

英 語

(1～12ページ)

注 意

1. 試験開始の合図があるまで、問題用紙を開いてはいけません。
2. 解答は解答用紙にマークしなさい。ただし、使用しない解答欄があります。
3. 解答用紙に受験番号と氏名を記入しなさい。
受験番号は、下記の「受験番号欄記入例」に従って正確にマークしなさい。
4. 試験時間は **60分** です。
5. 試験開始後、問題用紙に不備(ページのふぞろい・印刷不鮮明など)があったら申し出なさい。
6. 問題の内容についての質問には、いっさい応じられません。

解答用紙の受験番号欄記入例

| 数字の位置 | 受 験 番 号 | | | | |
|-------|---------|---|---|---|---|
| | 万 | 千 | 百 | 十 | 一 |
| | 2 | / | 9 | 0 | / |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |

数字の位置に注意してマークしなさい

マーク式解答欄記入上の注意

1. 解答は、HBの黒鉛筆を使用して丁寧にマークしなさい。
《マーク例》
良い例 ●
悪い例 ◊ ○ ⊗ ◐ ○
2. 訂正する場合は、プラスチック消しゴムで、きれいにマークを消し取りなさい。
3. 所定の記入欄以外には、何も記入してはいけません。
4. 解答用紙を汚したり、折り曲げたりしてはいけません。

I 次の英文を読み、その文意に沿って ~ の英文を完成させるのに最も適切なものを、下の からそれぞれ1つずつ選びなさい。

Is Japan an exception in the disinformation age? It can sometimes seem that way. In a world filled with social media, false and misleading online narratives are an increasingly serious problem. They can increase political polarization, affect the outcome of elections and even fan the flames of violence. Disinformation affects Japan, too. Yet somehow, the worst effects of disinformation have been avoided by its isolated media culture and its dislike of online political speech.

According to a study by Mizuho Research and Technologies, Japanese people are exposed to less online disinformation than people in other countries and are more confident in their ability to spot lies and distortions when they come across them. Recent examples include conspiracy theories about COVID-19 vaccines, which Japanese people overwhelmingly rejected — a fact that helps explain why Japan has one of the highest vaccination rates in the world.

Language is often seen as an information barrier. Japan is the only country where Japanese is widely understood and spoken, a fact that raises the hurdle for foreign propagandists. It's easier to fool people when you can create convincing lies in their native language. That's an easier task in, say, English or Chinese, which are spoken by a vast number of people around the world.

Yet language isn't the crucial factor insulating Japan. And the rapid advance of generative artificial intelligence (AI), which can produce accurate and natural speech in any language, is likely to erode its protective power in any case.

What matters more, we believe, are Japanese attitudes toward the internet and politics. Specifically, Japanese people are more likely to disbelieve information they find online and they display lower levels of political engagement — both online and in the real world — than people in other countries.

Japan remains a relatively popular place for mainstream media. Although trust in major newspapers and television networks has declined in recent years, the drop has been significantly milder than in other parts of the world. In studies such as the World Values Survey, which is conducted in Japan by the Dentsu Institute and Doshisha University, and overseen globally by King's College, London, Japan ranks at or near the top for both the amount of news that people receive from mainstream sources and the likelihood that people will have confidence in those sources.

As for political disengagement, open discussion of politics is generally avoided in Japan. That was true before the internet and it has remained true in the digital age. Japanese use the internet for personal communication, shopping, gaming — just about anything except trumpeting their political views.

More broadly, there is evidence that Japanese are retreating ever further from politics of all kinds. They feel they can't change the system, so they focus their energies instead on their personal lives, be it career, family or leisure. People often say they are fed up with politics, but the result has been disengagement rather than angry, anti-establishment populism.

Political disengagement is not, of course, a good thing in itself. You might call it a kind of “accidental resilience.” Instead, Japan needs to build more positive protections against disinformation, including through information-literacy education. And “mainstream” Japan needs to get better at telling stories about itself to counter false narratives that seek to influence domestic and international opinion about Japan.

The government, for instance, tends to be diligent about providing facts and raw data on a range of issues, but weak at explaining what those facts and data mean. That can lead to a narrative vacuum that can be filled by adversaries and political opponents — as has been seen in disinformation that has been spread online about the release of treated water at the Fukushima No. 1 nuclear power plant.

The bottom line is that Japan has done relatively well in the age of disinformation, but its accidental resilience should not be taken for granted. “Narrative warfare” is intensifying worldwide and it has real-world consequences — for democracy, security and prosperity. The risks are too high to be ignored.

