

(全9の2)

- 2 次の1と2の各英文には、まとまりをよくするために取り除いた方がよい文が一つある。取り除く文として最も適当なものを、それぞれ下線部 (a) ~ (d) のうちから一つずつ選び、その記号をマークせよ。ただし、英文1と2は独立したものである。

1.

この問題は著作権の都合により、掲載できませんでした。

(Watanabe, R. (2024). *The Mainichi* より一部改変)

2.

この問題は著作権の都合により、掲載できませんでした。

(Masuda, Y. & Owada, T. (2024). *The Asahi Shimbun* より一部改変)

2

(全9の1)

- 1 次の1 ~ 8の()に入れるのに最も適切なものを、下の(a) ~ (d)からそれぞれ1つずつ選び、その記号をマークせよ。

1. I find it () that a person of character like him replied to the interviewer's question in such a rude manner.

(a) imaginable (b) impeccable (c) improbable (d) importable

2. If you disagree with others' opinions, you can either walk away or have a () conversation with them. The latter, naturally, would be more advisable.

(a) provocative (b) meek (c) desperate (d) civil

3. One of the recent problems in Japan is that truck drivers are () due to the new regulation of legal working hours.

(a) overstretched (b) overjoyed (c) overcharged (d) overdrawn

4. Joey did not intend to () the mood at the party until one of the guests made an offensive remark about his sister.

(a) lift (b) sink (c) tinge (d) sour

5. Trust is regarded as an essential social () that facilitates cooperation in society and contributes to the maintenance of social order at various societal levels.

(a) contradiction (b) lubricant (c) median (d) interaction

6. Pharmacists should dispense medications to patients and offer expertise in the safe use of ().

(a) repercussions (b) prohibitions (c) recollections (d) prescriptions

7. Based on the number of mast cells, there was no evidence of functional nutritional () in mice from any of the diet groups.

(a) outbreak (b) deficiency (c) inclination (d) liability

8. The festival highlights and celebrates the achievements of young scientists through fun, inspirational, and () talks and panel sessions.

(a) thought-provoking (b) half-witted (c) nail-biting (d) anti-inflammatory

1

(全9の3)

3 次の英文が完成した文章になるように、文意に沿って、(1)～(4)の(a)から(f)を並べ替えた後、それぞれ1番目、3番目、6番目にくるものの記号をマークせよ。

この問題は著作権の都合により、掲載できませんでした。

(Kreim, M. et al. (2025). *Physical Review X* より一部改変)

3

(全9の4)

4 次の英文を読んで、以下の問いに答えよ。

Space: The Final Frontier With those iconic words, each episode of *Star Trek* boldly went where no television series had gone before. It was not just the special effects or the storytelling. *Star Trek* also made a profound contribution to societal development. It offered a vision of a future where humanity had overcome its most destructive tendencies, embracing diversity, scientific exploration, and optimistic progress. This vision, broadcast into homes in over 150 countries, (1) how we perceive ourselves and our potential.

Star Trek championed diversity and inclusion. In a time when racial and social tensions were high, from the get-go the series (2) a multi-ethnic crew, with characters like Uhura, Sulu, and Chekov representing different ethnicities and nationalities. It demonstrated a productive future built on mutual respect and cooperation. Notably, the presence of Uhura – a black woman in a position of authority on the bridge of the *Starship Enterprise* – was groundbreaking. It inspired generations of viewers to see beyond prejudiced and sexist notions. Later series, like *The Next Generation*, further expanded this representation, addressing issues of gender equality, disability, and even artificial intelligence with sensitivity. *Star Trek* (3) diversity as its key strength.

Furthermore, *Star Trek* fostered widespread interest in science and technology. The series popularized concepts like warp drive, transporters, and holographic technology, sparking the (4) of countless young viewers. The show's influence can be seen in the real-world development of technologies like cell phones, which were inspired by the communicators used by the crew. The emphasis on exploration encouraged a global curiosity about the universe, contributing to the public's support for space exploration programs.

