

2026 年（令和 8 年） 度
一般入学試験 A 日程問題 [大学・短期大学]
英 語

注 意 事 項

- (1) 試験開始の合図があるまで問題用紙を開かないでください。
- (2) 一般 A 日程 [大学]・一般 A 日程 [短期大学] の英語の試験問題は共通です。ただし、一般 A 日程 [短期大学] は、リスニングがありません。
- (3) 試験時間は筆記が 80 分、リスニングが約 10 分です。
- (4) 試験問題は筆記が 1～10 ページまで、リスニングが 11～13 ページまでです。
ただし、リスニング問題は筆記試験終了後に配布します。
- (5) 試験中に問題用紙の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて試験監督者に知らせてください。
- (6) 解答用紙はマーク解答用紙と記述解答用紙の 2 種類あります。
- (7) 解答用紙には座席番号と氏名を記入してください。
- (8) 試験終了後、問題用紙は持ち帰ってください。

[1] 次の英文を読んで、設問に答えなさい。なお、* の付いた語句には本文の後に注があります。

TOKYO — If AI-powered translation keeps (①), it won't be necessary to learn English: This sentiment has long been heard in Japan, as the country's global ranking in English ability continues to tumble*.

However, according to Tamotsu Fujita, the director of Sophia University's Center for Language Education and Research, and English education expert, "Even in the era of AI, language learning is meaningful."

Before diving into why he thinks so, let's review where English education in Japan stands in the latest international rankings. The 2024 grade by Switzerland-based study abroad company EF Education First (EF) is based on tests in 116 participating non-native-English speaking countries and regions.

Japan's position has been on a descent since 2011. In 2024, it fell five places from 87th to 92nd. The scores (②) 18 to 25-year-olds were especially low, reportedly significantly under the overall average.

However, the number of test-takers by country ⁽¹⁾used in the comparison is not clear, and EF stated, "It is also important to note that the target audience are people who are engaged in learning English."

So, what meaning is there for English education in Japan during the AI era? Fujita, speaking with a Japan representative of EF at one of the company's offices in a multi-use building in Tokyo's Shibuya Ward, gave the example of how AI cannot teach you how to convey 'the color of a leaf' in Cambodia, showing the depths of language study beyond (③) machines can provide.

"I am learning the Cambodian language (Khmer), and when I translated the expression for 'the color of the leaves of a plant' using a translator, I got a word that means 'green.' However, when I asked native speakers about the same thing, they said they use a different word," Fujita explained.

Fujita said that the Cambodian people use a word equating to 'blue' in English to describe foliage*. "⁽²⁾It seems mysterious when you think about it in English, but in our sense as Japanese people we can totally understand an expression like 'The leaves are bluish,'" he said.

Fujita contended that there are lots of things you can't understand by merely changing the expressions by machine. He said emphatically, "Learning how to perceive and think about culture and how to connect with others—that is where the significance and value of learning a foreign language lies."

He also pointed out the (④) of relying on machine translation. Fujita drew on the example of how he was told that "big decisions are made in the smoke room," throwing back to a slightly older era. "Even today, (ア) while standing around outside of meetings can bring up new ideas and build relationships," he said.

Fujita also touched upon the importance of being able to have detailed conversations without translation tools within the multinational teams found in many

areas of technological development, stressing, “In this age of easy collaboration, real communication skills are essential. I imagine the lack thereof could lead to fairly large losses.”

Fujita said of Japanese people’s English skills, “If you ask me whether we’ve actually declined, I don’t think we have. Rather, Japan has stayed in place as other countries have gotten ahead.”

One of the factors noted by Fujita is the size of the domestic market in Japan, wherein companies don’t need to try breaking out (⑤). As a result, young people tend to also feel that they don’t really need to go overseas. This reportedly became stronger during the coronavirus pandemic.

Additionally, Fujita emphasized, “What is important in the global society of the future is the ability to flexibly accept various values and cultures. If you just want to learn about other countries, you may be able to do so online.”

