

2026年度

入学試験問題

英語

最初に、以下の注意事項をよく読んでください。

1. 問題冊子は監督者の指示があるまで開いてはいけません。
2. 監督者の指示により、最初に問題冊子の表紙と解答用紙の、指定されたらんに受験番号と氏名を記入してください。
3. 試験問題の内容に関する質問には応じません。それ以外の用事があるときは手をあげてください。
4. 受験中気分が悪くなったときは、監督者に申し出てください。
5. 解答用紙は持ち帰らないでください。

氏名		受験 番号	3			
----	--	----------	---	--	--	--

Part I 英文を完成させるのに最もふさわしい語(句)を一つずつ選び、解答用紙にその記号を書きなさい。

(1) There are three cars in the parking lot; one is red, and () are white.

ア another イ other ウ others エ the others

(2) I () my grandmother because she is always kind and wise.

ア look for イ look into ウ look up to エ look down on

(3) The boy () to his sister for breaking her pen.

ア apologized イ allowed ウ excused エ regretted

(4) All the furniture in these rooms () made of wood.

ア are イ is ウ were エ has

(5) The robot is () of performing complex tasks.

ア able イ available ウ possible エ capable

Part II 次の語(句)を意味の通るように並べかえ、それぞれ①、②に入るものの記号を解答用紙に書きなさい。

(1) She _____ ① _____ _____ _____ ② she was a child.

[ア visit イ when ウ used エ her grandparents オ Kyoto カ in キ to]

(2) He _____ ① _____ _____ _____ ② _____ two hours.

[ア me イ waiting ウ the building エ for オ kept カ more than キ outside]

(3) The movie _____ ① _____ _____ _____ the one ② _____ before.

[ア I イ was ウ you エ recommended オ had seen カ me キ to]

Part III 次の会話を完成させるのに最もふさわしいものを一つずつ選び、解答用紙にその記号を書きなさい。

(1) A : Are you going to the cafeteria for lunch today?

B : No, I've brought my lunch today. ()

A : That's smart. Eating at the cafeteria every day costs a lot.

B : Right. Honestly, I like this better. My mom makes really good sandwiches.

ア I don't really like the food at the cafeteria.

イ I'm trying to save money.

ウ I want to go to the library after lunch.

エ It's really crowded there.

(2) (Two friends are talking on the phone.)

A : I thought we were meeting at 2:00, but I just saw your message. It says 2:30.

B : Oh, sorry! I guess I made a mistake. Are you already there?

A : Yeah, but don't worry. ()

B : Thanks for waiting. I'll be there soon.

ア We should cancel our plans and reschedule.

イ Actually, I'm on the train now, too.

ウ I'll just start without you.

エ I'll get a drink and be here until you come.

(3) A : This restaurant is nice. Everything on the menu looks good. I can't decide what to eat.

B : I know! I'm thinking about the grilled salmon or the beef stew. It's hard to choose just one.

A : ()

B : That's a great idea! I'm so happy I can eat both!

ア Do you want to order the same thing?

イ I'll have the mushroom pasta.

ウ I don't feel like eating fish or meat today.

エ How about ordering different dishes and sharing them?

Part IV YumiとTomの会話を成立させるために (1) ~ (5) に入れる文として最もふさわしいものを下のア~キから一つずつ選び、解答用紙にその記号を書きなさい。

Situation : Yumi and Tom are talking about their summer vacation homework.

Yumi : Hey Tom, have you done your science homework yet? It's due next Monday.

Tom : Not yet. It's only Friday today, so I've still got three more days, you know? (1) That's when I feel most focused.

Yumi : Seriously? You might think so, but I read that people do better when they start early. (2)

Tom : I've heard that, but I still feel more creative under pressure. I read an article. It said putting things off can sometimes lead to more creative ideas, especially when the task is difficult. They even mentioned that a little procrastination can actually help you come up with fresh ideas.