Beyond technology, *Star Trek* promoted a philosophy of humanism and ethical decision-making. Episodes often tackled complex moral dilemmas, forcing characters to grapple with issues like war, prejudice, and the nature of consciousness. A non-interference policy (called the *Prime Directive*), served as a recurring theme, prompting viewers to consider the ethical (5) of cultural intervention. This emphasis on critical thinking and ethical reflection encouraged viewers to engage with complex societal issues and to strive for a more equitable world. The crew invariably (6) peaceful conflict resolution and diplomatic solutions, which offered a powerful counter-narrative to the Cold War's angst rhetoric of the time.

All in all, *Star Trek* was much more than just a science fiction television series. It was a cultural phenomenon that challenged societal norms, inspired scientific innovation, and offered a vision of a more (7) future. Through its diverse characters, ethical dilemmas, and optimistic outlook, *Star Trek* showed us that the final frontier is not just out there, among the stars, but also within ourselves, waiting to be explored.

4

(全 9 の 5)

1. 本文の空所 (1) ~ (7) に入れるのに最も適切な語句を、下記の (a) ~ (d) からそれぞれ 1 つずつ選び、その記号をマークせよ。

- | | | | |
|---------------------|------------------|-----------------|------------------|
| (1) (a) inferred | (b) impeded | (c) impacted | (d) inbred |
| (2) (a) reprimanded | (b) imagined | (c) concealed | (d) featured |
| (3) (a) celebrated | (b) excluded | (c) intensified | (d) rejected |
| (4) (a) divisions | (b) impositions | (c) concerns | (d) imaginations |
| (5) (a) impediments | (b) implications | (c) detours | (d) resolutions |
| (6) (a) sought out | (b) bought out | (c) stood out | (d) backed out |
| (7) (a) quizzical | (b) elementary | (c) equitable | (d) quaint |

2. 本文中の内容と適合するものを下記の (a) ~ (h) から 3 つ選び、その記号をマークせよ。

- (a) *Star Trek* primarily had a minimal impact on societal views regarding diversity.
- (b) Despite numerous publicity efforts, *Star Trek* was not well received by viewers.
- (c) *Star Trek* encouraged viewers to ponder the moral considerations of cultural intervention.
- (d) Scientific marvels depicted on the show fueled public interest in scientific advancements.
- (e) The crew in *Star Trek* consistently turned to military solutions to solve any conflicts.
- (f) *Star Trek's* cast was notable for its representation of ethnicities and women in authority.
- (g) The TV show pandered to the pervasive sense of dread regarding the Cold War.
- (h) *Star Trek* was censored by several governments on account of its controversial views.

(全 9 の 6)

- 5 次の英文を読んで、以下の問いの答えを、それぞれ (a) ~ (d) より 1 つずつ選びマークせよ。

The Curious Case of Althia Bryden: Waking up Italian

Althia Bryden's experience is a striking example of how a neurological event can alter a person's identity. After a severe stroke, this London East End resident was very shocked to find herself not only unable to walk but also speaking with a distinctly strong Italian accent. What is even more remarkable is the fact she had never visited Italy nor learned the language. Foreign Accent Syndrome (FAS), as it is known, is both a rare and perplexing neurological condition; and it is one that highlights the intricate relationships among the brain's functions, memory, speech, and identity.

The Science Behind FAS:

FAS typically arises from damage to specific areas of the brain involved in speech production and motor control. Injuries, strokes, hot flashes, and even migraines can disrupt these regions, leading to significant alterations in speech. So how exactly does a person's accent change overnight? There are several neurological processes known to be involved:

- **Motor Cortex:** The motor cortex controls the muscles in the throat and mouth. Damage to this area of the brain can affect the precise movements of the tongue, lips, and vocal cords, altering the person's speech articulation.
- **Basal Ganglia:** The basal ganglia are a group of deep subcortical nuclei in the brain that are involved in motor control, which includes playing a crucial role in regulating the rhythm and flow of speech. Thus, damage to this area can result in changes to prosody; that is to say the melody and intonation of language.
- **Broca's Area and Wernicke's Area:** Broca's area, located in the frontal lobe, is crucial for language production, while Wernicke's area, in the temporal lobe, is vital for language comprehension. FAS does not affect comprehension of language per se. However, damage to either area does impact speech production.
- **Neurological Plasticity:** In short, this is the brain's ability to remodel and 'rewire' itself after an injury. However, neurological injury and subsequent remodelling can lead to very unforeseen outcomes.

