

試験開始の指示があるまで、この問題冊子の中を見てはいけません。

2026 年度 一般 前期日程
3 教科選択型

英語

2026年2月9日

解答 マーク記号	問 題	ペ ー ジ	解 答 番 号
A	英 語	1 ~ 11	【1】 ~ 【34】

注 意 事 項

1. 試験中は**監督者の指示**に従ってください。
2. 解答は、解答用紙（マークシート）の解答欄に**マーク**（ぬりつぶし）しなさい。
3. 解答欄以外の記入について
 - (1) **氏名・受験番号**を記入し、受験番号を**マーク**しなさい。
 - (2) 「解答マーク欄」の“A”を**マーク**しなさい。

解答マーク欄
(A)

4. 解答欄の記入について
問題冊子の間には解答番号が【 】で示されているので、解答用紙の解答番号を間違えないように**マーク**しなさい。

〔例示（解答方法）〕

解答番号【98】に(3)をマークする場合

解答 番号	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
【98】	(1)	(2)	●	(4)	(5)	(6)	(7)	(8)	(9)	(0)

商 学 部
経 営 学 部
経 済 学 部
法 学 部
外 国 語 学 部
国 際 学 部
情 報 学 部

英 語

(解答番号 【 1 】 ~ 【 34 】)

第 1 問 次の英文 (問 1 ~ 問 10) の空所 【 1 】 ~ 【 10 】 を埋めるのに最も適当なものを (1) ~ (4) の中から一つ選びなさい。

問 1 John had never (【 1 】) such beautiful scenery before.

- | | |
|------------|----------|
| (1) see | (2) sees |
| (3) seeing | (4) seen |

問 2 (【 2 】) I had the ability to speak English more fluently, I would travel around the world.

- | | |
|----------|------------|
| (1) When | (2) Though |
| (3) If | (4) As |

問 3 Mary was good (【 3 】) playing the piano.

- | | |
|----------|----------|
| (1) at | (2) very |
| (3) much | (4) by |

問 4 This is the encyclopedia (【 4 】) I told you about yesterday.

- | | |
|-----------|-----------|
| (1) what | (2) which |
| (3) since | (4) on |

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問 5 My father made me (【5】) the car.

- | | |
|-------------|-------------|
| (1) wash | (2) to wash |
| (3) washing | (4) washed |

問 6 He asked me (【6】) it would clear up soon.

- | | |
|----------|-------------|
| (1) that | (2) whether |
| (3) what | (4) about |

問 7 He is (【7】) enough to solve that difficult problem.

- | | |
|-----------|----------------|
| (1) smart | (2) shy |
| (3) silly | (4) successful |

問 8 Not only she but (【8】) her friends were surprised to hear about the serious incident.

- | | |
|----------|----------|
| (1) any | (2) each |
| (3) also | (4) some |

問 9 The task was (【9】) complicated that I checked it twice.

- | | |
|----------|----------|
| (1) too | (2) such |
| (3) very | (4) so |

問10 I don't know (【10】) to go.

- | | |
|-----------|-----------|
| (1) which | (2) where |
| (3) who | (4) what |

第2問 次の会話（問1～問4）の空所【11】～【15】を埋めるのに最も適当なものを(1)～(4)の中から一つ選びなさい。

問1 Student: Excuse me, Professor. I didn't quite understand what you said about photosynthesis in today's lecture. 【11】

Professor: Of course. Photosynthesis is the process by which plants convert sunlight into energy.

- 【11】 (1) I want to talk to you about the task you gave us.
(2) You must be too busy to teach me the meaning of photosynthesis.
(3) Could you tell me how to learn it?
(4) Could you explain it again?

問2 Student: I'm sorry, but I won't be able to submit the report by Friday. Is it possible to get an extension?

Professor: 【12】

Student: I got flu and couldn't focus on the assignment.

Professor: I see. I can give you until next Tuesday. Please 【13】 by then.

Student: Thank you so much!

- 【12】 (1) Why did you leave your report on my desk on Friday?
(2) What's the reason for the delay?
(3) What caused you to submit the report?
(4) Do you know what assignment you should submit?