Yumi : Stress can affect our performance. In my case, if I put things off until the last minute, I'd end up feeling very stressed and unable to concentrate. (3) So, I'm trying to focus on making progress.

Tom : I get it. Sometimes I don't even know where to start, so I avoid the task altogether. I'm afraid I won't do it well, so I just want to avoid it.

Yumi : That's a pretty common issue. (4)

Tom : I'm thinking I should try starting earlier and just doing something small to begin with.

Yumi : Exactly. It's better to do something than nothing. That way, you'll make progress without feeling overwhelmed.

Tom : Yeah, I know. (5)

Yumi : You can start now. After you're done with your homework, let's go to a movie!

ア Some people put things off, not because they're lazy, but because they're afraid of failing.

イ I like to study in the morning because it's quiet.

ウ I should have started earlier.

エ Eating chocolate before studying helps me concentrate better.

オ They have more time to check their work and correct mistakes.

カ I usually wait until the night before the deadline.

キ I want everything to be perfect.

Part V 次の英文を読んで、あとの問の答えを解答用紙に書きなさい。

著作物利用のため本文は非公開とします

問1 次の質問の答えとして最もふさわしいものを一つずつ選び、記号で答えなさい。

(1) Why did the students decide to organize a concert on their university campus?

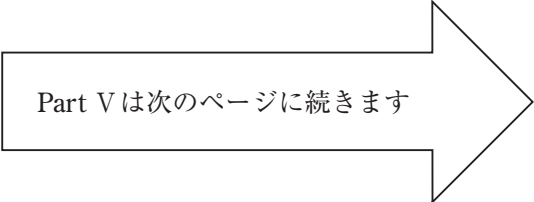
- ア They believed that inviting a world-famous pianist would attract attention and possibly lead to future opportunities, both socially and academically.
- イ They hoped that by creating a meaningful event, they could inspire others and raise awareness about the importance of supporting students in need.
- ウ They had some trouble getting financial support from family or other sources, and saw the concert as a practical solution to cover their tuition fees.
- エ They thought that organizing a concert might help them receive a scholarship from the university to pay for their schooling.

(2) What happened after the students gave Paderewski the money they had collected?

- ア Paderewski returned the money and told the students to use it for their school fees, showing that he cared more about their situation than about being paid.
- イ Paderewski considered their situation and offered to reduce the fee, asking them to pay only what they had collected.
- ウ Paderewski listened to their explanation and, although he was touched by their effort, reminded them that business agreements should be respected.
- エ Paderewski accepted the money and said he would wait for the rest, trusting the students because they had written a promise.

(3) What does Herbert Hoover's response to Paderewski during the war suggest about his values?

- ア He believed that international aid should be based on past personal experiences rather than political or economic reasons.
- イ He felt a deep sense of gratitude and moral responsibility to return the kindness he had once received, even after many years.
- ウ He wanted to use the opportunity to strengthen his political image by helping a well-known leader from Europe.
- エ He thought that helping Poland would benefit the U.S. economically and improve its influence in post-war Europe.



Part V は次のページに続きます

(4) What can we learn about Paderewski's personality from the way he responded to the students who couldn't pay him?

ア He was a practical thinker who believed that people should solve their own problems, but he was willing to offer advice as necessary.

イ He was a generous and compassionate person who prioritized the needs of others over financial gain, even when it was not expected of him.

ウ He was a proud artist who valued his reputation and wanted to be remembered for his kindness as well as his musical talent.

エ He was a cautious individual who preferred not to take risks, especially when dealing with people he didn't know well.

問2 下線部 **What goes around comes around!** は、具体的に誰が誰のためにどのような行動を取ったのか、またそれらの行動からどのような教訓が得られるのか、次の表にあてはまるように日本語で完成させなさい。ただし、人名は英語で書いてもよいものとする。

行動①



行動②



教訓

Part VI 次の英文とグラフを読んで、あとの問の答えを解答用紙に書きなさい。

In May 2025, U.S. President Donald Trump announced a plan to prevent Harvard University from accepting international students. He claimed that the university had failed to prevent what he described as discrimination and hate speech against Jewish people on campus. The decision surprised many people and raised concerns about how political actions might affect the future of international education. Although the measure was paused after legal challenges, it reminded the world of the importance of studying across borders.

