

敬愛学園高等学校

令和8年度 推薦試験・第1回一般試験

英 語

解答用紙は 1～50 までを使いなさい。

「注意」

- * 開始の合図があるまでは、この問題用紙を開かないこと。
- * 開始の合図があったら、初めに必ず問題数（①～⑤⑩）を確認すること。
- * 解答はすべて別紙の解答用紙に記入すること。
- * 解答用紙の記入上の注意をしっかりと読むこと。
- * 終了の合図があったら、ただちに筆記用具を置き、解答用紙はウラにして試験監督の指示に従うこと。
- * 試験問題は50分、配点は100点。
- * 問題に関する質問は受け付けない。

1 次の各文の空欄に入る最も適切なものを1つ選び、①～④の番号で答えなさい。

1. He usually () a book after school these days.
① read ② reads ③ reading ④ to read
2. I met a woman () mother is a teacher.
① who ② whose ③ whom ④ which
3. My father is () the bedroom.
① in ② on ③ to ④ of
4. People enjoy not only () movies but also reading books.
① watch ② watched ③ watching ④ to watch
5. () me know when you come to my house.
① Do ② Did ③ Does ④ Let
6. The girl () the guitar on the bench is my cousin.
① play ② plays ③ playing ④ played
7. I am afraid () speaking in front of people.
① of ② for ③ in ④ to
8. Take your (). You do not need to be in a hurry.
① home ② time ③ slow ④ school
9. If I had one million dollars, I () travel around the world.
① will ② can ③ would ④ must
10. The train was late because () heavy snow.
① to ② of ③ from ④ in

- 2** 次の各組の2つの文がほぼ同じ意味を表すように空欄に語（句）を入れたとき、
（ * ）に入る最も適切なものを1つ選び、①～④の番号で答えなさい。

11. He is too young to drive a car.

He is (*) young that he can't drive a car.

- ① very ② too ③ so ④ such

12. This song is loved by many people.

Many people (*) this song.

- ① love ② loves ③ is loving ④ are loved

13. Mike began to read a book two hours ago, and he is still reading it.

Mike () (*) () a book for two hours.

- ① is ② was ③ were ④ been

14. Where does she live? Do you know?

Do you know () (*) () ?

- ① where ② she ③ live ④ lives

15. She speaks English well.

She is () (*) speaking English.

- ① at ② in ③ of ④ to

16. When I was a child, I often played soccer in the park.

I (*) () play soccer often in the park when I was a child.

- ① was ② did ③ used ④ played

17. I had no idea what I should say to her.

I (*) know what () say to her.

- ① had ② hadn't ③ did ④ didn't

18. This is my computer. I use it every day at home.

This is my computer (*) () () every day at home.

- ① I ② which ③ use ④ it

- 3** 次の各文を日本語に合うように並び替えたとき、() 内で4番目に来る語を1つ選び、①～④の番号で答えなさい。なお文頭に来る語も小文字になっている。

19. この問題はなんて難しいんでしょう。

(how / is / difficult / problem / this) !

- ① this ② is ③ difficult ④ problem

20. 海外に行ったら、その地元の昼食を食べてみたらどうですか。

(try / why / don't / a / you) local lunch when you travel abroad?

- ① try ② you ③ don't ④ why

21. その赤ちゃんは、彼のお姉さんに世話されました。

The baby (of / was / care / taken / by) his older sister.

- ① taken ② was ③ care ④ of

22. 私にとって、数学は英語ほどおもしろくない。

Math is (English / as / not / to / interesting / as) me.

- ① interesting ② not ③ as ④ English

23. すべての授業に教科書を持ってくる必要があります。

(bring / it / to / is / necessary) your textbook to every class.