Fujita continued by noting, however, “Try actually living abroad yourself and experience being a (イ). This alone will show you how you have been at an advantage. You could be a linguistic (イ), or maybe a racial (イ). At that point, what should you do and how should you do it to solve the problems, and what will be the issues? I think experiencing things for yourself is key.”

[出典：Saito, Buntaro (2025). “As AI advances, Japan expert explains why language study remains ‘meaningful,’” *The Mainichi* (一部改変)]

〔注〕 tumble: 転落する
foliage: 葉

問A 下線部(1)と下記の選択肢の下線部と同じ働きをする語をa～dの中から一つ選び、マーク解答用紙にマークしなさい。(4点)

1. a. I used my smartphone to look up English words at the class.
b. People have often used it before creating a new one.
c. The book used by the teachers must be a good text book.
d. The machine is used by students every day.

問B 本文の①～⑤の空所を補うのに最も適切な語句をa～dの中から一つ選び、マーク解答用紙にマークしなさい。(4点×5)

- | | | | | |
|--------|-----------------|---------------|--------------------|-------------|
| 2. (①) | a. advancing | b. blocking | c. declining | d. stopping |
| 3. (②) | a. among | b. at | c. before | d. on |
| 4. (③) | a. it | b. that | c. what | d. which |
| 5. (④) | a. convenience | b. danger | c. function | d. merit |
| 6. (⑤) | a. domestically | b. frequently | c. internationally | d. largely |

問C 下線部（2）の理由として最も適切なものを a～d の中から一つ選び、マーク解答用紙にマークしなさい。（4点）

- 7. a. 英語では「葉」を「緑」と訳すことはありえないため。
- b. 英語では「青」が「葉」を表すことはないため。
- c. カンボジアでは「緑」を表す語がないため。
- d. カンボジア語と英語の文法が似ているため。

問D 本文の空所（ア）に入るべき語句を a～d の中から一つ選び、マーク解答用紙にマークしなさい。（4点）

- 8. a. learning methods
- b. machine translation
- c. remote chat
- d. small talk

問E 本文の空所（イ）に入るべき共通の語を a～d の中から一つ選び、マーク解答用紙にマークしなさい。（4点）

- 9. a. majority
- b. minority
- c. speaker
- d. translator

問F 本文の内容と一致するものを a～d の中から一つ選び、マーク解答用紙にマークしなさい。（4点）

- 10. a. 機械翻訳に頼ることができるのは英語だけである。
- b. 本当のコミュニケーション力は多国籍な背景をもつ人だけが持っている。
- c. 国際的な市場が日本人の英語力に影響を与えている。
- d. 日本人の英語力は下がっているのではなく変わっていない。

[2]

A. 次の各英文の空所を補うのに最も適切な語句を a～d の中から一つ選び、マーク解答用紙にマークしなさい。(3点×6)

11. When I visited the university, I got a very good () of it.
a. bounce b. depression c. impression d. patience
12. When I had the opportunity, I was () to succeed within a year.
a. determined b. disappointed c. supplied d. unified
13. () a bit of lemon juice onto *karaage* is a part of Japanese culture.
a. Aiming b. Drinking c. Picking d. Squeezing
14. Tom injured his leg last month, so the coach needs to find a () for him.
a. disadvantage b. fragment c. substitute d. withdrawal
15. Linda has been () tests since Monday at school. She has been studying for two weeks for this purpose.
a. growing b. letting c. shocking d. taking
16. The reporter would not () his position by revealing the source of information.
a. accept b. believe c. compromise d. incorporate

B. 次の各英文の下線部の語句とほぼ同じ意味を持つ最も適切なものを a～d の中から一つ選び、マーク解答用紙にマークしなさい。(3点×6)

17. After the disaster, another three weeks without emergency aid will make things quite desperate.
a. calm b. hopeless c. moderate d. weak
18. Bob said he had studied for 34 hours straight, but I think he was lying.
a. enriching b. exaggerating c. ignoring d. tiring
19. Most of my classmates went on to become doctors, but luckily, my parents were tolerant of my choice of a music career.
a. conservative b. disappointed c. stubborn d. supportive
20. The tourist industry in Kyoto city yielded an estimated 300 billion yen last year.
a. earned b. held c. lost d. pursued

