

2026年度 一般入学試験問題

英 語

始まりのブザーが鳴るまで問題冊子、解答用紙に手を触れずに、下記の注意事項に目を通しておくこと。

- ◎ 問題用紙は1ページから14ページまでであるので、始まりのブザーが鳴ったらすぐに確認すること。
- ◎ 最初に別紙の解答用紙に受験番号と氏名を記入してから問題を解くこと。
- ◎ 受験番号および解答に関しては、それに該当するマーク欄を例に従ってしっかり濃くマークすること。

マーク例

良い例



悪い例



- ◎ 解答はすべて解答用紙にマークすること。
- ◎ とじてある問題用紙をばらばらにしたり、一部を切り取ったりしないこと。
- ◎ 終了のブザーが鳴ったら筆記用具を置くこと。
- ◎ 問題冊子は持ち帰ってもかまわない。

リスニングテストは試験開始約 10 分後に開始します。それまでは別の問題を解いていてください。

- I これから放送される英語を聞き、それぞれの内容に関する問いの答えとしてもっとも適切なものを 1～4 の中からひとつ選び、その番号をマークしなさい。英語は 1 回しか流れません。

Listening One

1. What does the customer want to buy?

- | | |
|----------------|-------------------|
| 1. Eggplants | 2. Tomatoes |
| 3. Pasta sauce | 4. A shopping bag |

2. What is the total price?

- | | | | |
|----------|----------|----------|----------|
| 1. €4.00 | 2. €4.15 | 3. €8.15 | 4. €8.50 |
|----------|----------|----------|----------|

3. What will the customer probably do next time?

- | | |
|----------------|---------------------|
| 1. Buy eggs | 2. Pay in cash |
| 3. Bring a bag | 4. Make pasta sauce |

Listening Two

4. When is the last practice?

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. 12 th | 2. 13 th | 3. 29 th | 4. 30 th |
|---------------------|---------------------|---------------------|---------------------|

5. What will they do in their last practice?

- | | |
|--------------------------|-----------------------|
| 1. Watch videos of games | 2. Play smart |
| 3. Train extra hard | 4. Focus on team play |

6. Who is Chanton High's star player?

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Tyller | 2. Tailor | 3. Taylor | 4. Tayrol |
|-----------|-----------|-----------|-----------|

Listening Three

7. Which of these times is the Hello Travel office open?

- | | |
|------------------|-----------------|
| 1. Tuesday 6 pm | 2. Friday 4 pm |
| 3. Saturday 2 pm | 4. Sunday 10 am |

8. If you lose your passport during your holiday, you should

- | | |
|----------------|---------------|
| 1. press one | 2. press two |
| 3. press three | 4. press four |

9. What will happen if you press 'sharp' (#)?

1. The call will end.
2. You will get flight information.
3. The call will connect to a help staff member.
4. The recording will repeat.

Ⅱ これから放送される英語を聞き、その内容に関する問いの答えとしてもっとも適切なものを1～4の中からひとつ選び、その番号をマークしなさい。英語は1回しか流れません。

10. What is the name of the movie?

- | | |
|-----------------|-----------------|
| 1. Danger Sign | 2. Days in Time |
| 3. Danger's Eye | 4. Movie News |

11. Where was the movie made?

- | | | | |
|----------|-------------|-----------|---------|
| 1. Paris | 2. New York | 3. Madrid | 4. Rome |
|----------|-------------|-----------|---------|

12. Who wrote the movie?

- | | |
|--------------------|------------------|
| 1. Shelly | 2. Stan |
| 3. Shelly and Stan | 4. John and Stan |

13. In which sport could Harry be an athlete?

- | | |
|-----------|-------------------|
| 1. Soccer | 2. Tennis singles |
| 3. Boxing | 4. Relay running |

14. When does the movie open for the public?

- | | | | |
|-------------------------|-------------------------|-------------------------|-----------------------------|
| 1. July 1 st | 2. July 2 nd | 3. July 7 th | 4. October 22 nd |
|-------------------------|-------------------------|-------------------------|-----------------------------|

15. Where could you find this interview?

- | | |
|----------------------|----------------------|
| 1. A television show | 2. An internet video |
| 3. A radio show | 4. A movie magazine |

Ⅲ 以下の本文の **16** ~ **19** に入るもっとも適した(A)、(B)の組み合わせを選択肢①~⑧からひとつ選び、その番号をマークしなさい。

選択肢：

- | | |
|-------------------|-------------------|
| ① (A) → (A) → (A) | ② (A) → (A) → (B) |
| ③ (A) → (B) → (A) | ④ (A) → (B) → (B) |
| ⑤ (B) → (A) → (A) | ⑥ (B) → (A) → (B) |
| ⑦ (B) → (B) → (A) | ⑧ (B) → (B) → (B) |