出典 : Tetsuro Kobayashi and Maiko Ichihara, *Japan Times*, May 9, 2024. (一部改変)

1 The “disinformation” discussed in the article refers to

1. false and misleading online narratives.
2. the rapid growth of social media.
3. aversion to online political speech.
4. spotting lies and distortions in information.

2 According to the article, a possible reason Japan has one of the highest COVID-19 vaccination rates in the world is

1. there was almost no false information on COVID-19 vaccines in Japan.
2. the Japanese are generally health conscious.
3. the Japanese government was diligent about explaining facts.
4. most Japanese people rejected conspiracy theories about COVID-19 vaccines.

3 Japanese language is seen as a barrier against disinformation because

1. most propagandists use alphabet-based languages.
2. it is difficult for foreigners to make convincing lies in Japanese.
3. English and Chinese are easier for foreigners to learn.
4. it is impossible to produce natural sentences in Japanese using AI.

4 One of the most important factors that make Japan resilient to online fake news is

1. the low penetration rate of the internet.
2. a lack of people who spread falsehoods online.
3. people's tendency to disbelieve online sources.
4. extensive information-literacy education.

5 The article points out that mainstream media

1. is trusted worldwide because it offers top-rated stories.
2. still has its strength in Japan compared with other countries.
3. has offered every opportunity for anyone to have their voice heard.
4. has been criticized for its organized disinformation campaigns.

6 In Japan, people tend to avoid talking politics,

1. but they have a keen interest in politics all the same.
2. but it was different before the digital age.
3. and articles on politics are rarely found in online news media.
4. and there are relatively few cases of political opinions expressed on the internet.

7 The authors call the present state of growth of disinformation

1. “narrative warfare.”
2. “accidental resilience.”
3. “democratization of news.”
4. “narrative vacuum.”

8 In conclusion, the authors argue that

1. Japan is exceptionally good at dealing with online fake news because of its excellent literacy education.
2. the government should provide more facts and data on current national issues.
3. although it is less affected by online false information, Japan needs to take positive counteraction against it.
4. Japanese people should remain apolitical in order to keep disinformation problems away.

Ⅱ 次の英文(1)～(7)の空所 **9** ～ **15** を埋めるのに最も適切なものを、下の からそれぞれ1つずつ選びなさい。

(1) What is the best way to keep your drinks (**9**)?

| | | | |
|----------|------------|----------------|-------------|
| 1. chill | 2. chilled | 3. in chilling | 4. to chill |
|----------|------------|----------------|-------------|

(2) (**10**) you need now is to have a good sleep.

| | | | |
|---------|---------|---------|----------|
| 1. That | 2. When | 3. What | 4. Which |
|---------|---------|---------|----------|

(3) The population of Tokyo is larger than (**11**) of London.

| | | | |
|-------|--------|---------|----------|
| 1. it | 2. one | 3. that | 4. those |
|-------|--------|---------|----------|

(4) “I agree with his plan.” “(**12**) do I”

| | | | |
|---------|-----------|------------|-------|
| 1. Also | 2. Either | 3. Neither | 4. So |
|---------|-----------|------------|-------|

(5) (**13**) you have grown up, you can understand how your parents felt at that time.

| | | | |
|---------------|----------|-------------|-------------|
| 1. As soon as | 2. While | 3. Whenever | 4. Now that |
|---------------|----------|-------------|-------------|

(6) If she had not followed her mother’s advice, she (**14**) in trouble now.

| | | | |
|-------|-------------|------------|-------------|
| 1. is | 2. has been | 3. will be | 4. would be |
|-------|-------------|------------|-------------|

(7) My dog weighs (**15**) your dog.

| | |
|---------------------|---------------------|
| 1. as twice much as | 2. twice as much as |
| 3. twice more than | 4. more twice than |

Ⅲ 次の [16] ~ [21] の英訳文を完成させるように、()内の 1~7 を並べかえ、その 7 つの中で 5 番目に来る語句の番号を選びなさい。なお、文頭に来るものも小文字で表記してある。

[16] グラタンはフランス料理に起源があると言われている。

Gratin (1. in 2. said 3. its 4. have 5. to 6. origin 7. is)
French cuisine.

[17] ジェイミーがどうしてあんな振る舞いをしたのかはいまだに謎のままだ。

It (1. acted 2. why 3. like 4. Jamie 5. remains 6. mystery
7. a) that.

