

一般選抜(前期日程)

●人文学部(教育・臨床心理学科, ドイツ語学科) ●法学部(経営法学科) ●商学部(商学科)
●理学部(応用数学科, 物理科学科【物理重視型】, 化学科【化学重視型】, 地球圏科学科) ●薬学部

③ A 2026年度 英語

問題冊子 (1～7ページ)

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・乱丁および解答用紙の汚れ等に気付いた場合は, 手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし, 解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験学部・学科コード, 受験番号, 氏名(カタカナ)を確認し, 氏名欄に氏名(漢字)を記入すること。もし, 印刷に間違いがあった場合は, 手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

問 X	A		B		C	
	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (17番目)
Bの解答が東京の場合 → (19番目)
Cの解答が大阪の場合 → (21番目)

例 2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

問 X	a	b	c
	51	52	53
	/	4	2

aの解答が大学の場合 → (51番目)
bの解答が小学校の場合 → (53番目)
cの解答が中学校の場合 → (52番目)

〔 I 〕 次の英文の下線部を和訳せよ。

この問題は著作権の都合により掲載できませんでした。

[出典：Spector, Tim (2003). *Your Genes Unzipped*. Robson Books に基づく]

〔Ⅱ〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

Imagine this: You’ve just settled into your workday and pulled up that big report you need to finish, when a friend sends you a couple of videos about famous people on Instagram. You think you’ll just take a few minutes to watch the videos—and then (A). You’ve been sucked down a hole, watching video after video, while that big report sits, neglected, on your desk.

We all want to use our time efficiently and productively, especially while at work. And yet, studies have shown that 77% of (B), many of them for up to several hours a day. Even when we don’t have any assignment to do, we almost never sit down, turn on our phones, and intentionally decide, “I’m going to spend two hours on TikTok now!” So how does “I’ll just watch a few videos” become hours of viewing?

To better understand why people fall into these sorts of holes (and how they can climb out and get back to work), we conducted a series of studies. In the first part of our research, we were interested in exploring whether the temptation of viewing more videos would grow stronger or weaker once people had already viewed several videos. One might expect that people would get tired of watching videos after watching several of them in a row, (C). But in fact, we found that the opposite was true: Watching several videos made people 10% more likely to choose to watch an additional video than if they only watched one.

Next, (D). We showed participants the same two videos, but for half of the participants, we clearly marked them with the same category label (“educational videos”), while for the other half of the participants, we didn’t include a category label. We found that simply grouping the videos as more similar via the category label made people 21% more likely to choose to watch another related video.

Finally, we looked at (E) one after another, and when they watched the same number of videos with some interruptions. We had one group of participants complete two work tasks and then watch two similar videos, while the other group completed the same four tasks, but alternated between them (in other words, work, video, work, video). Despite having done exactly the same activities, (F): The participants who saw videos without interruption were 22% more likely to choose to watch another video than those who alternated between work tasks and videos. Clearly, seemingly small details concerning the order and types of content we consume can have a major impact on our decision to keep consuming similar content.

注 in a row 連続して
participant(s) 参加者
alternate 交互にする

[出典 : Woolley, Kaitlin and Marissa A. Sharif. “The Psychology of Your Scrolling Addiction.” *Harvard Business Review*. 2022.
<https://hbr.org/2022/01/the-psychology-of-your-scrolling-addiction> に基づく]

1. employees use social media during work time
2. less time would be lost as long as you plan ahead
3. we examined the impact of labeling videos
4. time management is the focus of the study
5. the next thing you know, an hour has gone by
6. the order made a big difference
7. they decided to watch it on computer instead
8. reducing their desire to watch more of them
9. how people acted after watching several videos

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに最も適当な語(句)を1～4の中から一つずつ選び、その番号を記入せよ。

(a) () the efforts he made, the construction project failed due to insufficient funding.

- | | |
|----------------|------------------|
| 1. Even though | 2. Regardless of |
| 3. Although | 4. However |

(b) By the time we got to the airport, our flight to Tokyo ().

- | | |
|---------------------|-------------------|
| 1. had already left | 2. already leave |
| 3. has already left | 4. leaves already |

(c) We should focus () finding a solution rather than complaining.

- | | |
|---------|-------|
| 1. for | 2. to |
| 3. with | 4. on |

(d) Mary didn't attend the meeting, and ().

- | | |
|---------------------|--------------|
| 1. I didn't neither | 2. neither I |
| 3. neither did I | 4. me too |

(e) It is high time that we () action to work on the issue.

- | | |
|---------------|-----------|
| 1. will take | 2. took |
| 3. have taken | 4. taking |

(f) The unfamiliar food was too spicy for () to eat.

- | | |
|-----------|-----------|
| 1. anyone | 2. every |
| 3. no one | 4. nobody |

(g) I had () finished my meal when the phone rang.

- | | |
|-------------|-----------|
| 1. rarely | 2. deeply |
| 3. directly | 4. hardly |

(h) He () me about the change of plans for our trip, but he completely forgot to do so.

