

2026 年度 帰国生入学試験問題

英 語 (45分)

注 意

1. この問題冊子は、試験開始の合図で開くこと。
2. 解答用紙は、問題冊子にはさんであります。試験開始の合図があったら、解答用紙を取り出して受験番号と氏名を記入し、受験番号をマークすること。
3. 解答は全て解答用紙の枠内におさまるように記入しなさい。
4. 印刷が不鮮明な場合は申し出ること。
5. 問題冊子の余白等は自由に使って構いません。
6. 試験終了後、解答用紙のみ提出し、問題冊子は持ち帰ること。

東京都市大学等々力中学校

1 次の英文の空所〔1〕～〔5〕に入れるのに最もふさわしい語を下記から選び、必要に応じて文法的に正しい形（1語）にして答えなさい。ただし、同じ語は1回しか使えません。

[except / appeal / earn / evolve / say]

It's rare for female athletes to make more money than their male counterparts, but it happens in Japan in one sport: golf.

In almost every mainstream sport in the country, women earn significantly less than men, and many of them need to boost their income with second jobs. Hardly surprising in a nation ranked 118th out of 148 in a recent gender gap report.

Take soccer, one of a handful of sports which has a domestic women's pro league. The highest-paid player in the men's J. League makes almost 40 times more than the top〔1〕 in the women's WE League. In 2024, the average player in the J. League's top division made ¥31 million, while the average WE League salary is〔2〕 to be in the ¥3 million to ¥4 million range.

From soccer to baseball to volleyball, male athletes typically enjoy higher salaries, larger fan bases and greater media attention. However, in Japan, golf stands out as a notable〔3〕. The Japan Ladies Professional Golfers' Association, recognized as the world's second most lucrative women's golf tour, seems to have found a winning formula.

The JLPGA has come a long way since it was created in 1967 as the "women's division" within the men's golf organization and〔4〕 into its own independent entity seven years later. So has golf itself, which is no longer just a man's game. The successes of rising JLPGA stars have made golf far more〔5〕 to a younger, more diverse audience.

出典：The Japan Times Jun 15, 2025

What gender pay gap? In Japanese golf, women are on par with men（一部改変）

- 2 次の日本語の意味を表すように、【 】内の語句を並べかえて空所を補い、英文を完成させなさい。解答は(a)(b)(c)に入れる記号のみを書くこと。ただし、文頭にくるべき語も小文字にしてあります。

1. 大切なものは、失って初めてその価値に気づくものだ。

【 ア important イ is ウ it エ not オ something カ that キ until ク we appreciate ケ we lose 】

()()()(a)()()(b)()(c) its value.

2. よい結果を得るには練習に練習を重ねることです。

【 ア a イ cannot ウ get エ if オ much カ one キ practice ク to ケ too コ wants 】

One ()(a)()()(b)()()(c)()() good result.

3. 母親が我が子を失った話を聞いて、みんな泣いてしまった。

【 ア child イ cry ウ everyone エ her オ losing カ made キ mother's ク story about ケ the 】

(a)()()(b)()()()(c)().

4. 21世紀に入り、世界の環境保護が特に重視されている。

【 ア being イ emphasis ウ is エ on オ placed カ protecting キ special ク the ケ world's 】

As we enter the 21st century, ()(a)()(b)()()(c)()
() environment.

5. 彼に仕事をやめるなど説得したところで意味がない。

【 ア him イ of quitting ウ of trying エ out オ talk カ the point キ to ク what's 】

()(a)()()(b)()(c)() his job?

3 次の英文【A】【B】を読んで、以下の問いに答えなさい。

【A】

The estimated number of foreign visitors to Japan in May jumped 21.5% from a year before to 3,693,300, a record high for the month, the Japan National Tourism Organization (JNTO) said Wednesday.

The cumulative number of visitors from abroad in the first five months of 2025 came to a record 18,140,100, (a) the previous record of 14,641,780 marked in the same period last year.

The increase in visitors during May was driven by travelers from China, Taiwan and the United States, who visited Japan for holidays and on cruise ship port calls.

