

令和8年度入学者選抜学力検査本試験問題

英 語

(配 点)

1	10点	2	15点	3	15点	4	24点	5	15点	6	21点
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(注 意 事 項)

- 1 問題冊子は指示があるまで開かないこと。
- 2 問題は1ページから10ページまでである。検査開始の合図のあとで確かめること。
- 3 検査中に問題冊子の印刷不鮮明，ページの落丁・乱丁及び解答用紙の汚れ等に気づいた場合は，静かに手を高く挙げて監督者に知らせること。
- 4 解答用紙に氏名と受験番号を記入し，受験番号と一致したマーク部分を塗りつぶすこと。
- 5 解答には，必ず**HBの黒鉛筆**を使用すること。なお，解答用紙に必要事項が正しく記入されていない場合，または解答用紙に記載してある「マーク部分塗りつぶしの見本」のとおりにマーク部分が塗りつぶされていない場合は，解答が無効になることがある。
- 6 一つの解答欄に対して複数のマーク部分を塗りつぶしている場合，または指定された解答欄以外のマーク部分を塗りつぶしている場合は，有効な解答にはならない。
- 7 解答を訂正するときは，きれいに消して，消しくずを残さないこと。

- 1** 次の各組の英文の意味がほぼ同じ内容となるような（ A ）と（ B ）に入るものの最も適した組み合わせを、それぞれア～エの中から一つずつ選びなさい。

1. I （ A ） drive a car.

I don't know （ B ） to drive a car.

ア $\begin{cases} \text{(A) don't} \\ \text{(B) where} \end{cases}$ イ $\begin{cases} \text{(A) can't} \\ \text{(B) how} \end{cases}$ ウ $\begin{cases} \text{(A) won't} \\ \text{(B) what} \end{cases}$ エ $\begin{cases} \text{(A) must} \\ \text{(B) when} \end{cases}$

2. My aunt went to Tokyo last week, and she is （ A ） there.

My aunt has been in Tokyo （ B ） last week.

ア $\begin{cases} \text{(A) still} \\ \text{(B) since} \end{cases}$ イ $\begin{cases} \text{(A) fine} \\ \text{(B) for} \end{cases}$ ウ $\begin{cases} \text{(A) staying} \\ \text{(B) until} \end{cases}$ エ $\begin{cases} \text{(A) not} \\ \text{(B) in} \end{cases}$

3. The man （ A ） you can see on the other side of the street is Tom.

The man （ B ） on the other side of the street is Tom.

ア $\begin{cases} \text{(A) how} \\ \text{(B) looking} \end{cases}$ イ $\begin{cases} \text{(A) when} \\ \text{(B) building} \end{cases}$ ウ $\begin{cases} \text{(A) which} \\ \text{(B) putting} \end{cases}$ エ $\begin{cases} \text{(A) that} \\ \text{(B) standing} \end{cases}$

4. Soccer is one of my sister's （ A ） sports to play.

My sister really （ B ） playing soccer.

ア $\begin{cases} \text{(A) favorite} \\ \text{(B) loves} \end{cases}$ イ $\begin{cases} \text{(A) famous} \\ \text{(B) takes} \end{cases}$ ウ $\begin{cases} \text{(A) foreign} \\ \text{(B) gets} \end{cases}$ エ $\begin{cases} \text{(A) fine} \\ \text{(B) finds} \end{cases}$

5. If I had the key, I （ A ） open this box.

I （ B ） have the key to open this box.

ア $\begin{cases} \text{(A) may not} \\ \text{(B) actually} \end{cases}$ イ $\begin{cases} \text{(A) can} \\ \text{(B) already} \end{cases}$ ウ $\begin{cases} \text{(A) could} \\ \text{(B) don't} \end{cases}$ エ $\begin{cases} \text{(A) will} \\ \text{(B) always} \end{cases}$

