

2024年度入学者選抜（A日程・1月20日）【60分】

外国語試験問題

『コミュニケーション英語Ⅰ・Ⅱ、英語表現Ⅰ』

学芸学部：日本語日本文学科・英語文化コミュニケーション学科
子ども教育学科・メディア情報学科・生活デザイン学科
人間社会学部：社会マネジメント学科・人間心理学科
栄養科学部：健康栄養学科・管理栄養学科
短期大学部：食物栄養学科

I 次の各文の（ ）に入る最も適切な語を下のア～エの中からそれぞれ1つ選び、記号で答えなさい。

- The new technology has the potential to () our daily lives.
ア. engage
イ. deserve
ウ. improve
エ. criticize
- The success of the experiment was based on the () that the chemical reaction would occur at a specific temperature.
ア. exception
イ. assumption
ウ. decision
エ. satisfaction
- The doctor recommended a new () for patients' condition to improve their quality of life.
ア. encouragement
イ. agreement
ウ. treatment
エ. excitement
- Ayu enjoyed the lively () with her new Korean friend Sujin late into the night.
ア. conversion
イ. conservation
ウ. conversation
エ. consideration

- With hard work and determination, achieving your dreams is always ().
ア. possible
イ. responsible
ウ. considerable
エ. inevitable
- The debate team members () their arguments with well-researched evidence.
ア. admire
イ. assert
ウ. assume
エ. assemble
- In the rainforest, there is an () variety of plant and animal species.
ア. abundant
イ. anxious
ウ. accurate
エ. ambitious
- For more information, please call us () this number below.
ア. by
イ. as
ウ. along
エ. at
- The painting () a beautiful sunset over Sagami Bay.
ア. mentions
イ. expresses
ウ. accompanies
エ. ponders
- The new museum in Kamakura will () the history of the region.
ア. explore
イ. expect
ウ. exact
エ. export

Ⅱ 次の各文の（ ）に入る最も適切な語（句）を下のア～エの中からそれぞれ1つ選び、記号で答えなさい。

1. Lisa said she would join us if she () her work early.

- ア. finish
- イ. finished
- ウ. finishing
- エ. have finished

2. Don't forget () your umbrella. It might rain later.

- ア. take
- イ. taking
- ウ. to take
- エ. takes

3. Sagamiyama City Museum is one of the places () you can learn a lot about space.

- ア. when
- イ. which
- ウ. where
- エ. why

4. In the first class in January, the teacher asked if we () the Christmas holiday.

- ア. enjoy
- イ. will enjoy
- ウ. had enjoyed
- エ. have been enjoying

5. I bought a gorgeous photo stand () my sister's graduation.

- ア. in
- イ. with
- ウ. for
- エ. at

6. This winter is predicted to have () snow than last year.

- ア. many
- イ. less
- ウ. a lot
- エ. few

7. Yuka says she gets her hair () every other week.

- ア. cuts
- イ. cutting
- ウ. cut
- エ. cutter

8. Sarah said to her father that she () come down right away.

- ア. was
- イ. were
- ウ. would
- エ. had been

9. She wished she () more time to finish the report.

- ア. have
- イ. had
- ウ. has
- エ. having


10. She prefers watching Netflix at home () going to the movie theater.

- ア. to
- イ. than
- ウ. as
- エ. so

Ⅲ 次の各日本語文の意味になるように () の中の語を並べ替えて英文を作成した場合に、() 内の2番目と5番目にくるものを選び、記号で答えなさい。ただし、文頭にくる単語も語頭は小文字になっています。

1. 冷房使用時は扉や窓を閉めたままにしましょう。
Keep doors (ア. air-cooling イ. and ウ. closed エ. systems オ. using カ. windows キ. when).
2. サブサハラ・アフリカ地域では、学校に通う3人に1人の子どもたちは、初等教育さえ修了しません。
In sub-Saharan Africa, (ア. children イ. to ウ. in エ. one オ. school カ. go キ. three ク. who) do not complete primary education.
3. 数学の宿題の答えを確認するために、あなたの電卓を借りてもよろしいでしょうか。(ア. calculator イ. do ウ. I エ. if オ. mind カ. you キ. your ク. use) to check my math homework answers?
4. 子どもたちを起こさないように気をつけてくださいね。
(ア. be イ. children ウ. careful エ. not オ. the カ. to キ. wake).
5. Emmaがキッチンにいるかどうか見ていただけませんか?
(ア. see イ. could ウ. Emma エ. the オ. if カ. you キ. in ク. is) kitchen?

