

全体講評（英語）

現在、英語は国際社会でコミュニケーションを図るための共通語として、また情報を収集し発信するツールとしてあらゆる分野で不可欠の役割を果たしている。今後、このような役割をもつ英語を運用できる有為な人材の育成がより一層大学に求められる状況のもと、本学の英語入学試験問題は、受験生諸君が本学での勉学に必要とされる英語の基礎をどの程度習得しているのかを測ることを目的として出題されている。以下では、問〔Ⅰ〕、〔Ⅱ〕、〔Ⅲ〕のそれぞれについて解説する。

〔Ⅰ〕のセクションAは、会話文を素材にした空所補充問題である。空所は（背景にある感情も含む）会話の流れを考えながら答えるように作られている。次のセクションBは、ひとつのまとまったパラグラフを再現するために、与えられた6つのパートの並べ方を答える問題である。あるパートが全体の何番目にくるか、といういわば「絶対位置」ではなく、あるパートの後に続くのはどれか、といういわば「相対位置」を答える形式になっている。これによって受験者の英語運用能力をより精密に測定することが可能になる。解答にあたっては、内容的なつながり（coherence）とともに、つなぎ言葉（therefore; however; next; finally等）や代名詞などの形式的なつながり（cohesion）に注意を払うことが何よりも大切である。

〔Ⅱ〕は物語文（narrative）や説明文（expository）を素材として、2種類の問題が設けられている。最初のセクションAは、本文を読みながら空所を補充する問題である。空所はその前後の情報だけでなく、物語文を例に取れば、ストーリーの展開、登場人物同士の関係、視点、感情、全体のトーンなど全般的に内容を把握していないと正答できないものから、文法・語彙に関するものまで設定されている。次のセクションBの問題は、全体の内容把握を問うものである。英文そのものは比較的読みやすいものが多かったが、ローカルな（部分的な）情報だけを見ている場合は正答に至らないという解答傾向が顕著に表れていた。

〔Ⅲ〕は説明文を素材として、2種類の問題が作られている。最初のセクションAは、下線部の比較的ローカルな意味に関する選択問題、セクションBは全体の内容把握に関する選択問題である。セクションAの下線部に関する指示文で、「下線部の意味（内容）に最も近いものはどれか」というのは、下線部の英語に関する言い換え表現を選択するものであり、「下線部から読み取れるものはどれか」あるいは「下線部で筆者が最も言いたいことはどれか」というのは、英文の表面的な意味ではなく、そこから読み取れる内容に注意を向け、推測を働かせることが求められる。セクションBについては、英文全体の論理展開、各パラグラフの役割、散在している情報の統合、全体の内容把握をもとに解答するよう問題を設定している。

最後に、受験生諸君に要望したいのは、まず高校生に必須とされる語彙力と文法知識をしっかりと習得することである。そして、様々なジャンルの英文を題材とし、ローカルな情報をもとに読み進めるというボトムアップ的な読み方と、全体の意味をとりながら読むというトップダウン的な読み方の両方を行い、内容を正確に捉える訓練を普段から積み重ねていただきたい。大意把握はローカルな細部も正しく把握して達成できることである。ローカルな細部に注意を払うと同時に、グローバルな全体像を把握する態度を養ってもらいたい。さらに、できるだけ多くの機会をとらえて、耳からも英語を入れてもらいたい。

2026年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は20ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(ア) 正しい例

a 解答が1つの場合、例えばイと解答するときは

(1)  のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは

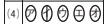
(1)  または  のように各1つずつマークしてください。

(イ) 悪い例

(1)  ○印でかこむ。

(2)  全部をぬりつぶしていない。

(3)  レ印をつける。

(4)  リ印をつける。

(5)  1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)  のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔I〕A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

John, an exchange student from Ireland, and Ikuta are having a conversation at the university cafeteria.

Ikuta: Do you have any ideas for the presentation? I can't think of anything yet.

John: You mean the presentation about decorative food in Asia? Yes, it's difficult. It'd be easy to do for Europe. European sugar sculpture is famous.

Ikuta: Sugar sculpture? _____

John: In Europe in the 16th and 17th centuries, chefs made figures out of sugar to decorate the tables at feasts. _____

Ikuta: Cool! They look so beautiful. Are they really just sugar? _____

John: You must have! Last time I was in Kyoto, I saw some *wasanbon* candy, and it looked like sugar sculpture. Also, Japan has had *amezaiku* sweet-making since the Edo period.

Ikuta: You know a lot. I had no idea about that!

John: Well, I saw a TV program about a Japanese sugar sculptor.

Ikuta: I see. So, are you going to do a presentation about sugar sculpture?

John: _____ I'm also quite interested in butter sculpture in Tibet and want to look more at its history.

Ikuta: I have an idea. Let me do the sugar sculpture, and you do the butter sculpture. I want to look into the history of *amezaiku* now.

John: _____ If you have any questions, please let me know.

- (1) A. How do you make that?
B. When did you hear that?
C. Where is that?
D. What is that?

- (2) A. They were covered in ice.
B. Then people would eat them.
C. Let me show you some pictures.
D. I'm surprised you didn't know.

- (3) A. We have the same things here in Japan.
B. I don't think I've seen anything like this.
C. Can you buy them?
D. Have you made one?

- (4) A. I'm still thinking about that.
B. Yes, I've already made it.
C. No, it seems too difficult.
D. You should do it.

- (5) A. You must teach me about it.
B. There isn't enough time.
C. We could do that.
D. That's not convenient.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. If you have ever traveled abroad, you know that you often need a visa. A visa is a document that allows you to enter a country for a certain period of time. How easy or difficult it is to get a visa to visit a country depends on several factors.

B. It has been ranked second in the world for passport strength. It offers access to approximately 190 countries without the need to obtain a visa in advance. That's quite an achievement.

C. Based on these criteria, it is easy to see why travelers from Japan have so few visa restrictions. Japan is a safe and stable country with good relations with many other countries around the world.

D. On the other hand, if the two countries have poor diplomatic relations, or if visitors come from a country perceived as high risk for overstaying (staying longer than the visa permits) or working illegally, a visa may be required in advance.

E. So, travelers from wealthy and stable countries are seen as low-risk visitors. As a result, they may not need a visa at all or can get one easily when they arrive—this is called visa-free or visa-on-arrival access.

F. One consideration is the relationship between two countries. If they are on friendly terms with one another, they tend to allow easier travel.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、
掲載していません。)

- | | |
|--------------------|---------------|
| (1) A. recommended | B. denied |
| C. considered | D. offered |
| (2) A. already | B. not |
| C. been | D. yet |
| (3) A. Strangely | B. Ironically |
| C. Fortunately | D. Curiously |
| (4) A. whole | B. end |
| C. beginning | D. part |
| (5) A. hear | B. take |
| C. buy | D. choose |

(2ページ後に続く)

(著作権者の許諾を得られていないため、
掲載していません。)

(2 ページ後に続く)

- | | |
|--------------------|----------------|
| (6) A. most | B. other |
| C. few | D. those |
| (7) A. and | B. for |
| C. while | D. but |
| (8) A. created | B. transformed |
| C. improved | D. confirmed |
| (9) A. let in | B. found out |
| C. passed through | D. looked at |
| (10) A. criticized | B. denied |
| C. admitted | D. permitted |
| (11) A. imitating | B. joining |
| C. admiring | D. leading |

(著作権者の許諾を得られていないため、
掲載していません。)

- | | |
|-----------------|------------|
| (12) A. in | B. until |
| C. on | D. to |
| (13) A. between | B. down |
| C. over | D. behind |
| (14) A. what | B. where |
| C. which | D. how |
| (15) A. happens | B. matters |
| C. seems | D. belongs |

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the passage,
- A. Golding partly used his teaching experience to write his first novel.
 - B. Golding wrote a novel about Nazi Germany set in a school.
 - C. Golding finished writing his very first novel on a desolate island.
- (2) Golding's *Lord of the Flies*
- A. was wanted by several of the publishers who read it.
 - B. was not attractive to most of the publishers he sent it to.
 - C. was chosen by an experienced publishing agent.
- (3) Before *Lord of the Flies* was published,
- A. certain parts were taken out.
 - B. the novel was made considerably longer.
 - C. it did not have an official title.
- (4) Golding says that, when he learned what the Nazis were doing,
- A. he realized that Germany was not really a civilized country.
 - B. he regretted that he had not had the opportunity to be a Nazi.
 - C. he came to believe that anyone could be just as bad.
- (5) Golding carried on working as a teacher after *Lord of the Flies* was published because
- A. he enjoyed the occupation.
 - B. he felt it was good for his writing.
 - C. he could not afford to give up his position.

〔Ⅲ〕A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

One day, they are struggling to walk; the next, they are running through the halls. Or their nonsense turns to full sentences seemingly overnight. Children undoubtedly develop new skills quickly, all while learning how to effectively navigate a world that is strange and new to them. Adults, by contrast, may take many years to learn a new language or master certain elements of mathematics—if they do at all.

So, why do children learn so quickly? Is it simply a necessity, or is a child's brain more capable of taking in new information than an adult's brain is?

"It is common to say that children are like sponges and have the magical ability to learn new skills faster than adults, but there are some misunderstandings here," Debbie Ravenscroft, a senior lecturer in early childhood studies at the University of Chester in the UK, explained. "A child's mental development is age-related and, naturally, children perform worse than their older peers in most areas. However, there are times when being young gives an advantage, and these cluster around their earliest years."

This advantage is largely due to "neuroplasticity," meaning the brain's ability to form and change its connections, pathways, and "wiring" based on experiences. Neuroplasticity is what gives children the capacity to learn—and, if necessary, unlearn—habits, routines, approaches, and actions very quickly. This ability is most constant and rapid before a child's fifth birthday, when much of what they encounter or experience is novel.

"This is connected to several areas, including neuroplasticity, their experiences with adults, their environment, and their biological impulse to explore," Ravenscroft said. "Childhood is a place where children spend

- (6) Stephen King felt *Lord of the Flies* stood out from other stories because
- A. it was similar to the kind of books that he liked.
 - B. it was more realistic about boys than most books.
 - C. it would be useful when he came to write his own stories.
- (7) After writing *Lord of the Flies*, Golding went on to write
- A. books about a variety of things.
 - B. several books with a similar setting.
 - C. other books with similar popularity.

their time catching up with adults' more sophisticated abilities."

Language acquisition, in particular, is an area where children often have a huge advantage over adults, Ravenscroft noted. This is largely because "babies are able to tune in to the rhythm and sounds used in their native language and can therefore become competent and fluent speakers by the age of four." This ability can help young children learn a second or third language with apparent ease, Ravenscroft said.

In a research paper published in April 2022 in the journal *Perspectives on Psychological Science*, the authors suggest that "human infants are born seeing and hearing linguistic information that older children and adults miss, although they lose this ability with more experience in their environments." Moreover, infants can "distinguish among the speech sounds and tones used in all of the world's languages, making them open to all input, regardless of the linguistic environment they are born into."

Studies have found that, from birth to adolescence, children are capable of learning language rapidly and effectively because of both their neuroplasticity and their "cognitive flexibility," or the ability to mentally switch between two different concepts or ideas rapidly, as well as being able to clearly think about numerous concepts at the same time.

But what about skills other than language learning? A 2022 study in the journal *Current Biology* suggests that children and adults exhibit differences in a brain messenger known as gamma-aminobutyric acid (GABA), which, the research suggests, stabilizes newly learned material.

The study found that children have a "rapid boost of GABA" when they participate in visual training and that this learning continues even once the training has concluded, whereas "the concentration of GABA in adults remained unchanged." The findings suggest that children's brains respond to training in a way that allows them to more quickly and efficiently stabilize new learning. Consequently, the research supports the idea that

children can acquire new knowledge and skills more rapidly than adults can.

To learn quickly, however, children also need support, guidance, and access to appropriate learning materials. “While children do have the capacity to learn quickly, they will find challenges if they are not well supported by caring and compassionate adults who shape their environment and experiences,” Ravenscroft said. “The best time for learning is as early as possible. Reading to a baby offers a wonderful, shared bonding experience in addition to providing a love of language and ensuring that connections are made in the early brain.”

Birth to age five is a “critical period” for children, Ravenscroft added. During these early years, a young child’s brain is much busier than an adult’s because the child is continually learning and figuring out the best way to approach and navigate any given situation. A child’s ability to learn and understand, therefore, is linked to these interactions.

“Very young children, for example, may have difficulty in self-regulating their emotions; but this is typical behavior, as the social brain develops almost entirely after birth and does not begin to mature until early childhood,” Ravenscroft said. “What is needed is time for children to process and accept new knowledge and learning. In an endeavor to speed up children’s learning, we can be guilty of rushing, whereas an environment which fosters a child’s pace of learning offers so much more opportunity for children to develop a love of interacting with people and places, and engaging in active learning.”

(5) Which of the following has a meaning closest to Underline ⑤?

- A. mistake
- B. desire
- C. overlook

(6) What does Underline ⑥ actually mean?

- A. controls the way the material is received
- B. enables the material to be understood
- C. makes the material easier to remember

(7) What does Underline ⑦ imply?

- A. Learning materials greatly affect the capacity of children to learn.
- B. Children learn best when they receive sufficient assistance.
- C. Children experience difficulties created by caring adults.

(8) What does Underline ⑧ actually mean?

- A. an opportunity for emotional closeness
- B. a chance to improve language skills
- C. an activity designed to help each person

(9) Which of the following has a meaning closest to Underline ⑨?

- A. important
- B. uncertain
- C. dangerous

(1) What does Underline ① imply?

- A. Unlike children, who learn everything they can, adults select which skills to master.
- B. Adults may have greater limitations on what skills they can learn than children have.
- C. Adults cannot completely learn certain new skills, no matter how long they may study.

(2) What does the author want to express most in Underline ②?

- A. Despite learning things quickly, children make mistakes in learning.
- B. Researchers do not fully understand why children learn so quickly.
- C. How children learn is rather different from what many people think.

(3) Which of the following can be a concrete example for Underline ③?

- A. A young child is able to tie their shoes correctly after a few attempts.
- B. A young child finds it natural to wash their hands before dinner.
- C. A young child stops shouting after being told many times by a parent.

(4) What does Underline ④ refer to?

- A. infants being able to learn languages more quickly than the adults in their lives
- B. babies being able to easily recognize features of their parents’ language
- C. young children becoming competent speakers of a second or third language

(10) What does Underline ⑩ imply?

- A. Young children often develop many friendships, which mature over time.
- B. Young children’s responses to situations can be extreme and unexpected.
- C. Young children’s social skills do not grow with the child until adulthood.

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the first paragraph, the skills that children develop quickly
- A. are best learned with the help of adults who also learn new languages.
 - B. are learned at the same time as they learn how to deal with life.
 - C. are learned before children are able to speak full sentences.
- (2) The third paragraph, starting with “It is common,” suggests that the process of children’s mental development
- A. has both benefits and drawbacks when the child is young.
 - B. causes them to perform worse than classmates in most tasks.
 - C. is connected to age and speeds up or slows down as they get older.
- (3) According to the fifth paragraph, starting with “This is,” children spend their time in childhood
- A. learning how to do the things adults do with the same level of skill.
 - B. quickly exploring the adult world in order to discover their strengths.
 - C. with adults who assist them in developing biological capabilities.
- (4) According to the seventh paragraph, starting with “In a research,”
- A. adults can distinguish the sounds of various languages with effort.
 - B. experienced adults are more likely to master a foreign language.
 - C. babies are born able to hear important sounds in any languages.

