

2026年度 一般選抜 学力検査 (外国語)

「英語コミュニケーションⅠ、英語コミュニケーションⅡ、
英語コミュニケーションⅢ、論理・表現Ⅰ、
論理・表現Ⅱ、論理・表現Ⅲ」

設問【1】～【9】

【1】～【4】	マーク式解答番号 <input type="text" value="1"/> ～ <input type="text" value="17"/>
【5】問1～問3	記述式
【5】問4	マーク式解答番号 <input type="text" value="18"/> ～ <input type="text" value="21"/>
【5】問5	記述式
【5】問6～【6】問3	マーク式解答番号 <input type="text" value="22"/> ～ <input type="text" value="27"/>
【6】問4～問6	記述式
【7】～【9】	マーク式解答番号 <input type="text" value="28"/> ～ <input type="text" value="40"/>

【1】 次の(1)～(5)の下線部の意味を最もよく表しているものを、それぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(5) 。 (配点 15 点)

(1) I poured some milk into my coffee this morning, but it smelled really off and made it taste terrible.

- ① low-fat ② spoiled ③ sugary ④ warm

(2) This is something that can be achieved without legislative change, and our party will continue to campaign for services to be funded for public hospitals.

- ① land-owning ② law-making
③ care-providing ④ energy-consuming

(3) He accidentally dropped his phone on the ground and noticed a tiny fracture near the corner of the screen.

- ① stain ② chip ③ scratch ④ crack

(4) She boxed her books and toys before the movers arrived, making sure everything was safe and wouldn't get damaged during the long drive.

- ① packed ② sold ③ opened ④ donated

(5) She was stuck in her career, and watched others move ahead while she remained in the same position, unsure how to change things.

- ① promoted ② satisfied ③ trapped ④ retired

【2】 次の(1)～(4)において、各組の空所に共通する動詞として最も適当なものを、下の①～⑩の中からそれぞれ選び、マーク解答用紙(1)にマークしなさい。必要に応じて活用上の語形変化を考慮すること。

解答番号は、(1) ～(4) 。 (配点 12 点)

(1) a. She didn't understand the question and completely () the point of the essay. Instead of explaining her opinion, she just summarized the article.

b. We all () studying in the classroom together. Online classes are fine, but nothing beats working side by side and helping each other.

(2) a. When funds () up in a research lab, experiments pause, researchers worry, and talented students may leave to find better opportunities elsewhere.

b. After the long shower, she () herself off slowly. Then she got dressed and started her day with a smile.

(3) a. They () back to school after the summer holidays feeling both nervous and excited. Everything felt a bit different, but they were happy to see their friends again.

b. When I tried to () up the car, nothing happened. The battery was dead, so I had to call my dad for help.

(4) a. I don't really () into all those beauty ads. They promise perfect skin, but most of them are just trying to sell expensive products.

b. People rushed to the store and () up all the rice. By noon, the shelves were empty, and the staff couldn't restock fast enough.

Verbs : ① buy ② come ③ dry ④ leave ⑤ miss
 ⑥ pay ⑦ start ⑧ take ⑨ use ⑩ wipe

【3】 次の(1)～(4)の絵で示されるものの説明として最も適当なものを、それぞれ①～⑧の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(4) 。

(配点 16 点)

(1)



(2)



(3)



(4)



- ① It has a long beak with an expandable pouch hanging underneath. Its wings are broad, and its neck is long but often held close to the body.
- ② It has a roundish body, short legs, and short wings called flippers. It stands upright and has a short beak with a slight hook at the end.
- ③ It has a roundish body, feather wings, and a small head. A piece of skin called a wattle hangs under its bill, and a small strip of skin called a comb sits on top of its head.
- ④ It has a short body and a strong, curved beak. A tall group of feathers called a crest stands up on top of its head. Its feet are strong and help it hold onto branches.
- ⑤ It has a slim body, a thin neck, and a small head with a short beak. When the long tail feathers called a train are lifted, they open into a wide fan shape.
- ⑥ It has short legs, a wide flat tail, and a fur-covered body. Its flat bill looks like a spoon, and its feet are shaped for moving through water.
- ⑦ It has wings made of skin, stretched between long fingers. Its body is compact, its tail is short, and its face ends in a pointed shape.
- ⑧ It stands on very thin legs that are longer than its body. Its neck is long and bends like the letter “S”. Its beak is straight and slightly curved at the tip.