Ⅳ 次の広告文を読み、本文の内容と一致する場合にはT、一致しない場合にはFを解答欄に記入しなさい。



Green Life

Hydroponics gardening is a system for growing plants in water without soil. At Green Life, we sell everything you need for indoor hydroponic gardens—except for water! Are you new to hydroponic gardening? We suggest starting with some herbs. We sell beautiful containers, and a variety of seeds. Choose your favorite container, fill it with water, and add herb seeds and our special plant food. Put your container near a sunny window, relax, and enjoy watching your first herbs grow.

Or if you want a bigger garden, how about growing some vegetables? Check out our Kitchen Starter Set! This set has a water container with lights and a pump. Lettuce, tomatoes, cucumbers and other vegetables love growing in this hydroponic environment. With this set, parents can teach kids how to garden and cook with fresh vegetables any time of the year!

And for families who really love hydroponic gardening, Green Life's interior design staff are happy to help. For even bigger gardening projects, we can help your family plan, build and maintain an order-made hydroponic system for indoor garden walls or rooms. From small herb containers to medium size vegetable gardens and large indoor garden systems, hydroponic gardening makes your home a healthy, and healing space. Drop by Green Life and get what you need for your own hydroponic garden!

1. At Green Life store, people can buy water suitable for hydroponic herb gardens.
2. Due to the lights and pump, only lettuce, cucumbers, and tomatoes should be grown in the Kitchen Starter Set.
3. With the Kitchen Starter Set, children can learn about food production.
4. If people want to make a large hydroponic garden system in their homes, Green Life staff can help.
5. Regardless of the size, hydroponic gardens are good for people's homes.

V 以下は留学先での学生2人の会話です。空所[1]～[5]の位置にくる文をA～Fから1つずつ選び、記号で答えなさい。なお、A～Fには、1つ余分な文が含まれています。

Sally: You look really tired.

Remi: [1]

Sally: [2]

Remi: Well, some workers have been repairing the road in front of my house. They work all night!

Sally: That must be really annoying.

Remi: [3]

Sally: Can you get a little sleep?

Remi: [4]

Sally: That sounds hard. You're welcome to stay at my house.

Remi: Thanks. I'd appreciate that.

Sally: [5]

A. I'm sorry to hear that. Why not?

B. No problem. I'm happy to help.

C. It is! They're using a lot of loud machines.

D. Yes, it's better to repair the road.

E. I am. I haven't had much sleep recently.

F. Not at all. I stay awake, wondering if the noise will ever stop.

VI 次の英文を読んで各設問に答えなさい。

In 2023, I went to southeast Turkey with a Japanese volunteer group. A large area had been hit by two earthquakes. In a small village, I met Mehmet and his young family. They lost their home during the disasters, and were living in a small tent with Mehmet's parents.

[A], I was invited to eat with Mehmet's family. I met Mehmet's wife, Fatima, and his two sons: three-year-old Ramadan and one-year-old Ertugrul. Ramadan's name comes [B] an important month in the Islamic calendar. This is when Muslims refrain from eating, pray often, and think deeply about their community. Mehmet told me Ertugrul was named after a 19th-century Turkish ship. Then he told me the following story.

In July 1899, a group from Turkey travelled to Japan on the *Ertugrul* ship. Their purpose was to express thanks for the visit of Japan's Prince and Princess Komatsu to Istanbul two years before. The Turkish group visited Yokohama and they even met Emperor Meiji.

