

令和8年度 入学試験問題

英 語

注 意 事 項

1. 問題冊子と解答用紙は、試験開始の合図があるまで開いてはいけません。
2. 机の上の受験番号が受験票の受験番号と同一であることを確認しなさい。
3. 受験票は、受験番号が見える面を上にして、机の上の受験番号シールと並べて置きなさい。
4. 受験票のほかに試験時間中机の上に置けるものは、黒鉛筆（和歌・格言等が印刷されているものは不可）、鉛筆キャップ、シャープペンシル（黒い芯に限る。ボールペン付きは不可）、消しゴム、鉛筆削り（電動式、大型のもの、ナイフ類は不可）、時計（辞書・電卓・端末等の機能があるものやそれらの機能の有無が判別しづらいもの、秒針音のするもの、キッチンタイマーや学習タイマー、大型のものは不可）、眼鏡、ハンカチ、目薬、ティッシュペーパー（袋又は箱から中身だけ取り出したもの）です。
5. 解答用紙に、正しく記入・マークされていない場合は、採点できないことがあります。
6. 携帯電話等の電子機器類は、必ずアラームの設定を解除し、電源を切っておきなさい。試験時間中にこれらをかばん等にしまわず、身につけていたり手に持っていたりすると不正行為となることがあります。
7. また、試験時間中にかばん等の中で携帯電話等の着信音やマナーモードの振動音などが発生した場合には、監督者が本人の了解を得ずにかばん等を試験室外に持ち出し、試験本部で試験終了まで保管します。
8. 監督者の指示があるまでは、試験室から退室できません。
9. 監督者の説明を聞いて、正しい符号の問題冊子と解答用紙が配布されているか、確認しなさい。
10. 試験開始の合図があったら、解答用紙の所定の位置に受験番号シールを貼り付けなさい。なお、氏名は、どこにも書いてはいけません。
11. 問題は2ページから21ページまであります。試験時間中に問題冊子の印刷不鮮明、落丁・乱丁及び解答用紙の汚れ等に気づいた場合には、手を挙げて、すみやかに監督者に告げなさい。
12. 試験時間中気分が悪くなった場合は、監督者に申し出なさい。ただし、休養等に要した時間の延長は認めません。
13. 不正行為を行った場合は、その場で受験の中止と退室を指示され、それ以後の受験はできなくなります。また、同日に受験したすべての教科・科目の成績を無効とします。
14. 解答用紙は必ず提出しなさい。問題冊子は持ち帰りなさい。

〔 I 〕 次の英文を読んで、あとの設問に答えなさい。（*印のついた語には、本文のあとに注がある。）

At a bakery, a robot kneads bread dough alongside a human worker before moving on to its next task. It watches once as the worker demonstrates how to decorate sugar cookies, then expertly takes over the job. At the day care across the street, a robot with a mechanical smile and friendly voice helps a child wipe up spilled milk at snack time, then turns to stacking blocks with *toddlers in the play area.

These scenarios might not be far off, if social robot developers have their say. “Robots that engage with people are absolutely the future.⁽¹⁾ There’s no question that’s where robotics is moving,” says Brian Scassellati, director of the Social Robotics Lab at Yale University.

The first autonomous robots — those capable of operating independently from human operators — were designed to tackle potentially hazardous tasks, often far from people, says Cynthia Breazeal, director of the Personal Robots Group at the Massachusetts Institute of Technology Media Lab. They explored deep oceans, volcanoes and the surface of Mars. The next generation of robots⁽²⁾ will have to do something much more complex than navigating the landscape of the Red Planet: fit into everyday human life.

But designing robots that can interact with people in homes, schools, hospitals and workplaces is a serious scientific challenge.⁽³⁾ Designers will need to draw from psychological research in areas such as communication, perception, social-emotional intelligence and theory of mind. “We want robots that can learn from us, that can teach us, that can be aware and anticipate what we’re doing,” says Deborah Forster, a cognitive scientist who studied social systems in *baboons before turning her attention to social robots.