- | | |
|-------------------|-------------------------|
| 1. must have told | 2. was supposed to tell |
| 3. has told | 4. is going to tell |

〔Ⅳ〕 次の(a)～(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|--------------------|-----------------|---------------------|
| (a) | 1. a-board | 2. con-fess | 3. Ja-pan |
| | 4. or-ange | 5. oc-cur | |
| (b) | 1. con-cerned | 2. in-flict | 3. per-haps |
| | 4. em-ploy | 5. per-sist | |
| (c) | 1. dis-close | 2. com-plain | 3. ex-ist |
| | 4. col-lapse | 5. jew-el | |
| (d) | 1. tri-an-gle | 2. def-i-nite | 3. ge-net-ic |
| | 4. fac-to-ry | 5. Sat-ur-day | |
| (e) | 1. en-gi-neer | 2. im-pa-tient | 3. in-cen-tive |
| | 4. es-tab-lish | 5. ex-clu-sive | |
| (f) | 1. reg-is-tra-tion | 2. ob-vi-ous-ly | 3. con-cen-tra-tion |
| | 4. in-con-ven-ient | 5. Eu-ro-pe-an | |

〔V〕 次の日本文の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. いつも重要度の高い順に物事ができるとは限らないということを、私は長い間の経験から知っている。

I know from long experience that one (a) (b) (c) able to do things (d) (e) (f) their importance.

- | | | | |
|--------|-----------|--------------|----------|
| 1. not | 2. in | 3. of | 4. limit |
| 5. is | 6. always | 7. the order | |

B. 良い結果を出すと思われる一つのやり方は、あなたが楽しくやれることのリストを作成することである。

One approach that (a) (b) (c) good results is to draw up a list of things (d) (e) (f).

- | | | | |
|-----------|----------|----------|----------|
| 1. obtain | 2. to | 3. doing | 4. enjoy |
| 5. able | 6. seems | 7. you | |

C. 彼は思ったことを口にした。それであなたがどう思うかなど気にしなかった。

He told you what (a) (b) (c), and he didn't care (d) (e) (f) feel about it.

- | | | | |
|-------------|----------|----------------|--------|
| 1. was | 2. might | 3. you | 4. how |
| 5. his mind | 6. on | 7. had thought | |

D. 必要のない会議が多すぎると、優秀な人さえ、新しいものを創り出す力を奪われてしまう可能性がある。

(a) (b) (c) meetings (d) (e) (f) of their creative energy.

- | | | | |
|---------|----------------|------------------------------|---------|
| 1. lose | 2. too | 3. can | 4. many |
| 5. rob | 6. unnecessary | 7. the most brilliant people | |

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●商学部(会計専門職プログラム(経営学科), 貿易学科)

●理学部(社会数理・情報インスティテュート, 物理科学科, 化学科)

④ A 2026年度 英 語

問 題 冊 子 (1～8 ページ)

注 意 事 項

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〔解答用紙記入例(選択式の場合)〕

例 1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16 /	17 2	18 /	19 4	20 /	21 /

A の解答が佐賀の場合 → 17
B の解答が東京の場合 → 19
C の解答が大阪の場合 → 20

例 2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51 /	52 4	53 2

a の解答が大学の場合 → 51
b の解答が小学校の場合 → 52
c の解答が中学校の場合 → 53

〔Ⅰ〕 次の英文の下線部を和訳せよ。

Enjoying leisure for its own sake — which you might have assumed was the whole point of leisure — comes to feel as though it's somehow not quite enough. It begins to feel as though you're failing at life, in some indistinct way, if you're not treating your time off as an investment in your future. The regrettable consequence of justifying leisure only in terms of its usefulness for other things is that it begins to feel vaguely like a chore — in other words, like work in the worst sense of that word. Some people say that despite how things might feel, we actually have more leisure time than we did in previous decades — an average of five hours per day for men, and only slightly less for women. But one reason we don't experience life that way is that leisure no longer feels very leisurely. Instead, it too often feels like another item on a list of things to do.

注 chore (毎日の)仕事

[出典：Excerpts from FOUR THOUSAND WEEKS: TIME MANAGEMENT FOR MORTALS by Oliver Burkeman. Copyright © 2021 by Oliver Burkeman. Reprinted by permission of Farrar, Straus and Giroux. All Rights Reserved.]

〔Ⅱ〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

In the world ruled by smartphones, a growing number of adults and teenagers are choosing to have “dumb phones” — basic mobile devices that are used only for calling and texting. This shift is part of a larger trend toward spending less time on our devices in favor of living simply. Millions of people around the world are rediscovering the joy of using a phone only as a phone and not as a window to the digital world. Those who make this change do so to have a healthier mind and lifestyle.

Dumb phones from brands such as the Finnish company Nokia are growing in popularity. A 2023 report by Counterpoint Research noted a 5% increase in dumb phone sales in North America. The report noted that adults hope to experience relief from being online too much.

