

英 語 A

(80 分)

注意 解答はすべて解答用紙に記入すること

問題Ⅰ 次の文章を読み、以下の設問に答えよ。(配点：33点)

Once you start wondering whether the life you're living is truly yours, another question soon follows. If not this, then what? What would feel real? What would feel like mine?

We're often (イ look, □ in, ハ taught, ニ to, ホ answers, ヘ for) plans or (1) outcomes: a better job, a clearer path, a new *five-year strategy. But most of the time, what we're really searching for isn't a roadmap. It's a feeling. Not the adrenaline high of achievement or the comfort of stability. What we're (2) after, often without realizing it, is meaning.

And not just any meaning. A kind of meaning that makes us feel more fully alive.

Saori Okada, founder of Mogami 最上 Wellness, *draws on Japanese traditions and mindfulness to help people reconnect with what matters most. Central to her work is the concept of ikigai, an idea deeply rooted in Japanese culture.

'Ikigai (生き甲斐) means "a reason to live", a sense that life is worth (3) ,' Okada explains. 'And it's not something to chase or achieve, (4) (A) something to notice in the flow of daily life, found in connection, curiosity, contribution, or simple joy.'

This quiet, everyday sense of purpose has been widely studied. 'Research across Japan suggests that people who live with a sense of ikigai report greater wellbeing, stronger social connection, and even lower mortality risk,' Okada says. 'It's a key part of how many Japanese people speak about vitality and longevity, not as something grand, (4) (B) rooted in purposefulness in everyday life. Ikigai isn't about pursuing happiness, it's about tending to what makes life feel meaningful, which in turn fosters a more sustainable sense of wellbeing.'

That meaning, she explains, is not (5) , it grows and shifts as we do. 'At its core, ikigai is the sense that your life holds value,' she adds. 'If we look at the word itself, iki means "to live" and gai means "worth". That (6) (イ many, □ of, ハ may, ニ sense, ホ take, ヘ forms, ト worth) and evolve over time.'

Emma Hackett sees ikigai as a useful starting point for reconnecting with purpose. 'Ikigai is a powerful tool to uncover purpose and meaning.'

‘If you’re feeling disconnected from meaning, try asking yourself “What do you love?” and “What are you good at?” ⁽⁷⁾ Ponder these questions. Take your time and allow the answers to bubble to the surface. When you have some answers, look at how you can be intentional about incorporating more of them into your life.’

While the popular ikigai framework can be helpful, Okada believes its deeper meaning is often lost in translation. She explains that the often-shared *Venn diagram, citing what you love, what you’re good at, what the world needs and what you can get paid for, is a Western invention, originally created by Spanish *astrologer Andrés Zuzunaga and later popularised in a blog post by business coach Marc Winn. It can reduce ikigai to something transactional or career-focused. ‘In contrast, ikigai is inwardly felt, a quiet sense of aliveness and meaning that can exist (⁽⁸⁾) what is paid or praised,’ she says.

—“Is Meaning the Missing Link?” *Psychologies*, August, 2025 (adapted)

“Is Meaning the Missing Link?” by the editorial staff of *Psychologies*,
Aug 1, 2025. Reproduced with permission of *Psychologies*.

* (注) five-year strategy : 5 年間の目標達成に向けた計画や戦略

draw : 頼る

Venn diagram : 円・長方形を用いて集合の相互関係を見やすく示した図

astrologer : 占星術師

問 1 下線部(1)が「私たちはしばしば、計画または結果の中に答えを探すように教えられている」という意味を表すように、()内の単語を並べ替えて英文を完成させ、その順序を記号で示せ。

問 2 下線部(2)の after の意味として最も文脈に合うものを、次の(イ)～(ニ)の中から 1 つ選んで記号で答えよ。

(イ) trying to find or catch something

(ロ) later than something in time

(ハ) in contrast to something

(ニ) behind somebody when they have left

問3 下線部(3)の()内に入る最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

(イ) live

(ロ) to live

(ハ) living

(ニ) to have lived

問4 下線部(4)の(A)と(B)には共通の1語が入る。その語を答えよ。

問5 下線部(5)の()内に入る最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

(イ) changeable

(ロ) infinite

(ハ) useless

(ニ) fixed

問6 下線部(6)が「その価値の意味はいろいろな形をとり、時間とともに発展するかもしれない」という意味を表すように、()内の単語を並べ替えて英文を完成させ、その順序を記号で示せ。

問7 下線部(7)の Ponder と言い換えられる語として最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

