

問題冊子は、試験開始の合図があるまで開いてはいけません。

2026 年度 入学試験問題 (S 方式)

英 語

注 意 事 項

1. 問題冊子と解答用紙は、試験開始の合図があるまで開いてはいけません。
2. 机の上の受験番号が受験票の受験番号と同一であることを確認しなさい。
3. 受験票は、受験番号が見える面を上にして、机の上の受験番号と並べて置きなさい。
4. 受験票のほかに試験時間中机の上に置けるものは、黒鉛筆（和歌・格言等が印刷されているものは不可）、鉛筆キャップ、シャープペンシル（メモや計算に使用する場合のみ可。黒い芯に限る。ボールペン付きは不可）、プラスチック製の消しゴム、鉛筆削り（電動式、大型のもの、ナイフ類は不可）、時計（辞書・電卓・端末等の機能があるものやそれらの機能の有無が判別しづらいもの、秒針音のするもの、キッチンタイマーや学習タイマー、大型のものは不可）、眼鏡、ハンカチ、目薬、ティッシュペーパー（袋又は箱から中身だけ取り出したもの）です。
5. 解答用紙に、正しく記入・マークされていない場合は、採点できないことがあります。
6. 解答は、解答用紙の解答欄にマークしなさい。
7. 解答には、必ず黒鉛筆を使用しなさい。シャープペンシルでマークしても読み取れない場合がありますので、使用は避けなさい。訂正はプラスチック製の消しゴムを使い、消し跡が残らないよう、きれいに消しなさい。
8. 携帯電話等の電子機器類は、必ずアラームの設定を解除し、電源を切っておきなさい。試験時間中にこれらをかばん等にしまわず、身につけていたり手に持っていたりすると不正行為となることがあります。
9. また、試験時間中にかばん等の中で携帯電話等の着信音やマナーモードの振動音などが発生した場合には、監督者が本人の了解を得ずにかばん等を試験室外に持ち出し、試験本部で試験終了まで保管します。
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11. 試験開始の合図があったら、解答用紙の指定された欄に受験番号・氏名を記入しなさい。
12. 問題は2ページから33ページまであります。試験時間中に問題冊子の印刷不鮮明、落丁・乱丁及び解答用紙の汚れ等に気づいた場合には、手を挙げて、すみやかに監督者に告げなさい。
13. 試験時間中気分が悪くなった場合は、監督者に申し出なさい。ただし、休養等に要した時間の延長は認めません。
14. 不正行為を行った場合は、その場で受験の中止と退室を指示され、それ以後の受験はできなくなります。また、同日に受験したすべての教科・科目の成績を無効とします。
15. 解答用紙は必ず提出しなさい。問題冊子は持ち帰りなさい。

(26 H英)

[I] The following text is about the difficulties Native Americans continue to face in trying to gain statehood in the United States. Read it and answer the questions that follow. Explanations of the asterisked words can be found in the Notes section at the end of the text.

In the case *McGirt versus Oklahoma* (2020), the Supreme Court rejected Oklahoma’s attempt to take charge of crimes committed on a *reservation by an *Indian. In the future, the tribe, not the state, would have responsibility for handling Indian crimes on Indian lands. It was such a win for Indian *sovereignty that the Muscogee tribe has called July 9, the day the decision came down, Sovereignty Day.

If history had taken a different turn, the place now known as Oklahoma could have seen an even stronger win for Native American sovereignty. That area was once known as Indian Territory, which was land where tribes removed from other parts of the U.S. had been resettled. In 1890, a part of it was separated to form the Oklahoma Territory, but a large portion of what is now the state of Oklahoma still belonged to Native people. Even as the Oklahoma Territory applied for statehood, so did the Indian zone. ⁽¹⁾ On November 7, 1905, representatives from the Five Tribes — the Cherokee, Chickasaw, Choctaw, Muscogee, and Seminole — met in Muskogee, Oklahoma, at the Hinton Theater. They voted overwhelmingly to support a constitution for a new state called Sequoyah, named for the Indian who was the first to develop a writing system for the Cherokee language.