21. The two speakers totally contradict each other, because they have different ideas.
a. admit b. oppose c. permit d. sacrifice
22. Toward the end of the party, we spontaneously started to sing.
a. deliberately b. expressly c. suddenly d. thoroughly

[3] 次の各英文には一箇所誤りがあります。下線部 (a) ～ (d) から誤りが含まれるものを一つ選び、マーク解答用紙にマークしなさい。(3点×8)

23. Even though Ronald rarely has anything to say to them directly or through SNS, but everyone likes him.
(a) (b) (c) (d)
24. If students find difficulties in their school life, they should be able to approach to teachers for advice anytime.
(a) (b) (c) (d)
25. I gave my boarding pass to the gate agent and am now looked for my seat in economy class.
(a) (b) (c) (d)
26. While computer skills are becoming more and more necessarily in everyday life, not enough children are receiving proper digital education in schools.
(a) (b) (c) (d)
27. Thousands of people went to the town yesterday morning to see the annual National Parade which led by our newly elected mayor.
(a) (b) (c) (d)
28. The country needs keep opportunities for people in rural areas to pursue higher education despite shrinking population.
(a) (b) (c) (d)

29. The factor in which distinguishes this city from other cities is the multilingual tour
(a) (b) (c) (d)
guide system.
30. The policies have created a smooth path to success for foreigners, allowed skilled
(a) (b) (c)
workers to bring their families.
(d)

[4] 次の英文は、様々な場面における compliment（ほめ言葉）について記されたものです。以下の英文を読んで、下記の設問に答えなさい。本文の左の [A] ～ [F] は段落を表す記号です。なお、* の付いた語句には本文の後に注があります。

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[出典：Haupt, Angela (2024). “5 compliments that land every time,” *TIME* (一部改変)]

〔注〕 attune: 合わせる
bolster: 高める、強化する
fraught: 不安な
defuse: 和らげる、しずめる
catcalling: やじ、冷やかす

A. 本文の内容に基づいて、次の英文を完成させるのに最も適切なものを a～d の中から一つ選び、マーク解答用紙にマークしなさい。(4点×6)

31. According to Vanessa Bohns, what can we gain when receiving a compliment?
 - a. It allows us to understand what our favorite compliment is.
 - b. It gives us feedback about what other people think.
 - c. It helps us get used to the information other people know.
 - d. It makes our life better through a “sliver of hope.”
32. In paragraph [B], why does Bohns like using her favorite compliment in difficult situations?
 - a. Because it encourages others to compliment her in return.
 - b. Because it helps her avoid conflict with others.
 - c. Because it makes her feel more confident in meetings.
 - d. Because it reassures people they handled a tough situation well.
33. What is the main point in paragraph [C]?
 - a. The compliment could not be said to colleagues.
 - b. The compliment does not work more for women than men.
 - c. The compliment is about physical appearance.
 - d. The compliment should not be about the person’s looks.
34. According to paragraph [D], what is the purpose of the compliment?
 - a. It complicates relationships.
 - b. It makes people explain in more detail.
 - c. It recognizes a person who is a leader.
 - d. It shows a person who is very individual.
35. According to Bohns, when is it OK to use “Hey, great earrings!”?
 - a. When you approach the researcher herself.
 - b. When you communicate with a stranger.
 - c. When you feel better on campus.
 - d. When you see your best friends.
36. Why should we say “You make even ordinary moments feel extraordinary” among partners or families?
 - a. It highlights positive points in every day life.
 - b. It is a strange way to give a compliment for partners or families.
 - c. It is often too difficult for anybody to give this kind of compliment.
 - d. It makes partners or families feel less relieved.

- B. 次の英文は、本文中の [C] の段落の内容を説明したものです。(37) ～ (41) の空所を補うのに最も適切な語句を a ～ dの中から一つ選び、マーク解答用紙にマークしなさい。(2点×5)

It's important to be (37) when giving compliments. Many women remember so-called compliments that missed the mark—like rude or unwanted (38) about their appearance. According to Bohns, these don't count as real compliments because they (39) respect. Before giving someone praise, be sure it's (40) and appropriate. For instance, if a coworker just gave a great presentation, don't (41) her appearance.