解答例：

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">(A) I have</td></tr> <tr><td style="padding: 2px;">(B) I has</td></tr> </table>	(A) I have	(B) I has	→	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">(A) an</td></tr> <tr><td style="padding: 2px;">(B) a</td></tr> </table>	(A) an	(B) a	→	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">(A) pen.</td></tr> <tr><td style="padding: 2px;">(B) pens.</td></tr> </table>	(A) pen.	(B) pens.
(A) I have										
(B) I has										
(A) an										
(B) a										
(A) pen.										
(B) pens.										
答え：③(A → B → A)										

本文：

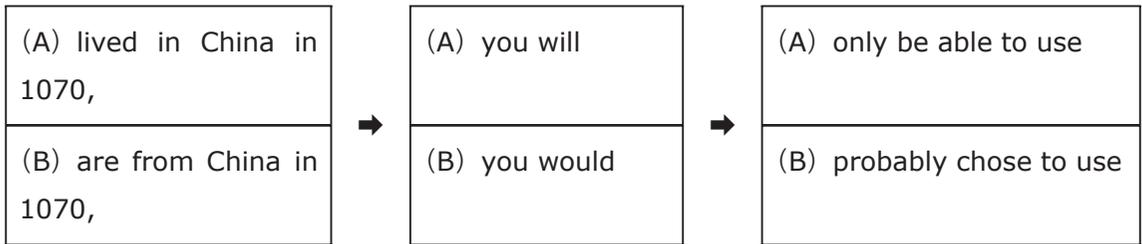
Today, it is easier than ever before to pay for your shopping. You can use cash, a credit card, a transport card, your phone, or a computer to pay. But it wasn't always like this. In fact, if you **16** one kind of money—a *bronze coin with a square hole. Those who were rich enough to carry lots of coins often kept them on a long piece of string. But there was a problem: **17** because they were so heavy.

The *Song Dynasty (960-1279) produced the world's first paper money because they **18**. This money was called *jiaozi*. The *jiaozi*, which was printed using woodblocks, became very popular.

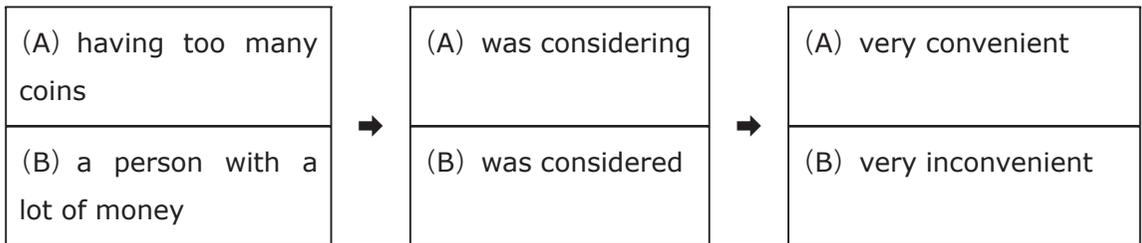
People stopped using it in 1264, just before the end of the dynasty. Sadly, **19**. In fact, it started to be used in Europe in the 1600s. With technology, we might say goodbye to paper money soon, but we should say a big thank you to it for helping us for over a thousand years!