- ① it ② necessary ③ bring ④ to

4 次の各語の定義として最も適切なものを1つ選び、①～④の番号で答えなさい。

24. tourist

- ① someone who visits a place for pleasure and does not live there
- ② the business of providing services for people who want to travel
- ③ a visit to and around a place, area, or country
- ④ to travel around a place for pleasure

25. now

- ① the time before the present
- ② at the present time
- ③ happening or starting from a short time ago
- ④ at a later time

26. expensive

- ① very high quality
- ② feeling very happy
- ③ physically strong and well
- ④ costing a lot of money

27. improve

- ① to become less, or to make something become less
- ② to make or become larger
- ③ to get bigger or to make something bigger
- ④ to get better or to make something better

5 次の会話文の空欄に入る最も適切なものを1つ選び、①～④の番号で答えなさい。

28. A : Are you going to Ken's party?

B : () I'm really looking forward to it.

① The party was good.

② He is lucky.

③ Of course I am.

④ I don't think so.

29. A : Shall we meet in front of the Italian restaurant?

B : Well, I don't know the place well, so ()

A : OK. See you later.

B : Thank you.

① how about meeting at the station?

② what shall we eat?

③ where is it?

④ you will see me.

30. A : My friend plays American football and I'm going to join him this Saturday.

B : Oh, sounds fun.

A : Have you ever played it?

B : ()

① Never.

② Yes, I do.

③ No, I don't know.

④ Let's play together.

31. A : I can't find my smartphone.

B : I'll call it and see if we can hear the sound.

A : Hey, I can hear it. ()

B : Here it is. It's in your backpack. Good thing it was on.

① It must be somewhere around here.

② I don't know the song.

③ Do you have a smartphone?

④ It is in my pocket.

6 次の 1) ～ 4) のそれぞれの英文を読み、問いに答えなさい。

- 1) On April 28, 1988 at 1:25 p.m., Flight 243 left Hilo, Hawaii. It was a 40-minute flight to Honolulu, and the weather was good. The 89 passengers were in their seats with their seat belts on.

At 1:40 the plane reached 24,000 feet, and the three flight *attendants started serving drinks. Suddenly, at 1:45 there was a loud noise. Mr. Dennin, a businessman, was in a window seat in the back of the airplane. He looked at the front of the airplane and saw a big hole. “*A third of the roof was gone.” Mr. Dennin said, “I saw blue sky.”

David Kupihea was in a seat in the front of the airplane. His suitcase was under the seat in front of him. Suddenly, the suitcase flew out of the airplane. Then a piece of metal hit his arm and cut it. The passenger next to him had a large cut on his head.

“Everything was flying around - books, paper, money.” said passenger Stanford Samson.

When the pilot heard the noise, he looked back.

The cockpit door wasn't there, and he saw blue sky above the passengers. The first 18 feet (5.5 m) of the airplane behind the cockpit were *completely open. Only the floor and the passengers' seats were still there.

The pilot decided to *put the airplane into a fast descent. They were close to the airport on the island of Maui, and maybe he could land the airplane there.

At 1:58 p.m. the pilot made an *emergency landing at Kahului Airport in Maui. The passengers couldn't believe it. They were safe on the ground.

What caused the emergency? It was an old plane. It made many short flights during its life. It took off and landed many times, and this *weakened the plane.

Select Readings

Oxford University Press

*注釈 attendants 乗務員 a third of ～の3分の1 completely 完全に
put ～ into a fast descent ～を急降下させる emergency landing 緊急着陸
weaken ～を弱くさせる

32. 以下の出来事を順番に並べたものとして適切なものを1つ選び、①～④の番号で答えなさい。

- a) The pilot landed the plane.
- b) The passengers heard a loud noise.
- c) The plane started to go down.
- d) Pieces of metal flew through the airplane.
- e) The passengers put on their seat belts.
- f) The flight attendants started serving drinks.

- ① f → e → b → d → c → a ② e → f → b → d → c → a
③ f → e → c → d → b → a ④ e → f → d → b → c → a

33. What was the main cause of the Flight 243 accident?

- ① A big hole and a loud noise
- ② A bird flew into the engine
- ③ The old condition of the airplane
- ④ Bad weather

34. Which of the following sentences is NOT TRUE about the story?

- ① The emergency occurred 5 minutes after the flight attendants started serving drinks.
- ② A piece of metal hit David Kupihea's arm and injured him.
- ③ Part of the roof of the airplane was missing after the loud noise.
- ④ The pilot decided to fly back to Hilo after the accident.

