

## 令和8年度 入学試験問題（一般選抜）

## 英語（その1）

## 1. 次の文章を読んで、後の問いに答えよ。

As the tide of chemicals born of the Industrial Age has arisen to surround our environment, a drastic change has come about in the nature of the most serious public health problems. Only yesterday humans lived in fear of the threats of smallpox\*, cholera, and plague\* that once  A  nations before them. Now our major concern is no longer with the disease organisms that once were universal; sanitation\*, better living conditions, and new drugs have given us a high degree of control over infectious disease. Today we are concerned with a different kind of danger that hides in our environment — a danger we ourselves have introduced into our world as our modern way of life has evolved.

The new environmental health problems are multiple — created by radiation in all its forms, born of the never-ending stream of chemicals of  B  pesticides\* are a part, chemicals now filling the world in which we live, acting upon us directly and indirectly, separately and collectively. Their presence casts a shadow that is no less ominous\* because it is formless and obscure, no less frightening because it is simply impossible to predict the effects of lifetime exposure to chemical and physical agents that are not part of the biological experience of humans.

“We all live under the haunting fear that something may damage the environment to the point where humans join the dinosaurs as a past form of life,” says Dr. David Price of the United States Public Health Service. “And what makes these thoughts all the more disturbing is the knowledge that our fate could perhaps be decided twenty or more years before the development of symptoms.”

Where do pesticides fit into the picture of environmental disease? We have seen that they now make dirty soil, water, and food, that they have the power to make our streams fishless and our gardens and woodlands silent and birdless. ① Humans, however much they may like to pretend the contrary, are part of nature. Can they escape a pollution that is now so thoroughly distributed throughout our world?

We know that even single exposures to these chemicals, if the amount is large enough, can speed up acute poisoning. But this is not the major problem. The sudden illness or death of farmers, spraymen, pilots, and  C  exposed to considerable quantities of pesticides are tragic and should not occur. For the population as a whole, we must be more concerned with the delayed effects of absorbing small amounts of the pesticides that invisibly pollute our world.

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## 英語（その2）

For each of us, as for the robin\* in Michigan or the salmon in the Miramichi, this is a problem of ecology, of interrelationships, of interdependence. We poison the small insects in a stream and the salmon runs\* decrease  D  die. We poison the small flies in a lake and the poison travels from link to link of the food chain and soon the birds of the lake margins become its victims. ② We spray our elms\* and the following springs are silent of robin song, not because we sprayed the robins directly but because the poison traveled, step by step, through the now familiar elm leaf-earthworm-robin cycle. These are matters of record, observable, part of the visible world around us. They reflect the web of life — or death — that scientists know as ecology.

From Rachel Carson's *Silent Spring* (一部修正あり)

\* smallpox: 天然痘    plague: 疫病    sanitation: 公衆衛生    pesticide: 殺虫剤  
ominous: 不吉な    robin: コマドリ    run: 産卵期の遡上    elm: ニレの木

Silent Spring by Rachel Carson Copyright (c) 1962 by Rachel L. Carson. All rights Reserved. English reprint arranged with Frances Collin Literary Agency, c/o Yake Literary Management, Wayne PA through Tuttle-Mori Agency, Inc., Tokyo

問1 文中の  A  ~  D  に入る適切な語を次のア～エのなかからそれぞれ1つ選び、記号で答えよ。

- |                                             |            |          |             |             |
|---------------------------------------------|------------|----------|-------------|-------------|
| <input type="text"/> A <input type="text"/> | ア. sweeps  | イ. swept | ウ. sweep    | エ. sweeping |
| <input type="text"/> B <input type="text"/> | ア. which   | イ. that  | ウ. whose    | エ. where    |
| <input type="text"/> C <input type="text"/> | ア. another | イ. other | ウ. anothers | エ. others   |
| <input type="text"/> D <input type="text"/> | ア. but     | イ. nor   | ウ. and      | エ. for      |