*bronze 銅 *Song Dynasty 宋王朝

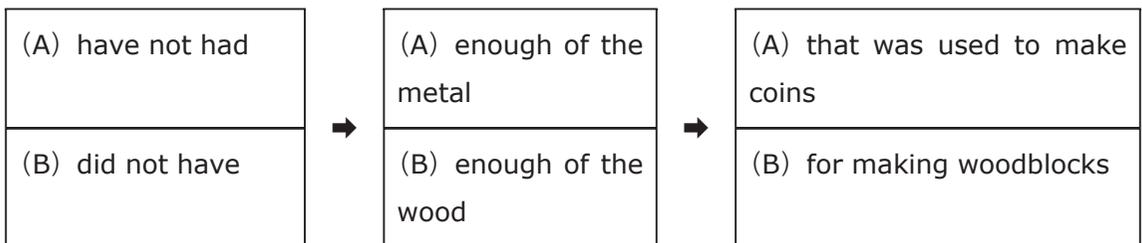
16



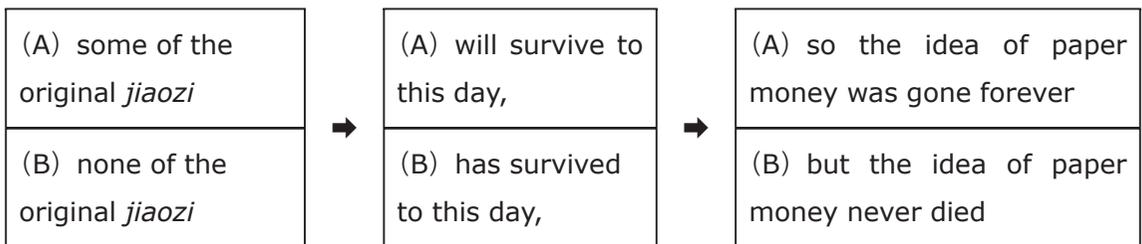
17



18



19



Ⅳ 以下の **A** ~ **C** それぞれの会話文が成立するよう、下線部に語群の語をもっとも適切な順に並べ、それぞれの問題番号に入る語の番号(①~⑦)をマークしなさい。

Conversation A

Student: Good morning, Ms. Francis. Can I ask you a question? I can't remember when the homework is due.

Ms. Francis: It's due on Friday. You _____ **20** _____
21 _____ class starts.

- ① have ② give ③ it ④ me
⑤ to ⑥ before ⑦ to

Conversation B

Maria: Hi, Tom. I'm taking a day off from work tomorrow, so _____
22 _____ **23** _____ my business while I'm gone. Can you do it for me?

Tom: Sure! It's my pleasure.

- ① someone ② of ③ to ④ I
⑤ care ⑥ want ⑦ take

Conversation C

Ken: Hey Sarah, I really like your new bag.

Sarah: Thanks! I got it last week. Although it's very light, it has exactly _____
24 _____ **25** _____.

- ① as ② many ③ old ④ my
⑤ one ⑥ as ⑦ pockets

- Ⅴ 次の英文に関する問いの答えとしてもっとも適切なものを1～4の中からひとつ選び、その番号をマークしなさい。

Deep in the Amazon rainforest, birds sing, insects call, and frogs hop. Many mysterious animals live in the thick, green forest and swim in the small streams and rivers that connect to form the mighty Amazon. Some of ① **them** are famous, like the capybara and river dolphin. However, there is one small animal that only a few people know about, and even fewer people have seen: the world's smallest monkey, the ② **pygmy marmoset**. Sadly, they are in danger. Perhaps if more people knew about this, we could save them.

Pygmy marmosets are difficult to find. Adults are only about the size of an apple; their weight is between 100-140 grams. They have soft animal hair called fur on their round faces, making them look bigger than they are. Their ③ **fur** is a brown color like the trees in their rainforest home. This means that dangerous animals cannot see them easily. (ア)

Living in trees has many advantages for these tiny, interesting monkeys. Nearby trees provide their main source of food. They make holes in trees to reach the resin, a thick juice similar to syrup or gummy candy. A pygmy marmoset family always eats from the same tree, returning every day to feed. They choose another tree that is perfect for sleeping. Although babies stay with their parents for extra safety, young pygmy marmosets play in the treetops, moving quickly from tree to tree so they are safe from other animals and humans. The forest is an amazing home for a small monkey!

Pygmy marmoset families usually have about five members, but some groups have more. Nine members is not uncommon. The largest group found had 15! Groups are led by parents, and each year more children are born. Usually babies are born in pairs, called twins. Each family has its own area. The babies stay near their parents, but as they get older, young monkeys begin to play away from home. They sometimes meet other young monkeys at this time and start new family groups.

Pygmy marmosets use their voices to communicate with each other. In fact, one way scientists find pygmy marmosets is by listening for their unique sounds in the rainforest. They use special calls to tell their group members when they find food or when danger is near. Pygmy marmoset babies even learn to talk the same way human babies do. They cleverly try to make the same sounds as their parents. The whole family encourages them.

Some people think they want to keep a cute little pygmy marmoset at home, but they are not good pets. For one thing, they can get diseases from humans. Pygmy marmosets sometimes (ｲ) with a cold and other human illnesses. These can kill them. Secondly, they live about 18 years, much longer than other small pets like hamsters or rabbits. Although babies may be friendly, as they grow they can become *aggressive. Finally, these animals need a special environment. They don't like the cold, and creating an area similar to the rainforest is almost impossible for pet owners. Although some people sell them, pet pygmy marmosets do not live long, happy lives.