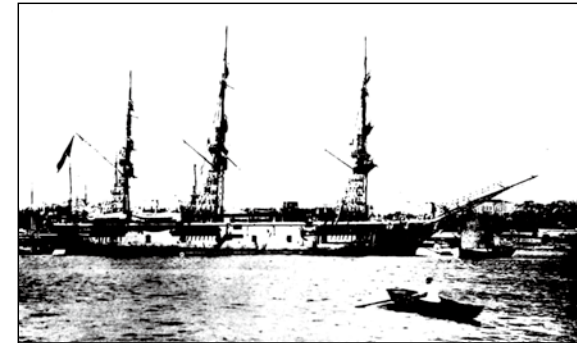
[C], their goodwill trip turned into a sad experience. On the way home, near Kii Oshima Island, the Turkish group encountered a typhoon. The *Ertugrul* ship was badly damaged. People were ⁽¹⁾ throw into the ocean. In spite of it being dangerous and difficult, Japanese fishermen tried to rescue as many people as possible.

Sadly, over 500 Turkish people died, but thanks to Japanese rescue efforts, 69 people lived. Many were badly hurt. Japanese doctors took care of them. The next year, the Japanese ships *Kongo* and *Hiei* carried the 69 Turks back to their home country. After the surviving Turks returned home, the Turkish government offered to pay the Japanese doctors for their services. However, the doctors took [D], saying they were happy to help their Turkish friends as volunteers.

The kindness and courage of the Japanese deeply moved people in Turkey. ⁽²⁾ Respect and goodwill between the two countries continues today. Ceremonies for remembering the *Ertugrul* incident are held every five years. In 2015, Japanese and Turkish people made a movie together about the *Ertugrul* story.

Whenever needed, each country makes efforts to help the other. In March 2011, Japan suffered from a terrible earthquake and tsunami. Many Turkish volunteers

went to Tohoku to help. Twelve years later, Japanese volunteers rushed to southeastern Turkey, because they want ⁽³⁾ _____ there. Mehmet named his one-year-old son after a ship and its story of friendship, respect, and peace. Mehmet hopes that when Ertugrul grows up, he will become a strong and kind man who always [E] to help his Japanese friends.



『土耳其國軍艦エルトグルル號』駐日土耳其國大使館（1937年）

1. 空欄 [A] ~ [E] に入る最も適切な語（句）を選び、記号で答えなさい。

- [A] ア. Otherwise イ. If not ウ. Therefore エ. One day
[B] ア. across イ. from ウ. into エ. through
[C] ア. Frequently イ. Therefore ウ. Recently エ. Unfortunately
[D] ア. a break イ. a large sum of money
 ウ. no money エ. big risks
[E] ア. steps around イ. steps back ウ. steps down エ. steps up

2. 波線部 ⁽¹⁾ throw の正しい形として適切なものをア～エから1つ選び、記号で答えなさい。

- ア. throws イ. throwing ウ. threw エ. thrown

3. 波線部⁽²⁾ Respect and goodwill between the two countries continues today. の内容として最も適切な文をア～エから1つ選び、記号で答えなさい。

- ア. Because Japan helped save people in the southeast Turkey earthquake, Japan and Turkey are now good friends.
- イ. As a result of the *Ertugrul* incident and the help from Japan, Japan and Turkey are still friendly and respectful towards each other today.
- ウ. Since Turkey helped Japan during the earthquake and tsunami in 2011, the two countries are now good friends.
- エ. Because a movie about the *Ertugrul* incident was made, Japan and Turkey are now more friendly and respectful to each other than before.

4. 波線部⁽³⁾ ~~~~~ に入る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. to rescue Japanese
- イ. to support earthquake victims
- ウ. to help Mehmet and his young family
- エ. to pay the Turkish doctors

5. 本文の内容と最も一致している文をア～オから1つ選び、記号で答えなさい。

- ア. The writer travelled to a small Turkish town to donate a tent as a volunteer.
- イ. During Ramadan, everyone in Turkey does not eat, pray a lot, and think about their community.
- ウ. Japan's Prince and Princess Komatsu visited Istanbul, Turkey in 1899.
- エ. The people on the *Ertugrul* ship experienced a typhoon near Kii Oshima, and sadly, over 500 Turkish people lost their lives.
- オ. Mehmet named his three-year-old son because Mehmet hopes that when he grows up, he will volunteer to help Turkish people in Japan.