(イ) Remind

(ロ) Answer

(ハ) Consider

(ニ) Solve

問8 下線部(8)の()に入る最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

(イ) within

(ロ) beyond

(ハ) by means of

(ニ) as well as

問9 次の(イ)～(ホ)のうち、本文の内容に照らして正しいものには○、間違っただけのものには×を解答欄に記入せよ。ただし、すべてにわたって○または×を記入した解答は無効とする。

- (イ) Okada にとって「生き甲斐」とは、彼女が仕事をする際の中心に来る概念である
- (ロ) 「生き甲斐」の研究は、日本では全く進んでいない
- (ハ) 「生き甲斐」とともに生きている人は、死亡リスクが低い
- (ニ) 「生き甲斐」とは幸せを追い求めることではなく、人生を意味あるものと感じることだ
- (ホ) Okada によると、「生き甲斐」の深い意味は、図などを使って示すことができる

問題Ⅱ 次の文章を読み、以下の設問に答えよ。(配点：33点)

A new study suggests the beginnings of human speech are linked to *genetics. The research identifies a protein — found only in people — that may have helped early humans develop spoken communication. Scientists who participated in the study say this new speaking ability became important for humans' survival. For example, speech permitted individuals to share information, organize activities and () knowledge. These abilities are now (イ humans, □ seen, ハ over, ニ an advantage, ホ as, (1) へ their relatives, ト had), such as the *Neanderthals and *Denisovans.

The researchers recently published their findings in a study in the journal Nature Communications.

Liza Finestack teaches about speech and hearing at the University of Minnesota. She told *The Associated Press (AP) the new study is “a good first step to start looking at the specific genes” that may () speech and language development. Finestack was not involved in the study.

Dr. Robert Darnell has long been studying the protein — called NOVA1 — at his laboratory at New York's Rockefeller University. He helped lead the new research and was a writer of the study. Darnell told the AP the genetic version, or *variant, included the protein that helped humans develop into the “dominant species” that remains today.

The latest research involved scientists using *CRISPR gene editing methods to replace the NOVA1 protein found in mice with the one found in humans. The aim was to test the real-life effects of the genetic variant. The researchers () to learn that the variant changed the way the animals called out to each other.

Baby mice with the human variant made a different sound than normal mice do when their mother came around. Adult male mice with the variant also made different sounds when they were near a female they wanted to mate with.

Darnell said both of these situations gave the mice a reason to speak. Those with the human variant “spoke differently,” demonstrating the gene's influence in speech, he added.

This is not the first time a gene has been () speech. In 2001, British scientists

said they had discovered the first gene tied to a language and *speech disorder.

Researchers called this human language gene FOXP2. But even though FOXP2 was found to be linked to human language, the variant in modern humans was not found in our species alone. Later research found it was shared with Neanderthals. The NOVA1 variant in modern humans, on the other hand, is found only in our species, Darnell said.

The presence of a gene variant is not the only thing that permits people to speak. The ability also depends on physical elements in the human throat and areas of the brain that work together to help people produce speech and understand language. Darnell said he hopes the recent work can lead to new ways to treat speech-related problems.

The University of Minnesota's Finestack noted the genetic findings could also one day permit scientists to identify people who might need help developing speech and language early in life.

—Jill Robbins, "Scientists Link Gene to Human Speech,"

Voice of America, March 08, 2025 (adapted)

*(注) genetics : 遺伝学

Neanderthals : ネアンデルタール人

Denisovans : デニソワ人

The Associated Press : AP 通信 (世界最大の通信社)

(genetic) variant : 他の生物と比較して遺伝的に異なっている DNA 配列

CRISPR : DNA 配列を切り取り, 改造する遺伝子編集技術

speech disorder : 言語障害

問 1 下線部(1)を「(次の世代に)伝える」という意味にしたい。()内に入る最も適切なものを, 次の(イ)~(ニ)の中から 1 つ選んで記号で答えよ。

(イ) pass away (ロ) pass down (ハ) take down (ニ) take away

問 2 下線部(2)の()内の単語を文脈に合わせて並べ替えて英文を完成させ, その順序を記号で示せ。

問3 下線部(3)の()内に入る最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

- (イ) teach (ロ) prevent (ハ) judge (ニ) affect

問4 下線部(4)の the genetic variant が指示している内容として最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

- (イ) the NOVA1 protein found in mice
(ロ) the NOVA1 protein found in humans
(ハ) CRISPR gene editing methods
(ニ) human language gene FOXP2