2 次の各会話文について、場面や状況を考え、()に入る最も適したものを、それぞれア～エの中から一つずつ選びなさい。

1. A : Last week, someone from Canada asked me where the train station was.
B : ()
A : I tried, and he understood me. So we talked for a few minutes.
- ア Where was he from? イ Did you speak in English?
ウ When did you meet him? エ Did he come from the station?
2. A : Hello, everyone! Nice to meet you. My name is Olivia. I come from Australia,
and I'm very happy to teach you English. Now, please introduce yourself, Taro.
B : My name is Suzuki Taro. I like English.
A : Thank you. ()
B : I live near our school. I like hamburgers very much, and I sometimes make
them for my family.
- ア Let me talk about myself first. イ When is your birthday?
ウ Can you tell us a little more, please? エ How are you?
3. A : I bought the book you recommended.
B : Can I borrow it after you read it? I was going to buy the book for myself.
A : I thought you already read the book. You often told me ()
B : Well, I only read about it in a magazine.
- ア to buy a notebook. イ to enjoy classes.
ウ to return it to you. エ to get it.
4. A : Let's go to a restaurant for dinner. I'm very tired, and I don't want to cook.
B : OK. Then, let's try the Spanish food at the restaurant next to the museum.
()
A : Well, I don't know that restaurant. Is it good?
B : I'm not sure. It opened last month. But I heard it's very good.
- ア Why don't we start cooking? イ Do you want to go there?
ウ Where did you eat dinner? エ You are a good cook.
5. A : I'm hungry. Can we sit here and eat snacks?
B : Sorry, we don't have time because we have to go home before noon.
A : ()
B : That's right. Let's go home.
- ア Why did she say so? イ Do you mean we can't eat anything?
ウ When did she come back? エ What do you mean?

3 次の各会話文につき、場面や状況を考え（ ）内の語(句)を最も適した順に並べ替え、
()内において3番目と5番目にくるものを記号で答えなさい。

1. A : Hi, Atsushi. I'm looking forward to the picnic on Sunday.
B : Me, too. What time do you want to meet at the park?
A : How (ア ten イ in ウ the エ about オ o'clock カ morning)?
B : I see. Then, I must get up at 7:30 a.m.

2. A : Hello. What can I do for you today?
B : Well, I want to buy a new book for my son's birthday.
A : What kind of book do you want?
B : He (ア that イ interested ウ comic books エ in オ are カ is) popular in America.

3. A : Hi, Ayumu. You didn't come to Ken's house to play games yesterday. What were you doing?
B : Sorry, but I was at an important event.
A : Tell me what it was. Was it really important?
B : Yes, it was to me. I (ア baseball イ had ウ go to the エ between オ game カ to) the United States and Japan.

4. A : Did you see Chiaki's new cooking video on the Internet? Her cake looked delicious!
B : Yes. I'm thinking about making it today.
A : Great. Actually, I (ア been イ two ウ watching エ her videos オ have カ for) months, but I've never tried to make anything. Can I join you?
B : Sure. We can buy the things we need after school.

5. A : Let's go to the museum next Saturday, Mary.
B : Sorry, I don't like old things very much. Instead, I want to see a movie.
A : Movies are interesting, but I'm (ア like traditional イ sure that ウ will エ art オ you カ if) you actually see it in the museum.

4 次の英文をよく読み、後の問題に答えなさい。

The temperature of the Earth is increasing. It is a big problem for our planet. This happens when a lot of (1) gases go into the air. These gases are called “greenhouse gases” and come from power plants, cars, and even animals like cows. They trap heat from the sun, and this makes the air around the Earth warmer, like a blanket around our planet.

As the Earth gets hotter, many bad things may happen. For example, ice in cold places may start to disappear. When that happens, sea levels may rise, and this may cause water to cover land near the sea. Penguins and some other animals (2) live in cold places may not be able to survive there anymore.

This problem may also change the climate. Some places may have (3) rain, and other places may become very dry and have little water. This is bad for farms. People may not be able to grow enough food or find clean water to drink. Typhoons are also becoming larger and stronger, and this hurts more people and destroys more homes.

We can try to reduce these greenhouse gases. For example, it is important to (4) the lights when we leave a room. We can also walk or ride bicycles instead of driving cars. We should eat less meat. Also, growing more trees helps to clean the air, because trees remove some of these gases.

Power companies can also use smart grids. These are new technologies to (5) electricity. They save energy and can use clean energy sources in more effective ways. These systems are more (6) because they reduce greenhouse gases.

Everyone must help to protect the Earth. If we try hard, we can reduce greenhouse gases.