Educational institutions are also embracing this trend. For instance, Holy Rosary School for Girls in Johannesburg, South Africa, started an 80-day challenge titled “80 Days: Phone Like It’s 1999,” encouraging students to avoid smartphones to improve mental health and development.

The appeal of dumb phones lies in their simplicity. Without the constant interruptions of messages, applications, and social media, users find it easier to focus on daily life tasks, meet face to face, and experience improved sleep quality. The absence of blue light from screens contributes to better sleep patterns, while reducing screen time can improve one’s ability to focus as well as access memories.

Research has shown that heavy device use is related to increased stress, depression, and loneliness, particularly among young adults. By switching to dumb phones, individuals try to break the easy habit of comparing oneself to others and overcome the fear of “missing out” on news, trends, or social interaction often caused by social media platforms. The Royal Society for Public Health suggests that limiting screen time can help reduce symptoms of stress and depression.

Humans are social beings, and excessive screen time can worsen our personal relationships. The “dumb phone revolution” encourages users to be more aware of others, have deeper conversations, and make more meaningful connections with friends and family. Mental health professionals support this movement, noting that even brief digital detoxes can reset one’s relationship with technology and improve overall health.

Removing the option to fill every free moment with scrolling creates space for new hobbies, creative thinking, and even just being bored, which

psychologists say is essential for personal growth. These studies show that, in fact, creativity arises when the mind is allowed to relax and reset through boredom.

While the benefits are potentially great, making the switch to a dumb phone is not without challenges. Users may face inconveniences such as the lack of navigation tools or instant access to information. However, many find that this negative aspect is worth the improvements in emotional health.

The shift towards dumb phones reflects a widespread desire to take back time, focus, and mental health in an increasingly online world. By embracing digital minimalism, individuals are experiencing more happiness in their daily lives. Those who have replaced their smartphones with dumb phones might realize that much of their daily life now exists in the real, and not the digital world.

注 detox(es) デトックス, 解毒
boredom 退屈

[出典: “The Return of Dumb Phones: Adults and Teens Ditch Easy Internet Access for Mental Health.” *IOL*(www.iol.co.za). 2025. <https://iol.co.za/lifestyle/health/2025-05-13-the-return-of-dumb-phones-adults-and-teens-ditch-easy-internet-access-for-mental-health/> に基づく]

11. Dumb phones are more popular among elderly people.
12. There are brands of dumb phones other than Nokia.
13. A report by Counterpoint Research was highly critical of the global trend of switching to dumb phones.
14. Holy Rosary School for Girls banned smartphones in classrooms.
15. Radio waves from a smartphone interrupt a normal sleep cycle.
16. Smartphones potentially lead users to be afraid of being left out of social interactions.
17. Dumb phones help us realize the importance of human relationships.
18. Being bored allows creativity to emerge.
19. Moving to a life with dumb phones is not challenging.
20. The popularity of dumb phones reflects our urge to return to the past.

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに最も適当な語(句)を1～4の中から一つずつ選び、その番号を記入せよ。

(a) Ms. Yamamoto () to department manager only recently.

- | | |
|-----------------|-----------------------|
| 1. has promoted | 2. has been promoted |
| 3. promoted | 4. has been promoting |

(b) Had she informed us earlier about the schedule change, we () more time to prepare.

- | | |
|-------------------|------------------|
| 1. had | 2. will have had |
| 3. would have had | 4. have had |

(c) There was a major campaign () the building of a power plant.

- | | |
|--------------|--------------|
| 1. oppose to | 2. oppose in |
| 3. in oppose | 4. to oppose |

(d) Nagata Corporation is considering renting the floor above its offices () part of its expansion plans.

- | | |
|---------|---------|
| 1. into | 2. on |
| 3. as | 4. with |

(e) The post office in this city promises to deliver packages on time () the weather.

- | | |
|-------------|------------|
| 1. whatever | 2. because |
| 3. before | 4. whereas |

(f) The medical conference was well () for all three days.

- | | |
|---------------|--------------|
| 1. attending | 2. attended |
| 3. attendance | 4. attendant |

(g) As a sign of its growth, John's company recruited () one hundred graduates this hiring season.

- | | |
|-----------|-----------|
| 1. mostly | 2. almost |
| 3. mainly | 4. every |

(h) We are going to () Mr. Tanaka next month.

- | | |
|-------------------|-------------------|
| 1. visit to | 2. pay a visit |
| 3. pay a visit to | 4. paying a visit |

〔Ⅳ〕 次の(a)～(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|------------------|--------------------|------------------|
| (a) | 1. or-bit | 2. bare-ly | 3. friend-ly |
| | 4. er-a | 5. ap-pear | |
| (b) | 1. pres-sure | 2. weak-ness | 3. as-sess |
| | 4. em-pire | 5. bak-er | |
| (c) | 1. Pa-cif-ic | 2. sci-en-tist | 3. dep-u-ty |
| | 4. po-et-ry | 5. dan-ger-ous | |
| (d) | 1. of-fi-cial | 2. at-tend-ant | 3. ar-riv-al |
| | 4. crit-i-cize | 5. to-geth-er | |
| (e) | 1. com-par-i-son | 2. pro-fes-sion-al | 3. i-ni-tia-tive |
| | 4. his-to-ri-an | 5. re-mark-a-ble | |
| (f) | 1. pre-sum-a-bly | 2. ma-jor-i-ty | 3. gen-er-a-tion |
| | 4. ef-fi-cien-cy | 5. sig-nif-i-cant | |

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. 彼女はたくさんの本を持っているので、引っ越すまでにいくつか処分しなければならない。

Because (a) (b) (c) of books, she must (d) (e) (f) some of them before moving to a new place.

