P E S T K

令和８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，12 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

1　3ページ　下から1行目

誤：・・・・, *Scientific America*, ・・・・

正：・・・・, *Scientific American*, ・・・・

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

One of the best parts of being a parent has to be watching children discover the world around them. After all, kids are endlessly curious, and part of the fun is seeing the wonder on their faces as they learn about even simple objects and ideas. "What's that in your hand? Is it — a *ball*? Do you think it will roll down this hill?" you might ask your toddler(1). Then you get to enjoy their shouts of delight as they explore just that. This is science in action — making an observation, testing an idea, seeing what happens and then asking the next question.

Yet over time parents may find that their child is becoming less interested in exploring the world around them and less likely to investigate the underlying "why" of things — that is, less curious about science. Why does this shift happen?

There are, of course, a number of different factors at play, but in the research my colleagues and I have done, we have found something that might surprise some folks: this loss of interest may be partly the result of subtle(2) language cues children hear. And these cues don't come just from parents; they can also come from media kids consume or from schoolteachers or curricula that treat science as an identity rather than a process.

All youngsters can do science, but over time they begin to think of *being* a scientist as something reserved for only certain kinds of kids. Based on what my colleagues and I have learned, however, there are some steps you can take to keep the curiosity alive and the science flowing.

When talking to children, many adults might say things like "Let's be scientists today!" (to promote curiosity) or "You're such a good scientist!" (to praise a child)(3). But this kind of language, which focuses on science as an identity rather than a set of activities and actions that people do, can be

demotivating*. One study showed that girls (but not boys) as young as four persisted longer when their cue to participate in science activities was "Let's do science" rather than "Let's be scientists."

One possibility is that when thinking of a scientist, children might be calling to mind a (white) man. If they don't share that identity, they might disengage from an activity designed "for scientists." Relatedly, children might believe that being a scientist requires special intellectual abilities — ones they think certain groups, such as (white) men, have but others don't.

This stereotypical (4) belief that science is reserved for only certain kinds of people emerges surprisingly early. By first grade, girls say they are less interested in computer science and engineering. Perhaps more on the nose*, when asked to draw a scientist, children tend to draw men, although this bias has improved over time.

This kind of stereotyping has a cumulative (5) effect such that by high school, girls who are at the 80th percentile* of science ability (an index of standardized test scores and grades in high school classes that are related to STEM, or science, technology, engineering and mathematics) have the same likelihood of majoring in certain STEM fields as boys in the lowest percentile.

The good news is that subtle linguistic cues can also be harnessed (6) to promote engagement with science in surprisingly potent* ways. Framing science as actions that we take, for example, seems to protect children's interest in and motivation to engage with science over time. Even outside of more controlled laboratory settings, students whose teachers use more action-focused language (such as "let's do science") have been found to persist longer in a novel science game than students whose teachers use more identity-focused language.

Perhaps now you are thinking, "Great, I will just focus on doing science and the actions that make up the scientific process!" And that is certainly likely to be effective with children even as they transition from childhood to

adolescence and head into early adulthood.

But it's also true that during adolescence, your kids are actively trying on and ultimately forming different identities for themselves. So in contrast to its demotivating effects on young children, identity-focused language may help teens stay interested in science. (7) In one study, cueing a future identity based on science (such as "scientist" or "doctor") motivated middle schoolers to do more homework and was associated with higher grades. That might be because if teens think of themselves as scientists, then they are willing to do what it takes to be the person they want to become.

Ultimately, parents want their children to enjoy learning, exploring and figuring things out for themselves. Those activities just happen to be critical pieces of the scientific process. Focusing on these actions when children are young might help them persist in hard tasks or lessons. But as older children gain experience in these areas and start forming ideas of whom they want to become, emphasizing future science-dependent identities might also be helpful in maintaining an interest in science.

How these two versions of subtle language cues might work together (or not) has yet to be tested; perhaps this research could be done by your future scientist.

(注)

demotivating：やる気をなくさせる　　on the nose：正確には

percentile：データを小さい順に並べたとき，ある値が全体でどの位置に相当するかをパーセントで表したもの

potent：(説得)力のある

出典：Lei, Ryan. F., *Scientific America*, April 21, 2025. (一部改変)

1. 下線部(1), (2), (4), (5), (6)の語の本文中での意味に最も近いものを，それぞれ(ア)~(エ)から1つ選び，記号で答えなさい。

(1) toddler

(ア) a child who has just started to walk

(イ) a newborn baby

(ウ) a playmate

(エ) a teenager preparing for college

(2) subtle

(ア) deep

(イ) delicate

(ウ) ignorant

(エ) intentional

(4) stereotypical

(ア) available

(イ) conventional

(ウ) extraordinary

(エ) valid

(5) cumulative

(ア) bad

(イ) calming

(ウ) immediate

(エ) increasing

(6) harnessed

(ア) argued

(イ) avoided

(ウ) removed

(エ) used

2. 本文によると，下線部(3)のような表現が子どもの科学への関心を低下させるとある。筆者が考えるその理由を2つ，本文の内容に沿って，句読点も含めて，それぞれ50字程度の日本語で説明しなさい。

3. 下線部(7)について，筆者が考える理由を，本文に即して，句読点も含めて60字程度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，次の(ア)～(エ)から1つ選び，記号で答えなさい。

(ア) Keeping Children Engaged in Language Is a Matter of Communication

(イ) Keeping Kids Interested in Science Is a Matter of Language

(ウ) Keeping Scientists Motivated in Research Is a Matter of Passion

(エ) Keeping Students Focused in Class Is a Matter of Strategy

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

(ア) Action-oriented language cues can make science more accessible to pre-adolescent children.

