



## 令和 7 年度 外 国 語 英 語

### 問 題 冊 子

#### 注 意 事 項

1. 監督者の指示があるまで、問題冊子を開かないこと。
2. 問題冊子は、11 ページに組んである。  
なお、落丁、乱丁及び印刷不鮮明なものがあれば、すぐに申し出ること。
3. 全ての解答用紙に必ず本学の受験番号、氏名を記入すること。各解答用紙に受験番号欄と氏名欄がそれぞれ 1 箇所ある。
4. 解答は、解答用紙の指定された解答欄に記入すること。異なる解答用紙・解答欄に記入されたものは採点されない。
5. 記入した解答用紙は、裏返して机上に置くこと。
6. 解答用紙の※欄は記入しないこと。
7. 試験終了後、問題冊子は持ち帰ること。

## 外国語（英語） 問題訂正

2

7 ページ 上から 11 行目

誤： . . . world, your vulnerabilities . . . .

正： . . . world, acknowledging your vulnerabilities . . . .

**1** 次の英文を読んで、後の設問に答えなさい。

この部分に記載されている文章については、  
著作権法上の問題から掲載することができ  
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出典：Powle, Brian, *Brian Powle's Amazing World News*, NHK 出版, 2014. (一  
部改変)

1. 空所( 1 ), ( 2 ), ( 4 ), ( 5 )に入る最も適切な語を, (ア)~  
(エ)から1つずつ選び, 記号で答えなさい。ただし, それぞれの語は1度しか使  
えない。

(ア) dangerous      (イ) famous      (ウ) grateful      (エ) low

2. 下線部(3)の根拠となる具体的事柄を, 本文に即し, 句読点を含めて 100 字以  
内の日本語で説明しなさい。

3. 下線部(6)のような結果となった理由は何か。句読点を含めて 50 字以内の日  
本語で説明しなさい。

4. 本文の表題として最も適切なものを, (ア)~(エ)から 1 つ選び, 記号で答えな  
さい。

(ア) Don't Be Amused by Labels  
(イ) Don't Be Deceived by Labels  
(ウ) Don't Be Offended by Labels  
(エ) Don't Be Worried by Labels

5. 本文の内容に合致するものを, (ア)~(キ)から 2 つ選び, 記号で答えなさい。

- (ア) Apple products are made by workers under good conditions in China.
- (イ) Indian weavers can compete easily with Chinese factories.
- (ウ) Some products marked “Made in USA” were actually made in Japan.
- (エ) The author discovered that North Korean workers in Mongolia had made his cashmere sweater.
- (オ) The author’s friend believes that Apple products are too expensive.
- (カ) The author’s mother was amused to find out that the vase was not ancient Egyptian.
- (キ) The British Standards Institute decided that the “Designed in Scotland” label was illegal.

- 2 次の英文を読んで、後の設問に答えなさい。ただし、\*印のある語句は本文の後に注がある。

We all carry some secrets that we would rather not share with the people around us. In much the same way that we may only invite visitors into the “good rooms” of our house while the rest is an absolute tip\*, we often hide the chaos of our personal lives behind a polished facade. This may be a serious mistake, since it’s precisely those <sup>(1)</sup>vulnerabilities that can offer rich opportunities to bond with the people around us.

<sup>(2)</sup>This is sometimes known as the “beautiful mess effect,” and one striking example of it playing out in the public sphere is in the life of Diana, Princess of Wales. ( 3 ) the time, even her harshest critics would have admitted that she had an incredible capacity to connect with people. And the widespread admiration for her seems to have arisen because of her vulnerabilities, rather than in spite of them.

A growing body of research in social psychology suggests that the beautiful mess effect is a common phenomenon. We tend to be overly fearful ( 4 ) negative reactions to our flaws and failures, while underestimating\* how much people will appreciate our honesty or courage. In general, others’ perceptions of our vulnerabilities are far more positive than we imagine.

Some of the earliest academic evidence of this comes ( 5 ) a <sup>(6)</sup>slightly sadistic\* experiment on Cornell undergraduates. Participants were asked to complete a questionnaire about various experiences in their lives. They had to say whether they had ever ridden a unicycle or visited a foreign city—or, crucially—whether they had ever wet the bed. Straight afterwards, the participants were told that a computer was busy preparing an automated biography of them, which would then be passed on to another student to <sup>(7)</sup>evaluate.