問5 下線部(5)の()内に入る最も適切なものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

- (イ) surprise (ロ) were surprised
(ハ) have surprised (ニ) would be surprised

問6 下線部(6)の()に入る適切な語句を、第一段落より連続する2語で抜き出せ。

問7 Robert Darnell の実験の内容として最も適切ではないものを、次の(イ)～(ニ)の中から1つ選んで記号で答えよ。

- (イ) 遺伝子操作を受けた大人のネズミは近くに興味のある異性がいる場合に異なる鳴き声を出すようになった
(ロ) CRISPR を用いて、ネズミの NOVA1 を人間の NOVA1 に置き換えた
(ハ) 遺伝子操作を受けた子供のネズミは、通常のネズミと異なり、母親にだけ鳴き声を出すようになった
(ニ) NOVA1 の遺伝子が人間の発話に影響を与えていることが示された

問 8 Liza Finestack に関する記述として最も適切なものを、次の(イ)～(ニ)の中から 1 つ選んで記号で答えよ。

- (イ) CRISPR gene editing methods の開発者である
- (ロ) Dr. Robert Darnell の一連の研究には参加していない
- (ハ) FOXP2 はネアンデルタール人の遺伝子にも備わっていることを発見した
- (ニ) 初期の発話や言語を解明するためには FOXP2 と NOVA1 遺伝子のみを研究していく必要があると述べている

問 9 次の(イ)～(ホ)のうち、本文の内容に照らして正しいものには○、間違っただけのものには×を解答欄に記入せよ。ただし、すべてにわたって○または×を記入した解答は無効とする。

- (イ) 研究者たちは発話する能力が人間の生存にとって重要な役割を担うと述べている
- (ロ) Darnell の実験によって人間の言語に関わる遺伝子は FOXP2 だけではないことが分かった
- (ハ) 人間の言語に関わる遺伝子として最初に発見されたのは FOXP2 である
- (ニ) 現代の人間にのみ備わっていることが確認されている言語に関わる遺伝子は FOXP2 と NOVA1 である
- (ホ) 人間の発話能力には FOXP2 や NOVA1 といった遺伝子だけでなく、脳や口の大きさといった物理的な要因も影響を与えている

問題Ⅲ 次の文章は、人気のキャラクター人形に関するものである。空欄(1)～(8)に入る最も適切な語を、次の(i)～(ii)の中からそれぞれ1つ選んで記号で答えよ。(配点：16 点)

There was a line of hundreds of people in front of the Pop Mart store in Los Angeles at 4:45 a.m. on Friday.

Korin Reese arrived thinking she was somewhat (1) and was *stunned to find customers already waiting. Some brought stools and foldable chairs to sit on, while others came with bags full of snacks and drinks. Ms. Reese heard that some of the people in line had been there since 10 p.m. the day before.

They, like Ms. Reese, wanted to get their hands on the latest series of a new key-ring doll called the Labubu, which is sold (2) at Pop Mart, a Chinese collectibles retailer. The dolls, which (3) to a tribe called The Monsters, are the latest in a long line of iconic collectible characters from Asia, including Hello Kitty — now a 50-year-old *matriarch — Sonny Angel and Gudetama.

Labubu dolls are *fuzzy little *Nordic elves with *snaggleteeth, mischievous grins and *impish ears. They're all female, they're kindhearted, but sometimes, as they go about (4) joy, they get into trouble. "Well-intentioned" trouble, though, said Emily Brough, head of licensing at Pop Mart North America. "It's never *malicious."

The creatures, conceptualized in 2015 by an artist born in Hong Kong, Kasing Lung, began as characters in a children's book series. In 2019, Mr. Lung signed a (5) with Pop Mart to turn the storybook elves into collectible designer toys, starting with a line of figurines. Pop Mart's first Labubu key-ring series, called the Exciting Macaron, was released in October 2023.

Each time a new Labubu has been released, it has sold out (6) minutes online. (Each doll costs roughly \$30, but some limited-edition items can cost more.) They have *spawned communities — in real life and online, where fans discuss tips on how to *score dolls or dress them up and share images of their collections — and have turned into (7) fashion accessories, often *juxtaposed against luxury handbags.

The success of Pop Mart, the Chinese company behind the brand, has been

somewhat recession-proof, according to Bloomberg, with its stock and profits rallying despite global economic uncertainty and trade war concerns. The company reported \$1.8 billion in revenue in 2024 — a more than 100 percent increase from the previous year. The Labubu dolls and The Monsters tribe contributed about \$400 million in revenue last year — a (8) of 726 percent from the previous year — making it among the company’s top-selling products.

