令和８年度

英語

学校推薦型選抜指定校特待生選考

入学試験問題

注意事項

１．試験開始の合図があるまで、この問題冊子の中を見てはいけません。

２．この問題冊子は、８ページあります。
試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁等に気づいた場合は、手を挙げて監督者に知らせなさい。

３．解答は、解答用紙に記入しなさい。

４．解答用紙には解答欄以外に受験番号、氏名の記入欄があるので、監督者の指示に従って記入しなさい。

５．問題冊子の余白等は適宜利用してもよいが、どのページも切り離してはいけません。

６．試験終了後、問題冊子も回収します。

受験番号（　　）

氏　　名（　　）

英語

第１問　次の（１）～（１５）の空所に入れる最も適切なものをそれぞれ１～４の中から一つ選び、その番号を記しなさい。

（　１　）I (____) in southern China for five years now.

1.live　　2.living　　3.lived　　4.have lived

（　２　）A：Wow, how (_____) is the bridge over there?
　　B：I think it`s about 100 meters.

1. long　　2. pretty　　3. many　　4. much

（　３　）In her free time, Amber likes to read many books. She is especially interested (_____) history.

1. on　　2. at　　3. in　　4. for

（　４　）Tim has been practicing his singing with his teacher. After so much hard work, he sings (_____) than before.

1. good　　2. more well　　3. better　　4. best

（　５　）Sorry, neither my big brother or my parents (____) going to the Christmas party this weekend.

1. is　　2. are　　3. be　　4. was

（　６　）I have two friends (____) work at the local burger shop next to the college.

1. they　　2. are　　3. who　　4. will

（　７　）A：Hey Dad, are we having a barbecue tonight?
　　B：Yes, we are, but first I`ll have to take the hamburgers from the freezer and let it (_____) first.

1. stray　　2. shatter　　3. thaw　　4. break

（　８　）In the beginning, the Johnsons loved their young puppy, but taking care of it became such a (_____) that they gave it to their neighbors.

1. pleasure　　2. leisure　　3. burden　　4. hobby

（ ９ ）The Amtrax train arrived at the station on time (____) the heavy snowstorms.

1. despite 2. because 3. even though 4. now that

（１０）By the end of next quarter, Jenny (_____) in her new law office for over three years.

1. will have been working 2. have been working
3. are working 4. will be working

（１１）Among (_____) musical performances was the famous Alicia Tan and her talented band.

1. who 2. whose 3. they 4. those

（１２）Miss O`hara gave a ( ) explanation of the assignment, making it easy for the students to understand.

1. vague 2. lengthy 3. roundabout 4. simple

（１３）If you need a pencil, there are a ( ) left in the box on the desk.

1. few 2. each 3. most 4. many

（１４）Kenny stood up to make his speech, but his voice was so ( ) that most people in the audience could not hear what he was saying.

1. hoarse 2. faint 3. harsh 4. blaring

（１５）When the brilliant artist Kelly wore an animal mask during the exhibition, no one was surprised. She is quite (_____) for her shy nature.

1. embarrassed 2. flirtatious 3. notorious 4. reserved

第２問　次の英文を読み、（１６）～（２２）の質問に答えなさい。

Japanese Walking
Breaking News English

この部分に掲載されている文章については、著作権の都合上、非公開

life expectancy　平均寿命
dementia　痴呆（ちほう）
posture　姿勢
jargon　専門用語

問２－１　下線部（１６）を日本語に訳しなさい。

問２－２　（１７）～（２１）に入る適当な単語を以下から選び、番号を書きなさい。

1. healthy　2 . stress　3. with　4. longest　5. times

問２－３　（２２）の英語を以下の日本語訳を参考に並び替えなさい。

日本語訳：それは、人を長生きさせる手助けをすることができると、医者は言います。

第３問　次の英文を読み、（２３）～（２７）の質問に答えなさい。

Lentil by lentil, Nepali food takes shape in Tokyo

abbreviated from Japan Times

At Nepalico in Shibuya, owner Padam Devkota opened his restaurant in 2010 to share the traditional flavors of rural Nepal. Born in Gorkha, he serves dal bhat, a classic Nepali dish of rice, **lentils**, and vegetables. At first, customers asked for butter chicken and naan, but Devkota explained that dal bhat is healthy and comforting — “slow food” for busy Tokyo life.

Before Nepalico, **authentic** Nepali **cuisine** was rare in Japan. Most Nepali chefs worked in Indian or Indo-Nepali restaurants, serving Indian-style curries because that’s what Japanese people knew. Many Nepalis came to Japan during the 1980s economic boom, filling jobs as cooks when Indian chefs became scarce. Over time, some opened their own restaurants, helping to spread awareness of Nepali food.

Today, new chefs are taking Nepali cuisine in creative directions. For example, Momo Stand in Ebisu serves Nepali dumplings called momo with Japanese ingredients, like miso and dashi, in an omakase style. Along with Nepalico, such restaurants are helping Tokyo diners discover the rich diversity of Nepali cooking beyond Indian curry.

lentil　レンズ豆　　authentic　本物の　　cuisine　料理

（２３）What is the main purpose of Nepalico?

1. To sell Indian curries
2. To share traditional Nepali food
3. To offer fusion Japanese dishes
4. To serve Western-style fast food

（２４） What challenge did Nepalico face at first?

1. Customers didn’t know Nepali dishes
2. The restaurant had no Japanese staff
3. Food prices were too high
4. Dal bhat was difficult to cook

（２５）Why did many Nepalis begin working in Japan’s restaurant industry?