⁽²⁾ They lost that fight: When Oklahoma was admitted as a state to the United States in 1907, the Indian and Oklahoma territories were put together into a single state. But in his book *The State of Sequoyah*, which relates the history of that battle and of the larger idea of an Indian state, the Arizona State University historian Donald L. Fixico explains why the idea still matters today. “If the District of Columbia or Puerto Rico could possibly become states, then so

could the state of Sequoyah,” he argues.

⁽³⁾ The Five Tribes were not actually “tribes” in the sense that most people use the word today. They consisted of autonomous townlike communities, each with their own histories and their own systems of property and governance. In the decades that followed their removal from the East, the Five Tribes revised their traditional cultures, adopted constitutions, and, in Fixico’s words, “began building a central, collective sovereignty.”

Fixico demonstrates how deeply rooted the idea of an Indian state is in the history of Indian-European settler relations. The concept ⁽⁴⁾ itself goes back at least as far as the Treaty of Fort Pitt, signed on September 17, 1778. It promised the Delaware Indians an offer “to join the present *confederation, and to form a state in which the Delaware nation shall be the head, and have a representative of Congress.” Needless to say, this was not how we got the state of Delaware. The new nation’s first treaty with an Indian nation was, thus, also the first to be broken.

*Secession provided another opportunity. *The Confederacy promised to make Indian Territory a state in exchange for support, and many Native nations provided soldiers to the Confederacy. That path to an Indian state disappeared when the South lost the war.

After the Civil War, the federal government forced the Five Tribes to unify into a single structure, though each retained a degree of independence, and each sent representatives to the convention for statehood. The post-war-era government also weakened tribal sovereignty by asserting federal authority over all major crimes, even though the Five Tribes had their own courts and their own police. After the post-war reconstruction, the Dawes Act of 1887 broke up the tribes’ lands and imposed a system of individually held property ⁽⁵⁾ whether or not the Indians involved wanted it. In practice, this was used to free up land for white settlers. The Curtis Act of 1898 continued the reorganization of Native property rights and also abolished the Five Nations’

tribal courts.

At the end of the 19th century, the government repeatedly and continually opened more land for settlement in the area that is now Oklahoma. The land rushes of 1889 and 1891 together opened more than two million acres of land for settlement. In 1893, 100,000 people participated in the biggest land run in American history: the Cherokee Outlet Run. ⁽⁶⁾

This land rush included not just whites but around 3,000 African Americans. Many of these new arrivals offered yet another political vision: a black state in Indian Territory. Oklahoma clubs in Kansas hoped to establish all-black towns. Many of these migrants were former slaves of masters from the Five Nations. Some of them wanted to settle on the Unappropriated Lands in Indian Territory — that is, those lands within Indian Territory that were not settled by Indians. ⁽⁷⁾

Some Indians resisted black settlers, wanted them removed from their reservations, and had their governments formally forbid intermarriage with African Americans. Oklahoma Territory legislators tried to drive out black settlers too and adopted *segregationist policies. They certainly weren't willing to make room for a black state.

The dream of an Indian state died as well. President Theodore Roosevelt decided it was against “Republican policy” to form two states from the region, and the single state of Oklahoma was created instead.

It is hard to say in retrospect how close Indians were to securing their own state, though Fixico shows there was a substantial consensus within the tribes in favor of forming one. If Roosevelt had been more supportive, or if “Republican policy” had allowed it, there may have been an opportunity for Congress to consider the idea. But the lack of support from the top of the Republican administration seems to have defeated the proposal. ⁽⁸⁾

After that failed fight, there would be many more reminders of why so many Natives wanted a state of their own. Indians continued to face pressure

to join the white American mainstream, and after World War II the federal government tried to eliminate tribal sovereignty outright — a time known as the Termination Era — because Washington explicitly aimed to assimilate tribal governance into the state and federal governments. In the 1960s, President John F. Kennedy started to change the policy of termination, and in the 1970s self-determination became national policy.