(注) Earth 地球 gases 様々な種類の気体 greenhouse gases 温室効果ガス
power plant 発電所 trap heat 熱をとどめておく sea level 海面
typhoon 台風 power company 電力会社 smart grid スマートグリッド
(供給側と消費側の双方向で電力量を調整する電力網) energy sources エネルギー源

問1 本文中の(1)～(6)に入る最も適したものを、ア～エの中から一つずつ選びなさい。

- | | | | |
|----------------|--------------|--------------|----------------|
| (1) ア empty | イ long | ウ bad | エ wide |
| (2) ア their | イ this | ウ that | エ them |
| (3) ア a few | イ many | ウ any | エ more |
| (4) ア turn off | イ agree with | ウ go into | エ come back |
| (5) ア worry | イ celebrate | ウ control | エ waste |
| (6) ア bored | イ scared | ウ impossible | エ eco-friendly |

問2 次の(1)と(2)につき、同様な意味で使われている語を、本文中の下線部ア～カからそれぞれ選びなさい。

- (1) to become different, or to make something become different
(2) to keep someone or something safe

5 次の問題に答えなさい。なお、計算等は、それぞれの問題のページの余白で行うこと。

A 次の英文は、ある学校の文芸部（literary club）に所属する生徒が5月初頭に行った、前月の読書調査に関するものです。文章と図表を読み、後の問題に答えなさい。なお、調査において、冊数はすべて整数で回答されたものとします。

Hanako, Takeshi, and Ken are members of the literary club at the same junior high school. They each belong to different classes. During the first week of May, they researched the number and genres of books that were read by the students in each class in April. Each class had 40 students, and all of the students took part in the research.

First, they asked the students in their own classes how many books they read in April. The results are shown in Table 1. In Hanako's class, the highest percentage of students read fewer than two books in April. In Takeshi's class, the percentage of students who read only two or three books was the highest of the three classes. In Ken's class, the number of students who read four or more books in April was the highest of the three classes.

Next, they asked all the participants about their favorite book genres. Students could choose one or more of their favorite genres. The results for the top five genres are shown in Graph 1. Science Fiction was chosen by 36 students. This was half of the number of students who chose Mystery. The number of students who chose Mystery was 48 students more than that for History. All of the students who read six or more books in April chose Nature, but no other students chose Nature. Comedy was the second most popular genre.

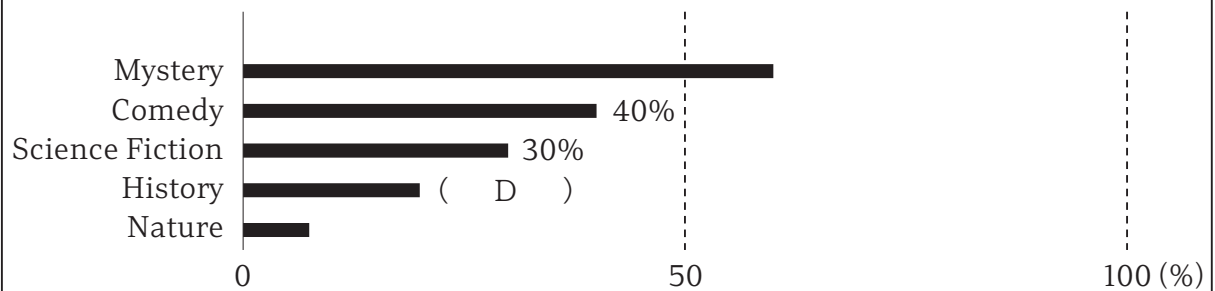
Hanako, Takeshi, and Ken discovered that the students at their school liked many kinds of books. However, the average number of books that the students read was lower than the number the three students expected, so they decided to ask their classmates to read more books.

(注) each それぞれ	research ～を調査する	genre ジャンル, 種類
take part in ～ ～に参加する	table 表	percentage 百分率, 割合
participant 参加者	Science Fiction 空想科学小説 (SF)	
average 平均の	expect 期待する	

Table 1: Number of Books Read in April in Each Class

Class Number of Books	(A)	(B)	(C)
0 books or 1 book	42.5%	45.0%	45.0%
2 or 3 books	35.0%	42.5%	35.0%
4 or 5 books	15.0%	7.5%	10.0%
6 or more books	7.5%	5.0%	10.0%

Graph 1: Favorite Book Genres



問1 Table 1の (A), (B), (C)に入るクラスの組み合わせとして正しいものを, ア~エの中から選びなさい。

	(A)	(B)	(C)
ア	Takeshi's class	Hanako's class	Ken's class
イ	Hanako's class	Ken's class	Takeshi's class
ウ	Ken's class	Hanako's class	Takeshi's class
エ	Ken's class	Takeshi's class	Hanako's class

問2 本文と図表から考えて, 次の(1)と(2)の英文の()に入る最も適したものを, ア~エの中からそれぞれ一つずつ選びなさい。なお, 百分率は参加者全員に関わるものとします。

(1) The percentage in (D) in Graph 1 is ().

