

令和 7 年度入学者選抜学力検査問題

(前期日程)

英 語

(注 意)

- 1 問題紙は指示があるまで開いてはいけません。
- 2 問題紙は本文 10 ページです。答案用紙は 3 枚あります。
- 3 答えはすべて答案用紙の指定のところに記入してください。
- 4 問題紙と下書き用紙は持ち帰ってください。

I Read the following passage and answer the questions.

On the Purpose of College

By Jessica Zang

Out of the many pieces of advice my mom has given me throughout the years, I remember one the clearest: “Life,” she said, “is split into two parts, and there are two ways to live it. If you study hard and make sacrifices during the first half of your life, you can enjoy a good second half. Alternatively, if you spend your youth purely having fun, you’ll pay the price in your adulthood. Which do you choose?”

My mother’s admittedly intense idea that education must be difficult and strenuous, yet is nonetheless a stepping stone to a good life, is the backbone of my parents’ immigrant worldview. ^(A) And, using their own lives as their reference points, they are not completely wrong; it is through working hard in school and achieving academic success that both of my parents were able to immigrate from China, and it is due to immersing themselves in higher education that they have been able to ^(B) give my sister and me a good life in America. There is truth in my mother’s words — it has shaped the life she knows today.

Thus, I have grown up under the philosophy that life is a series of hard-earned stepping stones towards the ultimate destination of happiness, and the ideal way to live your life is by sacrificing your youth for a comfortable future. So I, probably like many others here at the University of Chicago, spent much of my middle and high school years agonizing over how to get into a good college. Doing well at a ^(C) “good” college would necessarily bring me to a good job, and doing well at that good job would set me up for a “good” life. If I invested my earlier years into mastering education, then I’d be able to set myself up for success in the future.

In this way, formative portions of my life — my teens, for example — have been reduced to weird, in-between eras of goal-achieving. I didn’t completely miss out on teenage experiences — I had friends I loved, and I spent good time with

them — but I also never prioritized anything above the specific set of educational goals I had to achieve. ^(D) When I got into college, I did not fully see it as a place where I would enrich my mind — instead, it was more of an abstract next step on the path to my “good life.”

Now, I am often faced with two opposing ideas: there seem to be two distinctive ways to attend college. One is to take the standard combination of classes, have a detached disinterest in what you study, and graduate with a high GPA* and an equally high-paying job lined up. The other way is to fully embrace the idea of college as a place of education, somewhere to wholeheartedly embrace a subject you love. You might study something that has few job prospects; you might take graduate classes knowing they’ll lower your GPA. You might learn something in your favorite class one day and walk through campus spending the rest of the day thinking about it. Perhaps one day you will find that what you study has made you move through life in a different way than before.

While the second way is obviously more romantic, there’s nothing wrong with the first option. For many, college is the most practical and obvious stepping stone to provide for themselves and their families, the best chance we have to carve out a ^(E) better life and future for ourselves. As an economics and English double major**, I must admit to myself that I chose economics not only because I found it interesting, but also because I need something to cling onto when post-college career hunting anxiety catches up to me. (To be clear: English isn’t a major without career prospects, but I am my parents’ daughter, after all; I must be practical, and I must set myself up for a surer future.) But rarely have I met an economics major who just adores the supply and demand models or cost analyses we study. More often than not, it is my lovely linguistics and Environment, Geography, and Urbanization double major friend who excitedly introduces me to the latest tidbits he has learned in class, or my friend who loves religious studies whose face lights up when she does her readings. Don’t get me wrong, nobody always loves the subject they chose to study — but I see something I really love in the way their eyes shine when they

explain a topic they love. It’s what I want for myself, and what I feel sometimes when I talk about English.

So while I am my parents’ daughter, I still want to experience college for its idealized, idyllic version — not as an abstracted ladder towards an equally abstract idea of a “good life.” While we are still at college, while we still have the chance to learn, even a little bit, for the sake of learning, I encourage us to all take some time — one class, one non-major elective***, one quarter of classes, or just however much you can commit to — to embrace what interests us for its content alone, a class whose course description makes your eyes wide and your heart race. College is such a rare moment in our lives where we are actually set free to learn, as well as given the resources and freedom to do so. We’re all already here; we all have this chance. I just hope we all choose to take it.

Jessica Zang is a second-year university student.

Adapted and modified from Zang, J. (2024, March 29). On the purpose of college. *Chicago Maroon*.