( 8 ) reality, the text was pre-written in a way designed to produce

acute feelings of embarrassment. “Although this student is not without faults,” it said, “occasionally having some difficulties with bed wetting, he [or she] has continued to excel as a student at Cornell, and considers himself [or herself] to be a friendly, outgoing\* and caring person.” Having been shown it, participants then had to estimate how positively the new acquaintance would view them on a scale of 0 (much more negatively than the average student) to 100 (much more positively than the average student). To test if those predictions were true, the students doing the evaluation rated how much they would expect to like this person using the same scale.

We can imagine the bedwetters’ blushes as they read the printout, but the embarrassing information was interpreted far more positively than they predicted. The difference was particularly stark when the new acquaintances were told about the student’s hobbies and interests. With more details to process, they seemed to give surprisingly little weight to the slightly off-putting\* material; on the 100-point scale, they rated them at 69, an overwhelmingly positive response.

<sup>(10)</sup> Other research suggests that people often see a confession of vulnerability as a sign of authenticity. Dena Gromet and Emily Pronin asked Princeton students to imagine picking a few statements that might represent their inner life to a stranger. Some were asked to select from a list of weaknesses — like bad temper, impulsivity\*, and closed-mindedness\*. Others were asked to pick a few apt statements from a list of strengths, such as patience, perseverance and open-mindedness\*. Once again, the participants were told that these statements would then be shown to another student, and were asked to predict how much that person would like them. On average, the students picking the weaknesses assumed they would be liked less than those who had chosen the strengths. But the perceptions were generally much better than they’d expected. In fact, those reading the profiles gave slightly higher ratings to someone who had listed their bad points. This was all related to perceptions of



authenticity. Being honest about their vulnerabilities made people seem more likable.

Experiments have shown that the beautiful mess effect applies in all kinds of contexts. Expressing vulnerability can even benefit people in positions of power, who may feel the need to present a flawless image to their followers. Leaders who admit to a potentially embarrassing weakness — such as anxiety about public speaking, or a fear of flying — score more highly on ratings of authenticity and inspire greater loyalty.

In an age when perfectly curated\* portraits fill our Instagram feeds\*, it's worth keeping the beautiful mess effect in mind. In today's digitally polished world, your vulnerabilities can seem especially difficult. But if you can calm your inner critic and recognise that insecurity, disappointment and frustration are universal human experiences, you will find it far easier to share your perceived flaws with others — whose empathetic\* reactions may then act ( 12 ) a balm\* to your pain. Rather than isolating us, the things that cause us shame are often a sign of our humanity, and a source of intimacy and connection.

(注)

tip : 散らかった部屋    underestimating : 過小評価している

sadistic : 加虐的な    outgoing : 社交的な    off-putting : 当惑させる

impulsivity : 衝動性    closed-mindedness : 心の狭さ

open-mindedness : 心の広さ    curated : 構成された

Instagram feeds : インターネットで写真を共有できるアプリケーションの  
投稿

empathetic : 感情移入した    balm : 鎮痛剤

The Big Idea: why you shouldn't be afraid of being a mess by David Robson. Copyright Guardian News & Media Ltd 2025.

出典 : Robson, David, "The Big Idea: why you shouldn't be afraid of being a mess," *The Guardian*, May 27, 2024. (一部改変)

1. 下線部(1)に含まれるものを、本文の内容に沿って、以下の(ア)~(カ)から2つ選び、記号で答えなさい。

- (ア) a polished outward appearance
- (イ) experiences that make us feel ashamed
- (ウ) others' secrets that we want to share with people
- (エ) the clean rooms of our house
- (オ) the complete disorder and confusion of our personal lives
- (カ) widespread admiration

2. 下線部(2)の指す内容を40字程度の日本語で説明しなさい。

3. 空所(3), (4), (5), (8), (12)に入る適切な前置詞を選択肢から選び、答えなさい。ただし、それぞれの語は1度しか使えない。

選択肢

as, at, from, in, of

4. 下線部(6)に含まれる手順を本文に沿って順に並べると、(ア)~(エ)のどの順になるか、記号で答えなさい。

- (イ) Other students read participants' biographies and evaluate how much they would like the participants.
- (ロ) Participants complete a questionnaire that includes questions about embarrassing experiences.
- (ハ) Participants predict how much other students would like them by reading their biographies.
- (ニ) Participants read their own biographies, which they believe were generated by a computer.