問2 下線部分①と②の英文の意味を表している日本語を次の(a)～(d)のなかからそれぞれ1つ選び、記号で答えよ。

下線部分①

- (a) 人間は所詮自然の一部なので、自然に逆らおうとしても、無駄な足掻きに過ぎない。  
(b) 男性と女性は、ジェンダー的な違いがあるので、当然、自然とどのように向き合うか、その態度も違ってくる。  
(c) 人間がどんなに自然の一部ではないふりをしたとしても、自然の一部なのである。  
(d) 男性も女性も、自然の一部に違いはないが、自然界で人間としてどのような役割を果たすかはどう考えるかに左右される。

## 下線部分②

- (a) 私たちがたとえニレの木に農薬を撒いたとしても、その翌年の春にもコマドリのさえずりは聞こえる。
- (b) 私たちがニレの木に農薬を撒くと、その翌年の春にはコマドリのさえずりが聞こえなくなる。
- (c) 私たちがニレの木に農薬を撒けば、その翌年の春にはコマドリのさえずりはもっとはっきり聞こえる。
- (d) 私たちがニレの木にきちんと農薬を撒かないと、その翌年の春にはコマドリのさえずりが聞こえなくなる。

問3 本文の英語を参考にしながら、次の(a)～(c)の問いに英語で答えよ。

- (a) In short, what are we concerned with today? Write the answer in less than four words.  
.....
- (b) According to Dr. David Price, what kind of fear haunts us all?  
We continue to suffer from the fear that .....
- (c) Why do you think the author thinks that exposures to the chemicals are not the major problem?  
Because she thinks .....

問4 本文の内容と一致するものを次の(a)～(e)のなかから2つ選び、記号で答えよ。

- (a) 産業革命以降、登場した化学薬品は、公衆衛生上の諸問題という形で、環境に劇的な変化をもたらした。
- (b) 公衆衛生の確立や生活条件の向上や新薬の登場にもかかわらず、依然として病原菌やウイルスが引き起こす病気は人類の懸念事項である。
- (c) 殺虫剤のおかげで、土壌も水も食物も清潔になり、自然界にも良い影響を及ぼし、鳥や魚は繁殖し続けている。
- (d) 湖畔で小蠅に殺虫剤を使うと、その成分はニレの葉からミミズへとそれからコマドリへといった食物連鎖によって運ばれ、湖畔の鳥たちもその犠牲者となる。
- (e) 生態系の変化は、あまりにも複雑であり、自然界の生命と死とが織りなす全体像を目に見えるように映し出すことはできない。

2. 次の文章を読んで、後の問いに答えよ。

Emotions are mysterious things. A agree that various human emotions are a response to surrounding social environments. Emotions are not just simple states of mind but are fluid, formed in our minds, and triggered by our experiences. For example, after watching an exciting game with a winning or losing outcome, we may feel excited, frustrated, or even motivated to support the team. Recent studies have found that ① motivation and emotions. According to those studies, our motivation is determined by how much effort we are willing to put into completing a task. This finding somewhat contrasts with the assumption that ② such as luxury cars and houses.

Dan Ariely is a psychologist who has extensively studied employee motivation by collecting their reactions to workplace experiences. In one of his studies, he analyzed the association between the type of tasks and motivation. He conducted an *origami* project with three groups of university students. Interestingly, the study found that the level of task complexity influenced the degree of their involvement in their task. Let us look at the task in more detail. The first group made *origami* following written instructions, while the second group did the same task without written instructions. This made the second group's task more difficult. They spent more time on task than the first group. Lastly, the third group did not participate in making *origami* but instead observed the other two groups creating *origami*. The B then asked the C how much they would willingly pay for the *origami*. Curiously, the results showed that when they put more effort into their tasks, the students likely valued their *origami* highly. In the experiment, the two groups that actually made the *origami* said they would pay five times more money than the observational group. Moreover, the group that worked without written instructions priced their *origami* higher than those with written instructions. In other words, those who completed more difficult tasks showed an increased love for their *origami* creations and appreciated them more.

Ariely suggests that, when it comes to a love of our work, the type of task plays a big role in motivating us. Those who put extra effort into achieving their goals and those who engaged longer in their tasks developed an increased love for their work. Nevertheless,

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## 英語（その5）

many D today break down employees' tasks into small components with a primary focus on efficiency. Ariely says it is more important to assign inspiring tasks and let E decide how much effort and challenge they willingly accept.

