

英 語
(問 題)
2026年度

〈2026 R08201124〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～12ページに記載されている。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損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9
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6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
8. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
9. いかなる場合でも、解答用紙は必ず提出すること。
10. 試験終了後、問題冊子は持ち帰ること。

I Read the following two passages and choose the most appropriate word or phrase for each item (1~14). Mark your choices (a~d) on the separate answer sheet.

(A) If you ever want to look at a map from a parallel universe, you could do (1) than David R. Horton's *Map of Indigenous Australia*. We are used to viewing that country—the sixth largest by area, a continent in its own (2)—as a single slab of land, undivided into individual nations. But Horton's map, produced in 1996, shows the land divided up into hundreds of First Nations. It's a reminder that there was nothing (3) about any of this.

The boundaries between both the peoples and territories the map shows are inherently (4) (something reflected in the design by the blurring of the lines between them). But even at a glance, you can tell that some areas of the continent—generally those of desert or mountain—are divided into relatively few pieces. The (5), more hospitable landscapes of the east and the north coasts, by contrast, are divided into dozens upon dozens of roughly county-sized chunks. Sydney (6) the boundary between the Eora and the Kuning-gai peoples; Melbourne, the Woiworung and Boonwurrung. Even little Tasmania, the smallest of Australia's states, a landmass slightly smaller than Ireland, contains no fewer than eight different peoples.

The administrative map of today's Australia is much simpler. The mainland is divided into six vast slabs—five states and the Northern Territory—plus a couple of other, smaller internal territories. The states' boundaries, what's more, are (7) the long, straight lines suggesting not careful surveys but colonial imposition.

(Adapted from Jonn Elledge, *A History of the World in 47 Borders*)

※出典は下記に記載しております。

- | | | | |
|---------------------|----------------|--------------------|---------------------|
| 1. (a) better | (b) less | (c) more | (d) worse |
| 2. (a) light | (b) might | (c) right | (d) sight |
| 3. (a) imperishable | (b) important | (c) incredible | (d) inevitable |
| 4. (a) unarguable | (b) unbecoming | (c) uncertain | (d) undisputed |
| 5. (a) lush | (b) plusher | (c) rougher | (d) ruder |
| 6. (a) steps | (b) straddles | (c) struggles | (d) struts |
| 7. (a) convincingly | (b) credibly | (c) overwhelmingly | (d) sympathetically |

※WEB掲載に際し、以下のとおり出典を追記しております。

From *A History of the World in 47 Borders: The Stories Behind the Lines on Our Maps*. Jonn Elledge. pp.243.
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(B) How does mathematics make you feel? For many people, mathematics can seem (8): too hard, too cold, too abstract. That sense of dread may have started at school, especially when mathematics lessons were a matter of manipulating symbols and doing obscure calculations. Or it can be inherited, or (9) on by others—if people around you are talking about maths being difficult or pointless, you’re very likely to think the same. And so, lots of people drop mathematics as soon as they’re able. ‘What’s the point of it?’ they ask. It doesn’t seem relevant to anything you might need in the real world.

Others, though, experience something like an (10) understanding of mathematics which they nurture over time. Maths is difficult, yes, but these people (11) the challenge. They can see a beauty in mathematics that others—sadly—can’t. Maybe they are interested in having a career which requires mathematical knowledge. They develop a love of the subject and are excited by the places it can lead them.

Whether you are (12) of or fascinated by it, the history of mathematics will show you not only a different face of mathematics, but exactly how and when it has been useful. How beautiful it is sometimes, too. As we shall see, mathematics is not just about numbers. It is about being able to (13) some kind of general rule and then how it can be applied to other situations. Mathematics develops skills that can solve problems of all kinds, mathematical or not. In this little book you will find, through learning about its history, many such examples of the (14) of mathematics, far beyond equations and arithmetic—from the surface of the Earth all the way to the stars.