6. 本文のタイトル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. Stories About Mehmet's Wife and Son
- イ. Tale of Prince and Princess Komatsu
- ウ. The Sad Story of the *Ertugrul* Ship
- エ. Friendship Between Turkey and Japan

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短期大学部：食物栄養学科

Ⅰ 次の各文の（ ）に入る最も適切な語を下のア～エの中からそれぞれ1つ選び、記号で答えなさい。

1. Maki always tries to () her classmates to do their best in school.
 - ア. encourage
 - イ. maintain
 - ウ. identify
 - エ. appreciate
2. Mina was excited to be given the () to study abroad and experience a new culture.
 - ア. variety
 - イ. opportunity
 - ウ. diversity
 - エ. clarity
3. The chef carefully selected the finest () to create a delicious dish.
 - ア. ingredients
 - イ. instructions
 - ウ. integrations
 - エ. investments
4. The necklace was not only beautiful but also very ().
 - ア. violent
 - イ. vacant
 - ウ. valuable
 - エ. visionary

5. Setting clear () is important for achieving success in any task.
ア. obstacles
イ. objectives
ウ. opinions
エ. observations
6. The textbook provides a () overview of the English grammar, covering all important aspects.
ア. comprehensive
イ. comprised
ウ. concentrated
エ. contradictory
7. The final score of the basketball game was eight () none.
ア. at
イ. to
ウ. by
エ. with
8. The company's goal is to () environmentally friendly products.
ア. estimate
イ. influence
ウ. produce
エ. protect
9. The mayor of Sagami-hara plans to () tourists by promoting its cultural heritage.
ア. preserve
イ. identify
ウ. represent
エ. attract
10. Students worked hard together to () the project ahead of schedule.
ア. accomplish
イ. maintain
ウ. identify
エ. preserve

Ⅱ 次の各文の () に入る最も適切な語 (句) を下のア～エの中からそれぞれ1つ選び、記号で答えなさい。

1. Please wait behind the yellow line until the train ().
ア. stop
イ. stops
ウ. stopping
エ. will stop
2. Can I leave the door ()? I would like to change the air.
ア. open
イ. opening
ウ. change
エ. exchange
3. The movie () we watched on the weekend was a huge disappointment.
ア. where
イ. who
ウ. why
エ. that
4. Do you remember () the door before leaving the house?
ア. locking
イ. locked
ウ. have locked
エ. to lock
5. He told me that he () on that homework yet.
ア. was not started
イ. won't start
ウ. hadn't started
エ. isn't starting

6. Spending a month () seems to have boosted her confidence.

- ア. foreign
- イ. abroad
- ウ. in foreign
- エ. by alone

7. She felt someone tapping her () the shoulder.

- ア. by
- イ. with
- ウ. on
- エ. in

8. Did you know that the population of Tokyo is () that of London?

- ア. about twice as large as
- イ. more people than
- ウ. so much as
- エ. any more than

9. What do you think you would do if you () in my position?

- ア. is
- イ. being
- ウ. were
- エ. would have been

10. I had a friend () my dog while I was away on a trip.

- ア. washed
- イ. fed
- ウ. felt
- エ. walk

Ⅲ 次の各日本語文の意味になるように () の中の語を並べ替えて英文を作成した場合に、() 内の3番目と5番目にくるものを選び、記号で答えなさい。ただし、文頭にくる単語も語頭は小文字になっています。

1. 使用しないときはライトを消しましょう。

Turn (ア. in イ. lights ウ. not エ. off オ. use カ. when).

2. 私は友人の誕生日プレゼントに何をかうか迷っています。

I (ア. am イ. buy ウ. for エ. friend's オ. my カ. to キ. wondering ク. what) birthday gift.

3. Mayuはコンサートに備えて、毎日ピアノの練習をしています。

Mayu (ア. been イ. every ウ. day エ. has オ. piano カ. practicing キ. the) to get ready for the concert.