Even now, Congress asserts powers over Indian country that it does not claim over the states,⁽⁹⁾ such as authority over major crimes. Even after the *McGirt* case, the Supreme Court has yet to reject the notion that Indians are a “domestic dependent” nation. *Paternalism continues to be the dominant principle. Most reservation land is controlled by the federal government.

Would an Indian state offer more independence?⁽¹⁰⁾ As James Madison argued in *Federalist* No. 45, the powers reserved to the states are “numerous and indefinite.” Tribal sovereignty is more limited. An Indian state would perhaps offer greater autonomy for Native Americans than the current reservation system.

Fixico does not explore what an “Indian state” would look like today.⁽¹¹⁾ Sequoyah would have occupied a specific area, with special emphasis on the Five Tribes. What an Indian state could be today, given that there are 574 federally recognized tribal groups, is not clear, but that does not seem to be the point. His point is that if a collection of Indian people wanted to unify and propose a state, or some other alternative to the current reservation system that would align with the existing system of American states, it shouldn’t be considered outside the realm of possibility.

Fixico’s book does not aim to advance any specific proposal. It wants to acknowledge that this is an option to take seriously, if Native nations themselves are interested in it.

For those interested in promoting liberty and independence, and in correcting the historical wrongs caused by government, such a state could be a

reasonable way to promote political freedom. Reading Fixico's scholarship and thinking of those fifty stars on the American flag — each representing a state — I couldn't help asking: Why not a few more?

⁽¹²⁾

(Ilia Murtazashvili, *Reason*, 2025 改変)

Notes

reservation 先住民の居留地

Indian 北米大陸の先住民

sovereignty 主権

confederation 1781 ~ 89年に結成されていた13州の同盟

Secession (南北戦争直前の南部11州の) 連邦脱退

The Confederacy 南北戦争時の南部連合

segregationist 人種隔離主義者

paternalism (強者が弱者に対してとる) 家父長的な態度

1. What was the result of this meeting in Muskogee?
 - a. A large majority supported having a constitution but not necessarily a state called Sequoyah.
 - b. The plan to have a state called Sequoyah was accepted by a large majority.
 - c. The plan to have a state called Sequoyah was accepted by a small minority.
 - d. The plan to have a state called Sequoyah was rejected.
 - e. They voted to fight against the creation of a state formed from the Oklahoma Territory.

2. What does the sentence "They lost that fight" refer to?
- a. All the tribes within the United States failed to win the battle for having an independent Indian state.
 - b. The Five Tribes did not succeed in their plan to form a combined single state with the Oklahoma Territories.
 - c. The Five Tribes failed to defeat other groups that wanted to keep their status as the Oklahoma Territory.
 - d. The Five Tribes were not able to have the same success as Puerto Rico in achieving statehood.
 - e. The United States government rejected the wish of the Five Tribes to form a state called Sequoyah.
3. What is suggested about the Five Tribes and the usual meaning of "tribes"?
- a. An Indian tribe usually refers to a group with a shared ancient culture.
 - b. The Five Tribes had a very old cultural heritage and an old system of political organization.
 - c. The Five Tribes developed a relatively new cultural identity after their removal from the East.
 - d. a and b
 - e. a and c

4. Which statement best describes the concept?
- a. Indian tribes should be called states, but they should have extra protections and rights in order to preserve their languages and cultures.
 - b. Indian tribes should be called states, but they should not be considered as equal to other states dominated by European settlers.
 - c. Indian tribes should join existing states and be considered as tribal communities within those states.
 - d. Indian tribes should try to become independent nations rather than states within the United States.
 - e. In exchange for their support, Indian tribes should obtain the same status as states such as Massachusetts and New York, for example.
5. Which statement best describes the implied result of having a system of individually held property?
- a. Individual members of the Five Tribes gained more.
 - b. It gave the Five Tribes an opportunity to earn money from the sale of land.
 - c. It prevented European settlers from living on the lands of the Five Tribes.
 - d. It weakened the strength and unity of the Five Tribes.
 - e. The Five Tribes gained strength by having new property owners move into their communities.