(Adapted from Snezana Lawrence, *A Little History of Mathematics*)

※出典は下記に記載しております。

- | | | | |
|---------------------|---------------------|-------------------|-------------------|
| 8. (a) facetious | (b) fallible | (c) forbidding | (d) fortuitous |
| 9. (a) caught | (b) held | (c) passed | (d) took |
| 10. (a) inaugural | (b) inconceivable | (c) inflated | (d) intuitive |
| 11. (a) embrace | (b) empower | (c) enforce | (d) envelop |
| 12. (a) faithful | (b) fanciful | (c) fearful | (d) fruitful |
| 13. (a) bring on | (b) come with | (c) turn to | (d) work out |
| 14. (a) disparity | (b) immunity | (c) spontaneity | (d) versatility |

※WEB掲載に際し、以下のとおり出典を追記しております。

From *A Little History of Mathematics*. Snezana Lawrence. pp.1-pp.2. Copyright © 2025 by Yale University Press. Reproduced with permission of the Licensor through PLSClear.

II Read the following three passages and mark the most appropriate choice (a ~ d) for each item (15~24) on the separate answer sheet.

(A) In September 1848, near Cavendish, Vermont, a construction foreman called Phineas P. Gage was in charge of a construction crew, blasting away rocks to lay a new stretch of railway line. As Phineas pushed an iron tamping rod into the blasting hole in a rock, some gunpowder accidentally exploded, and sent the three-and-a-half-foot long tamping rod up through Phineas' upper left cheek and out from the top of his forehead. The rod landed about fifty yards away. Phineas suffered the type of injury from which, it was assumed, no one could recover. However, a month later, Phineas was up and about, with no apparent damage to his senses or his speech. The medical evidence was clear. A huge metal rod had gone through the front part of Mr Gage's brain, but Mr Gage's language abilities were unaffected. The point of this amazing tale is that, if language ability is located in the brain, it clearly is not situated right at the front.

(Adapted from George Yule, *The Study of Language*)

※出典は下記に記載しております。

15. Which of the following is either stated or implied in the text?

- (a) As a result of the gunpowder blast, Phineas was thrown fifty yards away but survived.
- (b) Despite suffering serious head injuries in the accident, Phineas Gage was still able to speak normally.
- (c) The use of gunpowder was widely prohibited in railway construction after the Gage incident.
- (d) Unfortunately, Mr Gage was not able to recover from the injuries incurred from the explosion.

16. What important conclusion can be drawn from the case of Phineas Gage?

- (a) Head injuries are not as serious as once thought, and most people should be up and about within a month of even a very serious injury.
- (b) The experience of Mr Gage helps us to understand with greater certainty the location of language abilities within the human brain.
- (c) We now know that, compared to the back of the human brain, injuries to the front part are less likely to be life-threatening.
- (d) With recent developments in artificial intelligence, damage to the brain is going to be much less of a concern in the future.

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From *The Study of Language*. George Yule. pp.162. Copyright © 1996 by Cambridge University Press and Assessment. Reproduced with permission of the Licensor through PLSClear.

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17. What does the author suggest has been an unfortunate consequence of the writing of Descartes'?
- (a) As a result of Descartes' many errors, people no longer respect philosophy as they once did.
 - (b) Philosophers have been both unkind and ungrateful to Descartes over the years.
 - (c) Scientists have come to describe human life in purely mechanical terms.
 - (d) Too many modern philosophers begin with a complaint and then follow with some form of reproach.
18. According to the author, Descartes' most famous statement
- (a) has been effectively debunked and is no longer taken seriously.
 - (b) is so self-evident that it does not require any further discussion.
 - (c) represents the perfect description of the relationship between mind and body.
 - (d) stands in stark contrast to the author's own view of human development.

19. How does the author clarify his own understanding of the role of thinking in human life?
- (a) An awareness of our thinking leads to an awareness of our bodies.
 - (b) The story of human evolution starts from elementary thinking.
 - (c) Thinking is a function and outcome of our existence.
 - (d) Without thinking we are not true beings.