In order to adapt and respond to human behavior, social robots will need to excel at reading our intentions, says Bertram Malle, a professor of cognitive,

linguistic and psychological sciences at Brown University. “Robots need to figure out what the human partner wants and intends and assumes, and then take into account these inferences in order to adapt its own behavior and respond correctly.”

To do that well, robots will need to be able to learn from their human partners, Malle says. Bringing a robot into your home might prove to be less like unboxing a fully functional tech gadget and more like adopting a small child.⁽⁴⁾ “You need a robot that adapts, learns, gets better, responds and tailors its actions to a particular interaction partner,” he says. “That’s impossible without the ability to learn over time through feedback, reward and criticism.”

To get that far, however, people have to want to socialize with the robot in the first place. “When a person is interacting with a social robot, it should feel much more like you’re interacting with a someone rather than a something,”⁽⁵⁾ Breazeal says. In other words, a successful robot is one that we perceive as having *agency over its choices and behaviors. Researchers are still sorting out what makes something seem more like a self-directed agent and less like a toaster, says Scassellati. “We know from hundreds of years of work in art and animation that there are some very simple visual tricks that we can use to make something appear to be lifelike” — such as eyes, the ability to move in a goal-directed manner and actions that vary in response to our behavior.

In a series of studies, Scassellati has identified another, more surprising trait that makes robots more attractive to humans: an ability to cheat. In one experiment, participants played the game rock-paper-scissors with a robot. When the robot behaved in a predictable way, participants treated it like a machine. But when the robot cheated to win, everything changed.⁽⁶⁾ “As soon as the robot cheats, it immediately transitions from being an object to being an agent. All of a sudden, people start making eye contact with it, they’ll start talking to it and showing interpersonal space relations with it, they’ll start using personal pronouns when referring to it,” Scassellati says.

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And once people start seeing the robot as a “someone,” it tends to stick.⁽⁷⁾ “We can have them play another 30 minutes where the robot does nothing unpredictable, and those effects will persist. Even though the robot is back to its normal, boring state, they still talk to it and treat it like it’s an agent,” Scassellati says.

In some ways, it might not be so challenging to design a robot that people treat as an agent. Add some eyes, give it self-directed motion and a voice and it’s almost inevitable that we’ll treat robots as social beings. Malle says it’s where the interaction goes next that matters. “Very quickly our expectations become very high,” he says. But if robots don’t live up to those expectations, it won’t take long for people to give up on them, he adds. “This is the challenge⁽⁸⁾ right now for robotics.”

Even as researchers work to figure out what triggers human expectations and to build those capacities, they’re *amassing evidence that robots can provide value to human lives. Several studies have explored interactions between robots and young children. One study examined interactions between toddlers and a social robot called RUBI.⁽⁹⁾ The researchers found that RUBI learned to use information about the children’s facial expressions to accurately predict their preferences for different activities. On average, the robot’s predictions agreed with those of human judges as much as the human judges agreed with one another.

Other research suggests that robots can influence children’s behaviors and⁽¹⁰⁾ attitudes in positive ways. In one study, Breazeal and her colleagues used robots to model a growth mindset, the belief that success comes through effort and perseverance. Children ages 5 to 9 played a puzzle game either with a robot that exhibited a growth mindset, or one that displayed a neutral mindset. Afterwards, kids in the growth mindset group tried harder to complete a challenging task. In another study, Breazeal and her colleagues showed that school-age children exhibited more curiosity after playing games with an

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autonomous robot that showed curiosity-driven behaviors.

Scassellati is heading a large project⁽¹¹⁾ funded by the National Science Foundation to explore robotic therapy for children with *autism. The robots spend a month in the child's home. They analyze and adapt to each child's behavior, tailoring their interactions to suit the child's abilities, preferences and behavioral goals. So far, eight families have completed the program and half a dozen more have welcomed the social machines into their homes. Though the data are still being collected, Scassellati is hopeful. “*Anecdotally, the families love them. These children are doing hours of therapy a day, and the robot makes therapy fun,” he says. “One mother told us that she's learned new ways of doing things thanks to the robot, and she plans to keep doing them that way. That was fantastic for us.”