1. Japan needed more trained chefs
2. Nepal banned Indian-style food
3. Japan offered free housing to cooks
4. They wanted to learn Japanese cuisine

（２６）How is Momo Stand different from older Nepali restaurants?

1. It serves only vegetarian meals
2. It mixes Nepali and Japanese elements
3. It is run by Indian chefs
4. It does not serve dumplings

（２７）What do Nepalico and Momo Stand have in common?

1. Both promote new ideas of Nepali food
2. Both are traditional Japanese restaurants
3. Both opened in the 1980s
4. Both are located in Asagaya

第４問　次の英文を読み、（２８）～（３２）の質問に答えなさい。

Tea on the Moon
Breaking News English

この部分に掲載されている文章については、著作権の都合上、非公開

（２８）What do researchers believe about the Moon’s soil?

1. It is too cold for plants
2. It may support plant growth
3. It is the same as Earth’s soil
4. It contains harmful bacteria

（２９）What tradition did the researcher mention?

1. Drinking coffee in the morning
2. The British tea break
3. Celebrating Moon Day
4. Growing flowers indoors

（３０）What benefit could Moon farming have for people on Earth?

1. It could help farmers grow in poor soil
2. It could make tea more expensive
3. It could replace normal farming
4. It could stop food imports

（３１）Why did the researchers test tea in special soil?

1. To copy lunar and Martian conditions
2. To make stronger tea
3. To test new farming tools
4. To find cheaper fertilizers

（３２） What was the result of the experiment?

1. Tea grew well on both the Moon and Mars soil
2. Tea could grow on the Moon but not on Mars
3. Mars soil helped tea grow faster
4. Tea plants did not grow anywhere

第５問　以下の質問について、英語で答えなさい。語数の目安は８０～１００語です。

（３３）日本では、最近「読書離れ」が進んでいると言われています。
あなたはこの考えに**賛成ですか、反対ですか**。
あなたの意見と、その理由を英語で述べなさい。

令和８年度　学校推薦型選抜指定校特待生選考　英語　解答用紙

受験番号（　　）　氏名（　　）

第１問

(1)		(2)		(3)		(4)		(5)	
(6)		(7)		(8)		(9)		(10)	
(11)		(12)		(13)		(14)		(15)	

第２問

問２－１

(16)	

問２－２

(17)		(18)		(19)		(20)		(21)	

問２－３

(22)	

第３問

(23)		(24)		(25)		(26)		(27)	

第４問

(28)		(29)		(30)		(31)		(32)	

第５問

(33)	

令和８年度　学校推薦型選抜指定校特待生選考　英語　解答

受験番号（　　）　　氏名（　　）

第１問　3点×15問

(1)	4	(2)	1	(3)	3	(4)	3	(5)	2
(6)	3	(7)	3	(8)	3	(9)	1	(10)	1
(11)	4	(12)	4	(13)	1	(14)	2	(15)	3

第２問

問２－１　5点

(16)	3分間速歩きし、その後3分間ゆっくり歩くことを含みます。

問２－２　2点×5問

(17)	4	(18)	1	(19)	5	(20)	2	(21)	3

問２－３　5点

(22)	(Doctors) also say it can help people live longer.

第３問　2点×5問

(23)	2	(24)	1	(25)	1	(26)	2	(27)	1

第４問　2点×5問

(28)	2	(29)	2	(30)	1	(31)	1	(32)	2

第５問　15点

(33)	【解答例】 I agree with the idea that people in Japan are reading less today. One reason is that many students spend a lot of time on their smartphones. They watch videos, play games, and use social media instead of reading books. Another reason is that people are very busy with school, club activities, or part-time jobs, so they feel they don’t have enough time to read. Because of these reasons, I think the reading habit is becoming weaker, especially among young people.

令和 8 年度 英語 【学校推薦型選抜指定校特待生選考】 出題意図

第 1 問 単語 4 択(基礎的な英文の穴埋め): 基礎力の定着度確認

・高校英語の基礎となる語彙・文法・語法の理解度を確認する。

・正しい単語を文脈に応じて選択できるかを測ることで、基本的な英文処理能力を判定する。

・英語の基礎力(単語力・文法力)の定着度をチェックするため。

第 2 問 文章問題(日本語訳+並び替え+穴埋め): 基礎力の定着度確認

・日本語訳:英文を正確に読み取り、日本語に置き換える基礎的な読解力を確認する。

・並び替え:文構造の理解度(文型、語順の把握力)を確認する。

・穴埋め:文脈理解に基づいて適切な語句を補えるかを測る。

・総合的に「読解力」「構文把握力」「文脈処理能力」を同時に確認できる設計。

第 3 問・第 4 問 長文読解①・長文読解②:読解力・思考力の確認

・長文を題材にし、段落の主旨や内容を英語で理解して答える力を確認する。

・英語で問われた設問に英語で答えることで、単なる和訳的理解ではなく「英語で考える力」の有無を測る。

・文章中の情報を的確に抽出し、要点を整理して答える力を育成・評価する。

第 5 問 英作文:表現力・応用力の確認

・英語を使って自分の考え（若者の「読書離れ」に対する賛否とその理由）を表現できるかを測定する。

・語彙・文法の知識を実際に運用し、英語のアウトプット力を確認する。

・与えられたテーマに沿って文章を組み立てる「論理性」「構成力」「表現力」を評価する。

・入学後の学習（英会話・レポート・プレゼンなど)に必要となる基盤を確認する。