35. Choose the best title of the story.

- ① The History of Flight 243
- ② How to Stay Safe on Airplanes
- ③ Emergency in the Air
- ④ A Pilot's Last Flight

2) A group of *mice lived near a big lake. They had a small village underground. Life was peaceful.

One day, a *herd of elephants came to drink water from the lake. They walked over the mice's village and crushed many homes. Some mice were killed.

The leader of the mice went to the elephant king. "Oh, great elephant, we are small, but we are also your friends. Please take another *path. You are *destroying our homes."

The elephant king felt sorry. "We did not see you. From now on, we will take another path," he promised.

One day, hunters came to the jungle. They *trapped the elephants in big nets. The elephants tried to escape, but they couldn't.

The mice saw this. "Our big friends need our help!" they said. They ran to the nets and started biting them with their sharp teeth.

Soon, the nets were *torn, and the elephants were free.

The elephant king smiled. "You are small, but you saved us! Thank you, little friends!" he said.

americanliterature.com

*注釈 mice mouseの複数形 herd 群れ path 小道 destroy ～を破壊する
trap わなで捕らえる torn 引きちぎられた

36. What is the main message of the story?

- ① Strong creatures should never help the weak.
- ② Mice and elephants should not live near each other.
- ③ It's safer to hide when danger comes.
- ④ Small friends can be great helpers.

3) Last Saturday, a half marathon was held in Beijing, China. About 12,000 runners took (37) in the race. On a separate track, beside the human runners, 21 humanoid (human-like) robots tackled the same (38). It was the first race of its kind. *Despite the challenges, six robots finished the race.

Saturday's race was held in E-Town, a technology center in Beijing. There have been robot races before, but not this long. A half marathon is 13.1 miles (21 kilometers) long. The distance *was meant to challenge the robots, and allow their developers to see how the robots *managed under real-life conditions.

The robots that raced were (39) shapes and sizes. The largest, called "Tiangong Ultra" was 5 feet, 8 inches (180 centimeters) tall. The smallest, called "Little Giant" was just under two and a half feet (75 centimeters) tall. To join the race, the robots had to run on two feet, like (40).

Support workers carried *devices to control their robots. Some workers followed their robots; (41) led them. Some robots were kept on a *leash. Workers helping faster robots had to jog the whole time. Those with slower robots just walked.

The biggest challenge was probably overheating. It was cool in the morning, but as the day heated up, workers had to keep spraying the robots to keep them cool.

The first robot to cross the finish line was Tiangong. It finished the race in 2 hours, 40 minutes, and 42 seconds. That was far behind most human runners. But the goal of the race wasn't to win, it was to finish. And six of the robots met that goal.

The race was a success, even for the robots who didn't finish. Their efforts produced a lot of information that will help their (42) improve future humanoid robots.

News For Kids.net (一部改編)

*注釈 despite 〜にもかかわらず be meant to 〜することを意図されている
manage なんとかやる device 装置 leash 紐

空欄に入る選択肢として最も適切なものを1つ選び、①～④の番号で答えなさい。

37. ① part ② on ③ off ④ away
38. ① man ② time ③ score ④ challenge
39. ① same ② different ③ small ④ large
40. ① cars ② machines ③ humans ④ bicycles
41. ① another ② other ③ others ④ one
42. ① robots ② runners ③ support workers ④ developers

4) Everywhere around the world, traffic lights are red, yellow, and green. In every country, these colors mean the same thing: stop, slow, and go. This was all started by an American man named Lester Farnsworth Wire, who created the first traffic light in 1912.

At first, Wire's traffic light only had two colors, red and green. He used these colors because they were already being used by ships and trains to mean "stop" and "go." Red was chosen as the color to signal "stop" because the color has a very *attention-grabbing effect on the human brain.

People notice the color red right away. The color red also creates feelings of *anxiety in many people. It was the perfect color to use as a way to tell people to stop.

The color green, on the other hand, is a color that usually does not *upset the human brain. It is a color that *occurs in nature, and it seemed like the right color to mean, "go ahead and continue on."

