

2026（令和8）年度

11月23日 [60分]

外国語（英語）

注 意

1. 監督者の指示があるまで問題を見ないこと。
2. 声を出して問題を読まないこと。
3. 問題は23ページ、**1** から **5** までである。
4. 問題や解答用紙に落丁、乱丁、汚損あるいは印刷不鮮明の箇所があれば、手をあげて監督者に申し出ること。
5. 解答は必ず**鉛筆を使用し、解答用紙に記入すること。**
6. 解答は解答用紙の解答欄の記号にマークすること。
7. 訂正箇所は、消しゴムで**きれいに消すこと。**
8. 解答欄には、関係のない符号や文字あるいはメモなどを記入しないこと。
9. 解答用紙を**折ったり汚したりしないこと。**
10. 問題用紙は持ち帰ること。

2

語句を並べ替えてもっとも自然な英文を完成させ、2番目と5番目に入れるものの記号を書きなさい。ただし、文頭に来る語も小文字にしてある。[各2点]

1. Greta (1)(2)(3)(4)(5)(6) deep emotions in difficult roles.

- A. for B. is C. showing
D. actor E. the F. best

2. Every trick the amateur (1)(2)(3)(4)(5) (6) the audience.

- A. through B. seen C. used
D. by E. was F. magician

3. (1)(2)(3) in the drawer of my desk but (4) (5)(6) candies.

- A. a B. there C. few
D. wrapped E. was F. nothing

4. Ben (1)(2)(3)(4)(5)(6) her hands warm during their walk.

- A. a pair of B. gloves C. Mia
D. keep E. to F. lent

5. Josh (1)(2)(3)(4)(5)(6) when I saw him at the station.

- A. to B. for C. be
D. someone E. waiting F. seemed

6. I wanted to (1)(2) for lunch, but Emma said she (3)
(4)(5)(6) home.

- A. stay B. would C. at
D. out E. rather F. go

7. (1)(2)(3)(4)(5)(6) leave it as clean
as it was.

- A. into B. whoever C. room
D. should E. this F. comes

8. (1)(2) you've started (3)(4), you should carry it
out (5)(6).

- A. something B. that C. to
D. now E. completion F. new

9. I don't remember ever (1)(2)(3)(4)(5)
(6) I did today.

- A. a B. having C. fantastic
D. such E. time F. as

10. (1)(2)(3)(4)(5)(6) from her friend
again after several years.

- A. when B. heard C. Tracy
D. yesterday E. was F. it

3

次の文章を筋の通ったものにするために、枠内にあるA～Dからもっとも適切なものを選び（ ）の中に入れなさい。[各3点]

(A)

- A. Some people are saying that it is necessary to return to those days when anyone could attend university, regardless of income.
- B. In order to obtain these funds, a government would need to either raise taxes or cut spending in other areas.
- C. But the advantages of making higher education more affordable or free are not merely limited to the individual students themselves.
- D. The huge impact of this situation on young people and society as a whole has led to demands for university tuition to be much cheaper or even free.

The cost of a four-year university education has risen dramatically in the United States. Given the high cost of tuition, most students have to borrow money through a loan from the government. During the 2024 academic year, average student debt was approximately \$35,200 per person. ((1))

The idea that universities could be free seems like an impossible dream to many Americans. However, there are in fact numerous countries around the world where higher education is either free or extremely inexpensive. Some examples are Germany, Norway, and Austria. Even in the United States, public universities used to be quite inexpensive. In fact, until 1970, tuition at California universities was free. ((2))

Those in favor of free education argue that free education is a basic

human right, like the access to clean water. They say that a young person is much less likely to achieve success and realize his or her potential without a university education. ((3)) Everyone can benefit when more members of society can make positive contributions to society and avoid poverty.

For those who are opposed to making university tuition free, the main argument comes down to cost. Allowing everyone to attend university for free would require an enormous increase in government spending. ((4)) Either way, this would have a negative impact on the economy and society. Another argument against free education is that it could result in a lower quality of education because there would be too many students and not enough educational resources.

Both sides of the debate have good arguments, so some compromises may have to be reached between them.

(B)

- A. Another reason is the need for the father or mother to keep the eggs warm so that they can develop into chicks.
- B. Such birds tend to live in places where the environment is stable and offers plenty of resources.
- C. The reason that birds form much stronger bonds than most other animals is related to their survival strategies.
- D. This is different from the many other animals that are mainly raised by the mother, with relatively little help from the father.