6. What is the meaning of “land rushes”?
- a. They are considered to be the opposite of a “land run.”
 - b. They are strange “economic bubbles” in which the value of land rises quickly then falls quickly.
 - c. They are sudden large increases in the number of people wanting to buy land in particular areas.
 - d. They refer to decisions by governments to put a limit on the sale of land in particular areas.
 - e. They refer to the sudden popularity of buying land that actually has very little economic value.
7. What is implied in this statement about former slaves of masters from the Five Nations?
- a. Members of the Five Nations had generally good relations with the freed slaves after the Civil War.
 - b. Members of the Five Nations were opposed to the system of slavery that was legal in the Confederacy.
 - c. Some members of the Five Nations participated in the system of slavery in the Confederacy.
 - d. The Five Nations considered the freed slaves as allies in their struggle.
 - e. There were some freed slaves who wanted to join the Five Nations and work with them in their struggle to obtain statehood.

8. Which statement best explains what defeated the proposal?
- a. Many members of Congress opposed the proposal.
 - b. The proposal was not popular in Oklahoma.
 - c. The United States president did not support the proposal.
 - d. The United States president did not understand the proposal.
 - e. a and d
9. What does this paragraph say about how the federal government deals with Indian country?
- a. Because of the Supreme Court decision, the federal government will have to change its paternalistic attitude.
 - b. The federal government expects Indian tribal leaders to care for their people like fathers caring for children.
 - c. The federal government has a paternal responsibility to take care of both states and Indian tribes.
 - d. The federal government is no longer interested in having a paternalistic role in its relations with Indian tribes.
 - e. The federal government still takes on a paternal responsibility in taking care of Indian tribes.

10. How does the author answer the question: Would an Indian state offer more independence?
- a. An Indian state would definitely be a better alternative for Native Americans.
 - b. It is possible that an Indian state would be a good alternative for Native Americans.
 - c. Statehood is not a good solution because the powers of states are too numerous and indefinite.
 - d. The current reservation system would perhaps offer enough independence for Native Americans.
 - e. The tribal state would be a better alternative because in that case sovereignty would be more limited.
11. Instead of exploring what an “Indian state” would look like today, what does Fixico offer in his analysis?
- a. A new political arrangement could be a way to change the current reservation system.
 - b. It would be impossible for the numerous tribal groups to agree on what an Indian state should be like.
 - c. It would not be possible to create an alternative that would fit with the existing system of American states.
 - d. The people living on the present reservations would resist attempts to change the system.
 - e. There is no longer any land available with which a new state could be formed.

12. Which statement describes the writer's conclusion when he asks, "Why not a few more?"
- a. Adding more states to the union would be only a first step to correcting the mistakes of the past.
 - b. Adding stars to the flag would not change the real conditions of Native Americans.
 - c. Creating more states might be a good way to advance freedom and correct the mistakes of the past.
 - d. The creation of new states would not correct the injustices of the past, nor would it promote freedom.
 - e. We should remember the good reasons why we don't have a few more states.

〔 II 〕 Read the passage below and answer the questions that follow. For the questions about underlined words, choose the best answer that explains the meaning of each word as it is used in the reading passage. For the questions about blank spaces, choose the best word or phrase for each blank space, considering the context.

When John Keats died 200 years ago, on Feb. 23, 1821, he was just 25 years old. Despite his short life, he's still considered one of the finest poets in the English language.

Yet in addition to masterpieces such as "Ode to a Nightingale" and "To Autumn," Keats' legacy includes a remarkable ⁽¹³⁾ concept: what he called "negative capability."

The idea — which centers on suspending judgment about something in order to learn more about it — remains as vital today as when he first wrote about it.