[18] やることがたくさんあると時間は早く過ぎるように思える。

Having many (1. pass 2. to do 3. to 4. makes 5. things 6. seem
7. time) quickly.

[19] 明日の会議は中止になったという連絡を受けた。

It (1. tomorrow's meeting 2. attention 3. has 4. that 5. to
6. my 7. come) will be canceled.

[20] 言うまでもなく地球温暖化は世界各国にとって深刻な問題だ。

(1. without 2. it 3. saying 4. global warming 5. is 6. goes
7. that) a serious issue for each country.

[21] 「いよ伊予」という名前のお店は、地元の人気商品に特化したお店です。

(1. the shop 2. popular 3. in 4. "Iyo Iyo" 5. specializes 6. local
7. named) products.

IV 次の英文を読み、空所 [22] ~ [25] を埋めるのに文脈上最も適切なものを、下の [] からそれぞれ 1 つずつ選びなさい。

The most desired occupation for students starting their first year of elementary school this spring is to work in a bakery or a cake shop, according to a survey conducted by school bag material manufacturer Kuraray. This year's survey, conducted from May 2023 to February 2024 and released last week, amassed responses from 4,000 children (2,000 boys and 2,000 girls) starting elementary school in April, along with 4,000 parents. Topping the charts for boys and girls combined were “cake shop worker/baker,” “police officer” and “athlete,” in first, second and third place, [22], maintaining their positions from the previous year. Notably, the role of “researcher,” particularly in the realms of dinosaurs and insects, saw a [23] in popularity among the mixed-gender group, entering the top 10. However, the appeal of being a “YouTuber,” which had been steadily gaining traction in recent years, saw a decline, slipping from ninth place in last year's survey to the 14th spot.

This year marked the return of “athlete” as the top choice for boys after a four-year dip, with aspirations such as becoming a “basketball player” gaining momentum. Kuraray [24] this increase in basketball's popularity to the FIBA Basketball World Cup being held in Okinawa last year, inspiring young boys to dream of joining professional basketball teams. On the other hand, girls overwhelmingly favored careers in the confectionery world, with over 20% expressing their desire to be a “cake shop worker/baker,” marking the 26th consecutive year for this trend.

[25] parental aspirations for their children, the trends were more grounded. For parents of girls, the most desired career path was “nurse,” followed by “civil servant” and “company employee.” Parents of boys leaned toward envisioning them as “civil servants” first, with “company employee” and “athlete” in second and third places. While “civil servant” has remained a steadfast aspiration, the popularity of “company employee” has seen a twofold increase over the past two decades.

出典：Jessica Speed, *Japan Times*, April 8, 2024. (一部改変)

| | | | | |
|------|---------------------|-------------------|-----------------|------------------|
| [22] | 1. respectively | 2. reportedly | 3. tremendously | 4. alternatively |
| [23] | 1. drop | 2. decline | 3. surge | 4. concentration |
| [24] | 1. attributed | 2. brought | 3. led | 4. considered |
| [25] | 1. As well as | 2. In addition to | | |
| | 3. When it comes to | 4. In spite of | | |

V 次の英文 [26] ~ [33] の下線部に最も近い意味を表すものを、下の [] からそれぞれ1つずつ選びなさい。

[26] Contrary to popular belief, these animals are not dangerous to humans.

- | | | | |
|------------|-----------|---------------|---------------|
| 1. Against | 2. Beyond | 3. Concerning | 4. Throughout |
|------------|-----------|---------------|---------------|

[27] The police brought forward some new evidence in the case.

- | | | | |
|--------------|---------------|--------------|-------------|
| 1. collected | 2. discovered | 3. presented | 4. withdrew |
|--------------|---------------|--------------|-------------|

[28] I was utterly at a loss when I had to speak in front of such a large crowd.

- | | | | |
|------------|-----------|--------------|------------|
| 1. excited | 2. scared | 3. surprised | 4. puzzled |
|------------|-----------|--------------|------------|

[29] We achieved the goal thanks to a lot of hard work from our team members.

- | | | | |
|---------------|---------------|-------------------|-------------------|
| 1. because of | 2. in view of | 3. in addition to | 4. with regard to |
|---------------|---------------|-------------------|-------------------|

[30] The plan for a new office building went ahead regardless of local opposition.

- | | | | |
|----------------|--------------|------------|----------|
| 1. considering | 2. regarding | 3. despite | 4. under |
|----------------|--------------|------------|----------|

[31] The stain on my shirt has virtually disappeared.