- | | | | |
|-----------|--------|--------|--------|
| 1. plenty | 2. lot | 3. rid | 4. she |
| 5. get | 6. of | 7. has | |

B. もし私だったら、夢を叶えるために全力を尽くすだろう。

(a) (b) (c) me, I would do my best to (d) (e) (f) true.

- | | | | |
|---------|----------|-------|-------------|
| 1. make | 2. were | 3. if | 4. my dream |
| 5. come | 6. would | 7. it | |

C. 欠陥がある場合に限り、当社の保証で商品を修理させていただきます。

Only (a) (b) (c) defects will we repair products (d) (e) (f).

- | | | | |
|------------------|--------------|-------|--------------|
| 1. our company's | 2. situation | 3. in | 4. guarantee |
| 5. under | 6. case | 7. of | |

D. 彼のアイデアは多くの人々をひきつけそうだったので、私は彼が会議で発言したことに賛成します。

I agree (a) (b) (c) (d) at the meeting because his idea (e) (f) many people.

- | | | | |
|---------|-----------|---------------|------------|
| 1. what | 2. seemed | 3. he | 4. sounded |
| 5. with | 6. said | 7. to attract | |

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●人文学部(日本語日本文学科, 英語学科) ●経済学部(産業経済学科) ●商学部(経営学科)

●工学部(機械工学科, 電子情報工学科, 社会デザイン工学科) ●薬学部【理科重視型】

●スポーツ科学部(健康運動科学科)

⑤ A 2026年度 英語

問題冊子 (1～8ページ)

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〔 I 〕 次の英文の下線部を和訳せよ。

この問題は著作権の都合により掲載できませんでした。

[出典：Schivelbusch, Wolfgang, translated by Angela Davies (1988). *Disenchanted Night: The Industrialization of Light in the Nineteenth Century*. University of California Press に基づく]

〔Ⅱ〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

Japan is an island nation, so the sea is very important to our Japanese culture. This deep cultural connection with the sea is beautifully reflected in Japanese art. Some of these images of Japanese waves and water are world famous, and the wider meanings of water in Japanese art are themes that are important across the world: life, movement, change, and purity.

The meanings of water in Japanese art are deeply rooted in our cultural beliefs. Water is more than just a symbol of life: each year the rain of the wet season gives us enough water to grow rice. Rice has supported our economic growth since World War II, and in the harvest festivals of autumn we celebrate by drinking alcohol made from rice and the water of rivers famous for their purity.

The Japanese respect for nature can be seen in our art, where water is often shown to be powerful and waves become beautiful images of moving force. Waves are often used to represent life, motion, and change.

A wonderful example of a wave being used to show the theme of how we should live is the world-famous woodblock print of Katsushika Hokusai, *The Great Wave off Kanagawa*. In this artwork, the wave is not just a physical force, but a symbol of the challenges of life: it is an image of how the human spirit must work with natural forces to survive. While the wave is seen as a towering peak, there is also a quiet sense of beauty and harmony in the balance of everything in that woodblock print. Hokusai has given the world an image of how to live a successful life, even when facing difficulties that are dangerous.

In Japanese art, waves are often used to represent motion and change because real waves are never still. All of this constant movement in oceans and rivers tells us that life is ever-changing. In the Edo period, there were

many woodblock prints of waves. These prints used the sea and its waves to show that life is a continuous flow of shifting developments. The ups and downs of life can be seen when looking at the waves in *Sea at Satta, Suruga Province* by Utagawa Hiroshige.

The purity of water is what gives it the power to clean the spirit. Water in Japanese art is also a symbol of purity and cleanliness. These two things are strongly tied to Shinto beliefs, where water is used in purification activities to clean the spirit. In art, waterfalls, rivers, and rain are often used to suggest a spiritual renewal. One such woodblock print is *Nachinotaki Waterfall* by Hokusai. The waterfall, shown in all its flowing power, symbolizes the purification process, washing away impurities and renewing the spirit of those who take the time to appreciate the woodblock print.

The waves seen in Japanese art have been very important in the history of Western art. Nineteenth-century European artists like Claude Monet and Vincent van Gogh were deeply inspired by the uniquely beautiful way water and waves appeared in Japanese woodblock prints. The Monet paintings of the Japanese-style bridge and pond in his garden clearly show how important those prints were in the development of his own artistic style as he painted water. Van Gogh took the moving patterns of ocean waves from Japanese woodblock prints and used them to fill the sky seen in *The Starry Night*. This cross-cultural flow of Western artists using elements of Japanese art has made the global art scene more interesting, showing the universal appeal and influence of Japanese art.