【4】 次の(1)～(4)の対話を読み、各Questionに対する最も適当な答えを、それぞれ

①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(4) 。

(配点 16 点)

(1) Esther : I often see young people just staring at their phones, even when they are riding their bicycles. It looks kind of dangerous to me, not to mention illegal.

Saeko : I agree, but it's not just young people these days. People of all generations appear to be addicted to their phones.

Esther : What are people looking at, and why is it so important for them to be constantly looking at them?

Saeko : They might be keeping up with whatever their friends are doing on social media, but who really knows?

Question : According to this conversation, what is a possible reason why people always use their phones?

- ① One can be sure it is simply due to people's lack of concentration.
- ② One cannot say for sure, but riding bicycles while texting seems to be fun.
- ③ One could be sure that it is not illegal, so we shouldn't even worry about it.
- ④ One could say that people are interested in what other people are posting.

(2) Kurumi : Guess what? I finally got my driver's license after failing the driving test many times. Would you like to go for a drive with me?

Trevor : Oh really? You passed the driving test? That's incredible and a kind of miracle.

Kurumi : It took me a while, but I feel somewhat confident. Let's go somewhere together!

Trevor : Well, I'm not sure how to say this, but I would rather take the train.

Question : Is it likely that Trevor will go for a drive with Kurumi?

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- ① No, it does not seem likely because he doesn't have much confidence in her.
- ② No, it would seem very unlikely because he thinks trains are more exciting.
- ③ Yes, it seems quite likely because she spent so much time practicing.
- ④ Yes, it seems to be likely, so they will start planning to go for a drive soon.

(3) Fumiko: I cannot get enough of these Japanese sweets. They are so scrumptious!

Valeria: What an impressive vocabulary you have. I have no idea what you mean by that.

Fumiko: Here, try this and guess what I mean. It's "dorayaki".

Valeria: Mmmm! It is really yummy. It's like a pancake sandwich, isn't it? I think I need to eat another one!

Question : What does Fumiko mean when she says "scrumptious"?

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- ① She probably means "dorayaki" is better than any other kind of Japanese sweets.
- ② She means that these sweets have just the right amount of sweetness.
- ③ She says that although the "dorayaki" are Japanese, they are not so good.
- ④ She doesn't really explain that it means delicious, but that's what it means.

(4) Kojiro : This is your first visit to Japan, right? What have you been surprised about?

Connie : Well, the convenience stores are really convenient! You can buy just about anything you might need, like pre-cooked meals, drinks, concert tickets, and even socks. It's clear why there are so many of them!

Kojiro : Yes, that's true. Don't you have convenience stores in your country?

Connie : Yeah, but they are not the same. The variety and freshness of the food in Japanese convenience stores is amazing, but the food in our stores is mostly junk food. It's no wonder why some people don't even have to cook at home.

Question : What does Connie say about the convenience stores in her country?

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- ① In her country, there is a smaller selection of food, and it is not very healthy.
- ② She explains that they are quite similar, but more people still cook at home.
- ③ She tells him that the stores in her country don't sell alcohol and tobacco.
- ④ The stores there are not very convenient because they don't sell any snacks.

【5】 次の英文を読み、問1～問6に答えなさい。

(配点 47 点)

Jews in New York City have a long-established history of eating Chinese food, dating back to at least the late 1800s, according to Shiyong Lu, a doctoral researcher in Hebrew and Judaic Studies and History at New York University. The culinary custom began because Eastern European Jewish immigrants and Chinese immigrants lived in close proximity to one another on New York City's Lower East Side.

Between the late 19th and early 20th centuries, the neighborhood became home to the largest Jewish community in the world, explain Maya Locker and Amanda Gordon of the Museum at Eldridge Street, housed within Manhattan's historic 1887 Eldridge Street Synagogue. Locker and Gordon note in an email to HISTORY*¹ that "its new residents brought customs and traditions that evolved to fit American life, and created new traditions alongside their neighbors."

One of these new traditions was eating in the many Chinese restaurants located in the area. "(1) There wasn't a mass decision to start eating in Chinese restaurants, as much as it was probably the adjoining neighborhoods and its availability," explains Rabbi Joshua Eli Plaut, rabbi of the Metropolitan Synagogue of New York City and author of *A Kosher**² *Christmas: 'Tis the Season to be Jewish*.