- (5) According to the eighth paragraph, starting with “Studies have,” cognitive flexibility is
- A. the skill of thinking about the same concept in numerous ways.
 - B. the ability to switch ideas rapidly while using multiple languages.
 - C. the capacity to quickly change focus from one topic to another.
- (6) According to the 10th paragraph, starting with “The study found,” children’s rapid boost of GABA
- A. happens both before and after visual training.
 - B. comes while undergoing visual training.
 - C. is not affected by visual training.
- (7) The most appropriate title for this passage is
- A. “Why Children Learn Fast.”
 - B. “Adults Can Master Languages.”
 - C. “The Science of Raising Children.”

(以上)

(Why are kids such fast learners? by Joe Phelan: Future Publishing Ltd.)

2026年度入学試験問題

英語

注意事項

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マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(ア) 正しい例

a 解答が1つの場合、例えばイと解答するときは

(1)  のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは

(1)  または  のように各1つずつマークしてください。

(イ) 悪い例

(1)  ○印でかこむ。

(2)  全部をぬりつぶしていない。

(3)  レ印をつける。

(4)  フ印をつける。

(5)  1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)  のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔I〕A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

John, a foreign exchange student traveling around Japan, asks Yuta, a worker at a convenience store, for help using the printer.

John: Excuse me, do you speak English?

Yuta: _____

John: No worries—what I need is fairly simple. I'd just like a little help with some documents I need printed.

Yuta: I see. How can I help you with that?

John: Well, I need to print some PDFs from this USB, but I don't know how to operate the printer.

Yuta: _____ First, you need to insert your money and then select this option from the menu. After that, the USB port can be used.

John: All right. Now I just insert the USB here?

Yuta: _____

John: Okay, now what?

Yuta: At this point you need to select from the various printing options. For example, if you want color prints, press this button, and if you want A4-sized printouts, press this button. Once all the settings are selected, you just press the “print” button here and you're done!

John: _____

Yuta: _____ Is there anything else I can assist you with today?

John: As a matter of fact, I will need a folder to put these in.

Yuta: _____

- (1) A. No, not at all.
B. Yes, quite well actually.
C. No, but my reading is fine.
D. Yes, but not very well.

- (2) A. Okay, I got it.
B. I'm not sure.
C. That's interesting.
D. It's not working.

- (3) A. You'd better hurry.
B. Wait one moment, please.
C. That's correct, go ahead.
D. I can't say either way.

- (4) A. This is too complicated!
B. That's a huge help, thanks!
C. Actually, I need more assistance.
D. Let's move on to the next step.

- (5) A. Have a nice day.
B. They're over there.
C. That's not necessary.
D. That's enough for today.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

- A. Long before humans began to cultivate their own crops, they hunted and searched for food. Eventually they found that they could produce larger quantities of grains and vegetables through farming, but the plants that made their meals more interesting still grew wild in places that were unsuitable for growing cereal crops.
- B. The ancient Hebrews even made this part of their laws. The Bible specifies that every seventh year the fields could not be planted. During that year, people tended to revert to a kind of hunter-gatherer existence, during which wild plants were especially valued.
- C. Some of these “kitchen gardens” eventually evolved into formal herb gardens. Herbs have been with us for a long time. But what exactly are they?

- D. Gradually, many of these began to be planted in small gardens, usually within easy reach of the person who did the cooking. Traces have been found of herbs planted close to houses in Roman times.
- E. They are not a type of plant, but rather any of those plant parts (other than spices) that we use to improve our food. Traditionally, Europeans and emigrants from Europe have used the term “herbs” for those plant products—used to add flavor to food—that they could grow for themselves.
- F. These are the plants that we call “herbs,” and they continued to be gathered from their natural environment—indeed, in many parts of the world they still are. At the same time, early farmers learned that, for their fields to remain fertile, the land needed periodic rests.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Where did fortune cookies come from—and how did they become so widespread? It is customary in many restaurants for diners to receive a small treat with their check: mints, hard candy, or sometimes even chocolate. But at many Chinese restaurants around the United States, customers get something a little different: a Pac-Man-shaped, vanilla-flavored cookie containing a finger-sized slip of paper printed with a brief fortune or saying.

(1) many Americans associate these fortune cookies with Chinese restaurants—and by extension, Chinese culture—they are actually more readily traceable to 19th-century Japan and 20th-century America.

Since as far back as the 1870s, some sweet shops near Kyoto, Japan, have carried a cracker with the same folded shape and a fortune inserted into the bend. It is called the *tsujiura senbei*, or “fortune cracker,” according to Jennifer Lee, author of *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food*, which recounts the (2) of the cookie.

The Japanese cracker, Lee wrote, was larger and darker, made with sesame and miso (3) the vanilla and butter used to flavor fortune cookies found in modern Chinese restaurants in America. Lee (4) Japanese researcher Yasuko Nakamachi, who said she found these cookies at a generations-old family bakery near a popular Shinto shrine just outside of Kyoto in the late 1990s. Nakamachi also uncovered storybooks from 1878 with illustrations of an apprentice who worked in a *senbei* store making the *tsujiura senbei*, along with other kinds of crackers.

Lee says the fortune cookie likely arrived in the United States along

- | | |
|-----------------------|---------------|
| (1) A. While | B. Since |
| C. After | D. When |
| (2) A. recipes | B. history |
| C. decline | D. shops |
| (3) A. as imitated by | B. instead of |
| C. in exchange for | D. more than |
| (4) A. recruited | B. supported |
| C. dismissed | D. quoted |

(2 ページ後に続く)

with Japanese immigrants who came to Hawaii and California between the 1880s and early 1900s, (5) the Chinese Exclusion Act's removal of Chinese workers left a demand for cheap labor. Japanese bakers set up shops in places (6) Los Angeles and San Francisco, making "fortune-cookie-style" crackers flavored with miso and sesame, among other treats.

One of the most repeated origin stories of the American fortune cookie mentions the Japanese Tea Garden in San Francisco's Golden Gate Park as the first known US restaurant to (7) the treat. The Tea Garden sourced their cookies from a local bakery called Benkyodo, which claims to have pioneered the vanilla-and-butter flavoring and to have invented a machine sometime around 1911 to mass-produce the cookies. But, says Lee, several other sources also claim to have invented the cookie around the same time, including three Los Angeles-based immigrant-run businesses: Fugetsu-Do sweet shop in the city's Little Tokyo, Japanese snack manufacturer Umeya, and the Hong Kong Noodle Company.

How did fortune cookies (8) from Japanese bakeries to Chinese restaurants? American food preferences likely played a part.

Japanese immigrants into the US around the turn of the 20th century could not open Japanese restaurants, says Lee, (9) Americans did not want to eat raw fish. "So, in many cases, they actually opened Chinese restaurants because Americans were kind of going through a major revival of chop suey (mixed stir-fried meat and vegetables), chow mein (fried noodles), and egg foo young (a type of omelet)." And Americans' expectation of dessert at the end of meals, says Lee, may explain why many of these restaurants began to offer fortune cookies with the bill.

But the fortune cookie, once produced by Japanese Americans, (10) ended up in the hands of Chinese American manufacturers during World

(2 ページ後に続く)

- | | |
|--------------------|-----------------|
| (5) A. before | B. although |
| C. after | D. until |
| (6) A. similar to | B. because of |
| C. other than | D. such as |
| (7) A. serve | B. make |
| C. consume | D. taste |
| (8) A. shoot | B. float |
| C. migrate | D. grow |
| (9) A. and | B. because |
| C. but | D. or |
| (10) A. eventually | B. additionally |
| C. reluctantly | D. immediately |

War II. After the Japanese bombed Pearl Harbor in 1941 and President Franklin D. Roosevelt ordered the transfer and confinement of Japanese Americans, Japanese American businesses began to close, including the bakeries that once made fortune cookies. That gave Chinese American businesspeople an opening to produce and sell them.

Today, fortune cookies remain a (11) business. New York-based Wonton Food, the largest fortune-cookie producer, manufactures more than four million of them daily, with an estimated three billion cookies produced annually, wrote Lee.

As fortune cookies became a regular item in Chinese restaurants, they were also used to (12) ethnic stereotyping. (13) having historic roots in Japan and growing into a uniquely American business success story, the cookies became a convenient way to represent all things Chinese—along with other oversimplified and sometimes mocking stereotypes like narrow eyes, heavy accents, and being good at math. In 2012 for example, MSG Network broadcast a fan sign of the New York Knicks' Taiwanese American basketball star Jeremy Lin, with his face placed above a broken fortune cookie. The same year, ice-cream makers Ben & Jerry's briefly offered a Lin-themed frozen yogurt, complete with broken fortune cookies, (14) a protest forced them to publicly apologize and remove the cookies from the recipe.

Using things like fortune cookies and takeout boxes as convenient representations of Chinese culture is misleading, says Lee, given that they are distinctly American inventions—and the global reach of American culture helps to perpetuate those stereotypes around the world. Nevertheless, regardless of misconceptions about its true origins and despite its (15) as a symbol of Chinese heritage, the fortune cookie still carries

(2 ページ後に続く)

- | | |
|--------------------------|-----------------|
| (11) A. little-respected | B. seasonable |
| C. small-scale | D. massive |
| (12) A. reinforce | B. control |
| C. improve | D. reduce |
| (13) A. By | B. Despite |
| C. Without | D. After |
| (14) A. simultaneously | B. therefore |
| C. until | D. consistently |
| (15) A. accuracy | B. distrust |
| C. benefit | D. misuse |

a powerful significance within American culture.

“A number of people have become engaged through fortune cookies, inspiring new products like fortune-cookie baby shoes and fortune-cookie jewelry,” says Lee. “It really speaks to Americans in a very profound way.”

- (4) The main purpose of the eighth paragraph, starting with “Japanese immigrants into,” is to
- A. explain why Japanese-owned restaurants began serving fortune cookies.
 - B. give the reasons for Americans' preference for Japanese food over Chinese food.
 - C. show why desserts are considered an essential part of the American meal.
- (5) The period of World War II
- A. marked a turning point at which the makers of fortune cookies changed.
 - B. brought hardship to Chinese people running fortune-cookie businesses in America.
 - C. gave Japanese people new opportunities to start fortune-cookie businesses.
- (6) The author would be most likely to agree that
- A. the fortune cookie was effectively used to boost the sales of various food products.
 - B. Americans had an accurate understanding of the origin and history of the fortune cookie.
 - C. the Chinese and their culture became closely connected with the fortune cookie for Americans.
- (7) The most appropriate title for the passage is
- A. “Fascinating Facts About the Making of Fortune Cookies.”
 - B. “Exploring the Surprising Origins of the Fortune Cookie.”
 - C. “The Hidden Reason Behind the Fortune Cookie's Popularity.”

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the passage, Yasuko Nakamachi
- A. worked with Lee to find out who originally produced *tsujiura senbei*.
 - B. discovered pictures that showed people cooking *tsujiura senbei*.
 - C. obtained the recipe for *tsujiura senbei* from a local bakery in Kyoto.
- (2) The passage suggests that the fortune cookies made between the 1880s and early 1900s
- A. tasted like *tsujiura senbei*.
 - B. were inexpensive to make.
 - C. were much sought after.
- (3) The main purpose of the sixth paragraph, starting with “One of the,” is to
- A. compare the flavors of fortune cookies across different shops in America.
 - B. determine which shop originally started making fortune cookies in America.
 - C. present differing accounts of who first created American fortune cookies.

〔Ⅲ〕 A. 次の英文の下線部①～⑤について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

We tend to consider language as the only medium through which we communicate, but there is another channel hidden in our hands: gesture. ① Even if we are unaware of our gestures, they are visible to anyone who can see us talking. What is more, they seem to have a special relationship to meaning. Gestures often give people a window into our thoughts that words do not.

But gestures do not just let other people read our minds. ② I have spent five decades studying how we communicate with our hands and, together with other researchers, I have discovered the surprising power of gestures to shape our thoughts.

Gestures are not mere movements; they are a special kind of thinking that is revealed through the hands. Most people so undervalue them that they often do not realize they are gesturing. Yet the wide range of abilities that gesturing entails makes it a sort of superpower. ③ Understand gesture and you can maximize its benefits to boost learning and memory, communicate more effectively, and build deeper social connections.

First, what do I mean by gestures? I do not mean the hand signals that everyone agrees on in a particular culture, such as a thumbs-up that means “things are good” in the US and UK. These so-called “emblems” are like words in a dictionary. They always take the same form, so do not reveal much about the thoughts of the person using them. Instead, I am interested in spontaneous gestures, movements that we produce unconsciously ④ with our hands when we speak.

James Trujillo at the Max Planck Institute in the Netherlands and his colleagues wanted to see what happens to gestures when we try to communicate in a noisy environment. They found that, just as we tend to ⑤

raise our voices, we also exaggerate our gestures. In fact, speakers put more effort into exaggerating their gestures than adjusting the volume of their speech.

So, we alter our gestures to help people understand us. But this cannot be the whole story, otherwise why would we use our hands when talking on the phone and in other situations where people cannot see us? One long-standing idea is that gesturing helps us retrieve tip-of-the-tongue words.^⑥ You might find yourself rotating your hand as you try to remember the word “screwdriver,” for example. It sounds plausible and some researchers believe it, but the evidence remains unclear.

Nevertheless, experiments convincingly show that gesturing helps our thinking in other ways. For example, in one study, I used eye trackers to watch where children looked during math lessons in which the teacher either used gestures or avoided using them. When her gestures pointed out the numbers she was talking about, children were more likely to look at these numbers. That is not too surprising. However, when we examined all the children whose gaze followed these numbers, we found that children taught with gestures understood more after the lesson than those who had not seen them. So, a teacher’s gestures do not just help learners focus on what is important, they also help them get more meaning from what they attend to.

^⑦ Making our own gestures has an even more powerful effect on learning. One experiment found that preschoolers aged four and five who pointed at numbers while counting became more accurate counters than children of the same age who only watched a puppet point at the numbers. In addition, gesturing also helps us generalize what we are learning, which is essential for acquiring new knowledge. For example, four- and five-year-olds taught the invented word “tiffing”—meaning to squeeze the round part of a toy—were more likely to extend this knowledge to other

squeezable toys if they had learned the word while using a squeezing gesture than if they had learned it while physically squeezing a particular toy. It seems that gesturing helps us abstract away from the details of a problem and think more deeply about how to solve it.

As well as helping us learn and understand, gesturing also aids memory directly. My colleagues and I showed adult volunteers videos of people, animals, and toys performing various actions before testing their memory immediately afterwards and again a few weeks later. In the long term, they remembered more items when they had used gesture while describing them afterwards than when they had used words alone.

You might expect that moving your hands and talking at the same time would require more brainpower than talking on its own, since doing the two together improves memory. In fact, it seems to do the opposite. We conducted an experiment where adults had to multitask by simultaneously explaining how they solved a math problem while remembering a sequence of letters. They remembered more, not fewer, letters when they used gestures along with words in their math explanations than when they used words alone.^⑨ Instead of adding to our mental load, gesturing seems to lighten it, making thinking easier.

Understand and embrace gesture power and I assure you it will fundamentally change how effectively you communicate, for the better.^⑩

(1) What does the author want to express most in Underline ①?

- A. Our hands communicate in ways similar to television.
- B. Our hands possess a separate means of communication.
- C. Our hands communicate in a way invisible to us.