At the other end of the life-span, older adults are using robots for comfort and companionship. The robotic *seal Paro moves, displays a variety of emotions and responds to a user's touch and voice. A pilot study found that older adults with *dementia who regularly spent time with Paro had higher levels of pleasure and greater quality of life.

Seals may be just the start.⁽¹²⁾ Breazeal predicts that more humanlike robots might one day provide companionship to older adults. “Elder care is a huge area of opportunity, and loneliness is an epidemic in our society. I think technology will be one part of the solution.”

Last year, Breazeal's company released a robot called Jibo that can tell jokes and stories, play games and otherwise interact with the people around it. It uses facial and vocal recognition to get to know each family member, adapting to each individual. “Jibo is designed to interact and express its own internal states, such as its likes and dislikes,” she says. “It's the very beginning of bringing these technologies out into the world, but it's opening the avenue to socially intelligent robots.”

- (注) *toddler よちよち歩きの幼児
*baboon (動物の) ヒヒ
*agency 主体性
*amass 集める
*autism 自閉症
*anecdotally 聞くところによると
*seal アザラシ
*dementia 認知症

[設問]

(1) 下線部(1)について、どのようなことが起こると述べられているか。もっとも適当なものをア～オの中から1つ選びなさい。

- ア Robots will communicate more often with humans.
イ Robots will follow humans' instructions without question.
ウ Robots will have the ability to answer any questions people ask.
エ Robots will learn how to bake cookies.
オ Robots will operate more carefully.

(2) 下線部(2)で述べられている robot に求められているものは何か。もっとも適当なものを ア～オ の中から 1 つ選びなさい。

ア Robots will need to function in dangerous situations, not just ordinary ones.

イ Robots will need to look just like humans, rather than machines.

ウ Robots will need to perform well in space, not just on Earth.

エ Robots will need to stay under humans' supervision, not making decisions on their own.

オ Robots will need to work with humans rather than away from them.

(3) 下線部(3)で筆者が述べようとしている内容として、もっとも適当なものを ア～オ の中から 1 つ選びなさい。

ア Scientists do not yet understand behavior in animals, let alone people.

イ Scientists have to make robots that are willing to work with people.

ウ Scientists need to combine different kinds of specialized knowledge.

エ The public do not want to let robots into their homes.

オ The public doubt that robots are intelligent enough to work in schools.

(4) 下線部(4)のように表すことで、robots のどのような特徴を表現しようとしているか、もっとも適当なものを ア～オ の中から 1 つ選びなさい。

ア Their social skills will develop through practice.

イ They are physically smaller than the average adult.

ウ They behave the same, regardless of their conversation partner.

エ They respond to positive comments, but not to negative ones.

オ They will eventually outperform the adults around them.

(5) 下線部(5)が表す robot の特徴として、もっとも適当なものをア～オの中から1つ選びなさい。

- ア having the ability to adapt to others
- イ having the ability to interact with other robots
- ウ having the ability to prepare meals
- エ having the ability to smile naturally
- オ having the ability to walk on two legs

(6) 下線部(6)が表す内容に一致するものとして、もっとも適当なものをア～オの中から1つ選びなさい。

- ア Participants lost interest in the game.
- イ Participants paid more attention to the robot.
- ウ Participants started cheating too.
- エ Participants switched to a less predictable strategy.
- オ Participants tried harder to win the game.

(7) 下線部(7)が表す内容として、もっとも適当なものをア～オの中から1つ選びなさい。

- ア After a certain point, people cannot make robots look more human.
- イ People often make errors when programming robots.
- ウ People's attitudes towards robots are unlikely to change.
- エ People's positive feelings about robots disappear within half an hour.
- オ People's views about technology rarely stay the same.

(8) 下線部(8)が表す内容として, もっとも適当なものをア～オの中から1つ選びなさい。

ア People cannot tell the difference between realistic robots and real humans.

イ People dislike robots imitating human speech or movement.

