

2026（令和8）年度入学試験問題

英 語

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 試験時間は60分です。
3. この問題の本文は全部で17ページです。
4. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせてください。
5. 解答は、設問に従って、該当する解答欄にマークしてください。なお、すべてマーク解答問題です。解答にあたっては、必ず黒の鉛筆またはシャープペンシルを使用してください。
6. 解答用紙に記入するときには、下記の点に注意してください。
 - (1) 氏名・受験番号を所定欄に記入し、該当するマーク欄を正確にマークすること。
 (機械処理上、非常に重要なので誤記のないよう注意してください。)
 - (2) 訂正する場合は、プラスチック消しゴムで完全に消してから改めて書き直すこと。
 - (3) 指定した解答欄以外および枠外の空白部分には何も書かないこと。
 - (4) 解答用紙は、折り曲げたり汚したりしないこと。
 - (5) 解答用紙の解答欄をマークするときは、次の(例)のようにマーク解答欄の番号をぬりつぶすこと。

(例) ③と解答する場合

マ ー ク 解 答 欄									
1	2	3	4	5	6	7	8	9	0
①	②	●	④	⑤	⑥	⑦	⑧	⑨	⑩

7. 問題冊子の余白等は適宜利用してかまいません。
8. 試験終了後、問題冊子は持ち帰ってください。

I 次の英文を読んで，設問1～8に答えなさい。なお，*印の語には文末に注がついています。

※問題文については著作権の関係により掲載できません。

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出典：*Whatever Works* by Thalma Lobel, BenBella Books, 2020. (一部改変)

1. 下線部 (ア) に最も意味が近いものを①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① apply to
- ② appear to
- ③ care for
- ④ run for

2. 下線部 (イ) の意味内容として最も適切なものを①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① the belief that people can be categorized as either morning or evening individuals
- ② the saying “early to bed and early to rise makes a man healthy, wealthy, and wise”
- ③ the assumption that the majority of people prefer working in the morning
- ④ the idea that people are more creative at their peak time

3. 下線部 (ウ) の意味内容として最も適切なものを①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① there was a significant difference in the number of subjects between the two groups
- ② there are people who don't fall neatly into either of the two categories
- ③ none of the participants fit into either of the two categories
- ④ the members of the two groups had very different characteristics

4. 下線部 (エ) に最も意味が近いものを①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① matter ② pass ③ develop ④ transform

5. 空所 (オ) に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① require ② requires ③ relate ④ relates

6. 下線部 (カ) の具体例として最も適切なものを①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① 読解力を要する問題
 ② 創造的思考を要する問題
 ③ 持続的な集中力を要する問題
 ④ 論理的思考を要する問題

7. 下線部 (キ) とほぼ同じ意味・用法のthatを含む文を①～④の中から1つ選び、その番号を解答欄 にマークしなさい。

- ① That is not quite what I was looking for.
 ② I hope that everything goes well with your interview.
 ③ She's talking about the novel that was published last month.
 ④ They are examining the evidence that the drug is effective.

8. 本文の内容と一致するものを①～⑥の中から2つ選び、その番号を解答欄 ～ にそれぞれ1つずつマークしなさい。解答の順序は問いません。

- ① People who are neither morning nor evening types tend to be productive regardless of the time of day.
- ② Studies have shown that both morning people and evening people are better at solving problems in the morning than in the evening.
- ③ If you are an evening person, it might be a good idea to work on insight problems in the morning.
- ④ Reading and comprehension tasks are most effectively performed during a person's non-optimal hours.
- ⑤ Working during your peak hours may not always yield the best results, especially when you are seeking innovative ideas.
- ⑥ It's not advisable to take on creative challenges during times when you are easily distracted.

- II 次の英文を読んで、設問1～10に答えなさい。なお、*印の語(句)には文末に注がついています。

We know what happened on the Caribbean islands after Columbus came because of Bartolomé de Las Casas. He was a young priest who helped the Spanish conquer Cuba. For a while he owned a plantation where Indian slaves worked. But then Las Casas gave up his plantation and spoke out against Spanish cruelty.

