusion and finally arrive at your own conclusion. If AI shortcuts that process, we may produce more polished essays, but far fewer independent thinkers.

Another study from January 2025 found that younger participants exhibited higher dependence on AI tools and lower critical thinking scores compared to older participants, who did not use them. Using AI is a form of cognitive offloading, the study found — it saves the brain from completing cognitive tasks itself. While this may sound useful, it results in less cognitive training for the brain. Frequent users of AI tools also report lower (e) in their own critical thinking skills, which shows that they do not feel as smart.

As teachers and educational organizations continue to grapple with this new technology, one thing is clear – relying too much on technology is no substitute for good old fashioned studying.

*electroencephalography – 脳波検査

36. 空欄 (a) **36**

- ① results
- ② opinion
- ③ trade off
- ④ advantage

37. 空欄 (b) **37**

- ① banning
- ② thinking
- ③ forwarding
- ④ encouraging

38. 空欄 (c) **38**

- ① rely
- ② realize
- ③ span
- ④ omit

39. 空欄 (d) **39**

- ① solitude
- ② beacon
- ③ drive
- ④ bravery

40. 空欄 (e) **40**

- ① patience
- ② education
- ③ confidence
- ④ feedback

Read the article and choose the most appropriate answer.

41

41. ① Older people tend to use AI tools more than younger ones.
- ② There are no long-term effects of AI tools on learning.
- ③ Recently less and less students are using AI tools when studying.
- ④ Relying too much on AI tools to help learning is not good for the development of critical thinking skills.

42

42. ① Learning should be easy and fast.
- ② Frequent use of AI tools may raise learners' motivation to learn.
- ③ The article suggests that schools should use AI tools more and more in assignments.
- ④ Learners need to be trained not only on how to use AI tools responsibly but also on how to use them effectively.

43

43. ① Traditional ways of studying are no longer useful for learning.
- ② Students nowadays think that homework is too difficult and too much for them to handle.
- ③ Learners who use AI tools frequently usually feel more certain about their critical thinking skills.
- ④ Cheating is not really a concern for teachers when it comes to AI tools.

44

44. ① Using AI tools may help students develop creativity skills when they are younger.
② Students who use AI tools have higher brain activity levels than those who do not.
③ AI tools like ChatGPT have been in use by students for decades.
④ The author of the article thinks that people need to think about what age AI tools should be shown to learners.

45

45. ① Learning is most effective when teachers quickly give the right answers to students.
② Using AI too much may help students' memorization skills.
③ Many people think that AI is the future of learning.
④ Many teachers were surprised by the results that showed that students who used AI tools more frequently had lower cognitive abilities.

(以上で問題は終わりです。解答番号 **46** 以降は使用しません。)