People tend to be interested in animals that behave in ways that are similar to human beings. One example is male and female birds, which often form long-lasting relationships, just like human couples do. This is relatively rare in the animal kingdom. ((5))

One key reason that bird couples tend to stay together for a long time is that both parents need to play a role in protecting and raising their young. Since many other animals try to eat bird eggs, it is necessary for at least one bird parent to be on guard duty in the nest while the other one performs tasks like searching for food. ((6))

This need for a “stay-in-the-nest” parent remains even after the chicks are hatched. Since none of them can protect themselves or fly away, the mother or father has to be nearby to fight against any animal looking for its next meal. Simply put, without the two parents working as a close team, there is no hope for the young to survive. ((7))

Even though many birds form couples that work together to protect their offspring, not all of them stay together until they die. In fact, birds like swans or bald eagles that “mate for life” are the minority. (8) The majority of birds only form couples long enough to mate and raise their young. For these birds, which include pigeons and parrots, finding a new partner each mating season is a way to find the best partner for the situation at the time and ensure greater genetic diversity. In short, the mating and parenting patterns of animals are all about survival.

4

次の英文を読んで、質問に答えなさい。（*印の語（句）は注を参考にするこ
と）[各3点]

(A) All human beings have earlobes*. The question is: Why? Unlike other body parts and processes, earlobes seem to have no purpose. Natural selection teaches that only the best-adapted life forms survive and, thus, through long centuries, any unessential body component would seem unlikely to remain. However, everyone has earlobes, some hanging from the ear as soft tissue and some connected to the side of the face. There must be some reason why.

One theory is that earlobes have survived because, while not an evolutionary plus, they are also not a minus. They are neutral. In other words, because earlobe loss would not give people any evolutionary harm or help, they are passed on to each new generation anyway. There is no reason to eliminate it.

This theory, however, suggests that earlobes did have, in the past, a necessary function that has since faded away. Otherwise, why did they appear in the first place? Ears are of course cup-shaped in order to better catch sound. Some biologists guess that the earlobe was once the bottom section of this overall essential shape and, through time, lost its sound-grasping quality and changed form, remaining due to the neutrality mentioned above.

Another idea states that earlobes may have once had some sort of warming feature. The rest of the ear is composed of stiff cartilage*. Everyone has experienced how easily this cartilage gets cold on freezing winter days. However, earlobes are soft, with far more blood vessels than in the rest of the ear. Scientists believe that perhaps, in ages past, this softer tissue helped keep the ear warm when the weather got cold.

Yet, this function too seems to have disappeared. No one feels warmed by their earlobes.

However, the simplest reason why humans have earlobes might be right before our eyes. Earlobes are perhaps the most decorated parts of the human body. They are easily pierced and earrings have been popular with both men and women in all cultures throughout history. This does not suggest that earlobes exist only to provide a spot for jewelry. Rather, earlobes may have initially played a role in sexual attraction. Our ancient ancestors might have viewed earlobes as attractive, and that perhaps led to more reproduction and thus the survival of the human species. We see the continuation of this in the way earlobes are now used in fashion.

Why do people have earlobes? There is no certain answer. But the earlobe continues as a unique facial feature of all human beings.

[注] earlobe: 耳たぶ cartilage: 軟骨

1. この英文の主題は次のどれか。
 - A. 耳たぶは進化論的なプラスもマイナスもない。
 - B. 耳たぶは性的魅力をもつ。
 - C. 人間に耳たぶがある理由はまだよくわからない。
 - D. 耳たぶは装飾に適している。

2. 耳たぶが果たしていたかもしれない機能として、本文の内容と一致するものは次のどれか。

- A. 耳たぶは自分を強く見せるのに役立った。
- B. 耳たぶは集音機能に関わり、聴覚を助けた。
- C. 耳たぶは体のバランスを保つ機能があった。
- D. 耳たぶは夏に頭部を冷やす効果があった。

3. 耳たぶについて、本文から推測できるものは次のどれか。

- A. 特に女性にとって重要なものとなった。
- B. かつては今よりも最も装飾しやすい場所だった。
- C. ファッション業界の戦略を変えた。
- D. 人類の繁殖を促進した可能性がある。

次のページに進みなさい

(B) Humans began to keep horses perhaps 5,000 years ago. Horses soon became vital in transportation, farming and warfare, and sometime during their early use, they began to wear an item their human masters also wore — shoes. The development and use of horseshoes* is thus an interesting side-tale in the story of civilization.

Wild horses, of course, do not have shoes. Their hooves* are hard like human fingernails, only much thicker. Running daily in the wild makes their hooves flat but strong. Yet, tamed horses do not have such activity. Their hooves are softer and can be damaged or even split apart. A horse with an injured hoof was of little use to early humans, so they strove to protect their valuable property by giving the horses shoes. Early varieties were most likely made of leather and were perhaps slipped on and off like sandals. It is only from about 1,000 years ago that people began to nail metal coverings on a horse's feet, and that is when the modern horseshoe began.