(2) Which of the following has a meaning closest to Underline ②?

- A. know what we are thinking
- B. communicate directly with us
- C. understand our brains

(3) What does Underline ③ actually mean?

- A. Someone who can gesture can act heroically in many situations.
- B. Gesture can make a contribution to many aspects of our lives.
- C. We can employ gesture to help those around us in many ways.

(4) Which of the following has a meaning closest to Underline ④?

- A. surprising
- B. expressive
- C. unplanned

(5) What does Underline ⑤ imply?

- A. Both speech and gesture are effective in loud situations.
- B. Both speech and gesture require considerable physical energy.
- C. Both speech and gesture are capable of emphasizing points.

(6) What does Underline ⑥ imply?

- A. Sometimes we are frustrated by being unable to recall a certain word.
- B. Sometimes we are challenged by words that are difficult to pronounce.
- C. Sometimes we do not perceive a word’s meaning until we say it aloud.

(7) Which of the following has a meaning closest to Underline ⑦?

- A. take part in
- B. concentrate on
- C. learn from

(8) What does Underline ⑧ refer to?

- A. volunteers
- B. colleagues
- C. people, animals, and toys

(9) What does Underline ⑨ actually mean?

- A. Using gestures helped them learn how to do math problems if they tried to remember a word at the same time.
- B. Using gestures helped them retain more information about something else while simultaneously describing math problems.
- C. Using gestures not only improved their memory of math problems, it also allowed them to remember more words.

^⑩ What does Underline ⑩ actually mean?

- A. on the whole
- B. helping humanity
- C. in a positive way

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) The first paragraph suggests that
- A. words can allow others to understand us when we are unable to express ourselves with gestures.
 - B. in cases where words are insufficient, gestures may allow us to communicate with others.
 - C. while words are generally more precise, gestures are generally more emotionally specific.
- (2) In the second paragraph, the author claims that
- A. what we think is influenced by the gestures we make.
 - B. he is less informed about this topic than other researchers.
 - C. the field of communication studies is one of the oldest.
- (3) In the fourth paragraph, starting with “First,” the author states that emblems
- A. have the same basic meanings as gestures, regardless of culture.
 - B. have separate meanings in the US and UK, but not in other countries.
 - C. are quite distinct from the kind of gestures discussed in the passage.
- (4) The seventh paragraph, starting with “Nevertheless,” refers to a classroom case study to suggest that gestures
- A. make students’ learning more effective.
 - B. neither help nor hinder students’ concentration.
 - C. improve students’ interest but reduce their attention.

- (5) According to the eighth paragraph, starting with “Making our own,” if children were to use a learned gesture with a made-up word like “tiffing,”
- A. they could apply the action to other objects with the same features.
 - B. they would be able to identify similar objects in the room.
 - C. they might potentially create gestures for new objects they found.
- (6) The 10th paragraph, starting with “You might expect,” suggests that simultaneously gesturing and talking
- A. increases the amount of work the brain has to do.
 - B. decreases the amount of work the brain has to do.
 - C. is just as much work for the brain as doing either.
- (7) The view the author of this passage wants to express most is that
- A. gestures are primarily a memory tool but also help with communication.
 - B. gestures mainly help us communicate but also aid emotional regulation.
 - C. gestures enable us to communicate well but also provide mental benefits.

(以上)

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2026年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は21ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(ア) 正しい例

a 解答が1つの場合、例えばイと解答するときは

(1)

○	●	○	○	○	○
---	---	---	---	---	---

 のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは

(1)

○	●	○	○	○	○
○	○	●	○	○	○

 または (1)

○	○	○	○	○	○
○	○	○	○	○	○

 のように各1つずつマークしてください。

(イ) 悪い例

(1)

○	○	○	○	○	○
---	---	---	---	---	---

 ○印でかこむ。

(2)

○	○	○	○	○	○
---	---	---	---	---	---

 全部をぬりつぶしていない。

(3)

○	○	○	○	○	○
---	---	---	---	---	---

 レ印をつける。

(4)

○	○	○	○	○	○
---	---	---	---	---	---

 |印をつける。

(5)

○	○	○	○	○	○
---	---	---	---	---	---

 1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)

○	○	○	○	○	○
---	---	---	---	---	---

 のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔I〕A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Kenji, an exchange student, is talking with his friend, Mark.

Mark: Hi, Kenji. Great to see you again. When did you arrive in Wellington?

Kenji: Hi, Mark. Nice to see you too. (1) _____ Hey, I wanted to ask you about places to visit and things to do while I'm here.

Mark: Sure, no problem. How long do you have?

Kenji: (2) _____

Mark: Well, you shouldn't miss the Museum of New Zealand, Te Papa. It has some fascinating displays about the history of the country. I'm sure you'd enjoy it.

Kenji: That sounds good. (3) _____ How about some outdoor things to do?

Mark: If you want something unique, Zealandia is an amazing wildlife park.

Kenji: Wow, that sounds great. (4) _____ What kind of animals can I see there?

Mark: There are many native birds, and if you're lucky, you might see a tuatara—it's a rare reptile that has been around since the time of the dinosaurs.

Kenji: Fantastic! (5) _____

Mark: You could try a cycle tour of the city and harbor. It's an easy ride, and they have friendly guides.

- (1) A. I got here a few days ago.
B. This is my first time.
C. How are you feeling?
D. Can you do me a favor?

- (2) A. I need three more days.
B. It'll take some more time.
C. I've got another four days.
D. I've been here one week.

- (3) A. I'll make sure I pay.
B. I'll check it out.
C. I'll be on my way.
D. I'll give it a miss.

- (4) A. I'm so worried about the environment.
B. I always try to be eco-friendly.
C. I really like going on tours.
D. I'm really interested in nature.

- (5) A. Do you like cycling?
B. Do you have to drive there?
C. Do you want to come too?
D. Do you have any other suggestions?

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. In January of 2025, a little-known Chinese AI (Artificial Intelligence) company called DeepSeek caused a massive shock across the world, especially in the global tech industry.

B. For example, the estimated expense to develop ChatGPT's GPT-4 model was nearly 20 times higher than that of the DeepSeek R1 model, despite both models performing similarly across a range of tasks. Until that point, it was widely believed that only huge investments could support the development of top-performing AI systems.

C. To answer that, we need to understand what kind of company DeepSeek is and how it operates. Put simply, DeepSeek is an AI platform similar to OpenAI's ChatGPT.

D. Its competitors' stock values fell sharply, and one major US tech company, Nvidia, lost over 600 billion dollars in market value—the largest single-day loss for a US company. But why did DeepSeek trigger such a reaction, and what can we learn from it?

E. However, unlike ChatGPT and other powerful AI systems, DeepSeek follows an open-source approach—this means that the computer code used to build it is shared publicly, so others can study, use, or improve it. This allowed DeepSeek to perform at a similar level to ChatGPT, but at a fraction of the cost.

F. DeepSeek challenged that assumption in a big way. It showed that a powerful AI system could be built efficiently and affordably.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

(著作権者の許諾を得られていないため、
掲載していません。)

- | | |
|--------------------|-----------------|
| (1) A. programs | B. territories |
| C. qualifications | D. celebrations |
| | |
| (2) A. launch | B. win |
| C. involve | D. drive |
| | |
| (3) A. competition | B. controversy |
| C. comprehension | D. contempt |

(2ページ後に続く)

(著作権者の許諾を得られていないため、
掲載していません。)

(2 ページ後に続く)

- | | |
|-----------------|--------------|
| (4) A. increase | B. consider |
| C. bear | D. measure |
| (5) A. still | B. often |
| C. yet | D. not |
| (6) A. merely | B. hopefully |
| C. openly | D. usually |
| (7) A. After | B. Though |
| C. Since | D. Until |
| (8) A. despite | B. by |
| C. through | D. against |
| (9) A. reduced | B. reused |
| C. recollected | D. related |

(著作権者の許諾を得られていないため、
掲載していません。)

(2 ページ後に続く)

- | | |
|-----------------------|----------------|
| (10) A. producing | B. reflecting |
| C. deciding | D. enabling |
| (11) A. disappearance | B. opportunity |
| C. obstacle | D. arrival |
| (12) A. came in | B. came under |
| C. went down | D. went back |
| (13) A. agreed | B. declined |
| C. confirmed | D. stopped |

(著作権者の許諾を得られていないため、
掲載していません。)

- (14) A. dislike B. praise
C. the cost D. the size
- (15) A. mouth B. nose
C. face D. head

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) Goossens and Cahill insisted that the competition inspire a building that
- A. architects could agree was among the best in the world.
 - B. had a unique design, setting it apart from other structures.
 - C. showed sufficient respect to the indigenous people.
- (2) According to the passage, one reason people were surprised when Utzon was declared the winner was that
- A. he had won few such important competitions in Australia before.
 - B. he was not even famous in his home country of Denmark.
 - C. he had provided little more than a rough idea of his design.
- (3) The passage describes the first predictions for the construction as "optimistic" because
- A. the project took much longer and cost much more than anticipated.
 - B. it was necessary to keep all project participants highly motivated.
 - C. they were proven largely accurate by the time the project ended.
- (4) Utzon solved one of the largest construction challenges
- A. by finding a way to form the parts of the roof from one ball shape.
 - B. by basing his roof design on a well-known part of a sailing boat.
 - C. by asking other designers to construct the parts for the roof.

- (5) We can infer from the passage that, when Utzon left the project, he felt
- A. satisfied that his vision was finally near realization.
 - B. surprised that construction could not be completed.
 - C. unhappy with the way the work had been handled.
- (6) Many years later, Utzon returned to
- A. seek reconciliation with the owners of the Opera House.
 - B. help restore some of the spaces within the Opera House.
 - C. attend a reception honoring his work on the Opera House.
- (7) The most appropriate title for this passage is
- A. "Overcoming Adversity to Achieve an Architectural Wonder."
 - B. "The Sydney Opera House as Australia's Oldest Landmark."
 - C. "Jorn Utzon's Journey From Unknown to Famous Architect."

- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

One fateful day 66 million years ago, the dinosaurs—which had inhabited Earth for about 165 million years—got a nasty surprise: a roughly 15-kilometer-wide asteroid—or space rock—^①crashed into what is now Mexico, triggering tsunamis, wildfires, and acid rain and causing vast amounts of dust and ash to block out the sun. As a result, 75 percent of species on Earth, including the non-bird dinosaurs, died off within months of the collision.

But what if the asteroid had never struck Earth? Would the dinosaurs have continued their reign over the planet? Could they have survived ice ages and evolved to become more intelligent?

According to paleontologists—or fossil scientists—it is possible that dinosaurs would have continued to evolve and rule Earth. After all, they had already survived and adapted for 165 million years,^② which included surviving rising and falling seas, sudden temperature increases, and volcanic eruptions, according to Steve Brusatte, a professor of paleontology at the University of Edinburgh. But this would have made it impossible for our mammal ancestors to evolve the way they did.

Some scientists think dinosaurs would have met their doom anyway, because extinctions appear to have overtaken the emergence of new dinosaur species.^③ But Brusatte is not convinced.

“For those of us who collect fossils of the last dinosaurs, we can see quite clearly that everywhere in the world there was a great diversity and abundance of dinosaurs,” Brusatte explained. “It seems remarkably clear to me that dinosaurs were strong, successful, still diverse, and still thriving when the asteroid hit.”

But could dinosaurs have lived in frigid conditions, such as ice ages?

Brusatte said. “They actually have more nerve cells in their brains than mammals, on average. But could birds one day achieve human-like intellect? I don’t know.”

Mammals would have faced a severe setback if the asteroid had not hit. Brusatte said that if large dinosaurs had survived, the small, rat-like mammals that already existed alongside them may not have had the same opportunity to evolve and grow larger.

“I suspect that mammals would have mostly or entirely stayed small for many millions of years more,” he said. “Although, with cooling temperatures and the last ice age, that may have given small mammals—as warm-blooded hairy creatures that could handle the cold—an opportunity to get larger, and maybe giant dinosaurs would have died out.”^④

But that does not mean that humans would have emerged. “While hairy little mammals may have still managed okay, human beings would still likely never have evolved,” Paul Sereno, a paleontologist and professor of biology at the University of Chicago, explained. “We evolved in a mammal world impossible to have taken shape with large non-bird dinosaurs running around,” Sereno said. “We are not inevitable.”^⑤

It is the extinction of land-dwelling dinosaurs, and possibly the extinction of a competing group of mammals, that gave our ape-like ancestors the opportunity to thrive and evolve, a 2021 study found. If the asteroid had missed Earth, it is likely that humans, at least as we know them,^⑥ never would have existed.

“History would have been totally different,” Brusatte said. “Our exact ancestors surely would have never had their chance to evolve.”

While some dinosaurs lived in snowy climates, the majority did not. According to Brusatte, some dinosaurs may have coped well under new extreme conditions.

“Many of them had feathers, so they could keep themselves warm like mammals can,” Brusatte said. In addition, some dinosaurs, such as *Tyrannosaurus rex*, were likely warm blooded, research finds, meaning that they were not completely at the mercy of a changing climate.^⑦

It is also possible that dinosaurs would have evolved new defenses against the cold during extreme weather. Take mammoths, for example, which evolved around five million years ago in South Africa. About 800,000 years ago, during the last ice age, some mammoths grew woolly coats as they expanded to the much colder region of Eurasia.

Given enough time, could dinosaurs have evolved into more intelligent creatures? In a 1982 thought experiment,^⑧ paleontologist Dale Russell wondered whether troodontids (small, bird-like dinosaurs) could have evolved greater intelligence had they not died in the mass extinction. He named them humanoid (human-like) dinosaurs, or “dinosauroids.” He based this idea on the fact that one species of troodontid dinosaur already had a “large brain, three-dimensional vision, grasping fingers, and two-legged upright posture,” and might have evolved to have a brain-to-body size ratio similar to that of *Homo sapiens* if it had survived. His collaborator Ron Séguin, an artist and model maker, made a reconstruction, showing a green-skinned creature.

But over the years, paleontologists have dismissed this idea,^⑨ saying that it is unrealistic and appears overly human-like. A 2023 study found that “neither Troodon nor any other dinosaur could have evolved into an ape-like creature that then evolved to a human level of intelligence.”

That said, modern-day birds show that dinosaurs may have been fairly intelligent. “The dinosaurs that live on today—birds—are really smart,”

- (1) What does Underline ① refer to?
 - A. the impact of a huge object
 - B. a series of large fires in the wild
 - C. ash from the sun blocking the sky
- (2) What does Underline ② imply?
 - A. Dinosaurs had a relatively stable and protected environment.
 - B. Dinosaurs had a long history of causing dangerous events.
 - C. Dinosaurs had proven to be very tough and enduring creatures.
- (3) Which of the following has a meaning closest to Underline ③?
 - A. There were even more dinosaur species emerging than those disappearing.
 - B. Dinosaur species were going extinct at the same rate as new ones emerging.
 - C. New dinosaur species were not appearing as quickly as others were dying off.
- (4) Which of the following has a meaning closest to Underline ④?
 - A. quick to respond to rivals
 - B. producing their own heat
 - C. gaining energy from the atmosphere
- (5) What does the author want to express most in Underline ⑤?
 - A. The dinosaurs faced no major threat from their environment.
 - B. The problem for dinosaurs was not as bad as it might seem.
 - C. The disadvantages for dinosaurs could change into advantages.