The first known mention of this culinary tradition was in an 1899 article in the *American Hebrew* weekly magazine, which condemned eating in Chinese establishments because the food wasn't kosher, he explains. "We know that it must have been a custom that was growing, because it was discussed in the Yiddish and Jewish press in New York in unfavorable terms," says Plaut, who is also executive director of the nonprofit American Friends of Rabin Medical Center.

Chinese restaurants weren't the only dining option for Jews living on the Lower East Side. Other groups living in the neighborhood — including Italian, German, Polish, Hungarian, Lithuanian, Lebanese, Syrian and Turkish immigrants — also had cafes, restaurants and taverns. But Jewish immigrants from Eastern Europe gravitated towards Chinese establishments for several reasons, other than proximity.

First, ⁽²⁾Chinese restaurants were (f) of cultural barriers and hostile histories that other locations (c) pose for Jewish immigrants, Plaut says. “There were no religious symbols on the wall at Chinese restaurants, like at an Italian restaurant, where there might have been pictures or paintings of the Pope,” he explains. “And there was no anti-Semitic history between the Chinese and Jewish people.”

Chinese cuisine was also popular among Jews because it did not combine meat and dairy — something prohibited under Jewish dietary laws. ⁽³⁾It did, however, often contain pork, which is typically ⁽⁴⁾off limits for those keeping kosher, but considered “safe treyf” (non-kosher food) when served in a Chinese restaurant. “Pork may have been hidden inside a wonton, but was considered ‘safe treyf’ because it’s chopped up and you can’t see it,” Plaut explains.

Additionally, ⁽⁵⁾Chinese food “wasn’t extremely spicy,” and used familiar ingredients, like onions, garlic and vegetables, which Plaut says made the dishes palatable despite being a departure from what Jewish immigrants would have cooked themselves.

Though Chinese restaurants served Jewish customers throughout the week, they became especially popular on Sundays. “Jews ⁽⁶⁾patronizing Chinese restaurants for Sunday lunch and supper ran parallel to after-church meals organized in the homes of church-going Americans,” Plaut writes in *A Kosher Christmas: 'Tis the Season to be Jewish*. Eating dim sum for Sunday brunch also became a Jewish custom, he notes.

According to Lu, Chinese restaurants ⁽⁷⁾embraced and fostered this Jewish tradition since it was good business. “During most of the 20th century, Chinese restaurants were the only stable options on Sundays,” she explains. “Chinese restaurateurs themselves knew about it also, and made it a selling point in their ads posted in the Jewish newspapers. They would say, ‘we offer Sunday chicken and steak meals’ or ‘we are open late on Sundays.’”

Finally, eating in Chinese restaurants offered a way of ⁽⁸⁾assimilating in a new country. “It was part of the process of Americanization,” Plaut says. “Eating out was becoming more popular in general from the 1890s in the United States. It was also probably a sign of being able to afford it, because eating out was then a luxury.”

出典：Yuko, Elizabeth, “What’s Behind the Jewish Tradition of Eating Chinese Food on Christmas?” HISTORY, 2024, <https://www.history.com/articles/jews-chinese-food-christmas-immigrants-new-york> (一部改編)
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What’s Behind the Jewish Tradition of Eating Chinese Food on Christmas? | HISTORY.
<https://www.history.com/articles/jews-chinese-food-christmas-immigrantsnew-york> (c) 2026
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*1 HISTORY：アメリカのTVネットワーク(かつてのHISTORY Channel)
が運営するウェブサイト

*2 kosher：ユダヤの戒律に従った

問1 下線部(1)の内容を以下の英文のように言い換えたとき、それぞれの()
に入る最も適当な語を記述解答用紙(G)に記入しなさい。ただし、最初の1字
は()内に示してあるので、それに続けて単語を綴ること。

Eating in Chinese restaurants became common probably (m)
because they were nearby and available (t) because people
collectively (d) to do so.

問6 本文の内容と一致するものを、①～④の中から1つ選び、マーク解答用紙(1)にマークしなさい。

解答番号は、

22

。

- ① In the earliest mention of Jewish people eating in Chinese restaurants, Chinese food was highly recommended.
- ② In traditional Jewish dietary laws, it is considered to be prohibited to mix beef and cheese together.
- ③ Jewish people ate in Chinese restaurants as there were no other restaurants around where they lived.
- ④ Sundays were not fit for Jewish people to eat out and Chinese restaurants had to hide their advertisements.