- | | | | |
|-------------|-----------|------------|----------|
| 1. entirely | 2. almost | 3. finally | 4. never |
|-------------|-----------|------------|----------|

[32] There is often no clear distinction between an allergy and food intolerance.

- | | | | |
|--------------|----------------|---------------|---------------|
| 1. avoidance | 2. explanation | 3. difference | 4. importance |
|--------------|----------------|---------------|---------------|

[33] We took strong measures to prevent any kind of discrimination.

- | | | | |
|-----------|------------|----------|-------------------|
| 1. action | 2. degrees | 3. risks | 4. responsibility |
|-----------|------------|----------|-------------------|

VI 次の英文を読み、**34**～**36**の問いの答えとして最も適切なものを、下の□からそれぞれ1つずつ選びなさい。

**** Northbridge University: English Language Teaching Program ****

Northbridge University offers a prestigious English Language Teaching Program designed for teachers who have experience of teaching English to non-native English speakers for more than 5 years.

Special features of this program

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- ◆ International Faculty: Language teaching experts with extensive global experience from all over the world come to us as guest lecturers every month.
- ◆ Study Abroad Opportunities: The students are encouraged to participate in 3-month programs at partner universities in Australia, Canada and the U.K. after completing the first half of the English Language Teaching Program.
- ◆ Apprenticeship Course: The students are required to teach English in the partner institutions with detailed instruction from their supervisor.
- ◆ Online Workshop: Graduates of the program share the experience of their teaching in various schools or institutions and the students have the opportunity of discussing issues raised by the speaker.

Application Deadlines

- ◆ Early Entry: March 1st, 2025
- ◆ Regular Entry: July 1st, 2025

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For more details or any queries, please contact us at:

- ◆ Email: info@northbridgescholarship.org
- ◆ Phone: +1-800-372-8856

(書き下ろし)

34 Who is the course intended for?

1. Those who want to become an advanced English language learner.
2. Those who want to be an English language teacher for the first time.
3. Those who want to study English as a second language.
4. Those who want to add to their teaching experience.

35 What must students do to fulfill the program?

1. Study in Australia, Canada or the U.K.
2. Teach English to some students.
3. Take some examinations and pass them.
4. Write a thesis at the end of the courses.

36 Which of the following is TRUE?

1. Students can learn about mergers and acquisitions in the class.
2. Students can learn from the graduates who visit the university as guest lecturers.
3. Students who hope to receive a scholarship need to apply by March 1st.
4. Students must take some courses at one of the partner universities.

VII 次の対話文の空所 [37] ~ [41] を埋めるのに文脈上最も適切なものを、下の [] からそれぞれ1つずつ選びなさい。

Anna: We've no classes tomorrow, right? So how about watching a movie tonight?

Karen: Sure. Shall I come to your place or do you want to come to mine?

Anna: Or we could go out to a movie theater. [37]

Karen: But I thought you loved movies?

Anna: I do. [38]

Karen: They're certainly not cheap. And it's more relaxing to watch something at home. So why do you want to go out this time?

Anna: Well, when I stay home I can get *too* relaxed. [39] and end up having to watch it again.

Karen: I'm not surprised. You doze off everywhere. On buses and trains – even in class!

Anna: Hahaha, that's true! But at a theater I can usually manage to stay awake.

Karen: I know what you mean. Somehow we pay more attention when watching on a big screen.

[40]

Anna: Hey, isn't Tuesday night half price for students at the *Cinerama* complex? We can totally afford that, you know.

Karen: Okay, that settles it. Let's check their website to see what's on. I hope there's a horror movie playing. [41]

[37]

1. I haven't been to one in months.
2. I go at least twice a week.
3. It's easier to watch something at home.
4. It's a pity they are not showing anything interesting.

[38]

1. But you can get a discount.
2. But tickets are kind of expensive.
3. But they're just not very interesting.
4. But I've got classes tomorrow morning.

[39]

1. Recently I've been watching TV dramas instead
2. Last night I watched two movies in a row
3. This semester I should be studying instead of watching movies
4. Sometimes I fall asleep halfway through the movie

40

1. If only it was a little cheaper.
2. It's so easy to doze off.
3. I just wish I was free tonight.
4. We can even watch from bed wearing pajamas.

41

1. You know how I hate scary films!
2. It takes so long to get there!
3. That would definitely keep you awake!
4. That actor is so good looking!