- (6) What does Underline ⑥ actually mean?
- imagining a detailed scenario to explore an idea
 - imagining a situation to confirm or reject a scientific theory
 - imagining the conditions that you would normally experience
- (7) What does Underline ⑦ refer to?
- the extinction of troodontids
 - Homo sapiens* with green skin
 - the emergence of “dinosauroids”
- (8) What does Underline ⑧ actually mean?
- move in the cold
 - survive in the cold
 - thrive in the cold
- (9) What does Underline ⑨ actually mean?
- The appearance of modern-day humans was never guaranteed.
 - Mammals would not have evolved without an ice age.
 - We could have co-existed with dinosaurs had they not gone extinct.
- (10) What does Underline ⑩ actually mean?
- those in the distant future
 - those that we have met
 - those that live today
- (5) The passage suggests that humans might not exist today had the dinosaurs survived because
- mammals, like *Homo sapiens*, were a convenient source of food for dinosaurs.
 - the presence of dinosaurs probably would have delayed mammalian evolution.
 - dinosaurs occupied the warmer areas that mammals needed to thrive.
- (6) According to the passage, the idea that dinosaurs could have evolved to become as intelligent as humans is
- proven to be incorrect.
 - largely agreed upon.
 - up for debate.
- (7) The most appropriate title for this passage is
- “Here by Chance: How an Asteroid Changed Life on Our Planet.”
 - “Shifting Times: How Mammoths Overtaken Mammals to Rule Earth.”
 - “How Species Become Extinct: The Surprising Case of the Dinosaurs.”

(以上)

- B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。
- (1) In the fifth paragraph, starting with “For those of,” Brusatte suggests that
- the variety of dinosaurs presented both benefits and drawbacks.
 - there was no reason to think that dinosaurs would go extinct.
 - too many dinosaurs could lead to competition for food.
- (2) In the eighth paragraph, starting with “It is also,” the author mentions mammoths to
- illustrate how the migration of a species can be advantageous.
 - contrast the success of mammoths with the failure of dinosaurs.
 - show an example of an animal that adapted to survive.
- (3) In the ninth paragraph, starting with “Given enough time,” Russell suggests that troodontids could have become more intelligent over time because of their
- survival instincts.
 - environmental conditions.
 - physical characteristics.
- (4) According to the passage, if the asteroid had not struck Earth, the biggest threat to the dinosaurs’ continued survival would have been
- a harsh climate.
 - a rising sea level.
 - volcanic eruptions.

2026年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は21ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(ア) 正しい例

a 解答が1つの場合、例えばイと解答するときは

(1)

○	●	○	○	○	○
---	---	---	---	---	---

 のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは

(1)

○	●	○	○	○	○
○	○	●	○	○	○

 または (1)

○	○	○	○	○	○
○	○	○	○	○	○

 のように各1つずつマークしてください。

(イ) 悪い例

(1)

○	○	○	○	○	○
---	---	---	---	---	---

 ○印でかこむ。

(2)

○	○	○	○	○	○
---	---	---	---	---	---

 全部をぬりつぶしていない。

(3)

○	○	○	○	○	○
---	---	---	---	---	---

 レ印をつける。

(4)

○	○	○	○	○	○
---	---	---	---	---	---

 |印をつける。

(5)

○	○	○	○	○	○
---	---	---	---	---	---

 1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)

○	○	○	○	○	○
---	---	---	---	---	---

 のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔I〕 A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Takashi, an exchange student in Chicago, runs into his roommate, Mike, at the bus stop.

Mike: Hey, Takashi! What are you doing here?

Takashi: Hi, Mike. I'm going to visit the history museum in the city.

Mike: (1) Are you going by yourself?

Takashi: Yes, I am. Where are you going, Mike?

Mike: I'm going to meet my friend Alison at an ice-cream shop.

(2) Then the three of us can go to the museum together.

Takashi: Oh, that's very kind of you. Thanks, but I think I might slow you two down.

Mike: (3)

Takashi: Well, I like to really take my time reading the exhibit information. I think you'll be bored if you go with me.

Mike: (4) I like to take my time too. In fact, Alison and I love history. Perhaps we can be your tour guides!

Takashi: Well, in that case, it'll be fun!

Mike: (5) I think this will be a good chance for you to make a new friend.

Takashi: That's great! I would like to meet her, too.

- (1) A. I'm guessing with Alison.
B. That sounds really fun!
C. I just got back from there!
D. That doesn't seem right.

- (2) A. You two should meet up first.
B. I should introduce you someday.
C. We're trying it for the first time.
D. Maybe you could come with me.

- (3) A. Why do you think so?
B. What do you want?
C. Would you like to go?
D. How slow do you think?

- (4) A. I think so, too.
B. You're right.
C. Not at all.
D. It wasn't possible.

- (5) A. By the way, there will be many people at the museum today.
B. By the way, there's a special Frida Kahlo exhibition this week.
C. By the way, Alison said she wanted to meet my new roommate.
D. By the way, my brother works part-time at the ice-cream shop.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. Do you know the tapir? It is a pig-like animal, found in South America and Southeast Asia, with a long, flexible nose enabling it to grab leaves from high branches. It also uses it to locate the scent of other male and female tapirs in the area.

B. Aside from the dangers humans present to them, tapirs may sometimes also be attacked by large animals such as jaguars and crocodiles. However, they themselves are rather large and heavy, weighing up to 300 kilograms, and their thick skin provides some protection.

C. Malayan tapirs are said to have the longest such organs, while Brazilian tapirs have the shortest. Unfortunately, the animals are now endangered in both regions. The main reasons for this are hunting and habitat loss.

D. Tapirs have a reputation in Japan for another kind of consumption. They are associated with the Baku, mythical creatures believed to eat people's nightmares! Whether we believe this or not, we should protect this unique animal.

E. The teeth they use, resembling those of horses, typically number from 42 to 44. Sharp front teeth slice off leaves, while powerful back teeth chew them up. Adult tapirs can consume up to 40 kilograms of plant material a day.

F. When they are not being threatened, tapirs live a quiet life in dryland forests, often looking for food in or around rivers. They are good swimmers but like to sink to the river bottom and walk along it while feeding on vegetation.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Only a few generations ago, how to sow seeds and harvest one's own food was common knowledge in Japan. However, in recent years, as the rate of urbanization has increased, the practice of growing food at home has almost disappeared. But Tokyo-based urban farmer Jon Walsh does not believe it has to be this way.

Love brought Walsh to Tokyo back in 2002, when a simple pen-friend exchange with a Tokyo native, Harumi, turned into something more. "We began writing letters in 1995," Walsh says, "then we got into sending emails, and then we started (1) each other between Auckland, New Zealand, and Tokyo." In a time before Zoom, that resulted in quite the bill. "There was one month in 1999 where her monthly phone bill was 90,000 yen," he says, adding, "I could buy a ticket for her to come from Tokyo to Auckland for that." (2), they found a solution: "One of us should move."

It was Walsh who took the risk and made the move, and it (3) off, as Walsh and his wife have now been married for 21 years. Other than love, Walsh came to Tokyo with nothing, unable to make his former IT career work here due to a lack of Japanese language skills. Stuck in a tough spot, he remembered he was a strong writer in high school, and in just a few months he found (4) working as a proofreader, then writer, for the bilingual publication *Hiragana Times*.

As a writer, Walsh had a gift for bringing words to life. As a farmer, he had the same skill with vegetables. He started small, buying some spinach seeds, a pot, and some soil, and within a few weeks he saw leaves sprouting.

- | | |
|-------------------|-----------------|
| (1) A. sending | B. calling |
| C. uniting | D. visiting |
| (2) A. Eventually | B. Incidentally |
| C. Approximately | D. Previously |
| (3) A. turned | B. showed |
| C. went | D. paid |
| (4) A. someone | B. people |
| C. himself | D. others |

(2 ページ後に続く)

“It felt like magic,” Walsh recalled. “so I bought some more pots and some seeds, and within a month I had a small herb garden.”

Walsh and his family live in Akatsuka, in Tokyo. (5) an area filled with rice fields, Akatsuka has become increasingly urban. The area still keeps some traces of its former farming days, with community plots available for rent. Walsh was encouraged by his wife, whose father used to grow his own produce, to rent one of these plots. Here, he grew an abundance of tomatoes, cucumbers, lettuce, and herbs—more produce than his own family could eat. “I began giving food away to the next-door neighbors and friends,” Walsh said. “I had become a food producer in Tokyo, and I was just amazed that by cooperating with nature I could grow so much, even in this (6).”

Sometimes in Tokyo, especially in the more suburban areas, local people, more commonly the older generation, will grow plants in pockets of free space, but in many cases they only plant flowers. Of this, Walsh says, “Many people could grow food if they simply changed the plant. There’s a lot of potential to grow edible plants in Tokyo, especially on roofs, even on walls. (7) the sun shines there, you can grow food.”

Walsh shared his methods with his daughter, who picked up the basics more quickly than he thought possible, and it gave him an idea. “I got in touch with the founder of Tokyo International School and asked him if his school grew any crops. He said they didn’t, but he was interested, and I was invited in.” At the school, Walsh (8) just how easy it was to grow food and, after seeing how much the students enjoyed the class, the staff invited him to work part-time teaching urban farming.

This was the start of something big for both Walsh and the school, where he still teaches more than 12 years on. Since then, his urban

(2 ページ後に続く)

farming business, Business Grow, has (9): “I’ve now got two staff that have been working for me since 2021,” he says, “and my team has now taught over 1,500 students at 19 different international schools around Tokyo.”

One of the benefits Walsh has seen from his time teaching is the independence and confidence it gives to students. “When it (10) the schools where I’ve been teaching, our students have been going home and starting gardens and teaching their parents how to grow food.” (11) the students’ grandparents likely grew their own produce in the past, the convenience of urban living means that their parents have not, so now children have the opportunity to become the teachers, taking this “new” knowledge home and sharing it with their family. Walsh loves to see this, adding, “In the standard (12), the teacher is always older and the students are normally younger. But I teach students how to become teachers.”

Walsh and his team are now helping schools produce so much food that they are (13) the students to donate it to those in need. “At the larger schools we teach at, we get the students to set up a donation garden,” he explains. “Everything we grow in these gardens will be donated to the Second Harvest Japan food bank.” The fresh vegetables find their way to those who need them, and the students become food producers for the people of Tokyo.

Growing your own vegetables does not just benefit the individual or even the community, but the planet (14). Walsh explains, “One of the most obvious ways that urban farming can contribute to sustainability is the fact that the food’s growing near you. Most of the food that we eat comes from the countryside or out of the country, transported by trucks and

(2 ページ後に続く)

- | | |
|---------------------|----------------|
| (5) A. When | B. Because |
| C. Once | D. Although |
| (6) A. arena | B. weather |
| C. country | D. environment |
| (7) A. As soon as | B. As long as |
| C. By the way | D. By the time |
| (8) A. demonstrated | B. protested |
| C. wondered | D. discovered |

- | | |
|-----------------------|------------------|
| (9) A. withered | B. recovered |
| C. shrunk | D. blossomed |
| (10) A. goes around | B. comes to |
| C. enters with | D. arrives at |
| (11) A. Provided | B. Supposing |
| C. Unless | D. While |
| (12) A. solution | B. term |
| C. scenario | D. curriculum |
| (13) A. inviting | B. entertaining |
| C. suppressing | D. applauding |
| (14) A. at the latest | B. as a whole |
| C. by all means | D. to begin with |

planes, which creates pollution. If you grow crops (15) you eat them, then there's no transport, so pollution gets drastically cut down.” He also points out other sustainable factors such as using fewer chemicals on the plants, reducing plastic packaging, and creating more green spaces, which improves air quality.

Finally, what is the one thing he would love more of as an urban farmer, and as a resident of Tokyo? “More green spaces.”

- (15) A. which B. when
C. where D. that

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) The main reason Jon Walsh came to Japan was that
A. maintaining a long-distance relationship had become just too challenging.
B. there were opportunities to advance his career in the IT industry there.
C. he wanted to spread his agricultural business to the Japanese market.
- (2) In the fourth paragraph, starting with “As a writer,” Walsh’s comment “It felt like magic” implies that
A. his own talent for bringing words to life seemed magical.
B. he was able to create a basic garden sooner than he had expected.
C. he was given a small collection of herbs after just a month.
- (3) According to the passage,
A. Harumi’s father suggested that Walsh rent a field in Akatsuka.
B. vegetables grow very easily in areas that used to have rice fields.
C. Walsh was surprised by the success of his first crop of vegetables.
- (4) The passage suggests that
A. sunlight should be used for growing flowers outdoors.
B. residents should grow more vegetables in cities.
C. we should use the fields free of charge in the suburbs.

- (5) Walsh contacted Tokyo International School because
A. he wanted to enroll his daughter in a special program.
B. he thought young students should learn how to raise food.
C. he needed an English-teaching position to support his family.
- (6) In the 11th paragraph, starting with “Growing your own,” Walsh’s main point is that
A. farming does less harm to the environment if food is produced and consumed locally.
B. transporting food in large quantities at one time will cut down on pollution.
C. it is necessary to promote organic farming on vacant land in the rural areas.
- (7) Walsh would most likely agree that
A. vegetables produced in Tokyo should be shared with rural areas.
B. Japanese schools should promote classes on growing flowers.
C. more urban farmland leads to better outcomes for people and nature.

(出典：Great things can grow in small places (Tokyo Updates), The Japan Times, Dec 31, 2024)

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- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

Handwriting is disappearing. The Common Core State Standards for education in the US, which outline the skills students are expected to achieve at each grade level, no longer require students to learn cursive, or joined-up, handwriting. Finland removed cursive writing from its schools in 2016, and Switzerland, among other countries, has also reduced instruction in cursive handwriting. One assessment claimed that more than 33 percent of students struggle to achieve competency in basic handwriting, meaning the ability to write clearly the letters of the alphabet. “We’re trying to be realistic about skills that kids are going to need,” said one school board member in Greenville, South Carolina. “You can’t do everything. Something’s got to go.” Children who cannot write in cursive also cannot read it. ①

Schoolchildren are not the only ones who can no longer write or read cursive. Fewer and fewer of us put pen to paper to record our thoughts, correspond with friends, or even write a shopping list. Instead of asking a celebrity for an autograph, we request a selfie. ②

What does it mean to live without handwriting? The skill has deteriorated gradually, and many of us do not notice our own loss until we are asked to handwrite something and find ourselves struggling. Some people still write in script for special occasions but, apart from teachers, few people insist on a continued place for handwriting in everyday life. ③

But we lose something when handwriting disappears. We lose measurable mental skills, and we also lose the pleasure of using our hands and a writing tool in a process that for thousands of years has allowed us to make our thoughts visible to one another. We lose the sensory experience of ink and paper and the visual pleasure of the handwritten word. ④

sign their own name is not an example of progress.

The novelist Mohsin Hamid takes notes by hand in notebooks and tries to remove himself from the online world when he is working on a novel, although he writes his novels on a computer. “The technology is shaping me,” he says, and he sees danger in embracing machine-like ways of doing things. The human way of doing things imposes limits, depending on our tools. Ten fingers can fly across a keyboard, but the experience of writing with a pen or pencil in one hand requires more patience. The average American can type 40 words a minute but can only write 13 words a minute by hand. As the handwriting expert Paul Antonio notes, when he teaches children to write, he is really teaching them to slow down. ⑤

The quiet disappearance of handwriting from our lives shows how the extinction of certain experiences happens: not as a result of conscious decisions but by gradual abandonment. And we see this not as a loss but as another mark of progress and improvement. A skill fades, and with it a human experience that spans millennia. ⑥

- (1) What does Underline ① actually mean?