ア 10% イ 15% ウ 20% エ 24%

(2) The number of students who chose Nature was ().

ア 7 イ 9 ウ 15 エ 27

B 次の英文は、問題Aの調査を行った文芸部の生徒 Hanako が読書推奨運動の成果について顧問の Mr. Tanaka と行った会話です。会話文を読み、後の問題に答えなさい。

Hanako : Hello, Mr. Tanaka. I brought the report showing how many books our students read from May to October.

Mr. Tanaka : Thanks, Hanako. Did the average number of books each student read change?

Hanako : Yes, it did. We asked the students to read more books in May, and the average number increased in May and June. Especially in June, students read six books on average. This was two books more than the average for April.

Mr. Tanaka : That's interesting. What happened in July?

Hanako : The students were very busy because they were studying for exams. So they didn't have time to read books.

Mr. Tanaka : I see. How did it go after that?

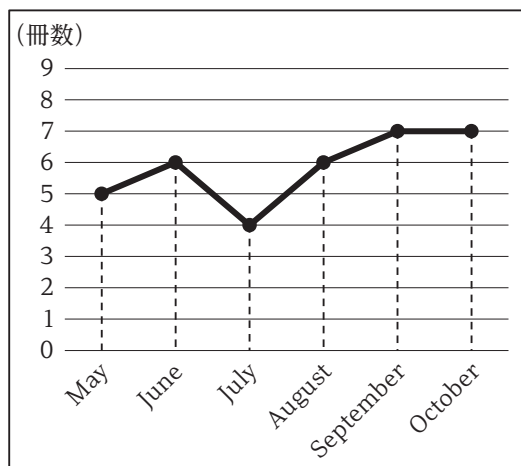
Hanako : It went great. The average returned to six books in August. Also, September and October had the highest average in the past six months.

Mr. Tanaka : That's good news. Tell me about this month.

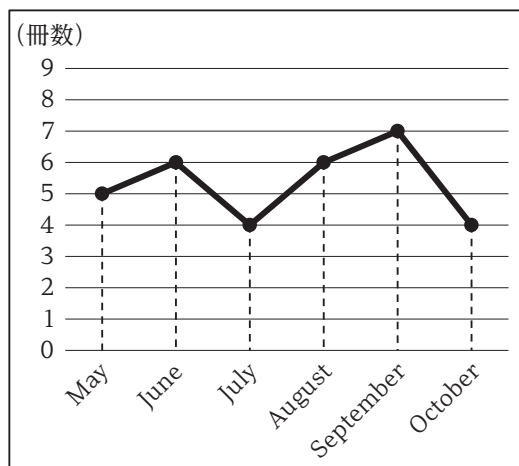
Hanako : Well, it's only the middle of November, but the average is already one book more than the average for April.