- 【13】 (1) make sure to submit it
(2) write your name on the report
(3) go over it together
(4) be sure which one is good

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問 3 Student A: Hey, did you understand the math homework?

Student B: Not really. I'm stuck on question 5.

Student A: 【14】 Maybe we can do it together later.

Student B: Good idea! Let's meet at the library after school.

- 【14】 (1) Not at all.
(2) Same here.
(3) Am I?
(4) That's a common question.

問 4 Student A: Can you help me with the geography assignment?

Student B: Sure. 【15】

Student A: The part about Asia. It's a bit confusing.

Student B: No problem. I've just finished reading that section—I think I could explain it to you.

- 【15】 (1) Is there a specific part you can understand?
(2) What part are you having trouble with?
(3) Which part is easy for you?
(4) Where do you come from?

第3問 次の英文の空所（【16】～【20】）を埋めるのに最も適当なものを(1)～(4)の中から一つ選びなさい。

Harrison: [*Sneezes.*] Aaachoo!

Marie: Bless you. Do you need a tissue?

Harrison: I've got one. Thanks. [*Pulls a tissue from his pocket and wipes his nose.*]
My allergies have started. It's hard to enjoy the nice weather when my eyes are itchy and my nose is runny.

Marie: That's too bad. It's such a beautiful time of year. Everything's in bloom and the (【16】) is perfect. Not too hot and not too cold.

Harrison: I know. I love spring, but I hate spring.

Marie: Isn't there allergy (【17】) you can take?

Harrison: Yeah, I take it most days but it makes me a little sleepy. I didn't take it this morning because I don't want to (【18】) in Biology.

Marie: I get it. I always get sleepy in that class when Mr. Wren turns off the lights and shows those videos of plants.

Harrison: Right? I fell asleep last week and Mr. Wren poked me with a pencil to (【19】) me up.

Marie: He did?

Harrison: Yeah. I don't think anyone saw him do it, but I was embarrassed.

Marie: Don't be embarrassed. Everyone falls asleep in that class during those dull (【20】).

(Adapted from *Asahi Weekly*, April, 6, 2025)

やさしい単語で寸劇！目のかゆいし鼻水は出るし、承認番号 26-0384、朝日新聞社に無断で転載することを禁じる。

【16】 (1) person (2) weather (3) park (4) food

【17】 (1) treatment (2) drink (3) medicine (4) nutrition

【18】 (1) fall asleep (2) tear apart (3) take place (4) be interested

【19】 (1) make (2) wake (3) get (4) touch

【20】 (1) lights (2) pencils (3) videos (4) plants

第4問 次の英文を読んで、設問に答えなさい。

① In all the world's cultures, people sing, play instruments, and celebrate with music. Music plays such an important ^(ア)role in our lives that whole fields of study are dedicated to it, including one looking into the biology of music. Experts are finding that because of the way our brains process music, learning to play an instrument or just listening to music can have a wide range of ^(イ)benefits.

② Music education has received a lot of ^(ウ)attention in recent years. Learning to play an instrument can help children improve math, science, and language skills. One study in Canada tracked children's IQ scores for nine months, discovering that children who studied music had the largest test score improvements. The secret may ^(エ)lie in the way reading music and playing notes uses several regions of the brain, boosting our ability to learn school subjects. For example, reading musical notes improves spatial reasoning skills, which are essential in solving math problems like fractions.

③ Music is also used for medical purposes, such as in the treatment of diseases which affect memory. The secret lies in the way the brain processes music. One area near the forehead, the medial prefrontal cortex*, connects music with memories stored in two other areas: the amygdala* and hippocampus*. That's why an old song can remind you of something that happened years ago. For patients suffering from diseases like Alzheimer's*, listening to music can help unlock ^(オ)buried memories by strengthening musical pathways to those memories.

④ Studies of the music/brain connection often focus on classical music since it activates both the left and right sides of our brains. One study using MRI scans observed people's brain activity as they listened to music by composer William Boyce. The study found that activity was highest during the short breaks between the movements* of a piece. During each pause, the person's brain anticipated what would come next while organizing what he or she had just heard. ^(A)This process of sorting beginnings and endings is similar to the way our brain organizes information and may explain why classical music can help improve memory.