Keats lost most of his family members to an infectious disease, tuberculosis, that would take his own life. In the same way the COVID-19 pandemic ⁽¹⁴⁾ _____ the worlds of many people upside down, the poet had developed a deep sense of life's uncertainties.

Keats was born in London in 1795. His father died in a horse-riding accident when Keats was eight years old, and his mother died of tuberculosis when he was 14. As a teenager, he commenced ⁽¹⁵⁾ medical studies, first as an apprentice to a local surgeon and later as a medical student at Guy's Hospital, where he assisted with surgeries and cared for all kinds of people.

After completing his studies, however, Keats decided to pursue poetry. In 1819, he composed many of his greatest poems, though they didn't receive ⁽¹⁶⁾ _____ acclaim during his lifetime. By 1820, he had contracted tuberculosis and relocated to Rome, where he hoped the warmer climate would help him recover. He ended up dying a year later.

(26 H英)

Keats coined⁽¹⁷⁾ the term negative capability in a letter he wrote to his brothers George and Tom in 1817. Inspired by Shakespeare's work, he describes it as "being in uncertainties, mysteries, doubts, without any annoying reaching after fact and reason."

Negative here is not unfavorable. Instead, it implies the ability to⁽¹⁸⁾ _____ explaining away what we do not understand.

Rather than coming to an immediate conclusion about an event, idea or person, Keats advises resting in doubt and continuing to pay attention and probe⁽¹⁹⁾ in order to understand it more completely. In this, he anticipates the work of Nobel laureate economist Daniel Kahneman, who cautions against the naïve view that "What you see is all there is."

It is also a good idea to take the time to look at matters from multiple⁽²⁰⁾ _____. Shakespeare's comedies are full of mistaken identities and misconceptions, including mixed-up genders. Keats reminds us that we are most likely to gain new insights if we can stop assuming that we know everything we need to know about people by neatly putting them into preconceived boxes.

Negative capability also testifies to⁽²¹⁾ the importance of modesty, which Keats described as a "capability of submission." As Socrates indicates in Plato's "Apology," the people least likely to learn anything new are the ones who think they already know it all. By contrast, those who are willing to question their own⁽²²⁾ _____ and adopt new perspectives are in the best position to arrive at new insights.

(Richard Gunderman, *The Conversation*, 2021 改变)

13. ... a remarkable concept: what he called “negative capability.”
- a . a logical
 - b . a memorable
 - c . a trendy
 - d . an adorable
 - e . an outstanding
14. In the same way the COVID-19 pandemic _____ the worlds of many people upside down, ...
- a . acclaimed
 - b . conceived of
 - c . created
 - d . took
 - e . turned
15. As a teenager, he commenced medical studies, ...
- a . began
 - b . completed
 - c . failed
 - d . interrupted
 - e . learned

16. ..., though they didn't receive _____ acclaim during his lifetime.
- a . faint
 - b . odd
 - c . possible
 - d . reluctant
 - e . widespread
17. Keats coined the term negative capability in a letter ...
- a . continued
 - b . expressed
 - c . invented
 - d . preferred
 - e . released
18. ..., it implies the ability to _____ explaining away what we do not understand.
- a . accept
 - b . embrace
 - c . justify
 - d . resist
 - e . support

19. ... to pay attention and probe in order to understand it more completely.

- a . escape
- b . hesitate
- c . inquire
- d . reflect
- e . yield

20. It is also a good idea to take the time to look at matters from multiple _____.

- a . candidates
- b . methods
- c . needs
- d . personalities
- e . perspectives

21. Negative capability also testifies to the importance of modesty, ...

- a . illustrates
- b . offers
- c . represents
- d . transfers
- e . warns

22. ... those who are willing to question their own _____ and ...

- a . assumptions
- b . behaviors
- c . plans
- d . styles
- e . uncertainties

[III]

A. Choose the most appropriate answer.

23. You don't need a visa to enter the United States, but you need a thing called ESTA (Electronic System for Travel Authorization). Without it, you will be prevented _____ your flight to go there.