- A. We have to speed up doing something.
- B. We have to start doing something.
- C. We have to stop doing something.

- (2) Which of the following can be a concrete example for Underline ②?

- A. keeping a diary
- B. singing a song
- C. translating a document

Now, we are far more likely to use our hands to type or swipe. We communicate more but with less physical effort, forgetting the vast evolutionary history that fitted us for physical movement and expression as a means of understanding our world.

Clarity in handwriting is not merely an aid to communication. In some significant way, writing by hand, unlike tracing a letter or typing it, prepares the brain for learning to read. Psychologists Pam Mueller and Daniel Oppenheimer studied how laptop use affected the learning process for students who used them. They found that “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing.” In three different experiments, their research concluded that students who used laptop computers performed worse on conceptual questions in comparison with students who took notes by hand. “Laptop note-takers’ tendency to transcribe whole lectures rather than processing information and reframing it in their own words is bad for learning,” they wrote. In other words, we retain information better when we write by hand because the slower pace of writing forces us to summarize as we write, as opposed to the greater speed of using a keyboard. ⑦

Researchers worry that abandoning the pen for the keyboard will lead to any number of negative consequences. Anne Mangen, who studies how technology transforms literacy, believes that writing on a keyboard with the words appearing on the screen is more “abstract and detached,” something that has “far-reaching implications,” educationally and practically. ⑧

It is popular to assume that we have replaced one old-fashioned, inefficient tool (handwriting) with a more convenient and efficient alternative (typing). But like the decline of face-to-face interactions, we are not accounting for what we lose in this trade-off for efficiency. A child who has mastered the keyboard but grows into an adult who still struggles to

- (3) Which of the following has a meaning closest to Underline ③?

- A. school
- B. time
- C. role

- (4) What does the author want to express most in Underline ④?

- A. The act of writing by hand has considerable inherent value.
- B. The concept of putting thoughts into words is enjoyable.
- C. The proper appearance of written letters matters greatly.

- (5) What does Underline ⑤ imply?

- A. Psychologists are often involved with a variety of educational projects.
- B. The type of tools used in classrooms influences the way students learn.
- C. Computers add significant interest and motivation to study activities.

- (6) Which of the following has a meaning closest to Underline ⑥?

- A. understand
- B. remember
- C. process

- (7) Which of the following has a meaning closest to Underline ⑦?

- A. many
- B. uncertain
- C. few

(8) Which of the following can be a concrete example for Underline ⑧?

- A. children using keyboards more than pens
- B. countries coming closer together to solve problems
- C. people's thought processes changing

(9) Which of the following can be a concrete example for Underline ⑨?

- A. not speaking to people
- B. not using the Internet
- C. not writing on a laptop

(10) What does the author want to express most in Underline ⑩?

- A. Typing uses both hands while handwriting uses only one.
- B. Typing can be a more pleasant experience than handwriting.
- C. Typing is a faster and simpler process than handwriting.

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(1) According to the author,

- A. many schools no longer feel that handwriting is important.
- B. many countries have overtaken the US in handwriting skills.
- C. many people in education are worried about students' handwriting.

(2) In the third paragraph, starting with "What does it," the author says that

- A. people may not understand how much they need to write by hand.
- B. we may be shocked to find how bad our handwriting has become.
- C. teachers believe handwriting should be used for special occasions.

(3) The author claims that

- A. our bodies are becoming disconnected from the world around us.
- B. humans are more adapted to moving around than to writing.
- C. the faster we can type, the more information we can acquire.

(4) The studies mentioned in the sixth paragraph, starting with "Clarity in handwriting," found that

- A. using a laptop helped students to make summaries of a lecture.
- B. most students can write by hand faster than using a keyboard.
- C. students learned better if they did not copy everything they heard.

(5) According to the eighth paragraph, starting with "It is popular," many people believe that

- A. teaching children to use computers is not progressive.
- B. using a keyboard is an improvement on writing by hand.
- C. personal interactions decrease as typing increases.

(6) According to the author, one advantage of learning to write by hand is that

- A. it is good exercise for children's fingers.
- B. it teaches children to rely less on machines.
- C. it shows children the value of taking their time.

(7) In the last paragraph, the author says we are losing the experience of writing by hand

- A. as a result of policies in education.
- B. without even noticing it is happening.
- C. because we have found a better alternative.

(以上)

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2026年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は19ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(ア) 正しい例

a 解答が1つの場合、例えばイと解答するときは

(1)

○	●	○	○	○	○
---	---	---	---	---	---

 のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは

(1)

○	●	○	○	○	○
○	○	●	○	○	○

 または (1)

○	○	○	○	○	○
○	○	○	○	○	○

 のように各1つずつマークしてください。

(イ) 悪い例

(1)

○	○	○	○	○	○
---	---	---	---	---	---

 ○印でかこむ。

(2)

○	○	○	○	○	○
---	---	---	---	---	---

 全部をぬりつぶしていない。

(3)

○	○	○	○	○	○
---	---	---	---	---	---

 レ印をつける。

(4)

○	○	○	○	○	○
---	---	---	---	---	---

 |印をつける。

(5)

○	○	○	○	○	○
---	---	---	---	---	---

 1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)

○	○	○	○	○	○
---	---	---	---	---	---

 のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔I〕A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Nancy, an exchange student from the US, has just returned to the apartment she shares with Kana.

Nancy: Hey, I'm home!

Kana: Welcome back. You look upset. (1) _____

Nancy: I just came back from watching the new *Snow White* live-action movie. (2) _____

Kana: I'm sorry to hear that. I've seen a lot of criticism of it online. What did you not like about it?

Nancy: *Snow White* was one of my favorite stories when I was a child, along with *Cinderella* and *Beauty and the Beast*. The costumes and prop designs were really good in the live-action versions of those two.

Kana: (3) _____ I saw them.

Nancy: Anyway, everything looks terrible in *Snow White*. The dresses and the set design were horrible.

Kana: I see. So, it's not that you were unhappy with the way the story was changed? I know a lot of people are complaining about that.

Nancy: (4) _____ I'm much more interested in the way a movie looks.

Kana: I understand. (5) _____

Nancy: Yes. I can't help thinking what I would've done if I'd had the opportunity to design the costumes.

- (1) A. Have you eaten yet?
B. Did you like the movie?
C. Did you get some bad news?
D. Have you bought anything?

- (2) A. I was very disappointed.
B. I missed most of it.
C. I enjoyed it too much.
D. I'm feeling very tired.

- (3) A. Were they?
B. Yes, I know.
C. Which movies?
D. They are, too.

- (4) A. That's very unfortunate.
B. That's not my fault.
C. That was the worst point.
D. That wasn't the problem.

- (5) A. Did you mess up the design?
B. But you couldn't have designed them.
C. Working in design is your dream, isn't it?
D. I don't really care about design myself.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

- A. Space tourism is a new industry that allows tourists to become astronauts for leisure purposes. However, given the high costs of sending individuals to space, this type of tourism is aimed at the world's wealthiest people, who can afford to spend significant amounts of money on a space-flight experience.
- B. Others have raised concerns that the significant funds required to send individuals to space for non-scientific purposes could be better used elsewhere. Should space tourism be a priority for us in the 21st century?
- C. What can space tourists expect from these expensive voyages? Passengers can look forward to enjoying zero gravity and witnessing unique views of the Earth. Even though these flights are brief, passengers have described the experience as unforgettable.

D. Although this industry provides exciting opportunities to a few, some people have begun to consider the possible negative effects of space tourism. For instance, environmental concerns include air pollution from the substantial amounts of fossil fuels consumed by powerful rocket engines.

- E. One such wealthy individual is Amazon CEO Jeff Bezos, who in 2021 traveled into space on a 10-minute journey that cost more than five billion US dollars. Passengers will pay something like \$450,000 for a seat on Richard Branson's Virgin Galactic for only a few minutes at the edge of space.
- F. Scientists are also worried about the increasing amount of space junk. Currently, approximately 34,000 pieces of space junk larger than 10 centimeters wide orbit the Earth. If space tourism takes off, these numbers are likely to increase.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

If tea was the drink that unofficially launched the American War of Independence, then coffee fueled the American soldiers of World War II. Every soldier's rations contained coffee. "Soldiers overseas craved a sense of normality," says Sarah Wassberg Johnson, a historian. "Having a hot, comforting beverage that brought pleasure was a big deal."

Coffee increased energy and alertness on the battlefield, improved morale, and was even used by doctors to help (1) shock. "The use of stimulants has a long history on the battlefield, and caffeine is a milder option," says Johnson. "If you're up all night in battle, coffee can help you get back on your feet."

American troops have been fueled by coffee since the War of Independence. After the British imposed a tax on tea, drinking coffee was seen as the patriotic alternative. During the Civil War, Northern soldiers were issued 16 kilograms of coffee annually. They went to great lengths to brew their daily cup: "Northern soldiers brought (2) beans with them, roasted them in frying pans, then ground them up. They even built grinders into their guns," says Mark Pendergrast, author of *Uncommon Grounds: The History of Coffee and How It Transformed Our World*. (3), Southern troops, deprived of coffee, had to resort to substitutes like barley tea. "Anyone who is a caffeine addict knows what happens when you don't get caffeine," Johnson says.

In World War I, the US War Department took a direct role in coffee production, establishing roasting and grinding plants in France so soldiers would have access to coffee there. Returning troops brought their (4)

- | | |
|-------------------|------------------|
| (1) A. conceal | B. cause |
| C. prevent | D. reveal |
| | |
| (2) A. raw | B. rare |
| C. broad | D. baked |
| | |
| (3) A. Presumably | B. Alternatively |
| C. Meanwhile | D. Afterward |
| | |
| (4) A. dislike of | B. grounds from |
| C. attention to | D. taste for |

(2 ページ後に続く)

coffee home, and by the mid-20th century, coffee was an essential part of Americans' morning routine. From 1900 to 1946, US annual coffee consumption doubled, reaching nine kilograms per person by 1946.

During World War II, nearly 10 percent of all US imports were coffee beans. "The military supplied defense workers and troops with as much coffee as they could drink," says Pendergrast. (5) military demand for coffee was confronted with supply-chain issues. As the war intensified, civilian ships were taken over by the US Navy, meaning fewer ships were available for transporting beans. Those that did attempt the journey were threatened by German submarines patrolling trade routes.

After the Japanese attack on Pearl Harbor on December 7, 1941, coffee prices were fixed to control inflation. The US Navy bought most of Hawaii's Kona coffee crop and established their own roasting plants in locations like Oakland, Brooklyn, and Hawaii itself. As Samuel Eliot Morison wrote in his 1947 volume on the history of the US Navy, "although the United States Navy (6) win a war without coffee, it hopes never to be forced to make the experiment."

In June of 1942, Brazil, one of the largest suppliers of coffee beans to the US, turned over its ships to the US in exchange for a (7) that it would buy the entire Brazilian coffee quota. "The War Production Board took control of all coffee entering the United States, effectively ending a free market," says Pendergrast.

As in World War I, coffee beans were sent directly to the battlefield. In one Marseilles factory, more than 5,000 kilograms of coffee was roasted per day in roasters (8) converted gasoline drums. Brands looking to turn a wartime profit began a race to create improved instant coffee.

Instant coffee was invented as far back as the 18th century, but only

(2 ページ後に続く)

(9) during World War I. "The US War Department invested in instant coffee during World War I, mainly in George Washington's Coffee Company. It did the job, but it didn't taste the best, and postwar consumption fell," Johnson says.

Nescafé came (10) the market on April 1, 1938. It tasted closer to traditionally brewed coffee, and the military seized on it. (11) the time the US entered World War II in 1941, Nescafé was inside the emergency rations for every departing US soldier. In one year (12), the US military bought over one million cases, the entire annual output of their US plant. At war's end, it was included in charity packages to post-war Japan and Europe.

While American soldiers consumed an average of 14.7 kilograms of coffee per person a year, on the home front, most US civilians were making do with just over 3.8 kilograms a year—less than a cup a day—thanks to strict rationing. Coffee rationing in the United States began on November 29, 1942, and lasted until July of 1943, though accompaniments like (13) remained rationed as late as 1947. American propaganda presented going with less as a patriotic duty and provided recipes for making meager rations go further. As the Southern troops had once done, Americans pursued alternatives like brewed soybeans, (14) "most Americans were turning to commercially available products like Postum, a grain-based coffee-like beverage developed by C.W. Post," says Johnson.

Following World War II, returning troops wanted their coffee more than ever. It was what was in their cups that had changed. (15) in instant coffee, a changing political landscape, and military contracts had shrunk the playing field from 3,500 roasters producing coffee for the US market in 1915 to just 1,500 in 1945. It would take the "third wave" coffee movement of the 1990s to re-introduce Americans to the pleasures of high-quality roasting.

- | | |
|-----------------|---------------|
| (5) A. Former | B. Increased |
| C. Current | D. Improved |
| (6) A. does | B. shall |
| C. must | D. can |
| (7) A. promise | B. threat |
| C. caution | D. request |
| (8) A. added to | B. found with |
| C. made from | D. built for |

- | | |
|--------------------|------------------|
| (9) A. dug in | B. dropped down |
| C. made up | D. gained ground |
| (10) A. on | B. through |
| C. from | D. off |
| (11) A. During | B. By |
| C. On | D. In |
| (12) A. at most | B. alone |
| C. at last | D. away |
| (13) A. tea | B. salt |
| C. water | D. sugar |
| (14) A. though | B. before |
| C. because | D. after |
| (15) A. Reductions | B. Chemicals |
| C. Advances | D. Differences |

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the passage, coffee helped American soldiers in World War II by
- A. reminding them of the American War of Independence.
 - B. giving them the idea that fighting in the war was normal.
 - C. providing temporary relief to those who were fighting.
- (2) Coffee was used on the battlefield because
- A. soldiers could feel healthier after drinking coffee.
 - B. it helped prevent soldiers from becoming too tired to fight.
 - C. doctors recommended it to help soldiers interact.
- (3) The author implies that coffee gave the Northern soldiers an advantage because
- A. the Northerners had better coffee beans than the Southern soldiers.
 - B. not having coffee caused the Southern soldiers to have low morale.
 - C. the Southerners' tea tasted superior to the Northerners' coffee.
- (4) During World War II, the US military had problems supplying coffee to soldiers because
- A. there were not many commercial ships left to transport coffee.
 - B. warships were being threatened by German submarines.
 - C. not as much coffee was produced as the war intensified.

- (5) Controls were put on coffee prices
- A. so that Kona coffee could have a higher market price.
 - B. because the US Navy wanted to produce its own coffee.
 - C. to help keep the market price of coffee consistently low.
- (6) According to the 11th paragraph, starting with “While American soldiers,” most Americans began drinking Postum because
- A. they were limited in the amount of coffee they could drink annually.
 - B. making coffee for American soldiers was considered a patriotic duty.
 - C. Postum tasted better than coffee since it was made from grains.
- (7) The last paragraph suggests that, after World War II,
- A. returning soldiers stopped drinking coffee in large amounts.
 - B. a “third wave” instant-coffee movement returned to the US.
 - C. coffee was a very different product to what it had been.