The metal most typically used today is steel, although other metals are also used. So is plastic, depending on the kind of horse and what the horse does. A racehorse, for example, will wear different shoes than a farm horse will. Shoes are nailed in place, traditionally with seven nails per shoe. Horses have no nerves in their hooves and suffer no pain in being shod. Shoeing is done by professionals, called "farriers," who might be thought of as foot doctors for horses. Farriers prepare each hoof and then nail on the shoes. A skilled farrier with a horse accustomed to being shod might finish all four hooves in less than an hour.

Over time, horseshoes have come to be thought of as good luck charms. Some people hang them above doors. If the open end of the shoe faces upward, the idea is that the shoe will catch luck for those

below. If the open end faces down, the horseshoe is supposed to spill luck on all who pass underneath. Why is a horseshoe lucky? Until recent years, the shoes were made of iron, and superstitious people believed iron could keep away evil. In addition, there are holes for seven nails, and seven is considered a lucky number.

At least, that is what humans think. What the horses think is, of course, unknown.

[注] horseshoe: 蹄鉄 (ていてつ)

hooves: hoof (ひづめ) の複数形

4. この英文の主題は次のどれか。

- A. 馬は人間と同等の靴が必要である。
- B. 馬は人々に幸運をもたらしてきた。
- C. 蹄鉄には興味深い背景がある。
- D. 蹄鉄と迷信には深い関係がある。

5. 馬のひづめについて、本文の内容と一致するものは次のどれか。

- A. 鋼鉄よりも硬い。
- B. 多くの場合、人の爪よりも厚くない。
- C. 馬は痛みを感じない。
- D. 馬が成長すると傷つきやすくなる。

6. 馬の蹄鉄について、本文から推測できるものは次のどれか。

- A. 野生馬には蹄鉄を装着する必要がある。
- B. 蹄鉄工は全員、医療証明書が必要である。
- C. 馬にはそれぞれ専任の蹄鉄工が必要である。
- D. まもなく、鋼鉄の蹄鉄はプラスチック素材に置き換えられるだろう。

5

次の英文を読んで、質問に答えなさい。（*印の語（句）は注を参考にするこ
と）[各3点]

(A) Antarctica is one of the Earth's seven continents, but unlike the other six, there are no countries located on it. This extremely cold place in the area of the South Pole is not the territory of any country. At one point, several countries tried to make this frozen land a part of their own territories or empires. However, in 1959, an agreement was reached between 12 countries to make Antarctica a place where human beings could focus on scientific cooperation and environmental protection rather than military conflict.

The Antarctica Treaty that the countries signed has several important rules. The most important one is presented in Article I, which prohibits any military activity on the continent. This means that no country can have a military base or test weapons in this part of the world. As a result, Antarctica has become a symbol of peace and diplomacy. The other key aspect of the treaty is the emphasis on scientific cooperation. This is presented in Article II, which declares that Antarctica must only be used for the advancement of scientific knowledge for peaceful purposes. Thanks to this approach, scientists from around the world carry out joint research in such fields as climate science and astronomy.

In addition to the focus on peace and science in the original treaty, special guidelines were added in 1991 to establish protections for the local environment. Under the guidelines, any activities that might harm the environment, such as mining, are banned. There are also strict rules on waste disposal and pollution. Moreover, any human activities on the continent must be carried out in a way that has a minimal effect on the

environment.

The original treaty, additional guidelines, and other rules form what is known today as the Antarctic Treaty System (ATS). The countries participating in the ATS has expanded from the original 12 to a total of 58 as of 2024. Among these countries, 29 are called “Consultative Parties.” This means that they are able to participate in a decision-making meeting held every year, called the Antarctic Treaty Consultative Meeting (ATCM). The other 29 countries are called “Non-Consultative Parties,” which means that they can attend meetings but cannot vote at the ATCM. The aim of this annual meeting is to make sure that rules are being followed and that appropriate responses are being made to address current problems.

The ATS has been largely successful in maintaining peaceful structure for collaboration. However, there are some problems. Although there are agreements in place to regulate fishing in the area, illegal fishing still occurs. Some have also criticized the system of not allowing around half of the ATS member countries to vote. The increasing number of researchers and tourists to the area is also raising concerns about environmental damage. Despite such issues, though, the ATS offers a model of how to promote peaceful cooperation between countries.

1. What is the main topic of this passage?
 - A. Ways to protect the natural environment of Antarctica
 - B. An agreement between countries regarding Antarctica
 - C. The treaty for 12 countries to own Antarctica together
 - D. Scientific research to develop resources in Antarctica

2. Which of the following is true about the ATS?
- A. It holds a meeting once a year to invite new countries to join.
 - B. It does not allow Non-Consultative Parties to visit Antarctica.
 - C. It includes the original treaty as well as other guidelines and rules.
 - D. It allows every country to participate in decision-making.
3. What can be inferred from this passage?
- A. Positive lessons can be learned from the example of Antarctica.
 - B. Increased tourism to Antarctica is creating research problems.
 - C. It is not fair that just a few countries own so much land in Antarctica.
 - D. Peaceful cooperation in Antarctica has solved the problems there.