The number of visitors from Hong Kong (b) 11.2% to 193,100 after rumors spread on social media that an earthquake might strike Japan.

By country or region, the number of visitors from South Korea was the largest, at 825,800, up 11.8%; followed by 789,900 from mainland China, up 44.8%; 538,400 from Taiwan, up 15.5%; and 311,900 from the United States, up 26.3%.

The number “fell only in Hong Kong,” Naoya Haraikawa, commissioner of the Japan Tourism Agency, said at a news conference.

Haraikawa said that the JNTO’s Hong Kong office is already calling on people via social media to make travel decisions based on (c). He said that the JNTO will strengthen data-sharing efforts if necessary.

The estimated number of Japanese nationals traveling overseas rose 14.3% to 1,076,800 in May, reflecting a spike in travelers during a holiday period from late April to early May.

But Japanese visitors to Thailand continued to decrease following a major earthquake in Myanmar in late March.

出典 : The Japan Times Jun 19, 2025

Foreign visitors to Japan at record high for May (一部改変)

1. 空所 (a) と (b) に入るものの組み合わせとして最もふさわしいものをア～カから 1 つ選び、記号で答えなさい。

- | | | |
|---|---------------|-------------|
| ア | (a) beating | (b) rose |
| イ | (a) keeping | (b) dropped |
| ウ | (a) following | (b) dropped |
| エ | (a) beating | (b) dropped |
| オ | (a) keeping | (b) rose |
| カ | (a) following | (b) rose |

2. 空所 (c) に入るものをア～エから 1 つ選び、記号で答えなさい。

- ア the number of visitors to their destinations
- イ scientific information from public institutions
- ウ subjective information on social media
- エ the cost of public transportations

[B]

“I think my first reaction was definitely one of relief,” New Zealander Edmund Hillary told the BBC on 3 July 1953, as he described how he and Nepalese Sherpa Tenzing Norgay felt when they stood on the highest point on Earth. “Relief that we had found the summit for one thing and relief that we were there.” Tenzing too, having survived the precarious icy terrain and the biting cold, said through his translator, the expedition’s team leader Colonel John Hunt, that his first feeling on reaching the top was “immense relief”, followed by joy. This was (a) in order to stand on Everest’s summit the two men had managed to scale a seemingly insurmountable sheer 40ft vertical rock face in the mountain’s most treacherous region – the infamous “death zone”.

The mountain, which towers 8,849m (29,032ft) above sea level, straddling the border of Nepal and Tibet, goes by many names. The British named it after surveyor George Everest in 1856, but it has long been known locally as Sagarmatha in Nepal and is called Chomolungma, meaning goddess mother of the world, in Tibet.

The death zone was a term given to a particular section of Everest by Edouard Wyss-Dunant, a doctor who led the Swiss attempt to scale it in 1952. Tenzing had been a member of this expedition, too. The moniker refers to the altitude that climbers reach on the mountain – 8,000m (26,000ft) above sea level – where the low-oxygen atmosphere starts to have disastrous effects on their physiology and their cells start to die. The majority of the climbers who have died on Everest have (b) in the death zone.

Humans have simply not evolved to survive in the incredibly cold temperatures, brutal winds and lack of oxygen that exists there. The thinness of the atmosphere means that mountaineers suffer hypoxia, where their vital organs do not get enough oxygen and their bodies begin to break down. As their brains and lungs get starved of oxygen, their heart rate spikes, increasing their risk of a heart attack. The shortage of oxygen to the brain causes it to swell, triggering headaches, nausea and quickly (c) a climber’s judgment and ability to make decisions, especially when they are under stress. As their brains swell, mountaineers have been known to experience delirium, talking to people who aren’t there, burrowing in the snow or even shedding their clothing.

