

2026 年 度 一 般 選 抜 入 学 試 験 問 題

英 語

2026 年 3 月 5 日(木)

<80 分>

〔注 意 事 項〕

1. 監督者の指示があるまでは、この問題冊子を開かないこと。
2. 試験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付いた場合は、手を高く挙げて監督者に知らせ、指示を受けること。
3. 解答用紙は、マークシートであり、コンピュータで処理をするので、折り曲げたり汚したりしないこと。
4. 解答用紙に、氏名・受験番号を記入し、受験番号をマークすること。マークがない場合や誤って記入した場合の答案は無効となる。

受験番号のマーク例(213015 の場合)

受 験 番 号					
2	1	3	0	1	5
十万位	万位	千位	百位	十位	一位
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. 解答用紙にマークするときは、黒鉛筆またはシャープペンシルを用いること(HB、Bに限る)。誤ってマークした場合には、消しゴムで丁寧に消し、消しくずを完全に取り除いたうえで、新たにマークし直すこと。
6. 下記の例に従い、正しくマークすること。

(例えば3と答えたいとき)

正しいマーク例



誤ったマーク例



○をする

✓をする

完全にマークしない

枠からはみ出す

7. 問題冊子の余白等は適宜利用してよいが、解答は、解答用紙の解答欄にマークすること。
8. 試験終了後、問題冊子は持ち帰ること。



I

Read the following dialogues and choose the expression that best fits each blank.

(1)

Student 1: What did the professor say about the deadline for our psychology paper?

Student 2: She extended it by a week, so it's now due on the 21st instead of the 14th.

Student 1: That's a relief! I still need more time to _____.

Student 2: Same here. Let's use the extra week wisely.

- (a) skip class
- (b) prepare a test
- (c) finish my research
- (d) submit the assignment early

(2)

Student 1: I'm having trouble signing up online for next term's classes.

Student 2: The system gets overloaded sometimes. _____.

Student 1: Good idea. I hope the staff can help me quickly.

Student 2: They're usually helpful with this.

- (a) You should just give up
- (b) Maybe you chose the wrong major
- (c) Try contacting the Academic Affairs Office
- (d) Skip the sign-up this time

(3)

Student 1: Do you think the cafeteria has vegetarian options today?

Student 2: They usually do, but let's _____ just in case.

Student 1: Good idea. I'd hate to get there and find nothing suitable.

Student 2: Definitely. It's better to know beforehand.

- (a) bring our lunch from home
- (b) eat there yesterday
- (c) check the menu online
- (d) cook dinner instead

(4)

Student 1: Are you going to the professor's review session for our sociology class tomorrow?

Student 2: I wasn't planning to because it's not required, but maybe I should. I'm struggling with the reading materials, and we have a major test soon.

Student 1: I heard the review session is really useful, especially if you want to _____.

Student 2: That sounds like something I need. I'll go with you.

- (a) memorize every detail from the textbook
- (b) understand the key concepts
- (c) avoid doing the assignments
- (d) pick up the textbook

(5)

Student: When I tried to upload my assignment last night to the class website, it was blocked.

Professor: Did you get an error message or something?

Student: No, I just didn't realize the deadline was at 10 p.m., not midnight.

Professor: I'll allow a late submission this time, but please _____.

- (a) ask for an extension again
- (b) submit by the previous deadline
- (c) be more careful in the future
- (d) ignore the due date

(6)

Student 1: Have you ever studied abroad?

Student 2: Yes. I studied in New Zealand for one month and stayed with a very kind family.

Student 1: That's nice. Did you feel that English expressions and other things we had learned in our English courses in Japan _____ while staying there?

Student 2: Hmm. That's a really good question. Sometimes, people there tended to use other expressions.

- (a) helped your family
- (b) were creative
- (c) were useful
- (d) did great

(7)

Student 1: Do you want to go to that new coffee shop with us after class?

Student 2: Sorry, I can't. I need to leave in about ten minutes. I am heading to work.

Student 1: Oh, I see. You _____ to earn money for your trip to Canada.

Student 2: Yeah. I want to study there for one year before I graduate.

(a) are really determined

(b) look so bored

(c) are very demanding

(d) are unwell

(8)

Student 1: Excuse me, do you know _____?

Student 2: I believe it's in Thompson Hall, but I'm not 100% sure. Have you checked the campus events website?

Student 1: Yes, but it only says "Main Campus." It doesn't say which building or room.

