

全学統一入試／一般入試

(後 期)

(学科別：DS 後期)

英 語

令和 8 (2026) 年度

試験学科
経営学科
ホスピタリティ・マネジメント学科
データサイエンス学科
経済学科
法律学科
国際関係学科
多文化コミュニケーション学科
現代社会学科
健康スポーツ科学科

試験時間 (60分)

解答 … 巻末

I. 次の1～10の()に入る最も適当なものを①～④から1つずつ選び、マークしなさい。

1. People () to sleep more on weekends.

- ① fly ② tend ③ invite ④ control

2. I couldn't () on my homework because of the noise.

- ① continue ② cancel ③ complain ④ concentrate

3. Exercise has many health ().

- ① problems ② examples ③ benefits ④ mistakes

4. The store sells () from many different countries.

- ① gratitude ② goods ③ glory ④ glances

5. The repairman () the cost to be about 50 dollars.

- ① replaced ② celebrated ③ estimated ④ answered

6. There was a () change in the weather today.

- ① asleep ② lost
③ conservative ④ significant

7. () from a parent is required before a student can participate in the school trip.

- ① Consent ② Control ③ Creation ④ Content

8. She () a new phone last week.

- ① pushed ② parked ③ purchased ④ practiced

9. They have () respect for each other.

- ① usual ② musical ③ magical ④ mutual

10. Change is () in life. We grow older, learn new things, and face new challenges.

- ① incapable ② impossible ③ inevitable ④ idle

II. 次の1～10の英文の下線部に最も意味の近いものを①～④から1つずつ選び、マークしなさい。

1. She answered the phone immediately after it started ringing because she was waiting for an important call.

- ① slowly ② right away
③ from now on ④ rarely

2. My teacher always encouraged me to try my best, even when I made mistakes.

- ① urged ② ignored ③ told ④ made

3. I intend to study abroad next year, so I'm working hard on my English now.

- ① promise ② forget ③ plan ④ imagine

4. Many people opposed the new law because they believed it was unfair.

- ① agreed with ② supported
③ fought against ④ explained

5. You must wear a helmet when riding a bike. Otherwise, you could get seriously hurt in an accident.

- ① If you don't ② After wearing it
③ In this way ④ As an example

6. The internet enables us to find information easily, which makes studying much more convenient.

- ① allows ② prevents ③ finishes ④ remembers

7. Children depend on their parents for food, love, and a safe place to live.

- ① keep on ② hand in ③ count on ④ clear up

8. He is regarded as one of the best players in the team because of his skill and teamwork.

- ① seen as ② laughed at ③ trained by ④ replaced by

9. They condemned Tom for stealing the information from the company, but he said he was innocent.

- ① praised ② blamed ③ warned ④ helped

10. She studied hard for many months and eventually passed the exam with a high score.

- ① always ② quickly ③ finally ④ suddenly

Ⅲ. 次の 1 ～ 5 の英文とほぼ同じ意味を表すものを、それぞれ①～④から 1 つずつ
選び、マークしなさい。

1. I made up my mind to join the tennis club.

- ① I forgot to go to tennis club practice.
- ② I decided to become a member of the tennis club.
- ③ I made a mistake during tennis club practice.
- ④ I joined the tennis club without thinking too much.

2. I get along with my new classmates.

- ① I don't like my new classmates.
- ② I fight with my new classmates every day.
- ③ I have a good relationship with my new classmates.
- ④ I just met my new classmates yesterday.

3. She came up with a good idea for our project.

- ① She copied our idea from another group.
- ② She didn't know what to do for our project.
- ③ She thought of a great idea for our project.
- ④ She finished our project without any ideas.

4. I am used to speaking English in class.

- ① I always avoid speaking English in class.
- ② I am accustomed to speaking English during class.
- ③ I get nervous when I hear English in class.
- ④ I have never spoken English in class before.

5. He is in charge of the event for the class.

- ① He is excited about the class event.
- ② He is responsible for the class event.
- ③ He is going to watch the class event.
- ④ He is not interested in the class event.

IV. 次の1～5の対話の（ ）に入る最も適切なものを①～④から1つずつ選び、マークしなさい。

1. Waiter : Are you ready to order?

Customer : Yes, I think so. I'll have the grilled chicken salad, please.

Waiter : Great choice! Would you like any dressing with that?

Customer : ()

Waiter : Yes, we do.

Customer : Perfect. And can I get an iced tea as well?

Waiter : Absolutely. I'll be right back with your drink.

① Do you have a dressing room?

② Can I get a side of fries with that?

③ Do you have Italian dressing?

④ Is the dressing low-fat?

2. Jim : How did you like the movie?

Tom : I thought it was brilliant. The way the movie was filmed was impressive.

Jim : Yeah, the images were really good. But I found the pacing a bit slow.

Tom : True, the middle part dragged on a little. But ()

Jim : Definitely. The last scene was so powerful.

① the ending made up for it.

② I was disappointed with the ending.

③ I didn't like the final part at all.

④ the middle part was actually the best part.

3. Clerk : May I help you?

Customer : Yes, I'm looking for a jacket for spring.