Later on, as the traffic light became more developed, people realized they needed a sign to prepare drivers to stop. The color yellow was chosen because it was the least similar color to both red and green. It was chosen over the color white because a white light could easily be mistaken for a normal street light at night.

意外と知らない世の中の「なぜ？」

IBCパブリッシング

*注釈 attention-grabbing effect on ～に注意を引く効果 anxiety 不安
upset ～を動揺させる occur in nature 自然界に存在する

43. Which of the following sentences is true about the text?

- ① The original traffic light designed by Lester Wire included the color yellow.
- ② People thought about using white, but didn't choose it because it might look like a normal light in the evening.
- ③ Green was not used in the beginning because it was too close to blue.
- ④ The idea of using red and green came from early airplane signals.

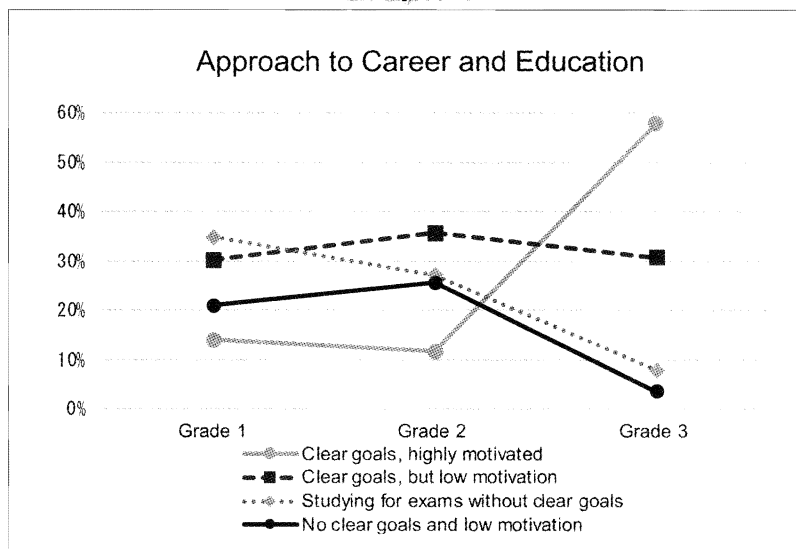
- 7 以下は敬太が行った高校生の進路意識に関するプレゼンテーションの様子である。
英文を読み、それぞれの質問の答えとして最も適切なものを1つ選び、①～④の番号で答えなさい。

Keita: Today, I'm going to talk about my research on how high school students study and think about their career. I asked some questions online to the students from Grade 1 to Grade 3 in our high school, because I myself worry about my studying and want to know how other students study and what they think about it. I found some interesting differences as the students moved up through the grade levels. This is my presentation, but I'd like to see what you think. So questions or comments about it are always welcome. I may ask you questions during my presentation. First, I asked about their *approach to studying and about their *career path. Graph 1 shows the answers by grade.

Judy: I understand that the key points to your questions are goals and *motivation. They are very important when we study. What made you think of those?

Keita: I have already decided the university I want to go to, but I don't feel like studying hard for it yet. So I can say I have "(A)." However, some of my friends don't study hard just because they don't have clear goals. I can say they have "(B)." And one of my classmates always

Graph 1



studies hard to be a doctor because he wants to save people. He has “(C)”. I found these three types of students, then I realized that there must be students who study hard but don’t have clear goals. That’s how I made these four choices. Can you think of any others?

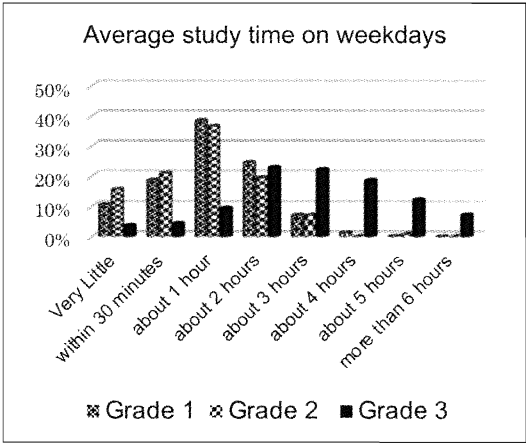
Mary: Umm... no. You would have too many choices if you tried to make more than those.