- a . against boarding
- b . from boarding
- c . the boarding
- d . to board
- e . to board of

24. Susan wanted _____ that she was busy, so she put the telephone to her ear and pretended to be talking to a customer.

- a . her boss think
- b . her boss thinks
- c . make her boss thinking
- d . making her boss think
- e . to make her boss think

25. In social networks, _____ the number of active users in a community, the greater the influence that community tends to have on public opinion.

- a . as large as
- b . larger
- c . largest
- d . the larger
- e . the largest

26. Choose the correct sentence to describe a conditional situation in the future that has a fairly high possibility of occurring.
- a . If I have money tomorrow, I buy a gift.
 - b . If I won a lottery, I would buy a car for you.
 - c . If it rains tomorrow, we will stay home. The forecast is not good.
 - d . If she works late, she would be too tired to study for her exam.
 - e . Sorry. If I knew the answer, I will tell you.
27. You _____ taken this shortcut. It was clearly marked as a one-way street. Now we can't back up and get out of here.
- a . couldn't have
 - b . might have
 - c . mustn't have
 - d . ought to have
 - e . shouldn't have
28. Look at that new yellow car in the parking lot! That must be a very expensive car. Do you know _____?
- a . what about the owner
 - b . who belongs to it
 - c . who the owner
 - d . whom it belongs to
 - e . whose belonging is it

29.

A : OK, so just tell me clearly what Margaret said about the competition tomorrow. Did she say, "I will participate," or did she seem to be hesitating?

B : She said _____. She seemed quite sure about it.

- a . "I would participate"
- b . she will participate
- c . she would have participated
- d . "she would participate"
- e . she would participate

30. The waiters don't like the design of the old walk-in refrigerator in our restaurant. The door _____ by someone from the outside, so a person could be accidentally trapped inside.

- a . can be locked
- b . can be locking
- c . can lock
- d . locked
- e . lock is

31. I took a nap in the afternoon _____ I would be able to study at night, but I was still too tired to study much at all.

- a . for the purpose
- b . for the sake of
- c . in order to
- d . planning
- e . so that

32. *Elizabeth wants to be a top-ranked runner in her district next week, but I think she is dreaming. She is far from qualifying for it.* Which sentence below has the correct structure that fits with the speaker's opinion?

- a . If she had been faster, she would have run in the district competition.
- b . If she is faster, she will run in the district competition.
- c . If she was fast, she can run in the district competition.
- d . If she were much faster, she could run in the district competition.
- e . If she would be faster, she would run in the district competition.

33. Choose the correct pronouns for the short story below.

An old woman went to the river near ⁽ⁱ⁾_____ house to wash her clothes. While she was washing ⁽ⁱⁱ⁾_____, she saw a giant peach floating in the river. She took ⁽ⁱⁱⁱ⁾_____ home to show it to her husband. He was astonished. When ^(iv)_____ was about to cut it open, a little boy jumped out of it.

- a . (i) her (ii) them (iii) they (iv) it
- b . (i) their (ii) it (iii) them (iv) she
- c . (i) her (ii) them (iii) it (iv) she
- d . (i) their (ii) them (iii) it (iv) she
- e . (i) her (ii) it (iii) it (iv) she

34. Choose a word (A-E) that describes each situation that the speaker is talking about or the speaker's feeling. Next, select the correct order for these words by choosing the correct combination of numbers and capital letters.

1. Someone put a nameplate on the teacher's desk that said, "Mr. Fool," but he didn't notice it all day.
2. Riding in that sports car with you was great, but I don't think I want to experience your driving style again.
3. So-called "dark tourism" sites are popular, but if you go to one, you should expect to feel a heavy mood upon you after your visit because these are places where horrible historical events occurred.
4. After she first went away, I was happy to live alone, but then a lonely feeling set in and lasted for a long time.
5. Before I looked in a microscope for the first time, I had had no idea that there were so many interesting things inside a drop of water.