Student 2: Why don't you stop by the International Student Office? I'm sure they can tell you the exact location.

(a) where the orientation for new exchange students is

(b) when the international relations lecture begins

(c) why they changed the location of the student meeting

(d) what we are supposed to bring to the next class

(9)

Student: Professor, I'm writing my report on poverty, and I'm not sure if I should focus more on the economic causes or the social consequences. What do you think?

Professor: Both are important, but I would recommend focusing on the economic causes first. Understanding the economic factors will give you a strong foundation to explore the social consequences.

Student: I see. That's very helpful. Will focusing on the economic causes help me address the root of the problem?

Professor: _____. Once you establish the causes, the social consequences will naturally follow in your explanation.

- (a) That's unclear
- (b) That's correct
- (c) Not really
- (d) Not necessarily

(10)

Student 1: Okay, we have 30 minutes to find information about volunteer organizations around our university and get ready to present. Do you have any ideas on where we start?

Student 2: Maybe we should start with a simple search online for volunteer projects specifically for university students. We can also check if there are any local volunteer centers in the area.

Student 1: Good idea. I'll look for online databases or websites that list volunteer opportunities in our neighbourhood. Can you check social media or community information boards? They might have information about recent projects.

Student 2: Sounds good! I'll check _____. Once we have the information, we can organize it into categories, like environmental, educational, and social services, so it's easier to present.

- (a) university library resources
- (b) local community websites
- (c) the career support center
- (d) the school calendar

II

Read the following passage and choose the most appropriate word or phrase.

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(Adapted from *Language Files Materials for an Introduction to Language and Linguistics*, 13th edition, p. 592, by Ohio State University, Department of Linguistics, 2022)



Read the following passage and choose the most appropriate word or phrase.

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(Adapted from “Persuasion Expert Shares How One World Makes People 30% More Likely to Change Their Minds,” by Tod Perry, *Upworthy*, 2025)

IV Read the following passage and answer the questions below.

Understanding Net Zero: Beyond Carbon Neutrality

- ① In recent years, “Net Zero” has become a widely used term in discussions about climate change and sustainability. While it may sound similar to “carbon neutrality,” the two are not identical. Net Zero refers to the balance between the amount of greenhouse gases emitted and the amount removed from the atmosphere. It includes not only carbon dioxide but also other greenhouse gases like methane and hydrofluorocarbons*. Carbon neutrality, on the other hand, typically refers to offsetting** carbon dioxide emissions alone, often through planting trees or investing in renewable energy projects.
- ② The concept of Net Zero involves two main strategies: reducing emissions as much as possible and removing any remaining emissions through methods such as reforestation, carbon capture, or improved land use. It is considered a more comprehensive approach than carbon neutrality, which sometimes focuses only on offsetting rather than reducing emissions at the source. That’s why many governments and international organizations now favor the term “Net Zero” when setting long-term climate goals. These goals often come with detailed action plans and milestones to track progress and hold stakeholders accountable.
- ③ In 2020, Japan’s then-Prime Minister Yoshihide Suga announced the country’s commitment to reaching Net Zero emissions by 2050. This **ambitious** target aligns with global efforts under the Paris Agreement to limit the rise in global temperatures. Other countries, such as the United Kingdom and Canada, have announced similar timelines, showing a shared global sense of urgency. However, achieving Net Zero requires action not only from governments and industries but also from individuals. No single sector of society can succeed alone; collaboration is essential.
- ④ Ordinary citizens can contribute in many ways. One of the most effective actions is reducing energy use at home—by turning off lights, using energy-efficient appliances, and lowering heating and cooling needs. Shifting to public transportation, cycling, or walking instead of driving cars powered by fossil fuels can also help. Another significant action is changing one’s diet, especially by reducing food waste and consuming fewer animal products, since **livestock farming** generates large amounts of methane, a powerful greenhouse gas.
- ⑤ Purchasing products from companies that follow sustainable practices, supporting local food producers, and investing in renewable energy for homes—such as installing solar panels—are other examples of everyday actions that support Net Zero goals. Even choosing digital over printed documents, or participating in reforestation activities, can make a small but meaningful

difference. Furthermore, discussing these choices with friends and family helps raise awareness and encourages more people to act.