Why an Italian Accent?

It is important to understand that FAS does not bestow upon people the ability to sound like an Italian each time. Instead, brain damage or remodelling alters the phonetic characteristics of speech, making the person speak with a foreign-sounding accent. It could be Italian, Jamaican, Swedish, or any other accent. In Althia's case, however, her accent is so authentic that even native Italians comment on social media that she sounds so Italian. For instance, "This lady sounds exactly like my relatives" or "I'm Italian, and for sure she's speaking with a South Italy accent". However, neuroscientists say it just so happened that the neurological changes resulted in certain characteristics of Italian speech patterns – notably prosody.

Althia's Experience and the Emotional Toll:

Althia's story highlights the emotional challenges associated with FAS. She has been grappling with a profound sense of identity loss. "I'm not me," she says, expressing the disconnect between her former self and her current reality. This emotional distress is a common experience for individuals with FAS, as their speech – a fundamental aspect of their identity – is altered in unexpected ways. This also affects other people's perceptions of her, too. Some assume she is Italian and not British. Some mistakenly believe she is just trying to attract attention to herself. Finally, some guess she has some sort of mental condition.

The Importance of Awareness:

Althia's experience underscores the need for greater awareness of FAS. By sharing her story on social media and UK television, she hopes to educate others about this rare condition and to encourage those with the condition to connect so that they can share and vent about their challenges.

While FAS remains a medical mystery in many ways, ongoing research is now shedding light on the neurological mechanisms involved. By understanding the brain's complex relationship with speech, we can better support individuals like Althia and help them navigate the challenges of this unique condition.

(全9の7)

1. What is Foreign Accent Syndrome (FAS)?
- (a) A condition where individuals intentionally adopt a foreign accent to attract attention.
- (b) A neurological condition that causes a person to speak with a foreign accent.
- (c) A language learning disorder that affects one's ability to speak their native language.
- (d) A temporary speech impediment caused by stress or anxiety.
2. Which of the following brain areas is NOT mentioned as being directly involved in speech production?
- (a) Broca's Area
- (b) Wernicke's Area
- (c) The basal ganglia
- (d) The motor cortex
3. What is the primary cause of FAS according to the text?
- (a) Exposure to multiple languages at a young age and desire to sound fluent
- (b) Intentional mimicry of foreign accents to impress others
- (c) Damage to specific areas of the brain involved in speech production
- (d) Psychological trauma of a stroke leading to altered speech patterns
4. What is true about FAS?
- (a) It is widely considered to be a hoax.
- (b) People have faked it for fame.
- (c) Changes in prosody can occur.
- (d) It promotes the learning of Italian.
5. What is a significant challenge faced by individuals with FAS, as highlighted by Althia Bryden's experience?
- (a) The difficulty in learning to sound like a native Italian speaker
- (b) Social isolation due to the inability to communicate well in Italian
- (c) Physical pain associated with speech production after a stroke
- (d) Loss of a fundamental aspect of their identity on account of speech
6. How are FAS speakers typically NOT perceived?
- (a) They are thought to be of another nationality.
- (b) They are believed to be in need of social support.
- (c) They are perceived to be trying to attract interest.
- (d) They are deemed to have some psychological condition.
7. Why was it important for Althia to share her story?
- (a) It raises awareness about the condition in the UK.
- (b) It provides listeners with an entertaining story.
- (c) It helped Althia reunite with long lost Italian relatives.
- (d) It shows stroke victims can expect FAS as part of their recovery.

7

(全9の8)

- 6 次の英文1～8の に入れるのに最も適切な文を作るには、それぞれ(ア)と(イ)をどのように選んで組み合わせればよいか、下の(a)～(h)の中からそれぞれ1つ選び、その記号をマークしなさい。