【6】 次の英文を読み、問1～問6に答えなさい。

(配点 47 点)

I'd just completed the spectacular four-day Inca Trail hike to Machu Picchu and, drunk on nature, was feeling dangerously invincible. Fresh Peruvian air still rejuvenated my lungs and the brain fog induced by my daily smartphone ⁽¹⁾addiction hadn't yet crept back in.

The disastrous events that followed began once I turned my phone back on. Responding to a Twitter solicitation*¹ for Peru recommendations, a man I'd never met posted: "Go mountain biking down a volcano in Arequipa!"

Those eight words would change my life.

I didn't even know what Arequipa was, and yet within an hour of the tweet I'd resolved to change all my plans and go. I waved goodbye to my hiking buddy and ⁽²⁾swapped my flight to Lima, Peru's capital, for Arequipa, its second biggest city, noted for its striking volcanoes, valleys and adventure sports.

As I'm a lifelong adrenaline junkie, the opportunity felt ⁽³⁾irresistible. I've skydived, sand-dune surfed, paraglided, bungee-jumped off New Zealand's tallest tower, been propelled from the water into the air by a jet pack and done Tough Mudder-style adventure events which included ice baths and an "electroshock therapy" obstacle of 10,000 volts.

These experiences shouldn't be taken as braggadocio*² that claims: "I'm mad, me!" but more as a recognition of a lifelong problem. I had always found the pedestrian, repetitive monotony of daily life stultifying*³ without a semi-regular thrill to remind me of my own mortality. Descending a volcano by mountain bike felt too seductive, a once-in-a-lifetime experience I couldn't let pass.

I struggled to find a tour company that would take me as a solo rider. Three suppliers cancelled at the last minute the night before. It was almost

as if the universe was telling me something bad would happen. Still, I ignored such ⁽⁴⁾signs and finally found a guide.

My head brushed the roof of the 4x4^{*4} as I set out with my guide and a driver for the two-hour journey up the winding Pichu Pichu volcano which dominates the city's skyline, so tall at 4,200m that my ears popped on the ascent. As the SUV rolled over the volcano's ancient lava-encrusted bumps, a familiar feeling returned to my gut: nervousness, excitement, the feeling of being alive.

My guide offered me four routes, increasing in order of difficulty. He tried to get me to buy the fourth — the hardest (and most expensive). I opted for the third. At the summit I geared up: knee pads, elbow pads, helmet, extra layers. Initially the descent — down a spiralling gravel path which wrapped around Pichu Pichu — was glorious. I belted^{*5} *Life* by Des'ree^{*6} as we whizzed down the winding track. Adrenaline surged through me. My guide showed me three “shortcut” off-road descents straight down from the spiral. I declined each for being too steep until it started to get awkward — I'd literally paid him to take me off road, and I was staying on road. I agreed to the fourth descent.

Suddenly the hills felt perilous; I was almost at a 90-degree angle. My singing abruptly stopped. My colon^{*7} travelled to my larynx^{*8}. I screamed at an emasculating^{*9} pitch and surprising volume. “Well done, Mr Gary!” my guide said, laughing, as I completed a steep descent. “Remember: don't brake on the hill.”

The bike then picked up an alarming pace. ⁽⁵⁾I felt panic travel through me. I resisted braking for most of the descent till it felt too dangerously fast. I saw my guide, who'd stopped ahead of me on the narrow rocky trail, rapidly nearing. ⁽⁶⁾Fearful I'd knock him over, I braked too hard into a skid.

Furious amounts of dry dust erupted from the hilly dirt ground in protest. My back wheel flipped up, throwing me over the handlebars. In a wallop^{*10},

my entire body weight landed on my right wrist. Through the clouds of dirt, I briefly saw the outline of my bike in the air. (7) The dust cleared (e) for me to see it hurtling towards me before landing on (t) of me, instantly winding me. At altitude.

Arid soil filled my mouth; the first thing I did was spit. I could barely breathe. My hearing faded back in. “Mr Gary? Mr Gary, are you OK?”

I was too winded and in shock to respond. “Catch your breath, Mr Gary,” my guide said. The first word I choked out was an expletive*¹¹. The first feeling was sheer embarrassment. Then disappointment. Then pain.

My guide insisted my wrist definitely wasn’t broken; he’s a former paramedic, and (8) if it () broken, it (w) (h) swollen more, he said. He even tried getting me back on the bike, but I was in too much pain. Deflated, I asked him to radio the van-of-shame to drive me the rest of the way down the volcano.