—Alisha Haridasani Gupta, “How These Little Elves Turned into a Global Sensation,”

The New York Times, April 28, 2025 (adapted)

How These Little Elves Turned Into a Global Sensation by Alisha Haridasani Gupta.

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*(注) stun : 呆然とさせる	matriarch : 女家長
fuzzy : けばだった	Nordic elves : 北欧の妖精
snaggletoothed, mischievous grins : 出っ歯のいたずらっぽい笑み	
impish ears : 尖った耳	malicious : 悪意のある
spawn : 生み出す	score : 手に入れる
juxtapose : 並置(並列)する	

- | | | | |
|--------------------|-----------------|-----------------|----------------|
| 1. (イ) early | (ロ) fast | (ハ) soon | (ニ) quick |
| 2. (イ) extremely | (ロ) essentially | (ハ) exclusively | (ニ) eventually |
| 3. (イ) create | (ロ) imagine | (ハ) depend | (ニ) belong |
| 4. (イ) allowing | (ロ) consulting | (ハ) solving | (ニ) spreading |
| 5. (イ) partnership | (ロ) opposite | (ハ) agreed | (ニ) market |
| 6. (イ) without | (ロ) within | (ハ) withdraw | (ニ) withhold |
| 7. (イ) fluent | (ロ) humid | (ハ) unexpected | (ニ) vacant |
| 8. (イ) growth | (ロ) build | (ハ) stream | (ニ) branch |

問題Ⅳ 1～6の日本語の意味になるように()内の語を並べ替えるとき、4番目と7番目に来るものを記号で答えよ。なお、()内で並べ替えた語群のうち、最初に来るものを1番目とする。(配点：18点)

1. 問題なのは、それに関して私たちにできることはあまりないということです。

The problem is that (イ it, ロ isn't, ハ there, ニ much, ホ can, ヘ about, ト do, チ we).

2. 対面の交流は、オンラインではできない信頼をつくれます。

Face-to-face (イ online, ロ interactions, ハ trust, ニ in, ホ that, ヘ create, ト way, チ a) interactions can't.

3. ナンシーが学校から帰ってから一番やりたくないのは勉強です。

The (イ wants, ロ do, ハ thing, ニ Nancy, ホ to, ヘ she, ト when, チ last) gets home from school is study.

4. 私が今言っていることを、あなたが忘れないよう切に願います。

I do (イ you, ロ am, ハ don't, ニ hope, ホ forget, ヘ I, ト what, チ telling) you now.

5. 私は音楽に興味のあるふりをしている人と一緒に音楽を聴くのは嫌いだ。

I hate (イ people, ロ to, ハ music, ニ with, ホ who, ヘ faking, ト listening, チ are) an interest in it.

6. 社内のチームリーダーは、心理的安全性を形成するのに非常に重要な役割を担う。

Leaders of teams within (イ role, ロ shaping, ハ companies, ニ crucial, ホ play, ヘ in, ト a, チ psychological) safety.

受験番号

英語 A 解答例

得点

問題 I

問1 ハ - ニ - イ - ヘ - ホ - ロ
 問2 イ 問3 ハ 問4 but 問5 ニ
 問6 ニ - ロ - ト - ハ - ホ - イ - ヘ
 問7 ハ 問8 ロ

問9

イ	ロ	ハ	ニ	ホ
○	×	○	○	×

問題 II

問1 ロ
 問2 ロ - ホ - ニ - イ - ト - ハ - ヘ
 問3 ニ 問4 ロ 問5 ロ
 問6 linked to
 問7 ハ 問8 ロ

問9

イ	ロ	ハ	ニ	ホ
○	○	○	×	×

問題 III

1	2	3	4	5	6	7	8
イ	ハ	ニ	ニ	イ	ロ	ハ	イ

問題 IV

	1	2	3	4	5	6
4 番目	チ	ニ	イ	ホ	ニ	ニ
7 番目	ヘ	ホ	ト	ロ	チ	ロ

出題の意図(AB共通)

問題I 読解問題

基本的な語彙、文法、構文についての知識を用いて、文脈に沿って正確に意味を読み取る力など、英語の総合的な読解力をみる問題。

問題II 読解問題

基本的な語彙、文法、構文についての知識を用いて、文脈に沿って正確に意味を読み取る力など、英語の総合的な読解力をみる問題。

問題III 読解問題

基本的な語彙、文法、構文についての知識を用いて、文脈に沿って正確に意味を読み取る力など、英語の総合的な読解力をみる問題。

問題IV 英作文問題

日本語を適切な英語で表現できる基礎的な英作文能力をみる問題。