Tenzing and Hillary – along with the others on the expedition – had planned for this by slowly acclimating themselves to the harsh conditions in the Himalayas by establishing a series of camps at increasing altitudes, gradually making their way up the mountain through April and May, 1953. [ア] This allowed their bodies time to expand their lung capacity and produce more haemoglobin – the protein in red blood cells that helps carry oxygen from the lungs to the other parts of the body – to compensate for the decreasing oxygen as they moved towards Everest’s peak. But this acclimatisation was also not without risk for the team as too much haemoglobin thickens the blood. This makes circulation

(d), which increases the likelihood of a stroke and accumulation of fluid in the lungs. [イ]

However, it is virtually impossible to acclimatise your body to any altitude above 6,000m (19,700ft) and the vertical rock face they needed to scale, which sat 8,790m (28,839ft) above sea level, made the challenge even greater. [ウ] For this reason, the climbers had brought with them specially designed oxygen apparatus, which would help combat the effects of the altitude's atmosphere. [エ] Three days earlier the expedition's primary climbing team, Tom Bourdillon and Charles Evans, came within 100m (328 ft) of the summit. But, exhausted by the climb, beset by malfunctioning oxygen sets and battered by freezing winds, they had been forced to turn back before reaching the top.

出典 : BBC News 26 May 2025

‘This was a mountain that he had to climb’ : How Hillary and Tenzing survived the ‘death zone’ to conquer Everest (一部改変)

1. 空所 (a) と (b) に入るものの組み合わせとして最もふさわしいものをア～カから 1 つ選び、記号で答えなさい。

- | | |
|---------------|--------------------|
| ア (a) because | (b) met their end |
| イ (a) how | (b) made it |
| ウ (a) why | (b) met their end |
| エ (a) because | (b) made it |
| オ (a) how | (b) made ends meet |
| カ (a) why | (b) made ends meet |

2. 空所 (c) と (d) に入るものの組み合わせとして最もふさわしいものをア～エから 1 つ選び、記号で答えなさい。

- | | |
|-----------------|--------------------|
| ア (c) impairing | (d) easier |
| イ (c) enhancing | (d) more difficult |
| ウ (c) impairing | (d) more difficult |
| エ (c) enhancing | (d) easier |

3. 次の英文が入る箇所として最もふさわしいものを [ア] ～ [エ] から 1 つ選び、記号で答えなさい。

But they were under no illusion about the magnitude of the challenge facing them.

4 次の英文を読んで、以下の問いに答えなさい。

The Story of the Welsh Language in Education

The *Welsh language – Cymraeg – is thought to be the second oldest living language in Europe, after Basque, with roots stretching back at least 3,000 years. At its peak, it was spoken not just in *Wales but also in western England, Cumbria and even parts of southern Scotland. Cities like Edinburgh and Glasgow were once home to Welsh speakers.

The decline of the language began after Wales was annexed by England in 1282. From the 1536 Act of Union, Welsh was outlawed in administration and discouraged in public life. Still, it survived in the homes and communities of everyday people. In 1847, a report known as the “Treachery of the Blue Books,” written by three English lawyers, claimed that the Welsh language was a barrier to education and suggested Welsh people’s lives could only improve if they spoke English. Following this, the “Welsh Not” was introduced in schools – a punishment device consisting of a large wooden board hung around a child’s neck if they were caught speaking Welsh. At the end of the day, the child wearing the board would often be physically punished. Despite this harsh enforcement, Welsh communities continued to speak their native language in everyday life.

A major turning point came in 1956 with the establishment of Ysgol Glan Clwyd, the first senior high school where Welsh was the main language used for teaching. This happened after years of political campaigning, while the cultural movements of the 1960s and 70s later pushed for even greater linguistic and national recognition. The enthusiasm and pride in preserving the language helped Welsh spread quickly as the native language used in schools, and today, Welsh-language education spans all levels of schooling.

Preschool education plays a vital role. *Mudiad Meithrin* offers immersion-style playgroups across the country, where children learn Welsh through play. Around 13,000 children currently attend these groups. To support families, especially those who don’t speak Welsh themselves, there are schemes like *Cynllun Cymraeg i’r Teulu* (Welsh for the Family), which helps parents introduce basic Welsh words, songs and stories at home.

In elementary schools, there are five main types of schools. These range from full Welsh language instruction to predominantly English, with Welsh taught as a second language. Around 450 elementary schools use Welsh as the main language of instruction, and in those schools, children and staff speak Welsh throughout the day – not just in lessons but in informal interactions too.