(イ) Children's loss of interest in science is completely unrelated to their gender.

(ウ) Children's scientific skills naturally improve as they grow older.

(エ) Most high school girls major in certain STEM fields.

(オ) The article highlights the use of technical words to raise children's interest in science.

(カ) "You are mathematicians today!" is an example of identity-focused language cues.

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

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
ませんのでご了承願います。

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
ませんのでご了承願います。

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
ませんのでご了承願います。

(注)

grandeur：壮大さ　centennial：100 周年記念
of like mind with：～と同様の考えで　colossal：巨大な
shackle：足かせ　fundraising：資金調達
The New Colossus：「新たな巨像」　pylon：鉄塔
an 11-point fort：11 個の頂点を持つ星型多角形をした要塞
huddled：身を寄せて集まる　plaque：飾り版

出典：The Statue of Liberty — Ellis Island Foundation のウェブサイト(2025)
https://www.statueoflibery.org/statue-of-liberty/overview-history/
(一部改変)

1. 下線部(1)の提案理由の1つは，フランスとアメリカの親密な関係を祝うことである。それ以外の理由を2つ，本文の内容に沿って，句読点を含めて，合わせて60字程度の日本語で説明しなさい。

2. 空所(　2　)～(　5　)に入る最も適切な語を，それぞれ(ア)～(エ)から1つずつ選び，記号で答えなさい。

(　2　)

(ア) collaborate　(イ) demolish　(ウ) notify　(エ) symbolize

(　3　)

(ア) impartial　(イ) inappropriate　(ウ) indifferent　(エ) integral

(　4　)

(ア) abandoning　(イ) awaiting　(ウ) building　(エ) forwarding

(　5　)

(ア) confirmed　(イ) limited　(ウ) reduced　(エ) sent

3. 本文の内容に沿って，下の年表を完成させたい。空所（ A ）～（ F ）に入る最も適切なものを，選択肢(ア)～(ケ)から1つずつ選び，記号で答えなさい。

Year	France	America
(A)	・The proposal to present a gift from France to the United States ・The start of sculptor Bartholdi's design for the structure	
1876		・(C)
1883		・(D)
1884	・(B)	・(E)
1885		・The arrival of the Statue's pieces in New York
1886		・(F) ・The dedication of the Statue of Liberty

選択肢

(ア) 1776

(イ) 1807

(ウ) 1865

(エ) The centennial of the Declaration of Independence

(オ) The completion of the pedestal

(カ) The completion of the Statue of Liberty

(キ) The design of the pedestal and the beginning of construction

(ク) The placement of a plaque engraved with a sonnet on the pedestal

(ケ) The writing of the sonnet *The New Colossus* for an auction

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

(ア) Alexandre Gustave Eiffel was in charge of the Statue's pedestal.

(イ) Joseph Pulitzer, the owner of a newspaper, donated $100,000 for the Statue's pedestal.

(ウ) Richard Morris Hunt completed the Statue of Liberty in France in 1884.

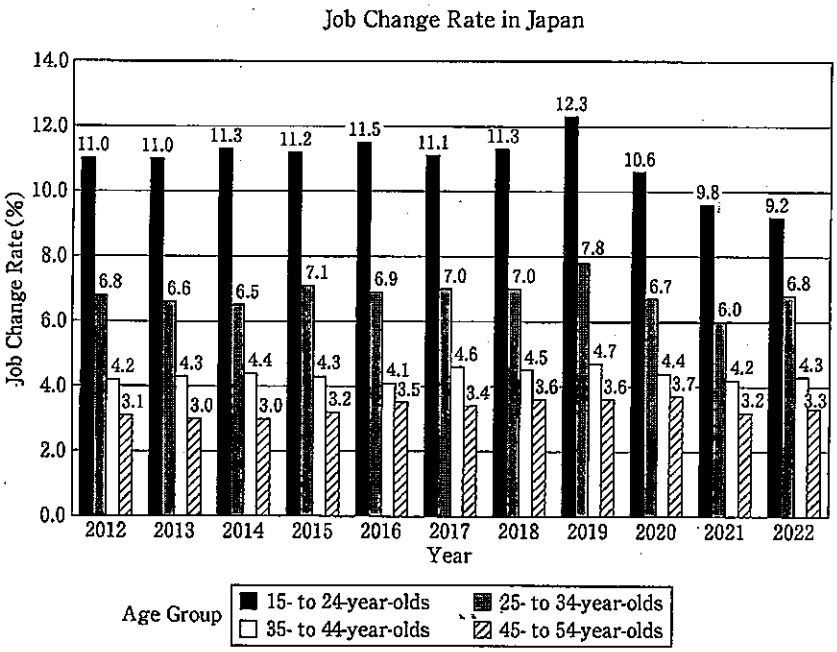
(エ) The dedication of the Statue took place more than one year after it reached New York.

(オ) The island, later renamed Fort Wood, mainly supplied food for French settlers.

(カ) The island on which the Statue of Liberty stands was previously used for different purposes.

(キ) The Statue of Liberty was originally constructed in order to welcome immigrants to the United States.

3 下のグラフについて，後の設問に答えなさい。



(総務省統計局の「労働力調査(詳細集計)2022年(令和4年)平均」のデータをもとに作成)

注：グラフの縦軸の数字は，転職率(就業者数に占める転職者数の割合)を表す。

1. 上のグラフは何を表しているか。若年齢層(15～24歳)と他年齢層を比較して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。

2. 1.を踏まえ，若手の転職の要因について，あなたの考えを40語程度の英語で書きなさい。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。