ウ People do not expect robots to be able to communicate like humans.

エ People find it difficult to treat robots like humans.

オ People easily lose interest if robots' abilities are not advanced enough.

(9) 下線部(9)に関して, RUBIができることとして, もっとも適当なものをア～オの中から1つ選びなさい。

ア distinguish the children from other humans

イ evaluate what the children liked or disliked

ウ follow the children around the room

エ perform more accurately than human judges

オ predict what the children would say next

(10) 下線部(10)に関して, 見られた変化として, もっとも適当なものをア～オの中から1つ選びなさい。

ア They became more interested in robots.

イ They grew taller and stronger.

ウ They paid more attention to their schoolwork.

エ They put more energy into achieving a goal.

オ They showed less interest in group activities.

(11) 下線部 (11) の project に関して、英文の内容と一致するものとして、もっとも適当なものを ア ～ オ の中から 1 つ 選びなさい。

- ア lowering the cost of therapy
- イ making the robots permanent family members
- ウ making therapy more enjoyable
- エ reducing the time spent on therapy each day
- オ replacing caregivers with robots

(12) 下線部 (12) に関して、起こる可能性のあることとして、もっとも適当なものを ア ～ オ の中から 1 つ 選びなさい。

- ア Companies might produce a wider variety of robot pets.
- イ New products might provide greater benefits to people's mental health.
- ウ Paro might lose popularity as companies release other robots.
- エ Robots might lead to more frequent antisocial behavior.
- オ Technology might reduce people's dependence on one another.

(13) 英文のタイトルとして、もっとも適当なものを ア ～ オ の中から 1 つ 選びなさい。

- ア Robot or human: Can you tell the difference?
- イ Robots are coming to take your job
- ウ The arrival of social robots
- エ The hottest new robot toys
- オ The negative effects of robots on childhood

〔Ⅱ〕 次の(1)～(10)の英文の空所に入れるのに、もっとも適当なものをア～オの中から1つ選びなさい。

(1) At their heart, games (): they offer players the chance to influence outcomes through their own efforts. With rare exception, this is not true of film, novels, or television. Readers and viewers of these other media follow along, reacting to the story without having a direct personal impact on the events they witness.

(*The MIT Press Reader*, December 18, 2023 改変)

ア are inappropriate for children under the age of 12

イ are less enjoyable than other kinds of entertainment

ウ differ from other media in one fundamental way

エ give players total control of their lives

オ take inspiration from other sources of media

(2)

著作権等の都合により、問題掲載を見合わせております。

(*Internet Movie Database*, 2024 改変)

ア does not make a difference to audiences

イ is inaccurate

ウ is unfair to other species of frog

エ matches people's expectations

オ ruins the experience for most film lovers

(3) The cultural psychologist Paul Rozin has found that when asked what comes to mind when thinking of fried eggs, French research participants say “breakfast,” while Americans say “cholesterol.” The French think of the dining experience; Americans think of what is entering the bloodstream. Interestingly, (). Life expectancy is, in fact, higher in France than in the United States.

(*The University of British Columbia*, April 30, 2024 改変)

- ア the results are not affected by the age of participants
- イ the results change when participants are asked about famous French dishes
- ウ these same attitudes can be confirmed by looking at different data
- エ this awareness does not lead to better health
- オ this reflects the average diet in each country

(4) Gender stereotypes are beliefs or assumptions about the characteristics, roles, and behaviors associated with a specific gender. (), they have the potential to be harmful for children because they can restrict their choices and limit their opportunities.

(*The LSE Impact Blog*, July 25, 2023 改変)

- ア According to one common stereotype
- イ Although stereotypes may not always be completely negative
- ウ By helping young people reach their goals
- エ If gender stereotypes disappear forever
- オ Unless we make sure to spread stereotypes about others

(5) The English language's dominance in music may be on the way out. Researchers used information from Spotify to identify several trends in how people across the world listen to music. While English-language music remains quite popular worldwide, (), as local audiences begin to turn more to music performed in their native language.