- ⑥ While individual efforts may seem small, they are part of a larger social shift. When people make climate-conscious choices, they send a message to businesses and policymakers. In turn, this helps build the momentum needed to make broader, systemic changes. Companies may adjust their policies, and lawmakers may introduce new regulations in response to growing public demand. Ultimately, Net Zero is not only a scientific or political target—it is a shared responsibility that requires awareness, cooperation, and commitment at every level of society.

hydrofluorocarbons*: ハイドロフルオロカーボン(フッ素化合物)

offsetting**: 相殺する

1. What is the main purpose of this passage?
 - (a) To explain how to measure carbon emissions accurately
 - (b) To define Net Zero and show how everyone can contribute
 - (c) To compare climate goals among different countries
 - (d) To criticize Japan's Net Zero target as unrealistic
2. According to the passage, how does Net Zero differ from carbon neutrality?
 - (a) Net Zero includes the reduction and removal of multiple gases.
 - (b) Carbon neutrality includes more gases than Net Zero.
 - (c) Net Zero focuses only on carbon dioxide emissions.
 - (d) Carbon neutrality requires more public involvement.
3. What action did the Japanese government take in 2020?
 - (a) It banned all fossil fuel cars.
 - (b) It committed the country to reaching Net Zero by 2050.
 - (c) It passed a law to reduce meat consumption.
 - (d) It launched a global reforestation project.

4. Which of the following is NOT mentioned as a way individuals can support achieving Net Zero goals?
- (a) Using public transportation
 - (b) Installing solar panels
 - (c) Reducing food waste
 - (d) Buying imported goods
5. What can be inferred about the relationship between individual actions and policy change?
- (a) Individuals have no real influence on policy.
 - (b) Government decisions come before public action.
 - (c) Personal choices can help influence wider changes.
 - (d) Most policies ignore public behavior.
6. Why is the shift toward Net Zero described as a “shared responsibility”?
- (a) Because the scale of transformation needed to reach Net Zero exceeds the capacity of any single sector of society
 - (b) Because countries all around the world have equally contributed to greenhouse gas emissions
 - (c) To emphasize that governments lead the way in reducing greenhouse gas emissions
 - (d) To suggest that Net Zero can be reached mainly through individual lifestyle changes
7. What is the meaning of “ambitious” in paragraph 3?
- (a) Challenging but achievable
 - (b) Small and simple
 - (c) Harmful or dangerous
 - (d) Meaningless or vague
8. What does the phrase “livestock farming” in paragraph 4 refer to?
- (a) Growing vegetables
 - (b) Producing fossil fuels
 - (c) Raising animals for food
 - (d) Planting trees in forests

V Read the following passage and answer the questions below.

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(Adapted from *Poverty in the United States: 2023*, by Emily Shrider, 2024)

1. What is the main purpose of the passage?
 - (a) To explain the way Social Security has helped reduce poverty in the United States
 - (b) To compare the strengths and weaknesses of different government programs for low-income families
 - (c) To report changes in poverty rates among racial and ethnic groups between 2022 and 2023
 - (d) To describe two methods to measure poverty and how they provide insights into economic well-being

2. When was the SPM first reported?
 - (a) In 2009
 - (b) In 2011
 - (c) In 2022
 - (d) In 2023

3. What was the official poverty rate in the United States in 2022?
 - (a) 10.7%
 - (b) 11.1%
 - (c) 11.5%
 - (d) 12.4%

4. What is stated about Social Security in this passage?
 - (a) It helped many people avoid falling below the poverty line.
 - (b) It distinguished between the official report and the SPM.
 - (c) It saved some groups of people, such as Black people, more than others.
 - (d) It established a program in which many people remained poor.

5. Based on the changes reported, which group likely experienced an economic improvement between 2022 and 2023 according to the official poverty measure?
 - (a) Children under 18
 - (b) Adults aged 18 to 64
 - (c) Asian and Hispanic populations
 - (d) People identifying as Two or More Races

6. What is a likely reason why the SPM showed a higher overall poverty rate than the official measure in 2023?

- (a) It adjusts for more factors, such as housing and taxes.
- (b) It excludes government programs aiming to help poor people.
- (c) It uses the outdated data from the 1960s.
- (d) It focuses only on certain groups of people, such as families with children.

7. What is the meaning of the word “estimates” in the first paragraph?

- (a) Exact records
- (b) Legal documents
- (c) Guesses without evidence
- (d) Rough calculations or judgments

8. What is the meaning of the word “regional” in the last paragraph?

- (a) Relating to foods
- (b) Regarding families
- (c) Depending on the place
- (d) Believing in a religion