4. この課題に対する解決策を見つけるのを手伝ってもらえませんか？

Can you (ア. a イ. come ウ. for エ. help オ. solution カ. me キ. up ク. with) this issue?

5. 私は来週のシンガポールへの修学旅行を楽しみにしています。

I (ア. forward イ. look ウ. school エ. to オ. trip カ. the) to Singapore next week.

Ⅳ 次の英文を読み、本文の内容と一致する場合にはT、一致しない場合にはFを解答欄に記入しなさい。

Smartphone Disposal

Garbage from old smartphones, computers, and other electronic devices is a problem around the world. Although smartphones are small things, the number of smartphones which become e-waste is huge. By 2022, about 16 billion smartphones had been produced globally. It is thought that over 5 billion of these smartphones are now e-waste. The lithium batteries in thrown-away smartphones are especially harmful to people and the Earth.



What can be done to reduce smartphone e-waste? If your old smartphone still works well, it is best to return it to the smartphone maker. Before doing that, you should clear all your personal data. Then the maker can reset it to its original condition. After that they can sell it again cheaply to someone who wants to reuse it.

In case your old smartphone is broken, the maker might be able to repair it. Some makers give repaired smartphones to charity groups to help people who can't easily buy new ones. And if any old smartphone has become completely useless, it should be recycled. There are many valuable materials inside smartphones. Instead of becoming e-waste, these recycled materials can be used again in new smartphones and other electronic devices. The one thing you and all the other 16 billion smartphone owners should never do is simply throw a smartphone in the garbage. Every smartphone owner can cooperate to reduce e-waste.

1. In 2022, over 90% of e-waste is due to smartphones.
2. Returning a usable smartphone to its maker is a good idea.
3. It is possible for makers to resell used smartphones.
4. Charity groups can repair smartphones for people who need it.
5. The writer insists that every smartphone maker prevent e-waste.

V 以下は相模女子大学の学生とアメリカからの留学生との会話です。空所 [1]～[5] の位置にくる文を A～F から 1 つずつ選び、記号で答えなさい。なお、A～F には、1 つ余分な文が含まれています。

Jane: Your necklace is beautiful!

Miku: Thanks. It's from my mom, but originally it was my grandma's.

Jane: [1]

Miku: [2]

Jane: That's the January birthstone, isn't it?

Miku: [3]

Jane: Cool! When did your grandma start wearing it?

Miku: When she studied abroad in Canada. Garnets are supposed to protect travelers. Later, Grandma gave it to Mom as a wedding present, to protect her new family.

Jane: [4]

Miku: Well, I just turned nineteen. Mom said it's my turn to wear it.

Jane: [5]

- A. That's nice! But you aren't even married yet. Why do you have it?
- B. I can't thank you enough for the present!
- C. That's great! Happy Birthday!
- D. I guess your family has a story about it.
- E. You're right again. All the women in my family have birthdays then.
- F. Yes, we do. Look at this red stone. It's a garnet.

VI 次の英文を読んで各設問に答えなさい。

How did Jomon era people live? What did they eat and drink? [A] you visit the Idojiri Archeological Museum, you can see hundreds of things which were made by Jomon era people. Most of these things were found near the border of Nagano and Yamanashi prefectures. In the museum, you can see a 51-cm high container called *yukotsubatsuki-doki*. This container was made about 6,000 years ago. When it was discovered in 1980, some grape seeds were inside it. Scholars who study Jomon culture believe this container was used for making wine.



Yamanashi is famous for its winemaking. Many of the Yamanashi wineries were started in the mid-19th century. At that time, Ryuken Tsuchiya and Masanari Takano went to France in order to study how to make wine. When they returned, they started making wine in the Katsunuma area. These days, tourists can learn about 19th century wine history, enjoy grape picking, and [B] various wines in those historical places.

Grape growing in Yamanashi, however, is much older. About 1,300 years ago, Japanese Buddhist monks started to grow grapes. These grapes likely came from Georgia, in Europe to Japan through the Silk Road. Many scholars believe that winemaking developed soon after that.