(“How Coffee Fueled US Troops During World War II” (c)2025, A&E Television Networks, LLC. All rights reserved. Used with permission.)

〔Ⅲ〕A. 次の英文の下線部①～⑥について、後の設問に対する答えとして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

Artificially intelligent entities or “AIs” are computer programs or machines that, in some important ways, can communicate, reason, or act in ways similar to humans. “Weak” AIs merely act or appear as if they have humanlike mental states, but “strong” AIs would genuinely engage in those mental activities. AIs hold enormous potential for the future. But the existence of weak AIs and the possibility of strong AIs both raise important ethical questions. This essay introduces some of the most urgent moral and societal issues related to AIs.

Most philosophers think it is not only humans that have moral rights or can be morally important. For example, it is possible to commit a moral wrong against a nonhuman animal, say, by kicking a puppy. So, instead of basing moral rights simply on something’s being human, many philosophers argue that it is possible to commit a wrong against any creature that has conscious experiences, meaning that it can perceive and be aware.

So, the question of whether an AI might be conscious, or ever will be, is vital for answering the question of whether an AI would have moral rights or whether we would have moral obligations to it. If we did, then we would have to ask whether it might count as murder to delete or permanently shut down an AI. And the question would arise of whether we owe AIs political rights, such as the right to vote and the right of free speech. Forcing an AI to work, if it has moral rights, might be like slavery.

But some philosophers have argued that computers, by their nature, cannot genuinely think or understand. If we only ever create weak AIs, then for the reasons surveyed above, we could worry a lot less about what we might owe them morally.

Human well-being is very morally valuable, so it is important to ask how AIs could benefit or harm humans. Weak AIs already benefit humanity in many ways. This is obvious simply from the popularity of AI software, such as digital assistants (Alexa, Google Assistant, and Siri), chatbots (computer programs designed to have conversations with humans), and conversational agents such as ChatGPT. AIs often make our lives easier.

Malicious AIs are a popular topic in fiction. For example, two of the best-known science-fiction film series in history—the *Matrix* series and the *Terminator* series—prominently feature AIs that attempt to destroy humanity. AIs might attack humans for the same reasons that humans attack other species and each other: to acquire resources and to protect themselves.

AIs might also unintentionally harm humanity. They might attempt to achieve some other goal—even a goal that superficially benefits humanity—but do so in a way that is ultimately harmful. For example, an AI that was instructed to end all disease, pollution, or war might simply attempt to kill all biological organisms. People who study AI sometimes talk about the “alignment problem”—that is, the problem of ensuring that any AI acts in ways consistent with our well-being and does not pursue projects that harm humanity.

The most urgent ethical issue is how AI will affect humans’ interactions with each other. After all, it remains to be seen exactly what AIs will be created and what their capabilities will be, but we already know that we do not always meet our moral obligations to each other.

We can use AIs to improve each other’s lives in various ways. AIs have already helped solve difficult problems in biology, and led to the discovery of valuable medicines. They could even help invent new sources of clean energy. Yet we can also use AIs to harm other humans, unintentionally or

intentionally. Many countries are developing AI-based weapons.

On a smaller scale, humans can use AIs to cheat or trick other humans, for example by using deceptive chatbots, creating misleading images or video, or copying someone else's work or ideas. AI use may also allow people to depersonalize some of the emotionally significant and meaningful activities that are part of close interpersonal relationships, and even engage in emotional relationships with AIs rather than forming valuable relationships with human beings.

Relatedly, as AIs increase in capabilities, they may start to replace humans at many jobs. ^⑦ This could cause widespread unemployment and corresponding harm. And there are also moral concerns about the jobs that AIs, or the production of AIs, actually do create, even when those jobs are intended to make AIs ethically better. ^⑧ Such jobs may be dangerous or exploitative.

For these reasons, many companies that use or produce AIs are interested in presenting an image to the world that they are socially conscious of the potential harms of AIs. ^⑨ Yet some of these companies may only wish to appear aware of the moral complications of AIs.

^⑩ AIs have the potential to produce tremendous benefits and dangers to humanity, many of which have not yet been predicted. It would be reckless to proceed in the development and use of AIs without very careful consideration of their potential effects.

(1) Which of the following has a meaning closest to Underline ①?

- A. rightfully enter into
- B. actually carry out
- C. honestly agree with

(6) What does Underline ⑥ actually mean?

- A. Humans sometimes break their promises to be on time.
- B. Humans rarely express empathy towards other humans.
- C. Humans sometimes act unethically towards each other.

(7) What does Underline ⑦ refer to?

- A. AIs' ever-increasing abilities in the workplace
- B. AIs' potential to take over from human workers
- C. AIs' ability to do many jobs simultaneously

(8) What does Underline ⑧ refer to?

- A. jobs that are related to the manufacturing of, or created by, AI
- B. AI-produced jobs that are created to improve human morality
- C. ethical jobs developed by AI that are intended to help workers

(9) What does Underline ⑨ imply?

- A. There are companies that are unaware of the ethical issues around AI.
- B. Certain AI companies may be unwilling to create an ethical brand image.
- C. Companies might not be prepared to act on improving their AI ethics.

(10) What does Underline ⑩ actually mean?

- A. It is difficult to foresee the future impact AI will have on humankind.
- B. AI capabilities for improving human life will keep growing.
- C. Humanity must prepare itself for the inevitable adverse effects of AI.

(2) Which of the following has a meaning closest to Underline ②?

- A. Most philosophers agree that not all humans consider moral and ethical rights to be important.
- B. Nearly all philosophers think that human rights are morally superior to non-human rights.
- C. The majority of philosophers believe that moral rights and significance are not exclusive to humans.

(3) What does Underline ③ imply?

- A. Weaker AIs will probably act in an immoral way due to their inability to think like humans.
- B. Humans would have no serious moral obligation to AIs that are incapable of thinking and understanding.
- C. Humans could be morally responsible for creating weaker AIs that cannot understand human thought.

(4) What does Underline ④ actually mean?

- A. Stories about dangerous AIs are well received in popular culture.
- B. Negative reports of AIs are clearly based on false information.
- C. Major news outlets often report on the hostile nature of AIs.

(5) Which of the following has a meaning closest to Underline ⑤?

- A. apparently
- B. potentially
- C. eventually

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

(1) According to the first paragraph, "weak" AIs are

- A. more likely to engage in behaviors that are similar to humans.
- B. a lesser type of AI as they lack the mental abilities of humans.
- C. more inclined to create moral and societal problems for humans.

(2) In the third paragraph, starting with "So," the author suggests that

- A. as AI develops consciousness in the future, it should have the same rights as humans.
- B. if AI becomes truly self-aware, then some moral questions will need to be answered regarding AI rights.
- C. conscious AIs will demand to have the same legal and political rights as humans.

(3) The purpose of the fifth paragraph, starting with "Human well-being," is to

- A. demonstrate how weak AI software has a range of moral issues.
- B. compare the harm that different types of AI software could cause.
- C. illustrate the ways in which AI is improving our lives at present.

(4) According to the sixth paragraph, starting with "Malicious AIs are," AI could

- A. engage in warfare to protect human resources.
- B. attack itself in response to human actions.
- C. imitate dangerous human behaviors.

- (5) In the seventh paragraph, starting with “AIs might also,” the “alignment problem” refers to the problem of
- A. AI acting in a way that is not in the best interests of humanity.
 - B. AI killing biological organisms for the benefit of humans.
 - C. AI pursuing its own goals without human instruction.
- (6) The overall purpose of the ninth paragraph, starting with “We can use,” is to
- A. demonstrate how AI technology has positive applications in science and medicine.
 - B. explain the process of developing AI-based medical treatments and ecological research.
 - C. highlight both the benefits and risks of AI in the field of scientific research.
- (7) According to the 10th paragraph, starting with “On a smaller,” incorporating AI into our personal life
- A. could reduce meaningful human connections as people may prefer forming relationships with AI.
 - B. will eliminate the need for emotional human interactions as AI relationships become more attractive.
 - C. may strengthen interpersonal relationships through shared AI-enhanced activities.

(以上)

(Dr. Tom Metcalf and 1000-Word Philosophy: An Introductory Anthology
(www.1000WordPhilosophy.com))

2026 年度 入 学 試 験 問 題

英 語

注 意 事 項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(H B)〈シャープペンシルは、H B 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は 90 分です。
- V 問題は 21 ページで大問 3 問です。

マーク記入上の注意

1. 解答欄にマークするときは、H B の黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(ア) 正しい例

a 解答が1つの場合。例えばイと解答するときは

(1)

○	●	○	○	○
---	---	---	---	---

 のように、マークしてください。

b 解答が2つの場合。例えばイとウと解答するときは

(1)

○	○	○	○	○
○	○	○	○	○

 または

○	○	○	○	○
○	○	○	○	○

 のように各1つずつマークしてください。

(イ) 悪い例

(1)

○	○	○	○	○
---	---	---	---	---

 ○印でかこむ。

(2)

○	○	○	○	○
---	---	---	---	---

 全部をぬりつぶしていない。

(3)

○	○	○	○	○
---	---	---	---	---

 レ印をつける。

(4)

○	○	○	○	○
---	---	---	---	---

 |印をつける。

(5)

○	○	○	○	○
---	---	---	---	---

 1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)

○	○	○	○	○
---	---	---	---	---

 のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔 I 〕 A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Tomomi takes her friend Andrew, an exchange student, to her local restaurant in preparation for a student party.

Andrew: Wow, what a cool space! We have nice restaurants in Sydney, but not usually with separate rooms like this.

Tomomi: I see. (1) _____

Andrew: Yeah, I love the look of those comfortable booths with their sliding doors. But how much does it cost to use them?

Tomomi: There usually isn't a separate charge. But how expensive the meal is depends on whether we get the all-you-can-eat option.

Andrew: (2) _____

Tomomi: Yes, if you get that option. But the other choice is to get a fixed menu. (3) _____

Andrew: None of us has a big appetite, so the fixed menu will be fine. Is there a choice of rooms, too?

Tomomi: Of course—and if you book ahead, there are themed rooms, too. There's western-style like a castle, Japanese-style like a tatami room, and ocean-style with fake fish swimming behind glass.

Andrew: Oh, let's go for ocean-style—that sounds fun!

Tomomi: (4) _____ And you can even order samurai or pirate paper hats to wear if you like.

Andrew: Well, as this *is* Japan, I think you can guess which I want!

Tomomi: Oh, sure. (5) _____

- (1) A. That sounded like a good idea.
B. The view is much better there.
C. So, not all that different, then.
D. This'll be more private, then.

- (2) A. So, we could order as much as we want?
B. Can you get us some drinks, please?
C. We just choose the price, do we?
D. Do we decide whether to pay or not?

- (3) A. You need to pick quickly.
B. You get fined if you leave any food, okay?
C. That's usually cheaper.
D. Shall we make yours a tempura rice bowl?

- (4) A. You like it.
B. It is.
C. Not so much.
D. It's not funny.

- (5) A. The samurai hats, obviously!
B. Neither, since you're so picky!
C. The pirate hats, of course!
D. Both at the same time!

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

- A. For centuries, people have utilized some form of passport while traveling from one place to another. (Originally, it was literally a document that allowed you to “pass” through a “port.”)
- B. Instead of traditional passports, face-recognition technology and smartphones are increasingly being used to check and confirm your identity against travel details before you can fly. These systems can reduce the amount of waiting time you experience at airports. This push to eliminate paper passports is occurring worldwide.
- C. Now, however, the use of paper passports is slowly undergoing one of its biggest transformations to date. The travel industry, airports, and governments are working to remove the need to show your passport while flying internationally.

- D. Within a few years, it will be standard practice at major international airports. Will we miss our passports, or will we welcome the convenience of new technology?
- E. While the trials are at different stages and use various types of technical infrastructure, they generally work in similar ways: information previously stored in your passport’s electronic chip is instead linked to your phone.
- F. So far, airports in Canada, Italy, India, and other locations have been testing out various levels of passport-free travel. The testing is intended to eliminate issues before the technology goes mainstream.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Edwin Hubble made his most important discoveries in the 1920s, and today other astronomers continue the work he began, many of them using the Hubble space telescope that is named (1) him. He was born in 1889 in Marshfield, Missouri, and spent his early years in the state of Kentucky. Then he moved with his family to Chicago, Illinois, where he attended the University of Chicago. There he studied mathematics and astronomy.

Hubble watched the night sky with instruments at the university’s Yerkes Observatory. His research involved a (2) question astronomers could not answer: What are nebulae? The astronomical term “nebulae,” Hubble explained, had come down through the centuries. It was the name given to permanent, cloudy areas in the sky outside our solar system. Some astronomers thought nebulae were part of our Milky Way Galaxy; others thought they were island universes farther away in space. In his research paper, Hubble said the issue could be decided only by more powerful instruments—and those instruments had not yet been developed.

In 1917, the United States was (3) in World War One in Europe. Hubble joined the American army and served in France. (4) astronomer George Ellery Hale had offered Hubble a position at the Mount Wilson Observatory in southern California, and when Hubble returned to the United States after World War One, he (5) Hale’s offer. Hubble was 30 years old, and just beginning the work that would make him famous.

In his first observations from Mount Wilson, Hubble used a telescope

- | | |
|-------------------|--------------|
| (1) A. by | B. to |
| C. after | D. before |
| (2) A. usual | B. key |
| C. long | D. similar |
| (3) A. supporting | B. running |
| C. maintaining | D. fighting |
| (4) A. Earlier, | B. Because |
| C. Afterwards, | D. Although |
| (5) A. announced | B. permitted |
| C. accepted | D. received |

(2ページ後に続く)

whose mirror was 152 centimeters across to study objects within our own galaxy. He made a significant discovery about nebulae. Hubble said the light that appeared to come from nebulae really came from stars near the nebulae. The nebulae, he said, were clouds of atoms and dust that, unlike stars, were not hot enough to give off light.

Soon after, Hubble began working with a larger and more powerful telescope at Mount Wilson. (6) a mirror 250 centimeters across, it was the most powerful telescope in the world for a quarter of a century. It had the power Hubble needed to make his major discoveries.

From 1922 on, Hubble began examining more and more distant objects. His first great discovery was made when he (7) a Cepheid variable star in the outer area of the great nebula called Andromeda. Cepheid variable stars are stars whose brightness changes at regular periods. An astronomer at Harvard College, Henrietta Leavitt, had discovered that these periods of brightness could be used to determine the star's distance from Earth. Hubble made the (8), which showed that the Andromeda Nebula lay far outside our Milky Way Galaxy. Hubble's discovery ended a long dispute: he proved wrong those who believed all nebulae lay inside the Milky Way, and he proved that nebulae were contained within other galaxies. Astronomers now agree that far-distant galaxies do exist.

Hubble then began to observe more details about galaxies, studying their shape and brightness. By 1925, he had made enough observations to say that the universe is organized into galaxies of many shapes and sizes. As stars differ from one another, he said, so do galaxies: some are spiral like the Milky Way and Andromeda galaxies, with a center, and arms of matter that seem to circle the center like a windmill, while others are shaped like baseballs or eggs. A few have no special shape.

(2 ページ後に続く)

Hubble proposed a (9) to describe galaxies by their shape, one still used today. He also showed that galaxies are similar in the kinds of bright objects they contain. All galaxies, he said, are related to each other, much as (10) of a family are related to each other.