Las Casas wrote a book called *History of the Indies*. In this book, he described the Indians' society and their customs. He also told how the Spanish people treated the Indians:

“As for the newly born, they died early because their mothers, overworked and starving, had no milk to ⁽⁷⁾nurse them, and for this reason, while I was in Cuba, 7,000 children died in three months. Some mothers even drowned their babies from extreme desperation In this way, husbands died in the mines, wives died at work, and children died from lack of milk My eyes have seen these acts so ⁽⁸⁾foreign to human nature, and now I tremble as I write”

This was the start of the history of Europeans in the Americas. It was a history of conquest, slavery, and death. But for a long time, the history books given to children in the United States told a different story—a tale of heroic adventure, not bloodshed. The way the story is taught to young people is just beginning to change.

The story of Columbus and the Indians shows us something about how history gets written. One of the most famous historians to write about Columbus was Samuel Eliot Morison. He even sailed across the Atlantic

Ocean himself, retracing* Columbus's route. In 1954 Morison published a popular book called *Christopher Columbus, Mariner**. He said that cruel treatment by Columbus and the Europeans who came after him caused the "complete genocide" of the Indians. *Genocide* is a terrible crime—the deliberate killing of an entire ethnic or cultural group.

Morison did not lie about Columbus. He did not ^(b) leave out the mass murder. But he mentioned the truth quickly and then went on to other things. ^(c) By burying the fact of genocide in a lot of other information, he seemed to be saying that the mass murder wasn't very important in the big picture.

By making genocide seem like a small part of the story, he took away its power to make us think differently about Columbus. At the end of the book Morison summed up his idea of Columbus as a great man. Columbus's most important quality, Morison said, was his (オ).

A historian must pick and choose (カ) facts, deciding which ones to put into his or her work, which ones to leave out, and which ones to place at the center of the story. Every historian's own ideas and beliefs go into the way he or she writes history. In turn, the way history is written can shape the ideas and beliefs of the people who read it. A view of history like Morison's, a picture of the past that sees Columbus and others like him as great sailors and discoverers, but says almost nothing about their genocide, can make it seem as though what they did was (キ).

People who write and read history have gotten used to seeing terrible things such as conquest and murder as ^(b) the price of progress. This is because many of them think that history is the story of governments, conquerors, and leaders. In this way of looking at the past, history is what happens to states, or nations. The actors in history are kings, (ケ), and generals*. But what about (コ), (サ), people of color, women, and children? They make history, too.

The story of any country includes fierce conflicts between conquerors and the conquered, masters and slaves, people with power and those without power. Writing history is always a matter of taking sides. I choose to tell the story of the discovery of America from the point of view of the Arawaks*.

出典：A Young People's History of the United States by Howard Zinn, Seven Stories Press, 2007. (一部改変)

[注] retrace : 足跡をたどる mariner : 航海者
 general : 将軍, 大将 the Arawaks : アラワク族

1. 下線部 (ア) に最も意味が近いものを①～④の中から1つ選び、その番号を解答欄 **10** にマークしなさい。

- ① buy ② drink ③ feed ④ pour

2. 下線部 (イ) に最も意味が近いものを①～④の中から1つ選び、その番号を解答欄 **11** にマークしなさい。

- ① alien ② global ③ familiar ④ particular

3. 下線部 (ウ) に最も意味が近いものを①～④の中から1つ選び、その番号を解答欄 **12** にマークしなさい。

- ① emphasize ② remember ③ omit ④ undergo

4. 下線部 (エ) の意味内容として最も適切なものを①～④の中から1つ選び、その番号を解答欄 **13** にマークしなさい。

- ① 大量虐殺の事実を他の多くの情報と同等に扱うことによって
- ② 大量虐殺の事実を他の多くの情報に紛れ込ませることによって
- ③ 大量虐殺の事実を他の多くの情報の前に書くことによって
- ④ 大量虐殺の事実を他の多くの情報より強調することによって

