

令和7年度

入学者選抜学力検査問題

外国語

(英語(英語コミュニケーションⅠ・英語コミュニケーションⅡ・
英語コミュニケーションⅢ・論理・表現Ⅰ・論理・表現Ⅱ・論理・表現Ⅲ))

〔注 意〕

1. 監督者の指示があるまで、この冊子を開いてはいけません。
2. 解答用紙のすべてのページに受験番号と志望の専攻を必ず記入しなさい。
3. この冊子の問題は5ページからなっています。落丁・乱丁及び印刷不鮮明な箇所などがあれば、すぐ申し出なさい。
4. 解答は必ず別紙解答用紙の指定された場所に記入しなさい。
5. 解答用紙は持ち帰ってはいけません。
6. この冊子は持ち帰ってください。

- 1 次の英文は、米国の教育制度の現状を踏まえた教育論の一節である。本文をよく読んで、下の問いに答えなさい。なお、*を付した語（句）には注がある。

It is the intellectual responsibility of teachers — or any honest person — to try to tell the truth. That is surely uncontroversial*. It is a morally required that one finds out and tells the truth as
(1) best they can, about things that matter, to the right audience. However, it is a waste of time to speak truth to power, in the literal sense of these words, and the effort can often be a form of self-satisfaction. It is a waste of time, in my view, and a pointless pursuit to speak truth to Henry Kissinger*, or to the CEO* of AT&T*, or to others who exercise power in overly forceful institutions — for the most part they already know the truth. Let me qualify what I just said. If and when people who exercise power in their institutional roles disassociate themselves from their institutional settings and become human beings, moral agents, then they may join everyone else. But in their roles as people who use their power too much, they are hardly worth addressing. It is a waste of time. It is no more worth speaking truth to power than to the worst tyrants* and criminals, who are also human beings, however terrible their actions. To speak truth to power is not a particularly honorable vocation.

One should seek out an audience that matters. In teaching, it is the students. They should not be seen merely as an audience but as a part of a community of common concern in which one
(2) hopes to participate constructively. We should be speaking not (A) but (B). That is second nature to any good teacher, and it should be to any writer and intellectual as well. A good teacher knows that the best way to help students learn is to allow them to find the truth by themselves.
(3) Students don't learn by a mere transfer of knowledge, consumed through rote memorization and later regurgitated*. True learning comes about through the discovery of truth, not through the imposition of an official truth. That never leads to the development of independent and critical thought. It is the obligation of any teacher to help students discover the truth and not to suppress information and insights that may be embarrassing to the wealthy and powerful people who create, design, and make policies about schools.

The goal of education, to shift over to Bertrand Russell*, is “to give a sense of the value of things other than domination,” to help create “wise citizens of a free community,” to encourage a combination of citizenship with liberty and individual creativeness, which means that we regard a child as a gardener regards a young tree, as something with a certain intrinsic nature, which will develop into an admirable form, given proper soil and air and light.
(4) Russell called this “humanistic conception,” with its roots in the Enlightenment*, the idea that education is not to be viewed as something like filling a vessel with water but, rather, assisting a flower to grow (C).

〔出典〕 Noam Chomsky (2004) *Chomsky on MisEducation*. Rowman & Littlefield Publishers.
〔一部改変〕

〔注〕 uncontroversial : 議論の余地がない

Henry Kissinger : ヘンリー・キッシンジャー〔元米国国務長官・国際政治学者〕

CEO : 最高経営責任者 AT&T : 情報通信及び技術サービスを世界的に提供する会社

tyrant(s) : 独裁者 regurgitate(d) : (飲み込んだものを) 吐き出す

Bertrand Russell : バートランド・ラッセル〔英国の哲学者・社会批評家〕

the Enlightenment : 主に 18 世紀ヨーロッパの啓蒙運動

1. 下線部(1)の内容を本文に即して日本語で説明しなさい。
2. 下線部(2)の内容を本文に即して日本語で説明しなさい。
3. 下線部(3)を日本語に訳しなさい。
4. 下線部(4)を日本語に訳しなさい。
5. 本文中の空欄 (A) (B) に入る語として最も適切な組み合わせを 1 つ選び、記号で答えなさい。

- ア. A : *to* B : *for*
イ. A : *to* B : *with*
ウ. A : *with* B : *for*
エ. A : *with* B : *to*

6. 本文中の空欄 (C) に入る最も適切な語 (句) を 1 つ選び、記号で答えなさい。

- ア. *in its own way*
イ. *intellectually*
ウ. *truthfully*
エ. *without delay*

7. 筆者が述べているバートランド・ラッセルの「教育の目的」について、本文に即して日本語で説明しなさい。
8. 本文中の波線部の内容を踏まえて、あなたが考える「真の学び」について、200 字程度の日本語で述べなさい。

2

次の英文に文法・語法上の誤りがあれば訂正し、全文を正しい英文に書き改めなさい。誤りがなければ○を記しなさい。

1. What books John has written are not certain.
2. It used to be a lot of tourists around here, but not anymore.
3. She is owing her success to good luck more than to ability.
4. They demand that something be done about the problem.
5. It is probable that John is a musician, isn't he?
6. She is necessary to do the work in a day.
7. Mary's plans for studying abroad will depend on that she can get a scholarship.
8. He had the bad tooth pull out.
9. I wish you won't keep interrupting me.
10. The medicine has to be taken each eight hours.

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次の日本文の下線部(1)、(2)を英語で表現しなさい。

興味深い疑問に気付けば、子どもたちは意欲的に、どんどん突き進んでいきます。子どもたち⁽¹⁾の意欲を尊重しながらも、迷走したり空回りしたりしないように、突き進み方にも大人たちのちょっとしたアドバイスが必要です。意欲が空回りしたのでは、何も見えてきません。事象を⁽²⁾じっくりと観察し、持っている知識を結集して洞察を加え、事象の背後に共通性や、規則性、秩序などがないか考察するように、助言を与えることが大切です。

〔出典〕 中島平三『これからの子どもたちに伝えたい ことば・学問・科学の考え方』

- 4** In 100 words or less, explain in English whether you would prefer to live in a small town or a big city.