In the late 1920s, Hubble studied the movement of galaxies through space. His investigation led to the most (11) astronomical discovery of the 20th century: the expanding universe. Earlier observations about the movement of galaxies had been done by V. M. Silpher, who discovered that galaxies are moving away from Earth at speeds between 300 and 1,800 kilometers a second.

Hubble understood the significance of Silpher's findings. He developed a plan for calculating both the distance and speed of as many galaxies as (12). With his assistant at Mount Wilson, Milton Humason, Hubble calculated the movement of galaxies. The two men did this by studying what Hubble called the "red shift," also known as the "Doppler effect."

The Doppler effect explains changes in the length of light waves or sound waves as they move toward you or away from you. Light waves from an object speeding away from you will stretch into longer wavelengths, and thus appear red. Light waves from an object speeding toward you will have shorter wavelengths, and thus appear blue.

Observations of 46 galaxies showed Hubble that the galaxies were traveling away from Earth. The observations also showed that the speed was (13) directly to the galaxies' distance from Earth. Hubble discovered that the farther away a galaxy is, the greater its speed. This scientific rule is called "Hubble's Law."

Hubble's discovery meant a major (14) in our idea of the universe. The universe had not been quiet and stable since the beginning of time, as

(2 ページ後に続く)

- | | |
|---------------------|---------------|
| (6) A. Through | B. On |
| C. With | D. In |
| (7) A. refined | B. recognized |
| C. realized | D. revised |
| (8) A. measurements | B. numbers |
| C. amounts | D. values |

- | | |
|------------------|----------------|
| (9) A. network | B. form |
| C. category | D. system |
| (10) A. groups | B. partners |
| C. associates | D. members |
| (11) A. unknown | B. important |
| C. rare | D. imaginative |
| (12) A. possible | B. probable |
| C. predictable | D. passable |
| (13) A. pushed | B. divided |
| C. added | D. linked |
| (14) A. conflict | B. variable |
| C. change | D. swap |

many people had thought: it was expanding. That, Hubble said, meant it probably began with an explosion of unimaginable force—often called the “Big Bang.” Hubble’s work led to new research on the birth of the universe. Scientists have been (15) in the details ever since, and there is a long way to go.

- (15) A. standing B. filling
C. mixing D. signing

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) Hubble proposed that nebulae
- A. were astronomical features visible within our galaxy.
 - B. showed remote universes located in distant space.
 - C. be further studied with sophisticated instruments.
- (2) According to the fourth paragraph, starting with “In his first,” Hubble discovered that
- A. light seeming to originate from nebulae was emitted by stars nearby.
 - B. nebulae emit light due to their heat in a similar way to stars.
 - C. clouds of dust and atoms were visible due to the light they produced.
- (3) Hubble’s discovery of a Cepheid variable star in the 1920s proved that
- A. the brightness of all stars varies at constant intervals.
 - B. the Andromeda Nebula was located beyond the Milky Way.
 - C. his earlier hypothesis about nebulae was wrong.
- (4) Hubble’s observations showed him that galaxies
- A. can have various forms.
 - B. do not have specific shapes.
 - C. are mostly in the shape of a spring.
- (5) According to the 11th paragraph, starting with “The Doppler effect,” light will
- A. appear red as wavelengths shorten.
 - B. appear blue as wavelengths lengthen.
 - C. appear red as it recedes from the observer.

- (6) According to “Hubble’s Law,”
- A. galaxies closer to Earth move faster than distant ones.
 - B. galaxies travel faster the greater their distance from Earth.
 - C. galaxies’ speeds are constant regardless of their distance from Earth.
- (7) According to the passage,
- A. Hubble’s findings prove that the universe began with the “Big Bang.”
 - B. Hubble’s research has since been challenged by some other astronomers.
 - C. Hubble’s work has given scientists a foundation for future discoveries.

(配信元：VOA (Voice of America))

- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適切なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

If you are a dog owner, chances are you think your dog watches TV with you. If you are a dog, there has never been a better time for you to watch TV. First, technology has improved enough that dogs can actually focus on high-resolution TV screens. There is even “dog TV,” a whole genre that seems to be mostly shots of golden retrievers running along beaches to gentle piano. TikTok and Instagram are full of trendy videos of dogs trying to eat food they see on screen, or whining during the sad bits of *The Lion King*. But is your dog really watching along?

Dr. Freya Mowat, an eye specialist and professor of veterinary (animal) medicine, has looked into this. In 2022, she and her team conducted a survey of more than 1,200 dog owners around the world to find out what their dogs watched on TV. The survey's top findings were not all that shocking. “Most dogs most like watching dogs—just like people like watching people, I guess,” Mowat says. While dogs on screen are in the top spot, they also like watching all animals—but they are largely uninterested in watching us (humans ranked ninth in 17 categories).

Seventy-eight percent of dogs approached the TV when interested, while 76 percent vocalized in response to things they saw. Some dogs even went to look behind the screen or out a nearby window, to check if what they were watching was really there. “We watch TV for enjoyment, for emotional realism, or for whatever personal preferences we have,” Mowat says. “I think dogs watch TV because they’re checking if it is real. There’s a reason why dogs go over and sniff the animals on the screen—they’re looking for the realism and wondering whether it’s worth paying attention to.”

Mowat warns against leaving dogs alone with the TV on because it can

Mowat says. “Dogs mostly watch TV in very short segments, commercial-length amounts of time. I think there are some dogs that know it isn’t real and don’t mind, but there are many dogs who think TV is just boring. I don’t know that you can teach a dog to be a consistent watcher of two-hour movies, versus one to five minutes.”

So, why do dogs watch television at all? It might be just because they love us. “I would say it’s extremely rare for dogs to engage with content in the same way as a human,” Mowat says. “There are some devoted dogs that probably love their humans so much that they choose to watch an entire movie with them, or react and bark at certain points. But is that because they did it once and got a hug, and they figured out that when they watch or react, they get more attention? It’s so hard to know.”

- (1) Which of the following has a meaning closest to Underline ①?

- A. quite frightening
- B. pretty boring
- C. reasonably predictable

- (2) Which of the following has a meaning closest to Underline ②?

- A. Animals show a lot of interest in seeing people on TV.
- B. Dogs usually show little interest in watching humans on TV.
- C. People rarely show interest in watching others on TV.

- (3) What does Underline ③ actually mean?

- A. finding out the actual truth about our feelings
- B. something that we find to be true to our feelings
- C. the ability to deal with feelings in a practical way

overexcite and stress some dogs. Some dog owners reported in her survey that their dogs had knocked their TVs over or even attacked the screen in response to what they had seen. “If you’re watching your dog watch TV and they seem to be happy or excited, rather than overwhelmed, then it’s fine,” Mowat says. “But if your dog has reactive tendencies and you leave it alone with dogs on the TV, I would question whether that is truly a good thing for your dog.” If you want to leave your dog with some kind of cultural enrichment, classical music—particularly solo piano music—has been shown in multiple scientific studies to have a calming effect on dogs.

About 10 percent of owners reported that their dogs enjoyed cartoons and animated films, especially ones featuring animals. “A lot of people mentioned movies like *The Lion King*, *The Secret Life of Pets*, and *Lady and the Tramp*. But this could be down to TikTok—everybody’s seen a video of a dog watching *The Lion King*, so they show it to their own dog.” There is no evidence to suggest dogs can recognize cartoon animals by sight—so if your dog loves a show like that, he is interested for some other reason. “Cartoon animals don’t mean anything to them, because they don’t exist in the real world,” Mowat says. “Dogs have some level of abstract thinking, but I think we probably project more on them than they are actually doing.”

Dogs often react to the movement of four-legged animals. Researchers at the University of Padua have tested this by filming a moving dog and turning it into a simple pattern of dots. Their research revealed that if they presented the dots moving upside down or backwards, dogs did not pay attention. But if they appeared to be moving forward, dogs paid significantly more attention to them—even though a bunch of dots looks nothing like a dog.

Can dogs be trained to watch films with their owners? While dogs can see what is on a screen, they are more likely to glance at it than focus on it. “There are dogs that will watch movies, but they’re actually exceptional.”

- (4) Which of the following can be a concrete example for Underline ④?

- A. The dog understands that the TV show is over.
- B. The dog is very tired and cannot sit straight.
- C. The dog hides behind the sofa in fear.

- (5) What does Underline ⑤ actually mean?

- A. TikTok might be the reason.
- B. TikTok is probably becoming less popular.
- C. This may affect viewers of TikTok.

- (6) What does Underline ⑥ actually mean?

- A. see the cartoon animals they remember
- B. know that cartoon animals are not close by
- C. realize that cartoons represent real things

- (7) Which of the following has a meaning closest to Underline ⑦?

- A. Cartoon animals do not communicate with dogs.
- B. Cartoon animals are not important to dogs.
- C. Dogs cannot feel the emotions of cartoon animals.

- (8) What does Underline ⑧ imply?

- A. Dogs would stare at anything that looked like animal motion.
- B. Dogs would want to finish the experiment as soon as they could.
- C. Dogs would be eager to move forward with the dots on screen.

- (9) What does Underline ⑨ imply?

- A. Dogs rarely concentrate on what is on TV.
- B. Dogs respond physically to what is on the screen.
- C. Dogs are not as intelligent as humans.

⑩ What does Underline ⑩ imply?

- A. Dogs may view TV in order to make their owners famous on social media.
- B. Dogs may be trying to communicate with their owners about the TV program.
- C. Dogs may respond to TV because they were rewarded for it in the past.

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) According to the passage, TV programs specifically designed for dogs contain
 - A. dogs in nature with soft music.
 - B. foods that look delicious to dogs.
 - C. emotional scenes in cartoons of dogs.
- (2) According to Mowat's research, dogs pay most attention to TV when it is showing
 - A. dogs.
 - B. the outdoors.
 - C. people.
- (3) According to the third paragraph, starting with "Seventy-eight percent,"
 - A. dogs do not try to communicate with the TV.
 - B. dogs want to find out if what is on TV is real.
 - C. dogs need to be near a TV to be interested in it.
- (4) According to the fourth paragraph, starting with "Mowat warns against," dogs are unlikely to be upset by
 - A. a film about animals.
 - B. classical music.
 - C. being alone with TV.

(5) According to the fifth paragraph, starting with "About 10 percent," Mowat believes that

- A. dogs are more likely to react to popular movies.
- B. dogs like to follow stories about the real world.
- C. we may imagine our dog is feeling things it is not.

(6) In the seventh paragraph, starting with "Can dogs be," Mowat says that

- A. unusually emotional dogs are likely to watch movies.
- B. dogs can gradually increase their TV-watching time with training.
- C. only a few dogs will focus on TV for long periods.

(7) The most appropriate title for this passage is

- A. "Do Dogs Enjoy TV?"
- B. "The Best TV for Dogs."
- C. "The Behavior of Dogs on TV."

(以上)

2026年度入学試験問題

英語

注意事項

- I 試験開始の指示があるまで問題用紙を開いてはいけません。
- II 解答用紙はすべて黒鉛筆(HB)〈シャープペンシルは、HB 0.5 mm 以上の芯であれば使用可〉で記入することになっています。
(万年筆・ボールペン・サインペンなどを使用してはいけません。)
- III 解答用紙右端の出席票に印刷されている受験番号を確認してください。間違いがなければ氏名欄に署名し、切取線から切り離してください。
- IV 試験時間は90分です。
- V 問題は21ページで大問3問です。

マーク記入上の注意

1. 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように、濃く正確にぬりつぶしてください。

2. マークのしかた

(7) 正しい例

a 解答が1つの場合、例えばイと解答するときは

(1)  のように、マークしてください。

b 解答が2つの場合、例えばイとウと解答するときは

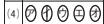
(1)  または  のように各1つずつマークしてください。

(4) 悪い例

(1)  ○印でかこむ。

(2)  全部をぬりつぶしていない。

(3)  レ印をつける。

(4)  リ印をつける。

(5)  1欄に2つ以上マークする。

このような記入をしてはいけません。

3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

(1)  のように×印をしても消したことはありません。

4. 解答用紙を折り曲げたり、破ったり、また汚したりしないでください。

〔I〕A. 次の会話文の空所(1)～(5)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Miyu is walking down the street with her classmate, Katy, an exchange student.

Miyu: So, Katy, how do you like Japan so far?

Katy: I've only been here a week, but it's really interesting. The cherry blossoms are so beautiful! (1) _____

Miyu: Yes, but they only last a short while, so you're lucky to have arrived here when you did. By the way, what would you like to do today?

Katy: (2) _____

Miyu: I see. There are many good stores nearby. Perhaps we can go shopping before singing karaoke or getting some lunch.

Katy: (3) _____ I really feel like singing now!

Miyu: Okay, let's get lunch after that.

Katy: (4) _____

Miyu: I used to like rap and hip-hop, but now I like rock, jazz, J-pop, and stuff like that. How about you?

Katy: (5) _____ Now I mostly listen to rock and jazz.

Miyu: Well, there's a wide variety of music at most karaoke places.

Katy: That's great! It will be easy to find something we both want to sing.

- (1) A. I think I got here at the best time.
B. I arrived too late in the year.
C. I'm looking forward to seeing them.
D. I can see them any time.
- (2) A. There are many things to do in my dorm room.
B. You should come to see my dorm room.
C. I need some new things for my dorm room.
D. I've already found things for my dorm room.
- (3) A. How about checking out those shops?
B. Shall we get something to eat first?
C. I need some new things.
D. Let's go shopping later.
- (4) A. So, what's your favorite song?
B. So, what kind of music are you into?
C. So, who is your favorite artist right now?
D. So, are you a good singer?
- (5) A. I want to hear some jazz at a club sometime.
B. When I was younger, I enjoyed classical music.
C. I think I will compose J-pop when my Japanese improves.
D. K-pop is the genre I listen to most regularly.

B. 下の英文A～Fは、一つのまとまった文章を、6つの部分に分け、順番をばらばらに入れ替えたものです。ただし、文章の最初にはAがきます。Aに続けてB～Fを正しく並べ替えなさい。その上で、次の(1)～(6)に当てはまるものの記号をマークしなさい。ただし、当てはまるものがないもの(それが文章の最後であるもの)については、Zをマークしなさい。

- (1) Aの次にくるもの
- (2) Bの次にくるもの
- (3) Cの次にくるもの
- (4) Dの次にくるもの
- (5) Eの次にくるもの
- (6) Fの次にくるもの

A. Construction of the Burj Khalifa began in 2004, and the project took nearly six years to complete, officially finishing in 2010. It stands as the tallest building in the world, reaching a height of 828 meters.

B. With the plan complete, construction could begin. One of the most critical challenges was ensuring the building's foundation could support its immense height. A reinforced concrete mat, supported by 192 columns pushed deep into the ground, was built to provide stability and prevent it from sinking.

C. Next, to construct the core of the building, a method known as "jump form" was used. This system allowed the core to rise progressively while the construction moved upward after each stage of concrete pouring. The materials used in the exterior of the Burj Khalifa were selected for their ability to last a long time.

D. The tower's design was conceived by architect Adrian Smith, who incorporated a unique Y-shaped floor plan to cancel the effects of wind. This shape, along with the tower's triangle layout, was important to achieving both aesthetic appeal and structural stability.

E. The final task in the construction process was the installation of the top portion of the building, which added significant height and completed the tower's distinctive silhouette. With this final part added, the Burj Khalifa became a globally recognized symbol of architectural innovation.

F. They also had to be resistant to Dubai's extreme temperatures. Reflective glass, stainless steel, and concrete were chosen to reduce heat absorption, making the building more energy efficient.