出典：Gary Nunn, ‘Thrill-seeking made me feel alive — until the day I hurtled down a volcano on a mountain bike’, *Guardian*, Feb 17, 2025. (一部省略)
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*¹ solicitation：呼びかけ

*² braggadocio：ほら話

*³ stultifying：無意味になる

*⁴ 4x4：4輪駆動車

*⁵ belted：大きな声で歌う

*⁶ Des’ree：ポップシンガーの名前

*⁷ colon：結腸。大腸の大部分を占める臓器

*⁸ larynx：喉頭

*⁹ emasculating：情けない

*¹⁰ wallop：強烈な衝撃

*¹¹ expletive：ののしり

問1 下線部(1)～(3)に最も意味の近いものを、それぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(3) 。

(1) ① dependence

② indifference

③ coincidence

④ confidence

(2) ① missed

② jumped

③ boarded

④ changed

(3) ① sustainable

② tempting

③ avoidable

④ complicated

問2 下線部(4)が表す意味として最も適当なものを、①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、。

① 標識

② 兆候

③ 記号

④ 署名

問3 筆者はどのような選択肢から何を選んだのか。最も適当なものを、①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、

27

。

- ① 走行前に提示された複数のコースの中から、難易度が2番目に低いものを選び、さらに走行中に案内されたショートカットのうち2番目のものに挑戦した。
- ② 走行前に提示された複数のコースの中から、難易度が2番目に高いものを選び、さらに走行中に案内されたショートカットのうち3番目のものに挑戦した。
- ③ 走行前に提示された複数のコースの中から、難易度が2番目に高いものを選び、さらに走行中に案内されたショートカットのうち最後のものに挑戦した。
- ④ 走行前に提示された複数のコースの中から、難易度が2番目に低いものを選び、さらに走行中に案内されたショートカットのうち最初のものに挑戦した。

問4 下線部(5)、(6)を日本語に訳しなさい。解答は記述解答用紙(G)に記入しなさい。

問5 下線部(7)が以下のような意味になるとき、それぞれの()に入る最も適当な語を記述解答用紙(G)に記入しなさい。ただし、最初の1字は()の中に示してあるので、それに続けて単語を綴ること。

それが疾走してきて私の上に落ちるのが見えるほど、砂埃は晴れた

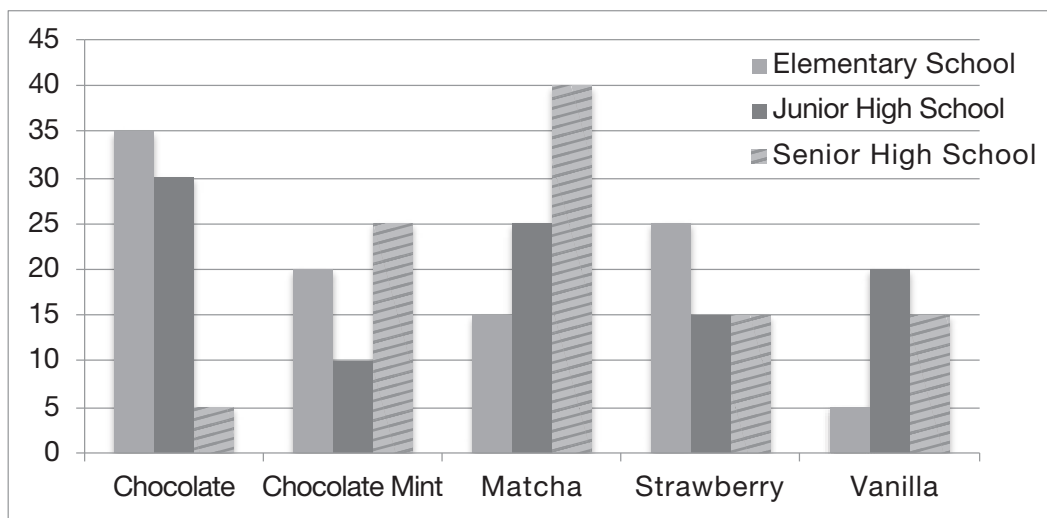
問6 下線部(8)のそれぞれの()に入る最も適当な語を答えなさい。ただし、最初の1字が()の中に示してあるものは、それに続けて単語を綴ること。解答は記述解答用紙(G)に記入しなさい。

【7】 次の表を参照し、(1)～(4)の英文の問いに最も適当な答えをそれぞれ①～④の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) 28 ～(4) 31。

(配点 12 点)

In 2025, fictional students in an elementary school, a junior high school and a senior high school in a certain prefecture in Japan were asked to choose their favorite ice cream flavor from a choice of five flavors: chocolate, chocolate mint, matcha, strawberry, and vanilla. The results are indicated in the bar chart below. The information on the left side (vertical axis) indicates the percentage of students and the information on the bottom (horizontal axis) indicates the ice cream flavors.