Like many other animals in the Amazon rainforest, pygmy marmosets are in danger. Human development is destroying the trees they use for eating, sleeping, and playing. Contact with humans is making them sick. Too many people catch them and sell them as pets. Therefore, there are fewer and fewer every year. Sadly, they might all die. Scientists and local people should work together to save the pygmy marmoset so they can continue to play in the rainforest for many years in the future.

*aggressive 攻撃的な

26. 本文中の Amazon rainforest の描写として、当てはまらないものを選びなさい。

1. wet 2. wild 3. green 4. quiet

27. 下線部① them の指しているものを選びなさい。

1. animals that live in the rainforest
2. capybaras and river dolphins
3. green frogs and birds
4. pygmy marmosets

28. 下線部② pygmy の意味としてもっとも適切なものを選びなさい。

1. soft 2. small 3. friendly 4. unusual

29. Pygmy marmosets の他に、下線部③ fur を持つ生き物を選びなさい。

1. elephant 2. lion 3. dolphin 4. snake

30. (ア) に入るもっとも適切な文を選びなさい。

1. Being so difficult to find helps these small animals stay safe.
2. These animals are hard to find, so researchers cannot study them easily.
3. Because they are hard to find, most people are not interested in these animals.
4. In fact, experts say hiding shows they are intelligent animals.

31. 木の上で生活する上で、利点として挙げられていないものを選びなさい。

1. Food is nearby and easy to find.
2. It is easy to hide from dangerous animals.
3. Babies can play alone safely.
4. They can sleep comfortably.

32. 本文の内容で正しいものを選びなさい。

1. It is unusual for a family to have nine members.
2. Pygmy marmosets eat from a different tree every day.
3. Pygmy marmosets live in Mexico.
4. An adult pygmy marmoset can be as heavy as 140 grams.

33. Pygmy marmosets と人間が異なっている点について説明されているものを選びなさい。

1. Babies copy adult language.
2. Babies are usually born in pairs.
3. Adults encourage their family.
4. They tell others when danger is near.

34. (イ) に入るもっとも適切な表現を選びなさい。

1. get sick
2. catch up
3. pick up
4. became ill

35. Pygmy marmosets がペットとして適さない点を選びなさい。

1. They are aggressive when they are babies.
2. They only live a short time.
3. They need a unique environment.
4. They eat tree resin sometimes.

36. Pygmy marmosets が絶滅する要因として説明されていないものを選びなさい。

1. Their forest is being destroyed.
2. Their forest is too cold due to climate change.
3. Human diseases make them sick.
4. People catch them to use as pets.

37. Pygmy marmosets について、著者の主な意見を選びなさい。

1. Although it is difficult, students should learn more about their habits.
2. Pygmy marmosets are not intelligent and cannot protect themselves.
3. Pygmy marmosets are interesting animals, and humans should help them survive.
4. People should not keep them as pets so they do not all die.

- Ⅵ 次の英文に関する問いの答えとしてもっとも適切なものを1～4の中からひとつ選び、その番号をマークしなさい。

In the USA, in Concord, New Hampshire, there is a statue of an “ordinary” person named Christa McAuliffe. It has been there since 2024, but its reason for being there actually started on July 19, 1985, when Vice President Bush introduced Christa as the NASA space program’s new “Teacher in Space”. From that moment on, she became the (A) of the new Space Shuttle program.

Until the Space Shuttle, NASA spacecraft could only carry three people, and they were always professional astronauts (space pilots). The Space Shuttle, however, could carry eight people. American people were starting to lose interest in space travel, and NASA wanted to make space exploration more exciting by having an ordinary person on the flight. NASA thought this person should be a teacher, and that it would make young people more interested in studying math and science. NASA also thought it would remind them of the importance of teachers, and the “Teacher in Space” program was created.

More than 11,000 teachers applied to (B) this new challenge. The list was later cut to ten finalists, and finally Christa was chosen for mission STS-51-L, on the Challenger Space Shuttle. Christa became close friends with the nine other finalists, including Barbara Morgan, who became an astronaut in 1998.

Christa first became a teacher in 1970, and moved to Concord in 1983 with her family. She became active at her church, as a Girl Scout leader, and as a volunteer at a hospital. The next year, she started teaching history, law, and economics at Concord High School. Christa thought that life was like a trip, and that learning should be active, and not just about reading books. She often took her students on trips to places like courtrooms and government offices to experience history and law in the real world. She also created a special class called “The American Woman”. In the class, she used old letters and diaries to bring the past to life and show the impact of ordinary people on history.