〔Ⅱ〕A. 次の英文の空所(1)～(15)に入れるのに最も適当なものをそれぞれA～Dから一つずつ選び、その記号をマークしなさい。

Cats feature prominently in ancient Egyptian art, reflecting the animals' unique status among the people who dwelled along the Nile River. The animals were (1) adopted as useful predators in ancient Egypt and gradually became symbols of divinity and protection.

"Though it is hard to say the Egyptians thought one thing or another, since so much change happened across their more than 3,000 years of history, the ancient Egyptians, in general, did not worship animals," says Julia Troche, an expert in ancient Egypt, assistant professor of history at Missouri State University, and author of *Death, Power, and Apotheosis in Ancient Egypt: The Old and Middle Kingdoms*. "(2), they saw animals as representations of divine aspects of their gods."

Whether or not they were worshiped as deities, cats were an integral part of ancient Egyptian life. And, (3) the presence of mummified—or preserved—cats discovered in tombs alongside humans, they seem to have played an important role in the afterlife, as well.

For most of the civilization's history, ancient Egyptians saw cats as mutually beneficial companions, according to Troche. "Cats might come inside when it was hot, and they (4) would chase away dangerous animals, such as snakes—many of which were poisonous—and scorpions," she explains.

Some of what we know about the function of cats in ancient Egyptian society comes from scenes of everyday life depicted in paintings on the walls of tombs. "In tomb scenes, cats are shown lying or sitting below chairs, chasing birds, and playing," Troche says. "In some texts related to

- | | |
|---------------------|------------------|
| (1) A. lastly | B. fatally |
| C. forcefully | D. initially |
| (2) A. Consequently | B. Conversely |
| C. Regardless | D. Rather |
| (3) A. reminded of | B. emerging from |
| C. based on | D. influenced by |
| (4) A. in turn | B. at last |
| C. for now | D. on top |

(2 ページ後に続く)

burial practices, they are shown with a knife, cutting through Apopis: the snake deity who threatens Ra (the sun) at night in the Underworld.”

After keeping cats as house pets during their lives, ancient Egyptians continued that relationship into the life after death. “The tomb was one’s (5) for eternity,” Troche explains. “In your tomb, you would depict your family, your greatest titles and awards, and the things you enjoyed doing. So, to see cats included in these paintings shows their importance both in the daily lives of ancient Egyptians and in their hope that they continued with them into the afterlife.”

On walls from the Tomb of Nebamun, now kept at the British Museum, one painting features a cat (6) Nebamun while he is out fishing and hunting birds. The cat has caught a bird in its mouth and grasps two other birds in its claws. One of the eyes of the cat is decorated with thin gold sheets, which, according to the British Museum, is “the only known example of gold coating on wall paintings in Theban tomb chapels.”

The presence of cats in tombs was not (7) paintings—sometimes cats were mummified and placed inside their human companion’s tomb, according to the Carnegie Museum of Natural History. One reason this was done is that when cats were mummified, they could then be used as (8) items. “This meant that the deceased person could inhabit the body of the mummified cat in the afterlife,” explains Monique Skidmore, a professor of anthropology at Deakin University and editor of the website Trip Anthropologist.

As is the case across various civilizations and cultures, ancient Egyptians saw royals as trendsetters, taking hints from the ruling tastemakers on everything from food, to fashion, to cats.

“Ancient Egyptians held cats in such high regard because of the

(2 ページ後に続く)

practices and preferences of their gods, but also because their kings, the pharaohs, kept giant cats,” Skidmore says. “Members of the Egyptian royal class dressed their cats in gold and let them eat from their plates.” (9) members of the lower classes were not in a position to dress their cats in precious metals, she notes that they did make and wear their own jewelry featuring cat designs.

And while cats were a favorite of the pharaohs, some of their characteristics were more important during some eras than others, Skidmore explains. “Bastet, for example—the daughter of the gods Ra and Isis—was first depicted as a fierce lioness, but later as a (10) cat: a dutiful mother with several kittens, and a protector of the family,” she adds.

In addition to appreciating their ability to keep rats, snakes, and other pests out of their homes, the ancient Egyptians understood that cats of all sizes are smart, quick, and powerful.

“Sekhmet was also a lioness goddess, a warrior and protector deity who (11) the enemies of the sun god Ra and also kept away illness and sickness,” Troche notes. “In this way, we can see that the ancient Egyptians thought of cats, more generally, as protectors, while at the same time they (12) their fierceness.”

Cats in ancient Egypt were also seen as possessing another type of power: fertility. “They are often depicted sitting under women’s chairs, implying a connection to women, and perhaps fertility more broadly,” Troche says, noting that the association may stem from the fact that cats have multiple (13) at a time.

The ancient Egyptians believed that their gods could change form, and over the centuries, it became increasingly common for gods to (14) the form of animals, including cats. “These gods could not just appear with the

(2 ページ後に続く)

- | | |
|-------------------|------------------|
| (5) A. house | B. capital |
| C. isolation | D. freedom |
| (6) A. abandoning | B. capturing |
| C. accompanying | D. playing |
| (7) A. found in | B. limited to |
| C. created by | D. designed with |
| (8) A. expensive | B. convenient |
| C. daily | D. funeral |

- | | |
|--------------------|---------------|
| (9) A. Because | B. Although |
| C. When | D. Unless |
| (10) A. cowardly | B. domestic |
| C. spiritual | D. fantasy |
| (11) A. warded off | B. called out |
| C. prayed to | D. healed up |
| (12) A. defended | B. despised |
| C. respected | D. adopted |
| (13) A. owners | B. kittens |
| C. enemies | D. companions |
| (14) A. take | B. design |
| C. release | D. define |

head of a cat, for example, but could also inhabit the bodies of cats,” Skidmore explains. “That’s why cats were mummified, and a whole economy around breeding and mummifying cats was created in ancient Egypt.” In fact, the killing of cats was forbidden in ancient Egypt, with one (15): mummification.

“Cats were not worshipped as gods themselves, but as objects that the gods chose to inhabit, and whose appearance gods chose to adopt,” Skidmore explains. Through their widespread presence in the art, fashion, and home ornamentation of ancient Egypt, cats served as an everyday reminder of the power of the gods.

- (15) A. inclusion B. reason
C. rule D. exception

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) Troche suggests that
A. for most ancient Egyptians, cats were viewed as frightening animals.
B. beliefs about cats remained stable throughout Egyptian history.
C. cats were believed to embody sacred attributes of the Egyptian gods.
- (2) Troche believes that cats went inside houses in ancient Egypt
A. in order to hunt animals.
B. because the owners called them in.
C. to avoid the heat outside.
- (3) The author gives the example of the thin gold sheets found in the Tomb of Nebamun to show
A. how cats that were skilled hunters were rewarded.
B. the importance ancient Egyptians placed on cats.
C. how common precious metals were in ancient Egypt.
- (4) The passage suggests that, in ancient Egypt,
A. the habits of the upper class in society had a powerful impact on the wider public.
B. ordinary people were willing to purchase expensive decorations for their cats.
C. citizens resented how royals treated their cats better than their own people.

- (5) According to the passage, cats were viewed differently depending on
A. the time period.
B. the type of cat.
C. the particular owner.
- (6) According to the passage, cats were mummified because
A. it was the proper thing to do if the cat was killed.
B. it was believed that the gods were inside them.
C. it was a way to support the economy of ancient Egypt.
- (7) The most appropriate title for this passage is
A. “The Power of Cats in Everyday Life in Ancient Egypt.”
B. “Cats: How They Influenced Ancient Egyptian Religion.”
C. “Pets or Gods? The Role of Cats in Ancient Egyptian Culture.”

(“How Cats Became Divine Symbols in Ancient Egypt” (c)2021, A&E Television Networks, LLC. All rights reserved. Used with permission.)

- 〔Ⅲ〕 A. 次の英文の下線部①～⑩について、後の設問に対する答えとして最も適切なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

Laughter is one of humanity's few universal traits. It is surprising, then, that psychologists were once reluctant to devote serious attention to it. "Psychology still has a lot of catching up to do to balance out what is known about negative emotions with positive ones," says Gina Mireault at Northern Vermont University.

Recent results reveal that there is far more to laughter than you might think. Beyond the obvious connection with humor, it offers some truly profound insights into the nature of our relationships. The study of infant giggles may even help us understand how we develop our sense of self and the ability to read the minds of others.^① What is more, laughter turns out to be surprisingly common in other species.

Non-human animals are not known for their sense of humor,^② but many do engage in play, often producing characteristic sounds to signal that their behavior is friendly rather than aggressive. According to Gregory Bryant at the University of California, Los Angeles, scientists have documented these "play vocalizations" in 65 species. Most are mammals, but a handful of bird species is also known to signal their harmless intentions in this way.

Human relationships are much more complicated than those of the average mammal—and we have much more control over our voice. As a result, human laughter has evolved to be a potent and flexible social tool. According to Adrienne Wood at the University of Virginia, it serves three main purposes. The first is reward: when we laugh together, it shows appreciation of a particular behavior and reinforces the interaction, so that we are more likely to act in the same way in the future. Spontaneous laughter triggers the release of opioids—substances produced by the body to relieve stress and pain—which is probably what creates these rewarding

emergence in a child's emotional vocabulary. A baby's first laugh typically arrives by the age of four months—long before their first words. "It's the least complicated type of laughter because it's purely emotional," says Mireault, who was inspired to study this developmental process by her own baby's helpless giggles at her brother sneezing.^③

Given the importance of laughter in our social lives, you may also wonder whether you can use it strategically to boost your friendships. A study across 21 societies revealed that, in general, people are able to tell the difference between fake and authentic laughs—but further experiments suggest that both kinds can increase someone's likeability. So, if you are typically serious looking, you might consider spicing up your conversation with some well-meaning chuckles to build trust with the people you meet.

Beware, though: people's perceptions of your laughter will depend on their existing opinions of you,^④ and if they already find you irritating, it may just aggravate their annoyance. Instead, you might do better to look for situations that will allow you and your acquaintance to laugh spontaneously. One study found that people who watched a funny film together tended to open up afterwards, disclosing more personal information to each other. So, if you want to get serious with someone, get funny first.

- (1) What does Underline ① imply?

- A. Research has shown that young children who laugh a lot develop a better understanding of adults' feelings.
- B. Analyzing the laughter of young children may enable us to understand human psychological development.
- C. By studying infants' laughter, it is possible to determine their emotional and developmental status.

feelings.

Laughter's second function is to signal connection. These affiliation laughs^⑤ tend to be voluntary (or "fake") and help to smooth over tension and embarrassment rather than reinforcing a particular behavior. If you have said something potentially hurtful, for example, a polite chuckle might help to reassure someone that it was just playful teasing.

The third purpose of laughter is to signal dominance—like when your boss laughs negatively at your weird idea. Whereas a direct challenge^⑥ might trigger aggression, laughter indicates disapproval in a more subtle way. "It maintains the appearance of social harmony," says Wood.

To provide evidence for this hypothesis, Wood asked 762 people to rate various samples of laughter^⑦ on whether they sounded rewarding, reassuring (a sign of affiliation), or mocking (a sign of dominance). Each type was found to have different sound properties. The reward laughs were louder and longer. The affiliation laughs were quieter, shorter, and mellower. The dominance laughs, meanwhile, lacked the pleasing melodic features of the others. "They were basically uglier and noisier and had all these sound markers of chaos," says Wood.

The conclusion that laughter is a powerful social signal is consistent^⑧ with findings by Bryant. He found that participants could predict the closeness of people's relationships based solely on the sound of their laughter.^⑨ The laughers were all from the US, yet people from Europe, Asia, and Africa were just as able to identify the nature of the laughs as fellow Americans were. People's capacity to tell whether a laugh is spontaneous or fake is also equally good across cultures. Other research has identified subtle differences in the ways that people laugh between cultures, but Bryant's results suggest that the core signals remain recognizable across the world.^⑩

Further evidence for laughter's universality comes from its early

- (2) Which of the following has a meaning closest to Underline ②?

- A. Humans are unaware that other animals can appreciate humor.
- B. We know that humans are not the only ones with a sense of humor.
- C. Animals other than humans are noted for lacking humor.

- (3) Which of the following has a meaning closest to Underline ③?

- A. bonding
- B. additional
- C. exclusive

- (4) Which of the following can be a concrete example for Underline ④?

- A. to boldly act and try something difficult
- B. to clearly state that an opinion is wrong
- C. to take immediate steps without fear of anything

- (5) What does Underline ⑤ refer to?

- A. laughter expressing different functions depending on the quality of the voice
- B. humans having a natural capability to use three different types of laughter
- C. the sound features of the three types of laughter varying from culture to culture

- (6) Which of the following has a meaning closest to Underline ⑥?

- A. compared
- B. presented
- C. aligned

- (7) Which of the following has a meaning closest to Underline ⑦?
- Participants could identify the voices of those familiar to them simply by hearing their laughter.
 - The quality of laughter changed as the distance between participants gradually became shorter.
 - The experimental subjects could tell the degree of personal connection just by listening to the laughter.
- (8) What does Underline ⑧ actually mean?
- People everywhere notice even the slightest change in laughter.
 - The fundamental characteristics of people's laughter are universal.
 - People can recognize laughter as a basic feature across countries.
- (9) What does Underline ⑨ actually mean?
- Her research into how humans come to laugh was triggered by how her own baby laughed.
 - While studying emotional vocabulary, she found that her baby's response to her brother's sneezes varied.
 - The source for her research came from the frequent interactions between her children.
- (10) What does the author want to express most in Underline ⑩?
- Creating the impression that you are an interesting person will help you get along well with others.
 - If a usually serious person suddenly bursts into laughter, you will no longer trust them.
 - What people think your laugh means varies according to what they think about you.

- (5) In the seventh paragraph, starting with "To provide evidence,"
- the author presents the experimental method that allowed the researcher to test her theory.
 - the researcher asked a number of participants to perform three types of laughter.
 - it was found that the participants responded differently to the same type of laughter.
- (6) In the last paragraph, the author suggests
- changing your attitude towards others by watching an interesting movie together.
 - creating situations where you can laugh together if you want to interact well with others.
 - revealing your personal details if you want to have a serious relationship with someone.
- (7) The most appropriate title for this passage is
- "The Difference Between Positive and Negative Laughter."
 - "Three Possible Methods to Detect People's False Laughter."
 - "Scientifically Exploring the Various Meanings of Laughter."

(以上)

B. 本文の内容に照らして最も適当なものをそれぞれA～Cから一つずつ選び、その記号をマークしなさい。

- (1) In the first paragraph, the author says that
- there is still much room for further research on laughter.
 - humans share many common characteristics besides laughter.
 - psychologists have long studied laughter with great enthusiasm.
- (2) The purpose of the third paragraph, starting with "Non-human animals are," is to
- compare the purpose of human laughter and animal crying.
 - show that humans are not alone in communicating goodwill.
 - emphasize that a sense of humor is inherent to human beings.
- (3) In the fourth paragraph, starting with "Human relationships are," the author suggests that
- laughter can help to ease our hierarchical relationships.
 - the underlying reasons why people laugh vary.
 - laughter makes human relationships more complex.
- (4) According to the sixth paragraph, starting with "The third purpose," the third kind of laughter differs from the second in that
- its aim is to reward others for their efforts.
 - it lasts longer but is harder to hear clearly.
 - it expresses a difference in power between people.