- | | |
|-----------------------|----------------|
| 37. a. conversational | b. invisible |
| c. respectful | d. stressful |
| 38. a. comments | b. generations |
| c. proportions | d. situations |
| 39. a. add | b. cause |
| c. lack | d. play |
| 40. a. abstract | b. considerate |
| c. fundamental | d. miserable |
| 41. a. click | b. notice |
| c. praise | d. wonder |

- [5] 次の各英文の空所に入るように (1) ～ (4) を適切な順序に並べ替え、a ～ dの中から一つ選び、マーク解答用紙にマークしなさい。(4点×4)

42. A: The words in this text are difficult, aren't they?
B: Yeah, ().

- | | |
|---------------------|--------------------------|
| (1) in a dictionary | (2) all unfamiliar words |
| (3) look up | (4) you should |

- | | |
|--------------------|--------------------|
| a. (1) (2) (3) (4) | b. (2) (3) (1) (4) |
| c. (3) (2) (1) (4) | d. (4) (3) (2) (1) |

43. If anything ().

(1) goes wrong,

(2) responsible for

(3) you will be

(4) the consequences

a. (1) (3) (2) (4)

b. (2) (4) (3) (1)

c. (3) (2) (1) (4)

d. (4) (1) (2) (3)

44. A: How did that project work?

B: Well, ().

(1) at first

(2) but it turned out

(3) to be a good idea

(4) we were doubtful

a. (1) (4) (3) (2)

b. (2) (1) (4) (3)

c. (3) (1) (4) (2)

d. (4) (1) (2) (3)

45. The refugees () for a year.

(1) from hand

(2) have been living

(3) in that region

(4) to mouth

a. (1) (3) (2) (4)

b. (1) (4) (3) (2)

c. (3) (1) (2) (4)

d. (3) (2) (1) (4)

[6] 次の会話を最後まで読み、自然な流れになるように空所(1)と(2)を英語で完成させ、記述解答用紙の所定の欄に記入しなさい。(1)と(2)はそれぞれが15～20語程度とし、2文以上になっても構いません。ただし、Aの表現をそのまま引用してはいけません。(15点×2)

A: Hey, let's plan to go somewhere on the next vacation. Where do you think we should go?

B: (1) _____

A: Maybe, but what if the weather is bad?

B: (2) _____

リスニング問題

[7] これから流される放送を聴き、その指示に従ってください。(2点×10)

例 題

Dialogue [1]

W: Do you remember that David needs a ride to school earlier than usual this morning?

M: Oh no, I forgot. What time does he need to leave?

W: Right now, actually. He's already waiting for you in the car.

M: Okay. I'll be ready in five minutes.

Question No. 1: What will the man do?

- a. Give David a ride to school.
- b. Wait in the car.
- c. Leave later than usual.
- d. Come home from work earlier than usual.

例

1	2	3	4	5
☒	(a)	(a)	(a)	(a)
	(b)	(b)	(b)	(b)
	(c)	(c)	(c)	(c)
	(d)	(d)	(d)	(d)

Monologue [1]

Max had a lot of homework last night, but he talked with his best friend Harry on the phone until eleven. Then he started doing his homework. When Max finally finished his homework, it was already six o'clock in the morning, and so he ended up going to school without sleeping at all.

Question No. 6: How long did it take for Max to finish his homework?

- a. Three hours.
- b. Six hours.
- c. Seven hours.
- d. Eleven hours.

例

6	7	8	9	10
(a)	(a)	(a)	(a)	(a)
	(b)	(b)	(b)	(b)
☒	(c)	(c)	(c)	(c)
	(d)	(d)	(d)	(d)

指示があるまで開かないでください。

Dialogues

Dialogue [1]

1.
 - a. At home.
 - b. At school.
 - c. At the mall.
 - d. At the park.

2.
 - a. Buy a new wallet.
 - b. Cancel his cards.
 - c. File a police report.
 - d. Go back to the mall.

Dialogue [2]

3.
 - a. Air pollution.
 - b. Cleaning the house.
 - c. Recycling paper.
 - d. Saving water.