次のページに進みなさい

(B) As modern life brought more people into crowded cities, the growing populations needed large supplies of food. As a result, there was “bad” food everywhere. When foods were rare or expensive, fake foods were often sold as the real thing. Another troubling issue was the use of chemicals and potentially harmful substances in the preparation of food, especially if the food had to travel long distances or needed to be eaten after it was no longer fresh.

Enter Dr. Harvey Wiley, an American chemistry professor who dedicated his life to improving and regulating what goes into the food that people eat. While working at Purdue University in Indiana, he was asked by the state’s Board of Health to study the syrups being sold in local stores to make sure they contained sugar that was real and pure and not polluted with other substances. This led to a long career spent identifying and challenging companies that try to save money by adding mysterious chemicals to the food products that they sold.

In order to argue that certain chemicals should not be added to food, Wiley formed “The Poison Squad” in 1902, consisting of 12 men who volunteered to let Wiley serve them various meals mixed with chemicals so he could observe the effects on their bodies. In their earliest experiment, for example, the men were fed meals containing borax*, which is now commonly used in pesticides*. Another time, salicylic acid* was added to their food, causing their stomachs to bleed.

As reckless as these experiments sound, the results changed how society prepares food. In 1906, Wiley succeeded in getting the Pure Food and Drug Act passed through the government, despite the protests of wealthy food companies. This made it a law for companies to label the chemical contents of their products and for some of the more dangerous chemicals to be banned from foods forever. These efforts are credited, for

example, for removing formaldehyde* from milk and cocaine from Coca-Cola (Wiley also tried, but failed, to remove all caffeine from cola products). The bravery and sacrifices of his Poison Squad should therefore not be forgotten. It is largely because of these men that we can be assured that certain harmful chemicals do not appear on our dinner tables!

[注] borax: 《化》ホウ砂 pesticide: 殺虫剤
salicylic acid: 《化》サリチル酸
formaldehyde: 《化》ホルムアルデヒド

4. What is the main topic of this passage?
- A. Early efforts to improve food safety
 - B. The benefits of some poisons on the human body
 - C. A brief history of the Coca-Cola company
 - D. Dr. Harvey Wiley's career at Purdue University
5. According to the passage, which of the following is true about the Poison Squad?
- A. They received a little financial compensation for their injuries.
 - B. Their sacrifice led to better regulation of food additives.
 - C. They were all male, ranging in age from 12 to 24.
 - D. They were praised for their ability to withstand the effects of poison.

6. What can be inferred from this passage?
- A. Food safety has been improved by the use of various chemicals.
 - B. The Pure Food and Drug Act was not necessary in 1906.
 - C. For most people, living an urban life is harder than living in the countryside.
 - D. Food companies did not want the government to pass new regulations.

1	1	A	●	○	○
	2	A	●	○	○
	3	A	○	○	●
	4	●	○	○	○
	5	●	○	○	○
	6	●	○	○	○
	7	●	○	○	○
	8	A	○	○	●
	9	A	●	○	○
	10	A	○	●	○
	11	A	○	●	○
	12	●	○	○	○
	13	A	○	○	●
	14	A	○	○	○
	15	A	●	○	○
	16	A	○	●	○
	17	●	○	○	○
	18	●	○	○	○
	19	●	○	○	○
	20	A	●	○	○

20点

2		(2)					(5)					
	1	A	○	○	○	○	●	○	○	○	○	○
	2	A	○	○	○	○	○	○	○	○	○	○
	3	A	○	○	○	○	○	○	○	○	○	○
	4	A	○	○	○	○	○	○	○	○	○	○
	5	●	○	○	○	○	○	○	○	○	○	○
	6	A	○	○	○	○	○	○	○	○	○	○
	7	A	○	○	○	○	○	○	○	○	○	○
	8	A	○	○	○	○	○	○	○	○	○	○
	9	A	○	○	○	○	○	○	○	○	○	○
10	A	○	○	○	○	○	○	○	○	○	○	

20点

3	1	A	○	○	○	●
	2	●	○	○	○	○
	3	A	○	○	○	○
	4	A	○	○	○	○
	5	A	○	○	○	○
	6	●	○	○	○	○
	7	A	○	○	○	○
	8	A	○	○	○	○

24点

4	1	A	○	○	○	○
	2	A	○	○	○	○
	3	A	○	○	○	○
	4	A	○	○	○	○
	5	A	○	○	○	○
	6	●	○	○	○	○

18点

5	1	A	○	○	○	○
	2	A	○	○	○	○
	3	●	○	○	○	○
	4	●	○	○	○	○
	5	A	○	○	○	○
	6	A	○	○	○	○

18点