Clerk : Sure! Do you prefer something casual or more formal?

Customer : Something casual, but not too sporty.

Clerk : How about this one? It's light and perfect for spring weather.

Customer : I like it! ()

Clerk : Let me check in the back for you.

① Do you have it in a medium?

② Can I get this jacket repaired before I buy it?

③ Does it come with a jacket?

④ Is this jacket formal?

4. Customer : Excuse me. Could you tell me where the milk is?
 Clerk : It's in the dairy aisle, right next to the cheeses.
 Customer : Thanks! I always seem to lose my way in this store.
 Clerk : I completely understand! Since the layout was changed, it's not as easy to find things as before.
 Customer : () Do you also happen to know where the bread section is?
 Clerk : Yes, it's at the far end of the store, on the left side.
 Customer : I appreciate your help. I'll head there now.
 Clerk : You're very welcome. Let me know if you need anything else!

- ① Have a great day!
- ② Don't forget to get some milk!
- ③ Good luck with your shopping!
- ④ That explains it!

5. Teacher : I haven't seen you for a long time.
 Former Student : It really has been a while—not since the graduation ceremony, I believe.
 Teacher : That's right. So, what path have you taken since then?
 Former Student : I've been working for a publishing firm in Osaka. It's been a fascinating experience so far.
 Teacher : That sounds like a wonderful opportunity. Are you finding the work satisfying?
 Former Student : Absolutely. It's demanding at times, but ()
 Teacher : I'm pleased to hear that. You always had a talent for expressing ideas clearly.
 Former Student : Thank you. Your classes really shaped the way I think and write.

- ① I'm still not sure if this job is right for me.
- ② sometimes I wish I had chosen a different career.
- ③ I've been thinking about quitting soon.
- ④ I feel I'm growing both professionally and personally.

V. 次の一連の英文を読み、(A) ～ (E) に入る最も適当なものを①～④から1つずつ選び、マークしなさい。

Norman Borlaug was an American scientist whose work in agriculture changed the world. In the 1960s, many countries faced serious food shortages. Borlaug helped solve this problem by developing new types of wheat that could grow quickly and resist disease. His work began in Mexico, where he created wheat varieties that greatly increased crop production. These techniques were later used in India and Pakistan, where they helped prevent famine. This movement to improve farming is now called the “Green Revolution.”

Borlaug’s new wheat varieties needed chemical *fertilizers and modern machines to grow well. These methods helped many countries grow more food, but not (A) agreed with Borlaug’s ideas. Some people believed that his methods caused environmental damage. Others said that they were not fair to small or rural farmers who could not afford the necessary equipment.

*fertilizers 「肥料」

(A) ① people ② anyone ③ everyone ④ someone

Despite these criticisms, Borlaug’s work saved millions of lives. He received the Nobel Peace Prize in 1970. Some people even said that he “fed the world.” His new crops were not only productive but also (B) to different climates, so they could grow in many regions around the world.

(B) ① useless ② suited ③ harmful ④ agricultural

However, there were also problems. The heavy use of chemical fertilizers and *pesticides led to serious (C) in the air, water, and soil. While Borlaug wanted to help everyone, the Green Revolution often helped larger farms more than smaller ones. Ironically, the people he wanted to help the most—the (D)—often could not benefit from his technologies because they were too expensive.

*pesticides 「殺虫剤」

(C) ① production ② protection ③ pollution ④ promotion

(D) ① local ② poor ③ skilled ④ urban

Today, Borlaug’s legacy is still (E). Some believe he was a hero who prevented global hunger. Others think his ideas created long-term problems. Still, many agree that he was thinking about environmental issues before the idea of *sustainable development became popular.

*sustainable 「持続可能な」

(E) ① agreed ② separated ③ debated ④ invited

【Adapted and abridged from “The Green Revolution: Norman Borlaug and the Race to Fight Global Hunger,” *American Experience*, PBS, April 22, 2025.】

VI. 次の一連の英文【A】～【E】を読み、1～5の問いの答えとして最も適切なものを①～④から1つずつ選び、マークしなさい。

【A】 Langston Hughes, born in 1902 in Joplin, Missouri, was one of the most influential African American writers of the 20th century. In addition to his poetry, Hughes wrote essays, plays, and short stories. Among his lesser-known but moving works is the short story “Thank You, *Ma’m.” Although he completed a third draft of this story in 1954, it wasn’t published until 1958, when it appeared in his collection *Something in Common, and Other Stories*. The story reflects Hughes’s continuing interest in themes of dignity, struggle, and human connection, especially within the African American community.

*Ma’m (アメリカ南部や黒人英語では、特に親しみや敬意を込めて、目上の女性に対して使われる呼びかけ。)

1. What is one theme important to Hughes in “Thank You, Ma’m”?

- ① His focus on the value of human respect and connection.
- ② His political career in Missouri.
- ③ His desire to publish in newspapers.
- ④ His focus on humor within the African American community.