At the junior high and senior high school level, children continue in either Welsh-language schools or English-language schools. In 2021, nearly a quarter of students in senior high school were being taught entirely through Welsh. There are currently 49 senior high schools offering full Welsh-native language education to around 35,000 students. For those aged 16 to 18 the government has launched action plans to increase access to Welsh-language positions in technical training

courses and apprenticeships.

In higher education, Welsh universities are officially bilingual. Students have the right to submit assignments and sit exams in Welsh, even if the course is taught in English. While not all academic staff speak the language, a growing number do, and bilingual support services are increasingly available.

Welsh is now spoken daily by about 20% of adults and more than a third of children. According to a 2019 Population Survey, 28.4% of people aged three and above could speak the language – just over 850,000 people in a population of 3.1 million. The Welsh Government's Cymraeg 2050 strategy aims to boost that number to one million. Education remains the *cornerstone of that plan, alongside efforts to train more Welsh-speaking teachers and expand opportunities to use the language in work and daily life.

From ancient roots to modern classrooms, the story of Welsh is one of *resilience, revival and cultural pride – and the future, though still uncertain, looks more hopeful than it has in generations.

(語注)

Welsh : ウェールズ語

Wales : ウェールズ (イギリスを構成する国の一つ。かつては独立していたが、現在は併合されている。)

cornerstone : 重要なもの、いしずえ

resilience : 元に戻る力、復元力

出典 : NAZIOGINTZA (一部改変)

<https://www.naziogintza.eus/en/nazio-bidelagunak/welsh-language-education/>

1. According to the first and second paragraphs, which is true?
 - ア It is said that the Welsh language is the oldest living language in Europe.
 - イ Even after Wales was taken over by England, it was legal to speak Welsh in public.
 - ウ An 1847 report declared that Welsh people should be able to speak English as fluently as Welsh.
 - エ The “Welsh Not” was harshly criticized soon after it was introduced in schools.
2. According to the third paragraph, which is true?
 - ア The establishment of *Ysgol Glan Clwyd* was the main purpose of a movement in the 1960s and 70s.
 - イ *Ysgol Glan Clwyd* was the only senior high school where students could use Welsh safely.
 - ウ The fast rise of Welsh in education was driven by the renewed enthusiasm for the language that grew during the cultural campaigns of the 1960s and 70s.
 - エ In spite of the campaign, there are not enough schools where students learn Welsh.
3. Which is **NOT** true about *Mudiad Meithrin* and *Cynllun Cymraeg i'r Teulu*?
 - ア In *Mudiad Meithri* style playgroups, children can learn how to play in Wales.
 - イ More than ten thousand children now attend *Mudiad Meithri* playgroups.
 - ウ Children can learn Welsh with *Cynllun Cymraeg i'r Teulu* regardless of their parents' language ability.
 - エ Preschool Welsh language education is provided both in immersion groups and at home.
4. Which is **NOT** true about school and university education?
 - ア In some elementary schools, students and teachers use Welsh both inside and outside the classes.
 - イ Students have to choose which language to learn, Welsh or English, before entering junior high.
 - ウ In 2021, about 25% of senior high students attended schools where only Welsh is used for teaching.
 - エ Welsh universities are officially bilingual but some staff there are not able to speak Welsh.
5. Which is true about the population of Welsh speakers?
 - ア Today, more than half of school-age children speak Welsh in their everyday lives.
 - イ According to the survey in 2019, about 3 million people were able to speak both English and Welsh.
 - ウ Education is still important to increase the number of Welsh speakers to one million.
 - エ The Welsh government is more focused on education than increasing the number of Welsh speaking teachers.

6. Which of the following sentences best describes the author's conclusion?

- ア In ancient times, speaking Welsh in public should have been prohibited in England.
- イ In England, many lawyers do not understand the importance of the Welsh language.
- ウ Teaching Welsh at school is far more important than teaching English.
- エ The number of Welsh speakers is expected to increase in the future.

5 Please write an essay of 100-120 words on the following topic.

Is being popular more important than being kind? Why or why not?