While the focus was on universities, international students also play a vital role in high schools. Many teenagers study abroad to improve their language skills, experience new cultures, and prepare for college. The United States is one of the most popular destinations for K-12* international students. Many come from countries in the Americas and Asia.

From the Americas, according to the 2024 SEVIS* report, Mexico sends a large number of students, accounting for about 6.3% of all international K-12 students in the U.S. Families in Mexico often choose American schools for their children because of the close distance and cultural ties. Canada follows closely. Its share is very similar to Mexico's, but about 1% lower. Canadian students often enter U.S. schools with special academic goals, such as advanced science or language programs.

From Asia, China sends the largest number of students — more than 25%. Chinese families strongly value global education and believe that studying in the U.S. opens doors to top universities. Vietnam is also a major sending country, with 7.8% of the total. The number of Vietnamese students has grown rapidly over the past few years. South Korea ranks between Vietnam and Mexico in terms of the number of students it sends. Korean students often participate in organized exchange programs and are highly motivated to improve their English.

In Japan, more junior and senior high school students are also choosing to study abroad. Some join short-term programs, while others spend a full academic year overseas. These students take part in school events, make international friends, and experience a new style of learning. The Japanese government and schools offer scholarships and support for these experiences.

Even in uncertain times, the value of international education is clear. By learning across borders, young people become more open-minded, confident, and ready to shape the future together.

注 K-12：アメリカの教育課程で、幼稚園ようちえんから高校3年生まで（およそ5～18歳さい）

SEVIS：アメリカ政府が留学生の情報を記録・管理するシステム

問1 次の質問の答えとして最もふさわしいものを一つずつ選び、記号で答えなさい。

- (1) What was the main reason President Trump tried to stop Harvard from accepting international students?
- ア The university did not support English education which Trump wanted to encourage.
 - イ Harvard refused to accept American students.
 - ウ Trump argued that the university failed to stop discrimination against Jewish people.
 - エ Trump wanted to reduce the number of foreign teachers.
- (2) What is one reason why many families in Mexico send their children to American schools?
- ア American schools are free for Mexican students.
 - イ Both American and Mexican students wear ties as their school uniform.
 - ウ When Mexican schools are closed, the students are required to study abroad.
 - エ The U.S. is in the neighborhood of and culturally connected to Mexico.
- (3) According to the passage, which statement is true about studying abroad in the U.S.?
- ア Domestic support systems in a certain country have expanded opportunities for overseas study.
 - イ Students from the Americas are expected to have foreign experiences to get into top universities.
 - ウ Private travel agencies have created new high school study abroad programs.
 - エ American high schools are offering more financial aid to Asian students than the students from other countries.

問2 次のグラフの空所(1)～(4)にあてはまる国名としてふさわしいものを選び、解答用紙にその記号を書きなさい。

ア Vietnam イ Canada ウ South Korea エ Mexico

著作物利用のため非公開とします

Part VII 次の会話文中の下線部 ①, ② をカッコ内の指示に従って英語に直しなさい。

Question 1

A : Do you have any plans for the summer vacation?

B : Yes! ① 美しいビーチへの旅行が楽しみなんだ。 (“wait for”を使って)

A : Wow! Sounds fun!

Question 2

Student : I missed class yesterday because I wasn't feeling well. What should I do?

Teacher : Are you feeling better now? ② 友達のノートを見せてもらってください。 (Askから始めて)

Student : I'll do that. Thanks for the advice.

Part VIII 次のTOPICについて、全体で5文程度の英文になるように具体的に書きなさい。ただし、解答らんの外に書かれたものは採点されません。

TOPIC

First, mention one of the foreign countries where you have lived before.

Then, describe one of the good rules or customs in that country and explain why you think it is good.