4.
 - a. Cooking.
 - b. Drinking too much water.
 - c. Taking baths.
 - d. Washing clothes.

5.
 - a. Buying bottled water.
 - b. Taking longer showers.
 - c. Turning off the tap while brushing teeth.
 - d. Using the washing machine for small loads.

Monologues

Monologue [1]

- 6.
 - a. A type of exercise.
 - b. Chemicals that make us feel good.
 - c. Muscles in the body.
 - d. Vitamins in food.

- 7.
 - a. It helps us sleep better and gives us more energy.
 - b. It helps us talk faster and learn new languages.
 - c. It makes food taste better and helps us study.
 - d. It makes us taller and improves eyesight.

Monologue [2]

- 8.
 - a. French.
 - b. German.
 - c. Italian.
 - d. Spanish.

- 9.
 - a. Reading books.
 - b. Taking a cooking class.
 - c. Watching movies and listening to music.
 - d. Writing a diary every day.

- 10.
 - a. It's a waste of time.
 - b. It's impossible to become fluent.
 - c. It takes time but can be done with practice.
 - d. Only children can learn new languages.

E2 Listening Script

Dialogue [1]

W: Hey Jake, you look stressed. Everything okay?
M: I can't find my wallet. I think I lost it at the mall.
W: Oh no! Did you check all the stores you went to?
M: Yes, but no one turned it in. I had my ID and credit cards in there.
W: That's rough. You should cancel your cards right away.
M: I already did. I'm hoping someone finds my wallet and returns it.

Question No. 1: Where does the man think he lost his wallet?

Question No. 2: What did the woman suggest the man should do?

Dialogue [2]

M: I read an article about how much water we waste every day. Do you think we should try to use less?
W: Definitely! Small changes can help a lot. What do you think is the biggest waste of water at home?
M: Probably baths or long showers. I sometimes stay in the shower for 15 minutes!
W: I try to take short showers, but sometimes I forget. What else can we do to save water?
M: We could turn off the tap while brushing our teeth and only use the washing machine when it's full.
W: That makes sense! We should all try to be more careful.

Question No. 3: What is the main topic of the conversation?

Question No. 4: What does the man say wastes a lot of water?

Question No. 5: What does the man suggest to save water?

E2 Listening Script

Monologue [1]

Exercise has many benefits for both the body and mind. It helps improve heart health, build strong muscles, and maintain a healthy weight. Regular physical activity can also reduce stress and improve mood by releasing endorphins, the “feel-good” chemicals in our brain. Even a short walk each day can make a big difference. Exercise also helps us sleep better and gives us more energy during the day. Making it a habit—even just a few times a week—can lead to a happier, healthier life.

Question No. 6: What are endorphins?

Question No. 7: What are two benefits of exercise besides improving mood?

Monologue [2]

Sophie always wanted to learn a new language, but she was too busy. Last year, she finally found the time and decided to learn Spanish. To get better, she started watching Spanish movies, listening to music, and talking with people in an online language group. These activities helped her enjoy learning and stay interested. Now, she also uses apps to learn new words and tries to speak Spanish often. Sophie knows that learning a language takes time and practice. She thinks that if you keep trying and don't give up, you can do it. With a little patience and hard work, anyone can learn a new language.

Question No. 8: What language is Sophie learning?

Question No. 9: How does she practice?

Question No. 10: What does she believe about learning languages?

2026年（令和8年）度 一般入学試験A日程

外国語〔英語・英語リスニング〕 解答例

2026年2月5日実施

[1]	問A	1	問B	2	3	4	5	6	問C	7	問D	8	問E	9	問F	10
		c		a	a	c	b	c		b		d		b		d

[2]	11	12	13	14	15	16	17	18	19	20	21	22
	c	a	d	c	d	c	b	b	d	a	b	c

[3]	23	24	25	26	27	28	29	30
	d	c	c	b	c	a	b	c

[4]	問A	31	32	33	34	35	36	問B	37	38	39	40	41
		b	d	d	c	b	a		c	a	c	b	c

[5]	42	43	44	45
	d	a	d	d

[6]	(1)	I think we should go to the coast and stay in a tent on the beach.	16words
	(2)	Good point. I haven't thought of that. We can sleep in a car or go to a cheap hotel.	19words