注 woodblock print(s) 木版画
waterfall(s) 滝

[出典： “Waves In Japanese Art: The Symbolism of Water.” *Canvas Prints Australia*. 2023. <https://www.canvasprintsaustralia.net.au/waves-in-japanese-art-the-symbolism-of-water/#:~:text=Water%20in%20Japanese%20art%20symbolises,it%20nurturing%20and%20cleansing%20properties> に基づく]

11. According to the author, mountains and the sea are special places in Japanese culture.
12. Universal themes can be represented by the water shown in Japanese art.
13. We celebrate harvest festivals by drinking river water.
14. When we see waves in Japanese art, we know they represent danger.
15. Some Japanese art shows that living with nature is not easy.
16. In his art, Hokusai warned the international community of the dangers of coming to Japan.
17. One constant feature of Japanese art is the thought that nothing ever changes in life.
18. Hokusai is best known for an ink drawing he made of the Nachinotaki Waterfall.
19. Since the nineteenth century the beauty of Japanese art has inspired artists far from Japan.
20. Van Gogh, in painting *The Starry Night*, was influenced by the images of ocean waves in Japanese woodblock prints.

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに最も適当な語(句)を1～4の中から一つずつ選び、その番号を記入せよ。

(a) Long ago, the native people seem () as well as hunting and fishing at that site.

- | | |
|------------------------------|------------------------------|
| 1. having practicing farming | 2. to have practiced to farm |
| 3. to practice on farming | 4. to have practiced farming |

(b) The treaty agreement was () to both countries.

- | | |
|-----------------|-----------------|
| 1. satisfy | 2. satisfaction |
| 3. satisfactory | 4. satisfied |

(c) After the new machine has been operating for two thousand hours, it () a full maintenance check.

- | | |
|-----------------|----------------------|
| 1. was required | 2. has been required |
| 3. require | 4. will require |

(d) () manufacturing costs is one way the chocolate company can keep the current price of its products.

- | | |
|-------------|------------------|
| 1. Reduces | 2. Reduction |
| 3. Reducing | 4. Being reduced |

(e) He doesn't have () experience as a French teacher.

- | | |
|-----------|----------|
| 1. enough | 2. many |
| 3. a few | 4. a lot |

(f) I will go to the beach () that the weather is fine.

- | | |
|---------|-------------|
| 1. if | 2. provided |
| 3. when | 4. in case |

(g) Western Electronics will conduct a survey to understand the reasons
() the recent drop in their sales.

- | | |
|---------|--------|
| 1. with | 2. for |
| 3. by | 4. on |

(h) The new proposal, () was submitted yesterday, included a detailed
map.

- | | |
|-------------|----------|
| 1. which | 2. that |
| 3. of which | 4. where |

〔Ⅳ〕 次の(a)～(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|--------------------|-----------------|------------------|
| (a) | 1. Ger-man | 2. bub-ble | 3. fam-ine |
| | 4. re-sponse | 5. air-plane | |
| (b) | 1. tai-lor | 2. ad-vance | 3. ad-vise |
| | 4. de-sire | 5. con-nect | |
| (c) | 1. ex-pan-sion | 2. in-ven-tion | 3. en-cour-age |
| | 4. ad-mis-sion | 5. O-lym-pic | |
| (d) | 1. pow-er-ful | 2. fre-quen-cy | 3. de-tec-tive |
| | 4. some-bod-y | 5. stead-i-ly | |
| (e) | 1. e-quip-ment | 2. Ko-re-a | 3. I-tal-ian |
| | 4. re-li-gious | 5. pop-u-lar | |
| (f) | 1. or-di-nar-y | 2. vir-tu-al-ly | 3. rea-son-a-ble |
| | 4. pre-sen-ta-tion | 5. tes-ti-mo-ny | |

〔V〕 次の日本文の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. このカバンはまだ使いますか、それとも、ずいぶんすり切れてきているので捨てましょうか。

Will this bag still (a) (b) (c) (d), or should I throw it away since it is getting quite (e) (f)?

- | | | | |
|-----------|---------|--------|-------|
| 1. wear | 2. out | 3. use | 4. of |
| 5. to you | 6. worn | 7. be | |

B. 予期せぬ経済困難のために、フランスに行く計画はしばらく延期しなければならなかった。

We have had to put our (a) (b) (c) (d) hold for (e) (f) due to unexpected financial difficulties.

- | | | | |
|--------------|----------|----------|-------------|
| 1. to France | 2. off | 3. plans | 4. the time |
| 5. on | 6. being | 7. to go | |

C. 政府が隠ぺいする前に各新聞がその記事を載せ、外国企業との秘密取引をあらばいた。

The (a) (b) (c) (d) the government (e) (f) it up, revealing secret deals with foreign companies.