問1 会話文で説明されている月ごとの平均読書数（冊数）の変化を示すグラフとして最も適したものをア～エから一つ選びなさい。

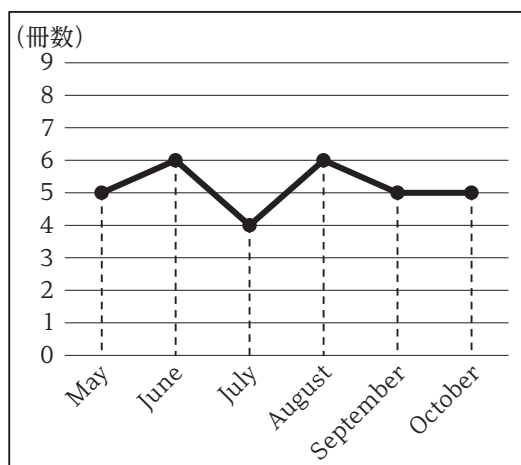
ア



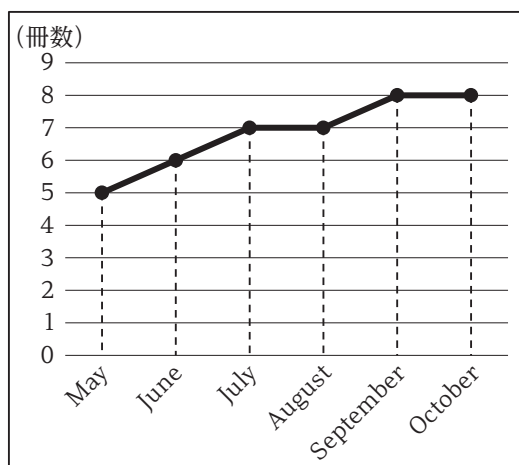
イ



ウ



エ



問2 この会話が行われた時点での11月の平均読書数（冊数）として最も適したものをア～エから選びなさい。

ア 2

イ 3

ウ 4

エ 5

6 高等専門学校（高専 *kosen*）の英語の授業やその他の事柄について4人が意見を述べています。それぞれの英文を読み、後の問題に答えなさい。

高専生（太郎）: I am a student in the (①) year at a *kosen*. In my English classes, I learned various things about the world (あ) the first three years. In the last two years, I learned technical English, so I can read research papers and write reports in English. However, I believe that our *kosen* education [A] just technical skills. So English classes in the last two years should also help students understand global issues from various points of view. If there are students who want to learn more technical English, they should study it on their own.

(注) technical 専門的な paper 論文 skill 技術 point of view 視点
on their own 彼ら自身で

高専教員: I teach engineering at a *kosen*. Our students [B] in English. They also need to explain how to use machines and give presentations in English. It is becoming (②) common for engineers to work abroad. So why don't we teach our math and engineering classes in English? I know that some of us already teach in English, but maybe all of us should use English. I think that teaching and learning in English like this will be very useful (い) our students.

(注) engineering 工学

高専生（花子）: English classes are very interesting. I especially enjoy having discussions (う) my classmates in English in each class. Moreover, by using pictures and videos, it is very easy to learn English sentences and the content of our textbook. I was (③) because each student needs a computer for many tasks during our English classes! When I was in junior high school, students used tablets for simple tasks. At our *kosen*, teachers help students think, act, and [C] various electronic devices.

(注) moreover さらに task 課題 tablet タブレット端末 electronic 電子的な

保護者: A girl [D] will go to a *kosen* next year. I think one of the good things about the *kosen* system is that students can get a job (え) much trouble. (④) good point is that they can transfer to universities. Also, the number of girls studying at *kosens* is increasing. Some of them were inspired by the lives of famous female engineers and scientists. There are also dormitories and clubs for female students. I hope more girls will choose to go to *kosens* in the future.

(注) transfer 編入学する female 女性の dormitory 寮

問1 各意見中の空欄〈あ〉～〈え〉に入る語の正しい組み合わせをア～ウから選びなさい。

- ア 〈あ〉 with 〈い〉 during 〈う〉 without 〈え〉 for
 イ 〈あ〉 for 〈い〉 during 〈う〉 with 〈え〉 without
 ウ 〈あ〉 during 〈い〉 for 〈う〉 with 〈え〉 without

問2 各意見中の空欄(①)～(④)に入る語の正しい組み合わせをア～ウから選びなさい。

- ア (①) fifth (②) more (③) surprised (④) Another
 イ (①) surprised (②) fifth (③) more (④) Another
 ウ (①) more (②) another (③) surprised (④) Fifth

問3 各意見中の空欄[A]～[D]に入るものの正しい組み合わせをア～ウから選びなさい。

	[A]	[B]	[C]	[D]
ア	should teach us more than	must read reports written	understand better by using	in my son's junior high school
イ	must read reports written	understand better by using	in my son's junior high school	should teach us more than
ウ	should teach us more than	understand better by using	in my son's junior high school	must read reports written

問4 次の英文を読み、問題に答えなさい。

I said that we use computers in our English classes at my *kosen*, but we also use them at home. First, we read articles for the lesson on the Internet at home to learn new things. So () Then, in class, we do many activities and talk in groups to understand the topic better.

(1) 内容的に考え、()に入る最も適切な英文をア～ウから選びなさい。

- ア it's not necessary to prepare at home before my English classes.
 イ we already know something about the topic before we study it in class.
 ウ we don't need to use computers for this way of learning.

(2) この英文は誰の発言か、ア～ウから選びなさい。

- ア 高専生(太郎) イ 高専教員 ウ 高専生(花子)

問5 次の英文を読み、問題に答えなさい。

I understand your point, but I want to learn many different topics in my English classes. In addition, () So I need to learn it in Japanese.

(1) 内容的に考え、()に入る最も適切な英文をア～ウから選びなさい。

- ア math is very difficult for me now.
 イ we can drive to your *kosen* more quickly because we know the way.
 ウ my daughter's high school doesn't have a computer room.

(2) この意見は誰が誰に対して述べているものか、ア～ウから選びなさい。

- ア 高専教員が高専生(花子)に対して述べている。
 イ 高専生(太郎)が高専教員に対して述べている。
 ウ 高専生(花子)が保護者に対して述べている。