(1) Comparing the ranking of all five ice cream flavors, which of the following statements is true?

28

- ① Although matcha is the most popular flavor with junior high school students, it is the least favorite with senior high school students.
- ② Although vanilla is the most popular flavor with junior high school students, it is the least favorite with senior high school students.
- ③ While chocolate is the most popular flavor with elementary school students, it is the least favorite with senior high school students.
- ④ While strawberry is the most popular flavor with elementary school students, it is the least favorite with junior high school students.

(2) Comparing the ranking of all five ice cream flavors, which of the following statements is true?

29

- ① There is a tendency that chocolate is more popular among elementary school students and junior high school students than senior high school students.
- ② There is a tendency that matcha is more popular among junior high school students than it is with senior high school students.
- ③ There is a tendency that strawberry is equally as popular among both elementary school students and junior high school students.
- ④ There is a tendency that vanilla is less popular among senior high school students than it is with elementary school students.

(3) Comparing the ranking of all five ice cream flavors, which of the following statements is false?

30

- ① Chocolate mint is more popular with elementary school students than it is with junior high school students.
- ② Matcha is not as popular with elementary school students as it is with senior high school students.
- ③ Strawberry is more popular with elementary school students than it is with both junior high school students and senior high school students.
- ④ Vanilla is more popular with elementary school students than it is with junior high school students.

(4) Comparing the flavor ranking selections of the youngest (elementary school) students and the oldest (senior high school students), which of the following statements is false?

31

- ① Matcha is more popular with the youngest students than it is with the oldest students.
- ② Vanilla is the least popular flavor with the youngest students while chocolate is the least popular flavor with the oldest students.
- ③ While chocolate is the most popular with the youngest students, matcha is the most popular with the oldest students.
- ④ While strawberry is the second most popular flavor with the youngest students, it is equally as popular as vanilla is with the oldest students.

【8】 次の(1)～(5)の表現に関連する文として最も適当なものを、それぞれ①～⑩の中から選び、マーク解答用紙(1)にマークしなさい。

解答番号は、(1) ～(5) 。

(配点 15 点)

(1) こつこつ

(2) ずきずき

(3) はらはら

(4) ふわふわ

(5) もじもじ

- ① I got to the meeting just in time this morning.
- ② My head has been aching since I woke up.
- ③ Our daughter is always shy around strangers.
- ④ The boy looked at us with a smile on his face.
- ⑤ The dog is running round and round over there.
- ⑥ The vegetables in the garden are growing well.
- ⑦ The village atmosphere is comfortably relaxed.
- ⑧ We all know he is saving up money bit by bit.
- ⑨ We were anxious the whole time.
- ⑩ You can see fluffy white clouds above the hill.

【9】 次の各組の()内の語を並べ換えて、日本語とほぼ同じ意味の英文を作るとき、並べ換えた語について、問題文の後の[]内の数字の順位にくる語を、それぞれ①～⑧の中から選び、マーク解答用紙(1)にマークしなさい。ただし、()内には不要な語が1語含まれています。

解答番号は、(1) ～(4) 。(配点 20 点)

(1) 目的地に着くまでに我々は疲れはてた。[3]

We (① by ② exhausted ③ reached ④ the ⑤ time
⑥ until ⑦ we ⑧ were) our destination.

(2) その事故を見て誰もが青ざめたと聞きました。[6]

I heard that (① at ② everyone ③ of ④ pale ⑤ see
⑥ sight ⑦ the ⑧ turned) the accident.

(3) 私が戻るまで、部屋をそのままにしておいてくれますか。[5]

Could you (① as ② changing ③ is ④ it ⑤ leave
⑥ room ⑦ the ⑧ until) I come back.

(4) 彼の到着予定時間を教えてください。[5]

Let (① he ② is ③ know ④ me ⑤ supposed
⑥ time ⑦ to ⑧ when) arrive.