

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 問題冊子は本文 6 ページ、解答用紙は 3 枚です。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
- 4 解答は、すべて解答用紙の所定の欄に記入しなさい。
- 5 字数制限のある設問では、指示がない限り句読点や英数字も 1 字につき解答欄 1 マスを使い解答しなさい。
- 6 問題冊子の余白は、下書き等に用いて構いません。
- 7 試験終了後、解答用紙のみを回収します。

〔1〕 次の文章を読み、問いに答えよ。

著作権保護の観点から  
掲載しません。

著作権保護の観点から  
掲載しません。

(Peter Singer, *Ethics in the Real World*, 2023, modified)

注

<sup>1</sup>altruism: 利他主義, 利他的行為

<sup>2</sup>currency: 通貨

<sup>3</sup>presumed: 仮定上の

問 1 下線部(1)について, 斜線(/)で区切られた語句を並べ替えて正しい英文を完成せよ。

問 2 下線部(2)の 4 つの要因をそれぞれ日本語で答えよ。

問 3 下線部(3)を日本語に訳せ。

問 4 鍵に関する調査結果から得られた結論を 60 字以内の日本語で答えよ。なお, 調査を受けた人の気持ちを具体的に示すこと。

問 5 ( A ) ~ ( D ) の部分に入る最も適切な語をそれぞれア~エのうちから 1 つずつ選び, 記号で答えよ。

(A) {  
ア consideration  
イ hypothesis  
ウ outcome  
エ prediction

(B) {  
ア certainty  
イ motivation  
ウ result  
エ subject

(C) {  
ア assuming  
イ giving  
ウ providing  
エ suggesting

(D) {  
ア applauded  
イ defended  
ウ encouraged  
エ respected

問 6 本文の内容と合致するものとして最も適切なものを以下から 1 つ選び, 記号で答えよ(解答欄にある解答方法に従うこと)。

- The assistants pretended to be customers and approached each of the counter clerks to ask them to help look for wallets.
- The most impressive discovery of the study was the greater possibility of returning wallets containing money compared to those without.
- The researchers pointed out that there are still fundamental issues in these survey results that need to be considered.
- Surprisingly, the wallet reporting rate of developed countries in North America was closely followed by that of some European countries.

〔2〕 次の文章を読み、問いに答えよ。

著作権保護の観点から  
掲載しません。

(Eva Amsen, *Hey, There's Science in This*, 2024, modified)

注

<sup>1</sup>conservation: (種の)保存

<sup>2</sup>enclosure: 囲い

<sup>3</sup>biodiversity: 生物(の)多様性

<sup>4</sup>zookeeper: 飼育員

<sup>5</sup>wildlife: 野生生物

<sup>6</sup>reptile: 爬虫類

<sup>7</sup>amphibian: 両生類

<sup>8</sup>aquarium: 水族館

<sup>9</sup>anatomy: (動物の)解剖学的構造, 形態

問 1 ( A ) ~ ( D ) の部分に入る最も適切な語句をそれぞれア~エのうちから1つずつ選び, 記号で答えよ。

(A) {  
ア continued  
イ decreased  
ウ shifted  
エ worked

(B) {  
ア switch  
イ advertise  
ウ identify  
エ sacrifice

(C) {  
ア an experience  
イ a process  
ウ an object  
エ a system

(D) {  
ア interpret  
イ predict  
ウ report  
エ track

問 2 下線部(a)~(c)に意味が最も近い語をそれぞれア~エのうちから1つずつ選び, 記号で答えよ。

(a) {  
ア argue  
イ notice  
ウ prove  
エ understand

(b) {  
ア serious  
イ particular  
ウ various  
エ acceptable

(c) {  
ア apply  
イ extend  
ウ review  
エ practice

問 3 下線部(1)に関してどのような結果が得られたかを 80 字以内の日本語で説明せよ。

問 4 下線部(2)と(3)を日本語に訳せ。

問 5 下線部(4)のように言える理由を 120 字以内の日本語で説明せよ。

[ 3 ] Read the following passage and answer the questions (Questions 1-4).

著作権保護の観点から  
掲載しません。

(“Do bans on smartphones in schools improve mental health?” *The Economist*, February 14, 2025, modified)

*Notes:*

<sup>1</sup>follow suit: do the same thing that someone else has just done

<sup>2</sup>surgeon general: the person in charge of the United States Public Health Service

<sup>3</sup>adolescence: the period of time in a person’s life when they are developing into an adult

<sup>4</sup>crossword: a word game in which answers to questions are written in a pattern of numbered boxes

<sup>5</sup>markedly: in a way that is very easy to notice

<sup>6</sup>puberty: the stage of physical development during which a person changes from a child to an adult and is able to have children

<sup>7</sup>unfettered: not limited by rules or laws

<sup>8</sup>over the course of: in or during the process of

<sup>9</sup>well-being: a feeling of being comfortable, healthy, and happy

<sup>10</sup>implement: start using a plan or system

<sup>11</sup>screeentime: the amount of time someone spends looking at an electronic device with a screen, such as a computer or television

<sup>12</sup>paint a complete picture: provide a complete and detailed description of something or someone

<sup>13</sup>both hands tied behind one's back: unable to act in a situation because of rules or other limitations

<sup>14</sup>proxy measure: a piece of information that is used to stand for something else that is difficult to measure directly

Question 1: Read the underlined section (A) and write the English translation.

Question 2: Choose the most appropriate answer to the following question.

According to Victoria Goodyear's research, what was the main conclusion about banning smartphones in schools?

- A) Overall screentime was linked to lower well-being, but school policies alone did not make a difference.
- B) Mental health problems in adolescence and puberty are not related to smartphone use at all.
- C) Strict smartphone bans at schools led to a major improvement in students' mental well-being.
- D) Students at schools with relaxed smartphone policies had worse outcomes than those with strict policies.

Question 3: Choose the most appropriate answer to the following question.

Why do researchers find it difficult to study the impact of smartphones on mental health?

- A) Children do not use smartphones frequently enough in their daily lives to affect results.
- B) The results from different countries show completely opposite trends in smartphone use.
- C) Smartphones are too new an invention to be used for meaningful research.
- D) Social media companies often refuse to share user data, forcing reliance on less accurate measures.

Question 4: Do you think that Japanese high schools should ban the use of smartphones in classrooms? Write at least 100 words in English and provide at least three specific examples to support your opinion.