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20. According to the passage, Japanese merchants became involved in artistic endeavors because they
- (a) wanted to become part of the samurai class.
 - (b) wanted to display both their financial and cultural power.
 - (c) were required by law to support the arts.
 - (d) were trained from birth in creative disciplines.
21. According to the passage, the shogunate wanted to control Kabuki due to
- (a) the art form's broad popular appeal, which could lead to social unrest.
 - (b) the widespread corruption in the management of theater troupes.
 - (c) their contempt for all types of popular amusement in the city.
 - (d) their sophisticated appreciation of intricate theatrical forms.
22. According to the passage, Japan's period of isolation
- (a) directly caused the decline of traditional art forms.
 - (b) led to an unprecedented flourishing of the popular arts.
 - (c) made the French Impressionists devalue Japanese aesthetics.
 - (d) prevented the development of a unique cultural identity.
23. According to the passage, how did Westerners first come into contact with *ukiyo-e* prints?
- (a) As protective padding for exported goods
 - (b) From the work of missionaries
 - (c) Through formal art exhibitions in Europe
 - (d) Via Japanese museum catalogs
24. According to the passage, Japanese tattoos fascinated Westerners in the 1870s because they were
- (a) believed to possess religious significance.
 - (b) considered to be exotic mementos.
 - (c) seen as a status symbol among the samurai.
 - (d) understood to glow in the dark.

Ⅲ Choose the most appropriate sentence from the following list (a ~ h) for each item (25~31). Mark your choices on the separate answer sheet.

(a)

(b)

(c)

(d)

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(e)

(f)

(g)

(h)

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IV Choose the most appropriate word or phrase from the list (a ~ m) for each item (32 ~ 38). Mark your choices on the separate answer sheet.

Clerk: Next!

Applicant #1: Hi, I need to renew my driver's license.

Clerk: Okay, if you still have the same address as on your current license, you'll just need to (32) this form and then (33) an eye exam.

Applicant #1: I still live at the same place. Uh, I didn't bring a pen — can I borrow one?

Clerk: Oh, you actually need to take the form to that table, and the pens are over there. When you're done, get back in this line.

Applicant #1: So I have to get back in this long line again?

Clerk: Well, yes, that's the (34).

Applicant #1: That doesn't seem fair. I've already spent forty-five minutes just to get to the counter.

Applicant #2: Join the (35).

Applicant #1: [To *Applicant #2*] Thanks a lot. [To *Clerk*] It seems like the Department of Motor Vehicles could've (36) a system to reduce wait times for us customers. Didn't anyone consider that?

Clerk: You're welcome to submit a (37) card, but you'll have to get in that line over there.

Applicant #1: You mean that *other* long line?

Clerk: Yup.

Applicant #1: Go (38)....

- (a) ahead
- (b) club
- (c) come down with
- (d) come up with
- (e) figure
- (f) fill out
- (g) fill up
- (h) reply
- (i) suggestion
- (j) team
- (k) undergo
- (l) way it is
- (m) way to go

PLEASE READ THE INSTRUCTIONS CAREFULLY.

V Read the following passage and complete the English summary in your own words in the space provided on the separate answer sheet. The beginning of the summary is provided; you must complete it in 4-10 words. Do not use three or more consecutive words from this passage.

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SUMMARY:

[complete the summary on the separate answer sheet]

The introduction of the iPhone in 2007 ...

〔以 下 余 白〕

英 語

<2026 R 08201124>

受験 番号	万	千	百	十	一
氏 名					

採 点 欄

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(注意) 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

<2026 R 08201124>

受験 番号	万	千	百	十	一
氏 名					

(注意) 所定欄以外に受験番号・氏名を記入してはならない。記入した解答用紙は採点の対象外となる場合がある。

V

The introduction of the iPhone in 2007 ...

※解答欄以外には書かないこと

--

英 語

(記述解答用紙)