(*MultiLingual*, February 5, 2022 改変)

- ア data is unavailable for many non-English-speaking countries
- イ English-language artists go from strength to strength
- ウ it has been overtaken in popularity by Spanish-language music
- エ its popularity appears to be declining
- オ older generations still prefer listening to music on physical formats

(6) You can easily hit over 20,000 steps a day just by exploring several neighborhoods in Tokyo, one of the world's most walkable cities. () that Japan's capital is one of the world's leading sneaker markets, the country producing sneakers that are both practical and experimental.

(*Tokyo Weekender*, March 12, 2025 改変)

- ア Given this fact, it is even more surprising to learn
- イ It comes as no surprise, then, to hear
- ウ Nobody can deny
- エ On your walk, you will quickly discover
- オ This is a direct result of the fact

(7) Popcorn has a lengthy history, with records showing it has been eaten for over 8,000 years, but it really took off in the 19th century. Few foods, if any, (). Not only could vast quantities be made at once, but it was cheap, easy to serve, smelled good and came in different flavors.

(*Great Big Story*, June 17, 2024 改変)

- ア had the same nutritional balance as popcorn
- イ took so much time to prepare
- ウ were as popular as hot dogs
- エ were available at the time
- オ were so suitable for serving large groups of people

(8) Anime has captured the hearts of fans and critics worldwide. Every year, the Japanese industry racks up billions in profits and countless awards. (). So tough are the conditions for most young animators that they can barely afford food. Ten years ago, one CG animator decided to open subsidized accommodation to help fellow strugglers.

(*NHK World*, June 17, 2024 改変)

- ア But the difference between the product on the screen and the lives of the creators could not be greater
- イ Credit should go to the hard work of the production teams in Japan and abroad
- ウ However, some critics say that the highest quality productions do not always receive the credit that they deserve
- エ The question is whether or not Japan can maintain its position at the top of the anime world
- オ This has been accompanied by generous pay rises for those employed in the industry

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(9) (). Music preferences are developed in the teen years. Typically, people think whatever music they were listening to from age 16 to 20 is the best, because that's when they were forming their identity. But your favorite car brand doesn't develop until you're out there shopping for cars. Your parents' preferences also influence your own: the brand of sauce you use is highly correlated with the one your parents used.

(*The Harvard Gazette*, July 9, 2024 改変)

- ア Our preferences are fixed during childhood
- イ Our preferences are primarily influenced by other people
- ウ Our preferences are ways of expressing our individuality
- エ Our preferences change slowly over the course of our lives
- オ Our preferences for different products appear at different stages

(10)

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(*Psychology Today*, August 21, 2019 改変)

- ア fail to interpret other people's facial expressions
- イ guess which of us is most interested in continuing the conversation
- ウ misunderstand our similarities and differences to other people
- エ take time to relax when we talk to people for the first time
- オ underestimate how much other people like us

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〔Ⅲ〕 次の問い A～C に答えなさい。

A (1)～(5)の英文の空所に入れるのに、もっとも適当なものをア～オの中から1つ選びなさい。

(1) Do we need to change our eating habits? The need is (), since lifestyle diseases such as heart disease, obesity, and so on are all in large part caused by our everyday diet.

- ア independent イ indifferent ウ indisputable
エ intellectual オ invisible

(2) After the () of their first album, the group started a worldwide concert tour.

- ア recourse イ reflection ウ release
エ remembrance オ retreat

(3) In this conference we would like to discuss how to identify, acquire and () customers through effective marketing strategies.

- ア depress イ discourage ウ exclaim
エ perceive オ retain

(4) He went to art college, working part-time almost every day. After visiting an exhibition of contemporary art he decided to give up his part-time job to () himself entirely to his art.

- ア de cease イ decode ウ delete
エ depart オ devote

- (5) The book on politics which my grandfather gave me on my birthday contained words I didn't know at the time. So the best thing I could do was to () of a dictionary to study the words I didn't know.