[7]	リスニング問題	Dialogues					Monologues				
		1	2	3	4	5	6	7	8	9	10
		c	b	d	c	c	b	a	d	c	c

2026 年(令和 8 年)度 一般入学試験 A 日程

外国語〔英語・英語リスニング〕 講評

2026 年 2 月 5 日実施

[1] 総合問題

AI が浸透してきている中で英語教育に与える影響と、その必要性について論じられている文章からの出題である。全体的によくできていて、本文の内容を兼ね理解できていた。しかしながら、細かい部分の問題には対応できていないところもあった。例えば、問 4 の指示代名詞を選ぶ問題では、正答率が 4 割にとどまっており、本文に出てくる指示代名詞の対象を的確に理解することに難しさを感じている受験生も多かったようである。問 9 では minority という語彙の問題であるが、ほとんどが文脈よりも本文に相性がよさそうな speaker や translator を選ぶ受験生が多かった。語彙をそのままの意味でとらえてしまいがちであるが、文脈に沿った理解も必要である。

[2] 語彙問題

概ねできていたが、語彙の難易度が上がると正答率は極端に下がった。例えば、問 16 の compromise を選ぶ問題では、18%とかなり低い正答率で、accept や believe といった比較的理解しやすい単語を選ぶ傾向にあった。本文の下線部とほぼ同じ意味を持つ単語を選ぶ問題では、問 17 や問 18 のように despite から hopeless、lying から exaggerating と柔軟な対応が必要な場合に正答率が下がった。

[3] 正誤問題（文法問題）

文法問題では、正答率の差が問題によって大きく変わった。問 23 の問題としては比較的優しいものであるが、Even though を読み流してしまうと解けない問題となり、結果 16%と極めて低い正答率であった。また問 24 の approach の正しい使い方のような知識を問うものでも、32%と低い正答率であった。文が長くなって構造が複雑になると取りこぼすケースが多く見受けられた。

[4] 英文読解・内容把握

Compliment(ほめ言葉)についての反応と効能について述べた文章からの出題。本文の語彙レベルは高いため、正答率はそこまで高くなかったが、問題がシンプルなものではしっかりと答えられている受験生が多かった。例えば問 32 のように一見難しそうでも文脈をしっかりと読めばかなり単純な問題であり、8 割近い正解率であった。一方で、問 34 のように段落の最後までしっかりと読まないと解けない問題は 22%と正答率が低く出る傾向にあった。このように難しい文章でも、流れを汲むように段落ごとに捉えていけば、解ける問題も多いが、読み飛ばしをしてしまうと正答率が低くなる傾向にある。

[5] 整序問題

並べ替え問題では全体的によくできていたが、問 45 の複雑な構造を持つ文章では 4 割の正答率にとどまった。

[6] 英作文

次の休暇にどこへ行くかという提案をする英語記述問題。概ね質問の意図は理解できていたが、二つ目の質問の解答の流れを汲んでしっかりと答えられている受験生は少なかった。このような会話が続いている問題では、(1)と(2)の流れに気を付けて考えなければならない。

[7] リスニング

Dialogue [1]の財布をなくした場所や状況についての会話からの問題。問いが明快かつ聞き取りやすかったため、正答率は極めて高かった。

Dialogue [2]は水のむだ使いについての見解を話している会話文。一般的な会話というよりは環境の問題についてカジュアルに述べているが、正答率も高かったが、問 5 のように選択肢の文が長くなると 79%と少し正答率が落ちる傾向にあった。

Monologue [1]の問 6 は健康について述べられており、endorphin といった難しい単語も登場するが、その部分をしっかりと聞けば決して解けない問題ではない。正答率は 56%に留まり、未知の単語によって惑わされた受験生が多かった。

一方でスペイン語の勉強について述べられた Monologue [2]の問題では、正答率がかなり高く、状況的にも理解しやすく感じた受験生が多かったようである。