After she was chosen for the mission, she had to say goodbye to her students to start her NASA training. She told them that although teaching was always her greatest love, going to space was the opportunity of a lifetime. NASA had also told her she could teach science lessons from space that would be broadcast all over the world. She told her students: (C)

Christa and the crew had only a few months to get ready. She spent her time making public appearances and being on TV, training for space, and planning the lessons. She appeared on a famous television show for 15 minutes, and the host asked how she felt about going to space. She answered: "If you're offered a seat on a rocket ship, don't ask what seat. Just get on." After the show, several reporters told her that she didn't look nervous on the show, and she said, "**I've handled children for 15 years in the classroom.**"

Besides Christa, the Challenger crew was made up of five astronauts who had been to space before, and a new astronaut who was also an engineer. At first, the astronauts weren't happy about having a **civilian** on the shuttle, but when they saw Christa's hard work and effort, they began to accept her as an important member of the team. One of them, Judith Resnik, the world's fourth female astronaut, even became her close friend.

On January 28, 1986, after many schedule changes, the Challenger was finally ready to go. Christa's students and her husband and two children were there to watch the event live, and many people stopped their cars on the side of the road around the Kennedy Space Center in Florida to watch. Many more students and teachers watched on television from their classrooms. The countdown ended, and the Challenger *launched. Everything was normal for 73 seconds, but then a cloud of smoke and fire appeared, the shuttle broke apart, and no one survived.

The government asked experts to find out the cause of the terrible accident. The experts found that a small part called an O-ring wasn't designed for the cold temperature, and this made the engine catch fire. Although Florida is generally a warm place, that day was the coldest takeoff day in NASA's history. The experts also discovered that the company that made the O-ring knew about this risk before the

launch but didn't say anything about it. The "Teacher in Space" program was stopped, and NASA cancelled missions until they could make space travel safe. The next shuttle flight didn't happen until September, 1988.

The Challenger accident is a moment that many people still remember clearly today. In the years since then, airports, awards, science centers, and over 40 schools include Christa's name to remember her. In 2007, Barbara Morgan finally taught a lesson from space. Ten years after this, astronauts taught Christa's original "Lost Lessons" aboard the International Space Station, and the lessons are now on NASA's website. On Christa's 76th birthday, the statue in Concord was created, inspiring "ordinary" people everywhere to (**D**).

*launched 発射した

38. What was one of the main goals of the “Teacher in Space” project?

1. To provide teachers more experience.
2. To make people more interested in the space program.
3. To increase the number of people on the flights.
4. To create more math and science teachers.

39. Which word can fit in BOTH (A) and (B)?

1. hope
2. part
3. answer
4. face

40. What is the best sentence to put in (C)?

1. “If you want to be a teacher, this story will help you.”
2. “Imagine touching so many people’s lives. That’s a teacher’s dream!”
3. “These lessons will help to make history interesting.”
4. “My life goal was always to go to space. I’m finally doing it!”

41. What did Christa likely mean when she said, “I’ve handled children for 15 years in the classroom”?

1. Going to space will be very challenging.
2. Getting any seat on a rocket is very lucky.
3. Being on television always makes everybody nervous.
4. Working with students is harder than being on television.

42. In the text, what is most likely the meaning of civilian?

1. A person who hasn’t studied science.
2. A person who isn’t easy to work with.
3. A person who is not a professional astronaut.
4. A person who is older than the other members.

43. According to the experts, which of these was NOT a problem for the Challenger?

1. The crew members were not experienced.
2. A part of the shuttle caught fire.
3. It was an unusually cold day.
4. The company that made the O-ring hid a problem.

44. Which is the best choice for (D)?

1. reach for the stars
2. become famous
3. work as a teacher
4. check NASA's website

45. How many people died in the Challenger accident?

1. Five
2. Six
3. Seven
4. Eight

46. Which is mentioned in the text?

1. Christa's original lessons can now be seen online.
2. Barbara Morgan was the first woman astronaut.
3. The Space Shuttle program stopped for 21 years.
4. January 28, 1986 was NASA's first choice for a launch date.

47. What is the correct order of events?

1. Christa started teaching at Concord High School. → Christa created "The American Woman" class. → Christa became active in the Girl Scouts. → The statue was created.
2. Christa applied to be "The Teacher in Space". → Christa appeared on TV. → The Challenger broke apart. → Barbara Morgan became an astronaut.
3. Christa appeared on TV. → Christa applied to be "The Teacher in Space". → Barbara Morgan became an astronaut. → The Challenger broke apart.
4. Christa was chosen to be "The Teacher in Space". → Christa became active in the Girl Scouts. → Christa created "The American Woman" class. → The statue was created.

問題は以上です。