- A. fascinating
- B. dreadful
- C. humorous
- D. melancholy
- E. thrilling

- a. 1 - C 2 - E 3 - B 4 - A 5 - D
- b. 1 - C 2 - E 3 - B 4 - D 5 - A
- c. 1 - B 2 - E 3 - C 4 - D 5 - A
- d. 1 - E 2 - B 3 - C 4 - D 5 - A
- e. 1 - E 2 - C 3 - D 4 - A 5 - B

B. Questions 35 to 37 ask you to choose the most appropriate question based on the statements given. Each statement has an underlined section which corresponds to the answer to the correct question.

35.

A : What's taking so long? Where is William?

B : William hasn't arrived yet because the earthquake there caused so many delays.

- a . What did cause delays?
- b . What reason is the delay?
- c . Why didn't William arrive?
- d . Why hasn't William arrived?
- e . Why is William not early?

36.

A : Wow, Monica, what are you doing here? I didn't know you came to places like this?

B : Really? I'm surprised that you are surprised. I come here about three times a week.

- a . How have you come here?
- b . How many times have you been here?
- c . How often do you come here?
- d . What about the times you come here?
- e . When do you come here?

37. One hammer fell from the platform and almost injured someone forty meters below, and that was enough to shut down the worksite for the rest of the day. They had to investigate why such a careless accident had occurred.
- a . What did fell from the platform?
 - b . What did the platform fall from?
 - c . What fell from the platform?
 - d . What happened to the platform?
 - e . Where did it happen?

C. Choose the one underlined section in each paragraph that is AN ERROR.

38. The real danger isn't in the code. It's in the class of people who control the code. The danger of artificial intelligence is in the false belief that it is neutral and that it's smarter than us, that it deserves our trust, even though the owners and the creators of it have proven time and time again that they be not worthy of our trust.
39. The earliest mention that we have of pasta and cheese to be joined together dates back to 160 BCE, when Marcus Porcius Cato, a senator of the Roman Republic, wrote his book on running a vast country estate, *De Agri Cultura*. He included in it a few recipes for ritual gatherings and holidays that bring together what could be construed as pasta and fresh cheese.
40. When we view an unexpected situation by asking what can we learn from it, we are less likely to feel anxiety or a wish to avoid what is new. Curiosity can help us react calmly to new situations. This reframing can dramatically alter how we experience the uncertainty that comes with change.
41. America's cities are sinking, according to a new study. Many causes are at work, but most common cause is groundwater extraction. When water is withdrawn from underground, the spaces left empty can collapse. This is a big problem in coastal cities where rising sea levels are also a concern, but many cities in the interior are also affected by this problem called "subsidence."

42. The Asian elephant is an honored symbol of Thailand. However, the existence of these giants present a paradox. They are respected on the one hand but abused on the other. The Thai government passed its first animal welfare act in 2014 and stopped the illegal capture of wild elephants. Tourism companies also stopped promoting elephant rides and shows.

[IV]

A. Choose which words come second and fifth in each set of blank spaces.

At the end of the 19th century the first motor cars became commercially available. But when you got your shiny new car home, where would you put it, and what would you call where you put it? There was no word in English for a 'a car storage place.' An early and _____ (43) _____ (44) a word previously applied to horses' living quarters: *motor stable*. But then in 1902, from France, came **garage**. It was based on the verb *garer*, which meant 'to put into a shelter', and had previously been applied to the docking of ships. Originally **garage** was used to refer to large commercial premises where you could rent a storage space for your car, but it _____ (45) _____ (46) building car shelters next to their houses, and they inherited the name.

43./44.

- a . adapt
- b . obvious
- c . solution
- d . to
- e . was

45./46.

- a . before
- b . began
- c . long
- d . people
- e . wasn't

When you stare up at a clear night sky, you can see all sorts of stars. The shapes and pictures people see in the starry night sky are called constellations. The Big Dipper (part of a larger constellation called Ursa Major, or the “great bear”) is perhaps the most recognizable constellation in the northern sky.