Keita: Thank you, Mary. Now, look at Graph 1 again. In their first year, many students don’t have a clear goal and have low motivation. By the second year, a few more students have goals, but their motivation seems to be a little lower. In their third year, the number of students with goals and high motivation increases a lot. I *expected that the number of students with clear goals and high motivation would increase with each school year. I was surprised that there wasn’t a big change in the second year; in fact, the *percentages even *decreased a little. I think this might be because as they start to think more seriously about their future, then they become more confused and *unsure.

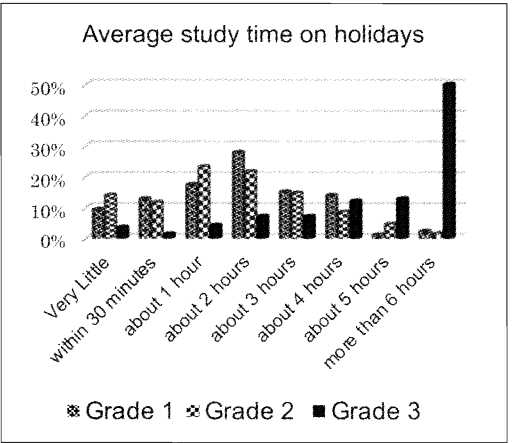
Judy: That’s what I have experienced. I was not so serious about my future soon after I entered this school. I’m starting to think more seriously about my future, but I still haven’t set a goal. I plan to study hard for the next exam, but I haven’t started yet.

Keita: You *prove my point. Actually, many of the Grade 2 students are not

Graph 2



Graph 3



prepared enough for their career. Here are two graphs which show their average study time both on weekdays and holidays. We cannot see big differences between Grade 1 and Grade 2, but Grade 3 makes a great change. Nearly 50 % of them study more than six hours on holidays.

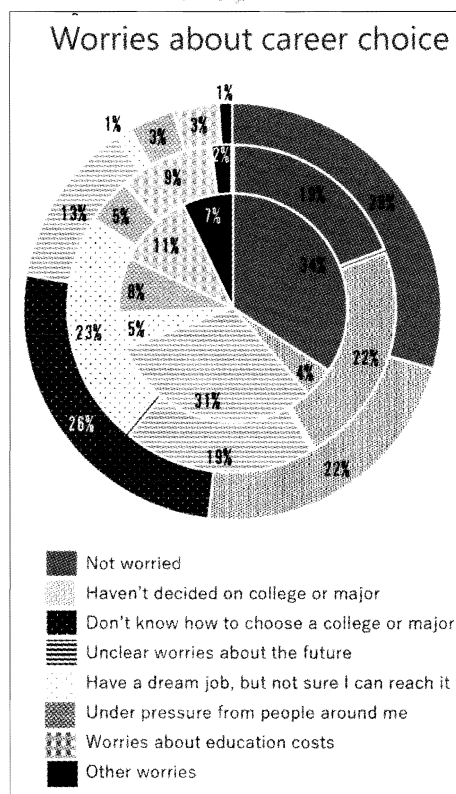
Judy: You mean six hours a day? I can't imagine I will study that long even in Grade 3. If I set a goal early, I might change and be able to study longer. If I (1) don't, I feel like I'll be left behind by students who are studying hard.

Keita: The sooner, the better. However, deciding early doesn't solve all your problems. We also asked the students if they have any worries about choosing their future careers. Here is another graph to show that second year students think about their future more than other students. The circles show the answers from students in different grades: the *outer circle for Grade 1, the middle for Grade 2, and the inner for Grade 3.

First, I want you to look at the percentages of "Not worried" of each grade. 29% of the Grade 1 students are not worried about their career. I think it is mainly because they don't know what to worry about. In the second year,

the percentage decreases to 19% because they start to think about their future more seriously. The percentage of Grade 3 increases again because many of them have already started to prepare for entrance exams and they don't have to worry. You can see it on Graph 1. More than half of the Grade 3 students have clear goals for their future, and are highly motivated.