⑤ Some people are taking the music/brain connection to another level by

listening to personalized “brain music.” First, a person’s brainwaves (which, like our fingerprints, are unique to each of us) are measured. Then, using a mathematical procedure, the brainwaves are turned into short pieces of music. Listening to a “relaxing” piece (based on the person’s slower brainwaves) can slow the heart rate and lower blood pressure. An “activating” piece (based on his or her faster brainwaves) can help the person concentrate and prepare for a difficult task.

(Adapted from A. E. Bennett, *Reading Fusion 1* Second ed., NAN’UN-DO)

注 medial prefrontal cortex 内側前頭前皮質 amygdala 扁桃体
 hippocampus 海馬 Alzheimer’s アルツハイマー病
 the short breaks between the movements 楽章間の小休止

問1 下線部 (ア)～(オ) が文章中で表している内容に最も近いものを(1)～(4)の中から一つ選びなさい。

(ア) role 【21】

- (1) 回転 (2) 役割 (3) 娯楽 (4) 規則

(イ) benefits 【22】

- (1) 信念 (2) 心地よさ (3) 癒やし (4) 利点

(ウ) attention 【23】

- (1) 注目 (2) 賞賛 (3) 収益 (4) 非難

(エ) lie in 【24】

- (1) 嘘をつく (2) 明かす (3) 隠す (4) 存在する

(オ) buried 【25】

- (1) 最近の (2) 大昔の (3) 印象に残る (4) 埋もれた

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問2 第2パラグラフ（段落）の内容と**合致しないもの**を(1)～(4)の中から一つ選びなさい。【26】

- (1) 楽器の演奏を学ぶことで、子どもは数学、科学、言語の能力を向上させることがある。
- (2) カナダの研究では、音楽を学んだ子どもは、IQスコアが大きく向上した。
- (3) カナダの研究は、生後9ヶ月の子供が研究対象だった。
- (4) 楽譜を読んだり音を奏でることは、脳の複数の領域を活性化させる。

問3 第3パラグラフ（段落）の内容と**合致しないもの**を(1)～(4)の中から一つ選びなさい。【27】

- (1) Music can help treat diseases that affect memory.
- (2) The medial prefrontal cortex plays a role in connecting music with memories.
- (3) The amygdala and hippocampus are memories related to music.
- (4) A familiar melody from the past can bring you back memories from long ago.

問4 下線部（A）の指すプロセスとして最も適当なものを(1)～(4)の中から一つ選びなさい。【28】

- (1) クラシック音楽を聞いたときの左右の脳の活動を観察すること
- (2) MRIを使って、人が音楽を聴いているときの脳の活動量を計測すること
- (3) 各楽章の間に小休止を入れること
- (4) 人の脳が、今聞いた音楽を整理しながら次に何がくるか予測すること

問5 本文の内容と合致するものを，(1)～(6)の中から**二つ**選びなさい。ただし，解答の順番は問わない。【29】【30】

- (1) あらゆる研究領域で音楽の研究がなされている。
- (2) アルツハイマー病の患者の記憶力を，音楽が阻害する場合がある。
- (3) クラシック音楽は左右の脳の記憶量を増やす。
- (4) William Boyce は，音楽を聴いているときの脳の活動を MRI を使って観察した。
- (5) 数学的な手法を使って，脳波を音楽に変換できる。
- (6) リラックスさせるような曲は，集中力を高めてくれる。

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第5問 次の日本語（問1、問2）の内容に最も近い意味になるように(1)～(6)の語・句を並べかえて英文を完成すると、【31】～【34】の箇所にくるものはどれか、その番号を選びなさい。ただし、文頭にくるものも小文字で示してあります。

問1 異文化の人とうまくやっていくためには、お互いを理解することが大切だ。

To () (【31】) () different cultures, it's important
(【32】) () ().

- (1) with people (2) each other (3) understand
(4) get along well (5) from (6) to

問2 彼女が解決しないといけない課題はたくさんある。

() (【33】) () (【34】) () to
().

- (1) are (2) there (3) she
(4) many issues (5) has (6) solve

英語 ここまで

(下書き用紙)