1. For their art project, the children had they discussed in class.
- | | | |
|-------------------------------------|------------------------------------|-------------------|
| (ア) to use various materials to | (ア) create colorful drawings based | (ア) on the themes |
| (イ) used to various materials which | (イ) created drawings based colors | (イ) the themes on |
- (a) (ア) → (ア) → (ア) (b) (ア) → (ア) → (イ) (c) (ア) → (イ) → (ア) (d) (ア) → (イ) → (イ)
- (e) (イ) → (ア) → (ア) (f) (イ) → (ア) → (イ) (g) (イ) → (イ) → (ア) (h) (イ) → (イ) → (イ)
2. The manager asked the employees to submit the payments in a timely manner.
- | | | |
|------------------------------|-------------------------------|--|
| (ア) reports their expense in | (ア) end the day of the so | (ア) account for the departmental processes |
| (イ) their expense reports by | (イ) the end of the day so the | (イ) accounting department can process |
- (a) (ア) → (ア) → (ア) (b) (ア) → (ア) → (イ) (c) (ア) → (イ) → (ア) (d) (ア) → (イ) → (イ)
- (e) (イ) → (ア) → (ア) (f) (イ) → (ア) → (イ) (g) (イ) → (イ) → (ア) (h) (イ) → (イ) → (イ)
3. After giving it careful thought, I've decided to make my work and personal life.
- | | | |
|--|----------------------------------|----------------------------------|
| (ア) a conscious effort to improve | (ア) my time management skills so | (ア) often as to be more balanced |
| (イ) an effort to improve the consciously | (イ) skills for times I manage | (イ) that I can better balance |
- (a) (ア) → (ア) → (ア) (b) (ア) → (ア) → (イ) (c) (ア) → (イ) → (ア) (d) (ア) → (イ) → (イ)
- (e) (イ) → (ア) → (ア) (f) (イ) → (ア) → (イ) (g) (イ) → (イ) → (ア) (h) (イ) → (イ) → (イ)
4. The professor emphasized the importance essay, which counts for a significant portion of the grade.
- | | | |
|------------------------------|--|-----------------------------|
| (ア) of conducting thorough | (ア) research using reliable sources when | (ア) preparing for the final |
| (イ) through which conducting | (イ) sources reliable when research using | (イ) to finally prepare an |
- (a) (ア) → (ア) → (ア) (b) (ア) → (ア) → (イ) (c) (ア) → (イ) → (ア) (d) (ア) → (イ) → (イ)
- (e) (イ) → (ア) → (ア) (f) (イ) → (ア) → (イ) (g) (イ) → (イ) → (ア) (h) (イ) → (イ) → (イ)

8

(全 9 の 9)

5. Students are often encouraged to participate the topics being covered in the curriculum.

(7) actively in class discussions to	(7) share their perspectives and	(7) a deeper understanding of
(1) in discussions actively class that	(1) shares develop their perspectives	(1) to the understanding of deeper
(a) (7) → (7) → (7)	(c) (7) → (1) → (7)	(d) (7) → (1) → (1)
(e) (1) → (7) → (7)	(g) (1) → (1) → (7)	(h) (1) → (1) → (1)

6. Learning a new language has been a I manage to express my thoughts effectively.

(7) challenged and ultimate	(7) rewarded experience, which is	(7) a feeling of a great sense when
(1) challenging but ultimately	(1) rewarding experience, and I	(1) feel a great sense of accomplishment
		whenever
(a) (7) → (7) → (7)	(c) (7) → (1) → (7)	(d) (7) → (1) → (1)
(e) (1) → (7) → (7)	(g) (1) → (1) → (7)	(h) (1) → (1) → (1)

7. If you are planning to visit the historical museum hours and purchasing your tickets online in advance to save time.

(7) downtown next weekend, I	(7) recommend of checking	(7) the opening of their website
(1) next downtown weekend, you	(1) would recommend checking	(1) their website for the opening
(a) (7) → (7) → (7)	(c) (7) → (1) → (7)	(d) (7) → (1) → (1)
(e) (1) → (7) → (7)	(g) (1) → (1) → (7)	(h) (1) → (1) → (1)

8. During the upcoming negotiations with our key beneficial agreement that fosters sustainable growth.

(7) intentions of clear stakeholders	(7) articulate our long-term strategic	(7) objected and strived when
(1) stakeholders, we intend to clearly	(1) articulated our strategic term-long	(1) reaching the mutual
		objectives and strive to reach
		a mutually
(a) (7) → (7) → (7)	(c) (7) → (1) → (7)	(d) (7) → (1) → (1)
(e) (1) → (7) → (7)	(g) (1) → (1) → (7)	(h) (1) → (1) → (1)