ア catch sight イ get hold ウ get out
エ take effect オ take note

B (1)～(5)の英文の下線部の意味にもっとも近い意味を表すものをア～オの中から1つ選び、記号で答えなさい。

- (1) We should introduce tighter regulations on companies. Too many are urging customers to sign expensive contracts or purchase unnecessary services.

ア following イ persuading ウ pretending
エ refusing オ struggling

- (2) The current administration has recently adopted several new policies. These policies have worsened the country's wealth and opportunity disparity.

ア chance イ disinterest ウ existence
エ inequality オ participation

- (3) These minute movements, which only an experienced coach can notice, make her an excellent golfer.

ア gigantic イ important ウ major
エ quick オ slight

(4) Our products are designed to take the company policy into account; they are easy-to-use as well as efficient.

- ア consideration イ estimation ウ explanation
エ usefulness オ value

(5) According to my students it is a common practice among them not to use capital letters in e-mails.

- ア habit イ objective ウ result
エ review オ training

C (1)～(5)の英文の空所に入れて意味の通じる英文となるように、[]内の語句を並べ替えなさい。解答の際は、空所に入れる順序で2番目と5番目の記号を答えなさい。

(1) The upcoming conference is held at the Cross Hotel near Yokohama Station. Unfortunately, the hotel cannot provide enough parking space. Visitors () instead of private cars.

- [ア are イ public ウ strongly encouraged エ to
オ transportation カ use]

(2) Here's the contract. I suggest () meeting with our client. There seems to be some room for improvement.

- [ア before イ look it ウ over エ some time
オ taking カ to]

(3) My daughter heard that a new scholarship program had been launched for students at her university. She () to waste, and she quickly applied.

[ア an opportunity イ decided ウ go エ let
オ not to カ such]

(4) Intelligence is the most necessary thing when you are going to create something. In order to build a creative team, you need people () you are facing.

[ア all the problems イ can ウ figure エ out
オ solutions to カ who]

(5) Please make sure the document makes it clear that participation in this research is optional for students. It is also () and protect students' personal data.

[ア how イ states ウ the document エ vital that
オ we カ will store]

〔IV〕 次の(1)～(5)の英文が自然なやりとりになるように、指定された文脈に基づいて、空所に適当な英語表現をそれぞれ3語以上9語以内で書きなさい。ただし、isn'tなどの縮約形は1語として数えなさい。なお、句読点を用いる場合、句読点は語数に含めない。

(1) At a hamburger shop, the manager is talking to one of the staff about a shift change.

Manager: Ken, Miki wanted Friday night off, so I switched your shift from Saturday to Friday. ()?

Ken: Yes, but only this time, please.

(2) At a store, a customer is asking an employee about the location of items.

Customer: Excuse me. () letter sets are?

Employee: They're in aisle C, next to the postcards and envelopes.

Customer: Thank you.

(3) Kaoru and Sayaka share an apartment.

Kaoru: Excuse me. I would be grateful () turn that music down. I'm talking with one of my colleagues on the phone. I can't hear him clearly.

Sayaka: Oh, sorry about that. I will.

(4) Koji and Tadashi are classmates at a university.

Koji: How was the interview with the manager?

Tadashi: It went well. They've decided to hire me.

Koji: Oh, I'm ()!

Tadashi: Thanks!

(5) A server and a customer are talking in a restaurant.

Server: Here's your meal!

Customer: Excuse me, ().

Server: I'm so sorry, I'll bring you the right meal in just a moment.

成城大学 令和8年度 学部別選抜 (A方式)

2月4日：英語

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- II(1) Isbister, Katherine, How Games Move Us: Emo/on by Design, ©2016 Katherine Isbister, by permission of The MIT Press
- II(3) The intersection of culture and cuisine: How food shapes our identity, April 30, 2024, The University of British Columbia
- II(4) New approaches to economics research are reshaping how we understand and respond to gender stereotypes, July 25th, 2023, LSE Blogs
- II(6) 出典：tokyoweekender.com
- II(8) NHK WORLD-JAPAN ,June 17 2024 改変
- II(9) Anna Lamb, Harvard Gazette