Graph 4



- Mary: You think the same “Not worried” means something different to each grade. I am wondering why (D) of “Don’t know how to choose a college or major.” (E) in Grade 2.
- Keita: Oh, you noticed? I asked them these questions soon after the school year started, so the Grade 1 students don’t have enough chances to think about their career. As you know, our school gives us (2) a lot of chances to learn how to choose a college or *major, all the students have learned a lot by the time they are in Grade 2. All in all, through this research, I learned the importance of thinking about our career path early and increasing our motivation.
- Mary: I used to think we had too many career events, but they help us a lot. Now, I understand we must thank our teachers. Oh, Mr. Aida, you are here! Thank you for everything, as always.
- Mr. Aida: You are welcome, Mary. Keita, your presentation is over, so I have a question. You said you have already decided on your career path but don’t feel like studying. What do you think will make you change?
- Keita: Umm... I am not sure, but I will try when I have to.
- Mr. Aida: OK, then I will give you some homework, and you’ll have to try, right?
- Keita: Hey, Mr. Aida! I just finished my presentation, and you’re already talking about more homework?
- Mary: You should say thank you to Mr. Aida.
- Keita: Ah... thank you, Mr. Aida. And everyone, thank you for listening to my presentation. Please feel free to ask any questions or share any comments.

* 注釈 approach アプローチ career path 進路 (決定) motivation モチベーション
 expect 予想する percentages 割合 decrease ⇔ increase unsure ⇔ sure
 prove 証明する outer ⇔ inner major 専攻

44. Choose the best answer for (A), (B) and (C).

- | | | |
|-------------|-----------|-----------|
| ① (A)—(イ) | (B)—(ア) | (C)—(ウ) |
| ② (A)—(イ) | (B)—(ウ) | (C)—(ア) |
| ③ (A)—(ウ) | (B)—(ア) | (C)—(イ) |
| ④ (A)—(ウ) | (B)—(イ) | (C)—(ア) |

(ア) clear goals and is highly motivated

(イ) no clear goals and low motivation

(ウ) clear goals but low motivation

45. Why was Keita surprised to see Graph 1?

- ① Because the students' motivation increases and they study harder when they become Grade 2 students.
- ② Because the number of the students who are highly motivated and have clear goals increases when they become Grade 2 students.
- ③ Because the number of the students who are highly motivated and have clear goals decreases when they become Grade 2 students.
- ④ Because the number of the students who don't have goals but study hard decreases when they become Grade 2 students.

46. What does the underlined (1) means?

- ① don't set a goal
- ② don't imagine I will study that long
- ③ don't mean it
- ④ don't experience it

47. Keita thinks the answer “not worried” is very different between Grade 1 and Grade 3. Why?
- ① Because the Grade 1 students aren’t worried just because they don’t know much, but the Grade 3 students aren’t worried because they know enough.
 - ② Because the Grade 1 students are actually worried about why they don’t have worries, but the Grade 3 students are worried about other things.
 - ③ Because the Grade 1 students aren’t worried because they don’t know what to worry about, but the Grade 3 students aren’t worried because they have no time to worry.
 - ④ Because the Grade 1 students are often worried about how to choose their future career, but the Grade 3 students are sometimes worried about how to pass their exams.
48. Choose the best answer for (D) and (E).
- ① (D) — 26% (E) — shows up
 - ② (D) — 26% (E) — is gone
 - ③ (D) — 29% (E) — shows up
 - ④ (D) — 29% (E) — is gone
49. Choose the one which does NOT fit the underlined (2).
- ① a class where we ask our seniors about their career paths
 - ② talking about their future paths with their families
 - ③ reporting to their teachers about university tour events
 - ④ exchanging opinions about their future in their class
50. Which of the following sentences about the text and the graphs is true?
- ① More than 80% of Grade 3 students study for more than one hour on holidays.
 - ② Keita thinks many Grade 3 students have clear goals for their future, but their motivation is not high enough.
 - ③ The students who answered “under pressure from people around me” or “worries about education cost” decreased as they moved up to a higher grade.
 - ④ Keita learned that worries have a bad effect on your career decisions.