- | | | | |
|------------|----------|--------------|---------------|
| 1. uncover | 2. cover | 3. printed | 4. newspapers |
| 5. before | 6. could | 7. the story | |

D. その暗い部屋に目が慣れるまでにしばらく時間がかかった。

It took (a) (b) (c) my eyes to get (d) (e) (f) room.

- | | | | |
|-------|--------|-------------|---------------|
| 1. to | 2. a | 3. the dark | 4. accustomed |
| 5. me | 6. for | 7. while | |

一般選抜(前期日程)

●人文学部(文化学科, 東アジア地域言語学科) ●経済学部(経済学科) ●商学部第二部(商学科)

●工学部(電気工学科, 化学システム工学科, 建築学科) ●医学部(看護学科)

●スポーツ科学部(スポーツ科学科)

⑥ A 2026年度 英語

問題冊子 (1～8ページ)

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・乱丁および解答用紙の汚れ等に気付いた場合は, 手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし, 解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験学部・学科コード, 受験番号, 氏名(カタカナ)を確認し, 氏名欄に氏名(漢字)を記入すること。もし, 印刷に間違いがあった場合は, 手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16 /	17 2	18 /	19 4	20 /	21 /

Aの解答が佐賀の場合 → (17)

Bの解答が東京の場合 → (19)

Cの解答が大阪の場合 → (21)

例 2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51 /	52 4	53 2

aの解答が大学の場合 → (51)

bの解答が小学校の場合 → (52)

cの解答が中学校の場合 → (53)

〔 I 〕 次の英文の下線部を和訳せよ。

この問題は著作権の都合により掲載できませんでした。

[出典：Ro, Christine. “Why we need ‘revolutionary’ cooling tech.” *BBC Online*. 2025.
<https://www.bbc.com/news/articles/cpdzjev2d9wo> に基づく]

〔Ⅱ〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

Istanbul is the city of cats. In three days there, I saw (A) I've ever visited combined. Cats sleeping in the sun before the Blue Mosque, cats relaxing on ancient Roman walls, cats hunting birds in parks, cats smelling fish at the harbor, cats attracting people to tourist shops, cats guarding the tomb of Suleiman the Magnificent, cats walking among the legs of shoppers in the Egyptian Spice Market, cats washing in the garden of the National Museum. Cats everywhere!

Estimates of the ownerless street cat population of Istanbul range from 125,000 to a million. The people of the city view street cats (B). Here and there food and water bowls are set out and cat beds and shelters set up. Some parks have machines that accept any coin from any country and release generous amounts of dry cat food. All the cats I saw looked pretty, healthy, and clean. Most were friendly, approaching to touch and be touched or rolling on their backs appealingly.

Once, on a narrow street leading to the Galata Tower, a young orange tiger cat led me into the Cat Museum of Istanbul! In the lobby, which was decorated with photos of cats in various poses and places around the city, the orange tiger played hunting and fighting with his brown tiger brother on a red and blue Turkish carpet. When the funny and fierce (C), I followed them. Inside, I saw paintings and drawings of cats, a pair of *manekineko*, and displays about things like the Ottoman Empire's professional feeders of street animals and the history of the domestic cat, beginning in ancient Egypt.

The ancient Egyptians held all animals sacred, especially cats, whom they saw as representatives of Bastet (the cat-headed goddess of health, birth, and home). The Egyptians would run into burning houses to save their cats. They had strict laws forbidding the trade of the animals, but Phoenician merchants

hid Egyptian cats on their ships and spread them around the Mediterranean Sea. The agents sent by the Egyptian government (D) were not very successful.

Why are there so many cats in Istanbul? A popular reason is that in Islam cats are viewed as clean and lucky, loved by the Prophet Mohammed and valued for protecting grain and books from mice and rats. Actually, many cats lived in the city long before the Islamic Ottomans captured it in 1453. Indeed, while constructing the Marmaray Tunnel (2004-2013) under the Bosphorus (the narrow sea separating the Asian and European parts of Istanbul), workers found 3,500-year-old cat bones that reveal that the people of the ancient city (E) their injuries. Perhaps the reason, then, is that Istanbul has always been a doorway between East and West and that cosmopolitan people like independent and curious creatures like cats.

On my last morning in Istanbul, finishing breakfast in the seventh-floor hotel restaurant, I happened to look out the window just in time to see a cat drop down onto the outside balcony. I went out to investigate. The clean, young kitty was beautiful: gray body, white feet, pink nose, and green eyes. As I stroked her warm and soft fur, I felt a great pleasure. Where had she come from? She was (F) to lift up my spirit, a final gift from Istanbul, City of Cats.

注 Suleiman the Magnificent スレイマン大帝
the Ottoman Empire オスマン帝国
cosmopolitan 国際的な
fur 毛皮

1. brothers ran out of the museum
2. to other countries to recover the stolen cats
3. like an angel come down to earth
4. abused their cats and made them live outside the city walls
5. fed fish to their cats and healed
6. more cats than in all the other cities
7. as dirty creatures to be removed by the government
8. brothers ran deeper into the museum
9. as community pets to be cared for by everyone

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに最も適当な語(句)を1～4の中から一つずつ選び、その番号を記入せよ。

(a) Please fill out and submit the form () than Wednesday.