5. 空所 (オ) に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄 **14** にマークしなさい。

- ① cruelty ② genocide ③ seamanship ④ slavery

6. 空所 (カ) に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄 **15** にマークしなさい。

- ① up against ② behind
- ③ apart from ④ among

7. 空所 (キ) に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄 **16** にマークしなさい。

- ① evil ② famous ③ right ④ wrong

8. 下線部 (ク) の意味内容として最も適切なものを①～④の中から1つ選び、その番号を解答欄 **17** にマークしなさい。

- ① 価値が向上すること
- ② 価値のある進歩
- ③ 進歩のもつ価値
- ④ 進歩のために払う代償

9. 空所 (ケ) (コ) (サ) に入る語の組み合わせとして最も適切なものを①～④の中から1つ選び、その番号を解答欄 **18** にマークしなさい。

- ① (ケ) factory workers (コ) presidents (サ) historians
- ② (ケ) farmers (コ) historians (サ) factory workers
- ③ (ケ) presidents (コ) factory workers (サ) farmers
- ④ (ケ) historians (コ) farmers (サ) presidents

10. 下線部 (シ) の意味内容として最も適切なものを①～④の中から1つ選び、その番号を解答欄 **19** にマークしなさい。

- ① いくつかの面を見ないようにすること
- ② どちらかの側につくこと
- ③ 複数の方面から情報を得ること
- ④ 両面から物事を見ること

Ⅲ 次の1～3の会話文の空所（ ）と の中にそれぞれ①～⑥の中から適切な語を1つずつ入れて英文を完成させ、 に入れたものの番号をそれぞれ解答欄 20 ～ 25 にマークしなさい。同じ選択肢を2回以上使うことはできません。

1. A: Did you practice the Mozart piece I () last week?

B: Yes, but I'm 20 with it. The tempo feels impossible to keep up with.

A: I understand. It's () for its rapid pace. In fact, even () pianists find it challenging.

B: That's a relief to hear. Do you have any suggestions for making it feel less 21 ?

A: I'd suggest that you practice at a slower tempo first. That may help you get () to the rhythm.

- | | | |
|----------------|--------------|---------------|
| ① overwhelming | ② struggling | ③ assigned |
| ④ used | ⑤ known | ⑥ experienced |

IV 次の1～8の英文の空所 **26** ～ **33** に入る最も適切なものをそれぞれ①～④の中から1つ選び、その番号を解答欄 **26** ～ **33** にマークしなさい。

1. This knife is dirty. Can I get a clean **26** ?

- ① it ② that ③ one ④ what

2. These maple leaves will **27** red when the weather gets colder.

- ① turn ② turn on ③ turn off ④ turn around

3. The traffic jam **28** me from arriving on time.

- ① occurred ② bothered ③ prevented ④ avoided

4. This computer is **29** faster than the previous model.

- ① very ② more ③ most ④ much

5. The reports should **30** by the manager right now.

- ① review ② have reviewed
③ be reviewing ④ be being reviewed

6. She's had a lot of experience in teaching, **31** she?

- ① isn't ② hasn't ③ doesn't ④ didn't

タ21

7. Could you **32** me a favor and pick me up at 6:30?

- ① do ② have ③ ask ④ send

8. Your English won't improve **33** you practice every day.

- ① once ② unless ③ during ④ without

3. 彼に頼るべき友人がいれば, 状況は違っていただろう。

38 he had a real friend 39 rely (), the situation ()
() () different.

- ① would ② on ③ to
④ have ⑤ had ⑥ been

4. イラクはクウェートから軍を撤退せざるを得なかった。

Iraq 40 no () () () 41 its military force
() Kuwait.

- ① to ② withdraw ③ had
④ from ⑤ choice ⑥ but

5. 雨が降り出しそうだ。

It () 42 if () 43 () () rain.

- ① to ② looks ③ it
④ is ⑤ going ⑥ as