Constellations are like _____ ⁽⁴⁷⁾ _____ ⁽⁴⁸⁾ sky. Long ago, travelers used the stars to help them navigate. Polaris, also known as the North Star, is located directly above the North Pole. In the northern hemisphere, the constellations appear to slowly rotate around Polaris. Different constellations _____ ⁽⁴⁹⁾ _____ ⁽⁵⁰⁾ times of the night and at different parts of the year.

47./48.

- a . maps
- b . night
- c . onto
- d . projected
- e . the

49./50.

- a . at
- b . come
- c . different
- d . into
- e . view

B. Choose the sentence that best fills the blank space in each passage.

51.

Japanese food is famous all over the world. Everyone knows sushi, tempura and tofu. A lot of Japanese food is so well presented it looks like art. It is therefore a little surprising that Japan's "dish of the year" for 2022 is frozen food. Each year, the Gurunavi Research Institute decides on the winner for its culinary award. The prize is given to food that highlights trends in what people eat. Frozen food got the prize in 2022 because of the Coronavirus pandemic. Many people did not dine out at top restaurants. Instead, they stocked up on frozen food and ate at home. The winning frozen food was very basic. Unfortunately, there were no examples of luxury food preparation in the contest. _____

- a. Many people continued to enjoy gourmet meals at home during the Coronavirus pandemic.
- b. The dish of the year was sushi, tempura, and tofu, all beautifully presented.
- c. The Gurunavi Research Institute gave the prize to food that reflected the previous eating trends.
- d. The judges selected a variety of frozen meat and pizzas — still in their air-tight bags.

52.

Social media has changed the world, for good and for bad. The USA's top doctor said one bad thing is it can cause mental health problems. Dr Vivek Murthy wants social media companies to put mental health warnings on their sites. He is worried about the harm social media does to young people. He said youngsters see too much extreme sexual and violent content. Murthy said, "It is time to require a . . . warning label . . . stating that social media is associated with significant mental health harms for adolescents." _____

- a . He believed that the harm caused by social media to adolescents is not significant.
- b . He said laws were also needed to keep young people safe online.
- c . He said social media helps young people stay safe by limiting extreme content.
- d . He suggested that warning labels be removed because they cause mental health concerns.

53.

We all know carrots are good for our eyesight. A new study says grapes are also good for our eyes. The National University of Singapore found that eating just a few grapes a day can help our vision. This is good for older people. The lead researcher said, “Our study . . . shows that grape consumption beneficially impacts eye health in humans, which is very exciting, especially with a growing, ageing population.” She added that we can easily buy grapes, and we may find that they have a “beneficial impact” on our eyesight.

- a . This finding suggests grapes may soon replace carrots as the most recommended food for eye health.
- b . This is good news for people who dislike carrots.
- c . This means only older adults should include grapes in their daily diet.
- d . This shows that grapes are less accessible than carrots for most people.

54.

Until the 19th century, most clothing was made by hand for an individual. Fashionable clothes were elaborate and expensive. Fashion was for the royal and the rich. By the 1820s, however, there was an increasing demand for inexpensive, ready-to-wear clothes.

The invention of the sewing machine revolutionized garment production. One of the earliest sewing machines with a foot pedal was made by Elias Howe in 1846, but it was clumsy and slow. The invention of the sewing machine with a foot pedal by Isaac M. Singer a few years later freed both hands of the operator for sewing. _____

- a . A foot pedal turned the wheel, moving the needle up and down.
- b . Clothing had always been a symbol of social status.
- c . Singer's machine could also be used for making simple decorations on clothes.
- d . This made the clothes more expensive and harder to produce.

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2 月 2 日 : 英語

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I Reason.com and Reason magazine (<https://reason.com/2025/03/09/what-if-native-american-tribes-had-gotten-their-own-state/>)

II "John Keats' concept of 'negative capability' - or sitting uncertainty- is needed now more than ever", Richard Gunderman

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