- | | |
|-------------|-------------|
| 1. no more | 2. no later |
| 3. not more | 4. no less |

(b) The rules state quite clearly () smoking is not allowed.

- | | |
|---------|----------|
| 1. who | 2. there |
| 3. that | 4. as |

(c) He's considering () a used car.

- | | |
|----------------------|--------------|
| 1. about buying | 2. on buying |
| 3. concerning buying | 4. buying |

(d) After our argument, I convinced ().

- | | |
|-----------------------|-------------------------|
| 1. him of his mistake | 2. him from his mistake |
| 3. his mistake of him | 4. his mistake from him |

(e) Working more than two hours without a break tends to () the machine operators.

- | | |
|---------------|--------------|
| 1. exhaust | 2. exhausted |
| 3. exhausting | 4. exhausts |

(f) The table, () Kate had placed her small computer, suddenly collapsed under the weight of the heavy books piled on top of it.

- | | |
|-------------|-------------|
| 1. in that | 2. on that |
| 3. wherever | 4. on which |

(g) Thanks for helping me out, Joanne. I really () it.

- | | |
|---------------------|-----------------|
| 1. appreciate | 2. thank you |
| 3. appreciate about | 4. thankful for |

(h) How () is Canada than Japan?

- | | |
|----------------------|----------------------|
| 1. much bigger size | 2. more big size |
| 3. many times bigger | 4. much times bigger |

〔Ⅳ〕 次の(a)～(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|-------------------|------------------|------------------|
| (a) | 1. an-ger | 2. sec-tor | 3. cook-ie |
| | 4. mir-ror | 5. harm-less | |
| (b) | 1. for-tune | 2. de-stroy | 3. in-spect |
| | 4. re-veal | 5. es-cape | |
| (c) | 1. riv-er | 2. pref-ace | 3. cir-cle |
| | 4. par-tial | 5. su-preme | |
| (d) | 1. sev-er-al | 2. il-le-gal | 3. re-stric-tion |
| | 4. em-ploy-ment | 5. pro-gres-sive | |
| (e) | 1. ad-ven-ture | 2. vis-i-tor | 3. com-po-nent |
| | 4. e-lec-tron | 5. ex-pres-sion | |
| (f) | 1. des-per-ate-ly | 2. lit-er-al-ly | 3. sit-u-a-tion |
| | 4. reg-u-lar-ly | 5. grad-u-al-ly | |

〔V〕 次の日本文の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. 彼はそんなに早い段階で自分の目標にたどり着けるとは思わなかった。

(a) (b) (c) (d) him that he would reach his goal
(e) (f).

- | | | | |
|-------------------|--------|--------|-------|
| 1. early | 2. for | 3. it | 4. to |
| 5. never occurred | 6. so | 7. had | |

B. 工学部を選ぶ学生数は増えることが予想されている。

The number (a) (b) (c) the Faculty of Engineering is
(d) (e) (f).

- | | | | |
|-------------|-------------|-------------|--------|
| 1. expected | 2. students | 3. increase | 4. who |
| 5. of | 6. choosing | 7. to | |

C. 彼はここ数年で抜群にうまい野球選手です。

He is (a) (b) (c) baseball player in the (d)
(e) (f).

- | | | | |
|---------|-----------|---------|----------|
| 1. last | 2. by far | 3. the | 4. years |
| 5. most | 6. few | 7. best | |

D. 彼に不満を伝えても、あなたの望むように彼の行動を変化させることはできないだろう。

(a) (b) (c) would not change his behavior (d)
(e) (f).

- | | | | |
|-------------------|-------------|------------|------------|
| 1. your complaint | 2. you want | 3. even if | 4. telling |
| 5. him | 6. in | 7. the way | |

一般選抜(前期日程)

●人文学部 ●法学部 ●経済学部 ●商学部 ●商学部第二部(商学科) ●理学部 ●工学部
●医学部(看護学科) ●薬学部 ●スポーツ科学部

⑦ A 2026年度 英語

問題冊子(1～7ページ)

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・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験学部・学科コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16 /	17 2	18 /	19 4	20 /	21 /

Aの解答が佐賀の場合 → 17
Bの解答が東京の場合 → 19
Cの解答が大阪の場合 → 20

例 2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51 /	52 4	53 2

aの解答が大学の場合 → 51
bの解答が小学校の場合 → 52
cの解答が中学校の場合 → 53

〔Ⅰ〕 次の英文の下線部を和訳せよ。

One of the most powerful aspects of social media is its ability to increase brand visibility. Especially for self-funded businesses, platforms such as Facebook, Instagram, X (previously known as Twitter), TikTok and LinkedIn offer easier and free access to vast audiences that can be reached with carefully crafted content. When businesses share attractive posts, they have the potential to increase their brand recognition and establish a strong online presence. Moreover, social platforms can be used to cultivate a positive brand reputation. For example, actively checking and responding to customer feedback can help deal with concerns promptly and show a company's commitment to customer satisfaction. Positive interactions on social media can go a long way in building trust and loyalty among consumers.