Studying *yukotsubatsuki-doki*, ⁽¹⁾some scholars believe that Jomon era people knew how to make wine with wild grapes. It is thought that people put grapes in the *yukotsubatsuki-doki*, closed the container [C] a lid and buried it in the ground. Then the grapes could naturally change into wine.

Yukotsubatsuki-doki are usually made with high quality clay. Sometimes *urushi* lacquer is painted inside, which would protect the wine. The containers have holes that could release gas [D] winemaking. And if the container is left underground, it would be cool. That would keep the wine healthy and fresh. If this method was really used, it means Japan has a winemaking tradition, which ⁽²⁾begin over 6,000 years ago.

Recently a group of winemakers, scholars and a ceramic artist came together to

make wine as Jomon people might have done. Ceramic artist, Koichi Kushihara, made several *yukotsubatsuki-doki*. He used only clays and river sand from Yamanashi. He also painted the insides with *urushi* laquer.

The winemakers tried to [E] Jomon wine using Kushihara's *yukotsubatsuki-doki*. They used natural yeasts from grape skins. The finished wine was named "Jomon Nouveau." People who tried it said it had a deep, and well-balanced flavor. (3)~~~~~:

1. 空欄 [A] ~ [E] に入る最も適切な語 (句) を選び、記号で答えなさい。

- | | | | |
|----------------|-------------|----------------|----------------|
| [A] ア. If | イ. Even if | ウ. Although | エ. Even though |
| [B] ア. taste | イ. preserve | ウ. recycle | エ. explain |
| [C] ア. of | イ. with | ウ. on | エ. over |
| [D] ア. along | イ. between | ウ. during | エ. within |
| [E] ア. analyze | イ. recreate | ウ. discontinue | エ. export |

2. 波線部⁽¹⁾some scholars believe that Jomon era people knew how to make wine with wild grapesの内容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. Some scholars think that people in the Jomon era wanted the knowledge to make wine with wild grapes.
- イ. It is believed that some scholars instructed Jomon era people on wine making methods with wild grapes.
- ウ. Some experts believe Jomon era people had the knowledge of pottery techniques, which was essential for growing grapes.
- エ. It is believed by some experts that people had the knowledge to craft wine using wild grapes during the Jomon era.

3. 波線部⁽²⁾beginの正しい形として適切なものをア~エから1つ選び、記号で答えなさい。

- | | | | |
|----------|----------|---------------|----------------|
| ア. begin | イ. began | ウ. have begun | エ. might begin |
|----------|----------|---------------|----------------|

4. 波線部⁽³⁾~~~~~に入る最も適切な文をア~エから1つ選び、記号で答えなさい。

- ア. It was exciting for people today to get a real taste of history.
- イ. It was fun for people to reproduce Jomon Nouveau from 19th century techniques.
- ウ. It was a pity that the winemaker could not make very good wine.
- エ. It was interesting that Japanese and French winemakers made Jomon wine together.

5. 本文の内容と最も一致している文をア~オから1つ選び、記号で答えなさい。

- ア. When *yukotsubatsuki-doki* was discovered in 1980, people found some wine made from grape seeds inside it.
- イ. Ryuken Tsuchiya and Masanari Takano started making wine in the mid-1900s after they studied how to make wine in France.
- ウ. Japanese Buddhist monks introduced grape cultivation to Georgia 1,300 years ago, possibly from Yamanashi through the Silk Road.
- エ. *Yukotsubatsuki-doki* were typically crafted with high-quality clay and occasionally featured *urushi* lacquer on the exterior for wine production.
- オ. The Jomon Nouveau wine was made using Kushihara's *yukotsubatsuki-doki* and yeasts from grapes.

6. 本文のタイトル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. Pottery Techniques Learned from the *Yukotsubatsuki-doki* Discovery
- イ. Rediscovering Jomon Winemaking Techniques
- ウ. Modern Methods Found in Ancient Japanese Winemaking
- エ. Jomon Wine Origins in Grapes from Georgia