*GPA: Grade Point Average — a score that shows how well a student has done across all of their courses

**double major: studying in two different departments at the same time

***elective: an optional course

Question 1: Which of the following is closest to the meaning of the words (A) to (E) underlined in the text? Circle the number on the answer sheet.

(A) “a stepping stone”

(1) an action or event that helps someone to make progress towards a specified goal

- (2) an obstacle that blocks someone's progress when deciding what course of action to take
- (3) a reward that someone receives for completing hard work
- (4) a stone thrown so it jumps on the surface of water several times before sinking

(B) “immersing themselves in”

- (1) covering themselves with
- (2) engaging with
- (3) limiting themselves to
- (4) withdrawing from

(C) “agonizing over”

- (1) arguing about
- (2) dreaming of
- (3) examining
- (4) worrying about

(D) “prioritized”

- (1) completed
- (2) delayed
- (3) ignored
- (4) valued

(E) “carve out”

- (1) bend something into the correct shape
- (2) choose something after long consideration
- (3) establish the basis for
- (4) win something through luck

Question 2: Read sentences (1) to (4). Which sentence best expresses the main message of the author (Jessica Zang)? Circle the number on the answer sheet.

- (1) Economics is a more practical subject to study than English.
- (2) In America, immigrants can have success if they understand the value of education and work hard.
- (3) It is good to take some college courses purely for the joy of the subject.
- (4) There are two major segments to life: the time during one's education and the time afterwards.

Question 3: Read sentences (A) to (E). For each sentence, decide who is more likely to hold the opinion given, Jessica Zang's mother or Jessica Zang's friend studying linguistics and Environment, Geography, and Urbanization. In the answer box, circle "M" for Jessica Zang's mother or "F" for Jessica Zang's friend.

- (A) A person's future quality of life depends on the efforts they make when they are young.
- (B) Students are better off taking subjects that will boost their GPA.
- (C) Studying practical subjects is not the only path to future career success.
- (D) There are benefits to education beyond its connection to one's future job.
- (E) The primary purpose of education is to help students to secure financial stability later in life.

Question 4: Do you agree or disagree with Jessica Zang's mother's advice? Why or why not? Answer in two sentences using your own words in English.

II Read the following three texts and answer the questions.

Text (i)

What is Social Health?

By Kasley Killam

What do you do to be healthy? Let's say you follow the advice of doctors, health blogs, and wellness influencers perfectly. You walk 10,000 steps a day. You get eight hours of quality sleep at night. You eat plenty of fresh vegetables and avoid processed foods. You work through challenges with a therapist. You meditate and take hot baths for self-care. Your physical and mental health improve as a result — but only up to a point.

The problem with traditional health advice is that it overlooks one of the most important ingredients: human connection. You can't be fully healthy if you don't have a name to write down as your emergency contact. If you don't see family except for a few hours over the holidays. If you lack close friends to share experiences with. Or if you don't have enough alone time to reconnect with yourself.

You value your romantic and platonic relationships, but do you know they determine how long you live? When you spend time with family or friends, invite a co-worker to lunch, or strike up a conversation with a neighbor, do you realize the interaction influences whether or not you — and they — will develop heart disease, diabetes, depression, or dementia?

Health is not only physical or mental. Health is also social. Social health is the aspect of overall health and well-being that comes from connection — and it is vastly underappreciated. Whereas physical health is about your body and mental health is about your mind, social health is about your relationships. Being socially healthy requires cultivating bonds with family, friends and the

people around you, belonging to communities, and feeling supported, valued, and loved, in the amounts and ways that feel nourishing to you.

Decades of research have proven that connection is as essential as food and water, but this knowledge hasn't yet made its way into the mainstream understanding of health — and without it, we're suffering.

Adapted and modified from Killam, K. (2024, June 14). What is social health? The little-known idea that could make all the difference. *The Guardian*.

Text (ii)

More of Japan's Elderly are Lonely

By Francis Tang

An increasing number of people in Japan age 65 and above — a demographic group that makes up 29.1% of the total population — are experiencing loneliness compared with 2018, a government white paper on the country's aging society shows.

The report came just months after Japan marked a milestone of having people age 80 and over make up slightly more than 10% of its population. The white paper was based on a survey conducted in 2023 that asked 2,677 people age 65 and above how many friends they had.

Less than half — 46.8% — of the respondents answered that they had “a lot” or “an average number” of friends. In a similar survey in 2018, those who gave those answers accounted for 72.2% of respondents.