(ア) (ロ) → (イ) → (ハ) → (ニ)

(イ) (ロ) → (ニ) → (ハ) → (イ)

(ウ) (ハ) → (イ) → (ロ) → (ニ)

(エ) (ニ) → (ロ) → (イ) → (ハ)

5. 下線部(7), (9), (11)の語句の本文中での意味にもっとも近いものを, それぞれ (ア)~(エ)から 1 つ選び, 記号で答えなさい。

(7) biography

- (ア) animal life
- (イ) life history
- (ウ) life lesson
- (エ) tragic life

(9) blushes

- (ア) glassy eyes
- (イ) red cheeks
- (ウ) sweaty palms
- (エ) watery noses

(11) authenticity

- (ア) being artificial or fake
- (イ) being clean and new
- (ウ) being dusty or old
- (エ) being truthful and sincere

6. 次の英文は, 下線部(10)の結果をまとめている。空所( ア )と( イ )に入る語句を, 本文からそれぞれ 5 語から 6 語で抜き出して書きなさい。

( ア ) are liked more than ( イ ).

7. 次の英文は本文を簡単に要約したものである。本文の内容に沿って、空所 ( A ) ~ ( F ) に入る適切な語を、(ア)~(カ)から選び、記号で答えなさい。ただし、それぞれの語は1度しか使えない。

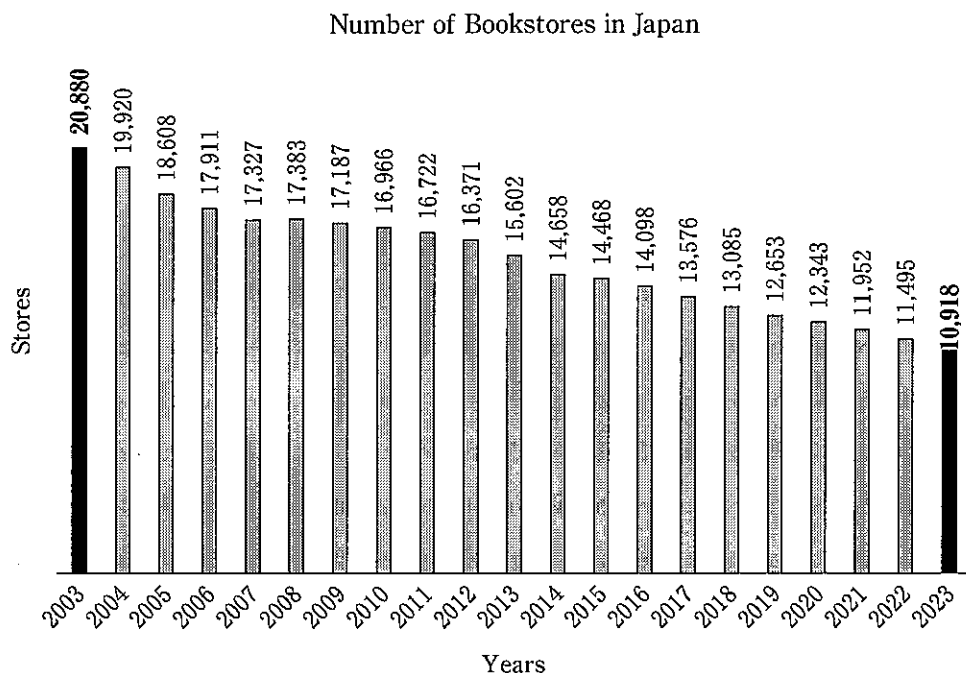
Sharing our flaws and failures can ( A ) to stronger connections with others, as people ( B ) vulnerability and honesty more often than we ( C ). Research has shown that participants who ( D ) embarrassing information about themselves are viewed more positively than expected, and those who list their weaknesses are perceived as more authentic and likable. Even those in positions of power can ( E ) from admitting to vulnerabilities. While it may be challenging to acknowledge our vulnerabilities in a world of carefully selected images, doing so can ( F ) in greater intimacy and connection with others.

選択肢

- |                |             |           |
|----------------|-------------|-----------|
| (ア) appreciate | (イ) benefit | (ウ) lead  |
| (エ) result     | (オ) reveal  | (カ) think |

3

下のグラフについて、後の設問に答えなさい。



(「出版科学研究所オンライン」のデータを元に作成)

- 上のグラフについて、下記の2つのポイントを含めて、30語程度の英語で説明しなさい。ただし、数値は1語として数え、コンマやピリオドは語数に含めない。
  - グラフが示しているもの
  - 数値全体の推移
- 数値全体の推移の原因について、あなたの考えを50語程度の英語で説明しなさい。ただし、数値は1語として数え、コンマやピリオドは語数に含めない。