From Akie Yasunaga's *Imagining a Better Society*（一部修正あり）

書名：Imagining a Better Society: Thinking and Learning Through TBL TBLで考えるグローバル社会  
著者：安永明恵 英文校閲：Stephen Ross 株式会社 松柏社

問1 文中の ① ～ ② に入る適切なものを次のア～エのなかからそれぞれ1つ選び、記号で答えよ。ただし、両方の空所に同じ選択肢を選ばないこと。

- ア. having rich emotions is part of what makes us human  
イ. people are motivated by visible and material rewards  
ウ. the more intellectually demanding the work, the better the pay  
エ. there are complex interactions between

問2 文中の A ～ E に入る適切な語を次のア～オのなかからそれぞれ1つ選び、記号で答えよ。ただし、文頭に来るべき選択肢の語頭も小文字になっている。

- ア. companies      イ. psychologists      ウ. experimenter  
エ. participants      オ. workers

問3 下線部分(ア)と(イ)を日本語に直せ。

問4 次の(1)～(4)について、それぞれ本文の内容と一致するものにはT、一致しないものにはFの記号で答えよ。

- (1) Ariely's students were divided into three groups: one that could complete the task relatively easily, one that had to spend more time and effort to carry it out, and one that simply watched without participating.  
(2) It was found in Ariely's experiment that students' low self-esteem affected their level of engagement in the task.  
(3) The students who took part in the experiment priced the *origami* they had made based on the effort they had put in, and then offered it for sale.  
(4) Ariely argues that allowing people to decide for themselves how much effort and challenge they are willing to take on plays a more significant role in motivating them.

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## 英語（その6）

3. 次の会話文(1)～(5)について、Aの発言に対するBの発言が適切な返答として成立するよう、ア～エのなかからそれぞれ1つ選び、記号で答えよ。

(1) A: Aren't you going on a vacation tomorrow?

B: ア. Yes, I definitely am! I'm going to make such an important presentation in the meeting tomorrow that I cannot miss it.

イ. Usually, summer vacation in Japanese schools lasts from late July to the end of August.

ウ. That sounds great! Have a good time.

エ. No, Jennie is.

(2) A: How is the party going?

B: ア. I can't attend it, I'm afraid.

イ. So far so good.

ウ. That's fantastic! Let's do it.

エ. You can take the pickup bus.

(3) A: Brian managed to submit the report, right?

B: ア. He's still working on it.

イ. His leadership was reported to be good enough.

ウ. How long will that take?

エ. The estimate is a little high.

(4) A: Could you help me move this weekend?

B: ア. Is it a formal event?

イ. No, I can't take it away, either.

ウ. So, you've decided to live alone after all.

エ. Sure. How about eating out?

(5) A: For the afternoon, would you prefer to join a bus tour or explore on your own?

B: ア. I really look forward to it.

イ. No, I prefer not.

ウ. To tell the truth, I really don't own the tour company.

エ. Which do you recommend?

4. 次の(1)～(5)について、与えられた日本語を表わすように、それぞれア～オの語句を並べ替え、( )に1つずつ入れて、英文を完成させよ。解答に際しては、( \* )に入るものを記号で答えること。ただし、文頭に来るべき単語の語頭も小文字になっている。

- (1) こんなに高価なプレゼントをくださらなくてもよかったのに。

You ( ) ( ) ( \* ) ( ) ( ) such an expensive present.

ア. given      イ. have      ウ. me      エ. need      オ. not

- (2) 彼女が自然食品にこだわりすぎたのは賢明ではなかった。

It was ( ) ( \* ) ( ) ( ) ( ) so obsessed with natural foods.

ア. unwise      イ. to      ウ. of      エ. her      オ. be

- (3) 今の彼があるのは恩師のおかげだ。

He ( ) ( \* ) ( ) ( ) ( ) his mentor.

ア. he      イ. is      ウ. owes      エ. to      オ. what

- (4) そんな些細な口論に加わるだけ無駄だ。

( \* ) ( ) ( ) ( ) ( ) into such a trivial argument.

ア. there      イ. no point      ウ. is      エ. in      オ. getting

- (5) こんな寒い天気の中、外出するよりはむしろ家にいたい。

I ( ) ( \* ) ( ) ( ) ( ) go out in this cold weather.

ア. home      イ. rather      ウ. stay      エ. than      オ. would