When asked about how frequently they talked to other people, 72.5% said they did so on a daily basis last year — 17.7 percentage points lower than five years earlier. In addition, while 80.9% of those who live with others said they

talked to people every day, only 38.9% of those who live alone answered the same.

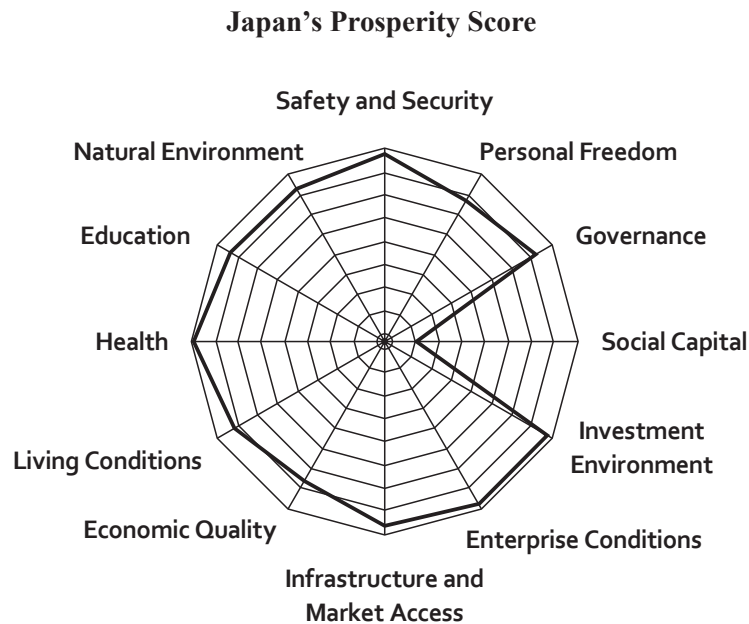
While those who talked to people once a week or less accounted for only 3.5% of respondents in 2018, the percentage shot up to 12.7% in 2023. Among those who live alone, 29.6% said they talked to people once a week or less.

The white paper, which the Cabinet Office releases and submits to parliament every year, forecasts the percentage of people age 65 and above to reach 38.7% of Japan's population by 2070.

The percentage of people in that age group who live alone is also rising steadily — as of 2020, 15% of men and 22.1% of women age 65 and above lived alone. According to the white paper, these percentages will rise to 26.1% and 29.3%, respectively, by 2050.

Adapted and modified from Tang, F. (2024, June 21). More of Japan's elderly are lonely and have fewer friends, white paper says. *The Japan Times*.

Text (iii)



Adapted and modified from Legatum Institute. (2023). Japan: Prosperity score.
The 2023 Legatum Prosperity Index.

The radar chart above shows Japan's score for different aspects of prosperity. The score for each aspect is determined by looking at multiple things. For example, the social capital score is based on research into:

- the strength of personal and family relationships
- social networks (for example, opportunities to make friends)
- inter-personal trust (for example, whether people would help a stranger)
- civic and social participation (for example, whether people vote in elections and engage in volunteering)
- social tolerance (for example, whether people are accepting of ethnic minorities).

Question 1: According to the information provided in the texts, circle “T” for each statement (A) to (D) if it is true. Circle “F” if the statement is false.

- (A) Social health is not traditionally considered to be as important as physical or mental health.
- (B) Social health also involves time spent on one’s own.
- (C) The number of elderly people who report talking infrequently to others is increasing.
- (D) A country’s social capital score includes people’s level of education.

Question 2: Based on the information in the texts, respond to the following questions. For each question, write one sentence in English.

- (A) What is one of the health risks that Text (i) suggests may increase in connection with a person’s social health?
- (B) What proportion of elderly people who live alone in Japan report talking to people every day?
- (C) On the radar chart, what stands out about social capital in comparison with the scores for other aspects of prosperity?

Question 3: Write two paragraphs about the problem of loneliness among elderly people in Japan. In your first paragraph, use information from the texts to describe the problem. In your second paragraph, explain one idea for what could be done to solve the problem. For both paragraphs, write in your own words in English. Write at least 60 words for each paragraph (at least 120 words in total).

出典に関する補遺

令和 7 年度金沢大学一般選抜（前期日程）「英語」の入学試験問題で引用した文章の出典は、次のとおりです。

【Ⅱ (i)（出典）】

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