注 loyalty 忠誠心

[出典：Joshi, Vikram. “The Power of Social Media in Modern Marketing.” *Forbes*. 2024.
<https://www.forbes.com/councils/forbesbusinesscouncil/2024/10/09/the-power-of-social-media-in-modern-marketing/>に基づく]

〔Ⅱ〕 次の英文の空所（ A ）～（ F ）を埋めるのに最も適当なものを下の 1 ～ 9の中から選び、その番号を記入せよ。

この問題は著作権の都合により掲載できませんでした。

この問題は著作権の都合により掲載できませんでした。

この問題は著作権の都合により掲載できませんでした。

[出典：Waxman, Olivia B. “The Surprising Reason Americans Are Obsessed With Pumpkins.”
TIME. 2018. <https://time.com/4943462/pumpkin-spice-history/>に基づく]

1. it was an inferior substitute
2. lost the good reputation they had built over many years
3. many small farms from going out of business
4. many stores used to end their fall pumpkin sales early
5. develop a deeper feeling of warmth and delight
6. recognizing their value as a reliable food source
7. represented in a more positive light
8. shops have been getting into the spirit of the season for weeks
9. it was in such high demand that every store

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに最も適切な語(句)を一つずつ選び、その番号を記入せよ。

(a) The professor, () lectures are always stimulating, received a university award for teaching excellence.

- | | |
|----------|----------|
| 1. whose | 2. which |
| 3. who | 4. whom |

(b) The people who were supposed to pick me up finally ().

- | | |
|---------------|------------------|
| 1. coming to | 2. appeared into |
| 3. arrived at | 4. turned up |

(c) It was () at my grandmother's house that I learned how to cook.

- | | |
|----------------|-------------------|
| 1. when I stay | 2. while staying |
| 3. for stay | 4. among the stay |

(d) The new shopping mall is still () construction and will open next year.

- | | |
|----------|----------|
| 1. being | 2. going |
| 3. under | 4. over |

(e) I must () my grandfather for his birthday tomorrow.

- | | |
|---------------------|------------------------|
| 1. remember to call | 2. remember calling |
| 3. remind calling | 4. be reminded of call |

(f) My mother is a big fan of European art, Italian paintings in ().

- | | |
|---------------|-------------|
| 1. advance | 2. the best |
| 3. particular | 4. most |

(g) We continued driving for half an hour without seeing () car.

- | | |
|-----------|------------|
| 1. other | 2. another |
| 3. single | 4. no more |

(h) Shortly after () of my first daughter, I felt a new kind of joy and purpose in my life.

- | | |
|-----------------|---------------|
| 1. giving birth | 2. being born |
| 3. born | 4. the birth |

〔Ⅳ〕 次の(a)～(f)において、下線部の発音が見出し語と同じものを1～4の中から一つ選び、その番号を記入せよ。

(a) sincerely

1. dear 2. there 3. scare 4. despairir

(b) danger

1. grandfather 2. defend 3. skate 4. fraction

(c) wood

1. approval 2. push 3. youthful 4. above

(d) Dutch

1. animal 2. dot 3. exclude 4. oven

(e) proper

1. slow 2. box 3. mostly 4. something

(f) devise

1. expense 2. asset 3. desert 4. essence

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めている。

A. 私たちは帰宅の途中で突然の雨にあって、びしょぬれになった上、もう少しで道に迷いそうになりました。

(a) (b) (c), it began to rain suddenly and we got (d) (e) (f) and also almost lost our way.

- | | | | |
|----------|-------------|------------|--------|
| 1. house | 2. to | 3. our way | 4. wet |
| 5. on | 6. the skin | 7. home | |

B. 今日、われわれはあらゆる種類のマニュアルやハウツー本に囲まれています。

(a) (b) we are (c) (d) (e) (f) of manuals and how-to books.

- | | | | |
|---------------|----------|-------------|--------|
| 1. days | 2. kinds | 3. nowadays | 4. all |
| 5. surrounded | 6. these | 7. by | |

C. このまま少子高齢化が進んだら、どんな社会になるのでしょうか。

(a) (b) (c) our society (d) (e) (f) the declining birth rate and rapidly aging population?

- | | | | |
|---------|-------|----------------|-------------|
| 1. to | 2. of | 3. will happen | 4. a result |
| 5. what | 6. if | 7. as | |

D. 私は自動車通勤していますが、渋滞にあわないように、できるだけ早めに家を出るようにしています。

I go to work by car, and I leave the house as early as possible (a) (b) (c) to (d) (e) (f) a traffic jam.

- | | | | |
|-----------|-------|---------|-------|
| 1. not | 2. in | 3. that | 4. as |
| 5. caught | 6. so | 7. get | |