【B】 Narrated in the third person, the story begins abruptly with a failed robbery. Mrs. Luella Bates Washington Jones, a large and imposing woman, is walking alone at 11 p.m. when a boy suddenly tries to steal her purse. The attempt fails—the strap breaks, and the boy falls. Rather than

expressing fear or anger, Mrs. Jones responds with swift physical and moral authority. She grabs the boy, scolds him, and demands an explanation. Her reaction is not only surprising but also telling: it shows both her strength and her willingness to engage, not escape, the situation. The narrative hints that both characters belong to the African American community, suggesting deeper social and cultural contexts.

2. What does Mrs. Jones’s immediate reaction to the situation reveal about her?

- ① She is easily frightened and tries to escape.
- ② She chooses to ignore the boy and walk away.
- ③ She wants the police to handle the situation.
- ④ She acts firmly and morally without hesitation.

【C】 Upon closer inspection, Mrs. Jones notices that the boy is dirty and likely hungry. He admits that no one is at home to care for him. Instead of punishing him, Mrs. Jones decides to take him to her home. Her actions suggest *empathy born of experience; though she never directly states it, she seems to recognize in the boy a version of her younger self. Hughes’s narrative subtly implies that Mrs. Jones understands the pressures of poverty and loneliness, and instead of judging the boy harshly, she chooses to offer him something he may never have received before: *compassion and trust.

*empathy 「共感」 compassion 「思いやり」

3 . What motivates Mrs. Jones to take the boy home?

- ① She wants to teach him how to fight.
- ② She needs help carrying her purse.
- ③ She sees in him what she once was in her youth.
- ④ She plans to call his parents.

【D】 Once inside her modest apartment, Mrs. Jones maintains full control of the situation, using both firm speech and gentle actions to guide the moment. She calmly tells the boy, whose name is Roger, that although she could have called the police, she chose not to, giving him a chance to explain himself. While she reveals little about her own life, she hints at her past, suggesting that, like Roger, she too once made poor choices when she was younger. Through this exchange, Hughes presents a woman who is both firm in her values and open in her heart, balancing strength with kindness. Mrs. Jones confidently shares her full name, Luella Bates Washington Jones, using both her presence and tone to assert her authority. She doesn't need to raise her voice; her calm and steady manner conveys a sense of power, as she guides Roger with both firmness and kindness, showing him the importance of making better choices in life.

4 . Which of the following best describes Mrs. Jones's behavior after they returned to her apartment?

- ① She shows no control over the situation and allows Roger to make the decisions.
- ② She insists on calling the police immediately and presses charges against Roger.
- ③ She maintains control of the situation by being firm in her speech and gentle in her actions.
- ④ She refuses to speak to Roger and keeps her distance from him.

【E】 Over a simple meal, Roger gradually lets down his guard, feeling the warmth of Mrs. Jones's kindness. Although he has a chance to run, he chooses to stay, perhaps sensing that there's something different about this woman. As they talk, he eventually confesses that he wanted to buy blue *suede shoes, a dream he couldn't afford. Mrs. Jones listens intently, without judgment or anger, giving him the space to share his feelings. She doesn't lecture him, but instead opens up about her own past mistakes, hinting that she, too, once made poor decisions when she was young. Her understanding, not her anger, shapes the conversation. Before sending him on his way, she gives him ten dollars for the shoes, instructing him to behave himself and make better choices in the future. Roger, overwhelmed by her generosity and the kindness she has shown him, struggles to express his gratitude, managing only to say "Thank you, Ma'm." The story ends not with punishment, but with a quiet, emotional moment that lingers in both Roger's heart and the reader's mind, a reminder of the power of compassion and understanding.

*suede 「スエード皮の」(スエード皮は起毛処理を施し、柔らかく仕上げられている)

5. How does Mrs. Jones respond to Roger’s confession about wanting to buy blue suede shoes?

- ① She scolds him and tells him to be ashamed of his actions.
- ② She listens to him, offers understanding, and gives him the money for the shoes.
- ③ She asks him why he wants the shoes and then tells him to leave.
- ④ She gives him advice on how to buy shoes, but doesn’t help him financially.

【Abridged and adapted from “Author Biography” and “Plot Summary” in *A Study Guide for Langston Hughes’s “Thank You, Ma’m,”* (Gale, Cengage Learning, 2010).】

I.	各2点	1. ㉔	2. ㉕	3. ㉖	4. ㉗	5. ㉘	6. ㉙	7. ㉚	8. ㉛
		9. ㉜	10. ㉝						
II.	各2点	1. ㉔	2. ㉚	3. ㉖	4. ㉗	5. ㉚	6. ㉚	7. ㉛	8. ㉚
		9. ㉔	10. ㉛						
III.	各3点	1. ㉔	2. ㉛	3. ㉖	4. ㉗	5. ㉔			
IV.	各3点	1. ㉛	2. ㉚	3. ㉚	4. ㉕	5. ㉕			
V.	各3点	(A) ㉛	(B) ㉔	(C) ㉖	(D) ㉔	(E) ㉛			
VI.	各3点	1. ㉚	2. ㉕	3. ㉖	4. ㉛	5. ㉔			

[100点満点]