

2 0 2 6 年 度

一般選抜 前期入学試験問題

〔 英 語 60分 〕

〔 注 意 事 項 〕

1. 解答開始の合図があるまで、この問題冊子を開いてはいけない。
2. マークシートへの記入は、必ずHB以上の鉛筆で、○の中を正確に塗りつぶすこと。

記入例

良い例	悪い例
	
3. 書き損じた場合には、プラスチック製消しゴムできれいに消すこと。
4. マークシートの用紙を、折り曲げたり汚さないこと。
5. 解答開始後、マークシートの所定欄に個人番号、氏名、科目名をはっきり記入すること。
6. 問題冊子の印刷不鮮明、ページの落丁・乱丁がある場合や、問題について質問がある場合には、手を挙げて監督者に知らせること。
7. 解答終了の合図と同時にマークシートを机上に伏せること。
8. 問題冊子は回収するので持ち帰らないこと。
9. 不正行為があった場合には、受験したすべての科目の成績を無効とする。

高崎商科大学短期大学部

英 語

Part 1【発音・アクセント】解答番号 ① ～ ⑧ にあてはまるものとして最も適切な選択肢を選びなさい。

A：次の問いにおいて、下線部の発音がほかの三つと異なるものを ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

- | | | | | |
|---|-----------|------------|-------------|-----------|
| ① | ① warm | ② award | ③ warn | ④ yard |
| ② | ① force | ② launch | ③ knowledge | ④ law |
| ③ | ① news | ② advice | ③ scent | ④ release |
| ④ | ① feather | ② creature | ③ teacher | ④ deal |

B：次の問いにおいて、第一アクセント（第一強勢）の位置がほかの三つと異なるものを ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

- | | | | | |
|---|----------------|----------------|------------------|---------------|
| ⑤ | ① rou・tine | ② tal・ent | ③ fa・mous | ④ in・jure |
| ⑥ | ① in・vest・ment | ② lux・u・ry | ③ dra・mat・ic | ④ ad・van・tage |
| ⑦ | ① per・ma・nent | ② i・mag・ine | ③ de・par・ture | ④ fa・mil・iar |
| ⑧ | ① e・con・o・my | ② e・co・nom・ics | ③ e・co・nom・i・cal | ④ e・co・nom・ic |

Part 2 【語彙】 解答番号 ⑨ ～ ⑮ にあてはまるものとして最も適切な選択肢を選びなさい。

A : 次の問いにおいて、日本語の語句に相当する適切な英語表現を ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

⑨ ～を理解する、計算する

- ① figure out ② figure on ③ look on ④ look out

⑩ 明確な、明白な

- ① impressive ② explicit ③ extraordinary ④ important

⑪ 使命、任務

- ① affection ② permission ③ institution ④ mission

⑫ 表面、面

- ① scenery ② surface ③ shame ④ waste

⑬ ～を孤立させる、隔離する

- ① isolate ② invite ③ regulate ④ retreat

B - 1 : 次の問いにおいて、下線部の語の意味とほぼ同じ内容を持つものをそれぞれ ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

⑭ A : I tried fasting last week. I heard it's very good to maintain our health condition.

B : Really? I didn't know that. But I don't think I'll try it.

- ① being quick ② eating little ③ becoming thinner ④ losing weight

⑮ We were concerned about the event, but everything worked out fine.

- ① ended up ② came down ③ moved on ④ exercised

B - 2 : 次の問いにおいて、() に入れるのに最も適切な語、あるいは熟語をそれぞれ ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

⑯ A : Everyone, you should () what you have in mind in the meeting.

Don't hesitate to do so.

B : May I bring up one thing?

- ① speak to ② speak out ③ speak aside ④ speak for

⑰ In some African countries, child () is a big social issue. They are forced to work in a terrible environment.

- ① work ② job ③ labor ④ wage

⑱ A : Don't forget to () us when you come to Japan.

B : Thank you. I'm looking forward to seeing you in Tokyo.

- ① keep on in ② drop in on ③ cut down on ④ get down to

Part 4 【整序問題】 次の問いにおいて、それぞれ下の ① ～ ⑤ の語句を並びかえて空所を補い、文を完成させなさい。
ただし、解答は [29] ～ [38] に入る番号のみを解答用紙の所定欄に記入しなさい。なお、完答のみ得点とする。

問 1 A : Do you like anime?

B : Yes, I do. Why?

A : I suggest you _____ [29] _____ [30] _____ because it has so many goods that anime lovers enjoy.

① by ② stop ③ the shop ④ over ⑤ there

問 2 A : You look upset. Could you _____ [31] _____ [32] _____ upset?

B : Actually, I'm not upset at all.

① what ② you ③ tell ④ made ⑤ me

問 3 A : Good morning. How may I help you?

B : Good morning. My smartphone is not working well. I came _____ [33] _____ [34] _____.

① have ② it ③ to ④ in ⑤ checked

問 4 Tom Cruise said that he had dyslexia, which _____ [35] _____ [36] _____.

① a learning difficulty ② that ③ is ④ affects ⑤ reading and writing skills

問 5 Steve Jobs _____ [37] _____ [38] _____ entrepreneurs in the United States.

① one ② the most ③ of ④ has been ⑤ admired

Part 5 【対話文空所補充】 解答番号 39 ～ 43 にあてはまるものとして最も適切な選択肢を選びなさい。

次のAとBの会話において () に入る最も適切なものをそれぞれ ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

39 A : This book is really interesting.

B : ()

A : Exactly! I couldn't put it down last night.

- ① I found it quite boring.
- ② I haven't had time to read an interesting one yet.
- ③ I don't know what makes it so difficult.
- ④ I read it and I felt the same way.

40 A : I hear there's a mountain near here with a beautiful view. Have you ever been there?

B : ()

A : Great! Let's go!

- ① I don't think that's a good idea; it's too crowded.
- ② Yes, it's beautiful, but it's too far.
- ③ Yes, but the hike is a bit challenging.
- ④ No, but I'd love to go.

41 A : Do you think this color suits me?

B : ()

A : Thanks! I wasn't sure at first, but now I feel confident.

- ① I think a darker color would be better.
- ② Yes, it looks great on you!
- ③ That color doesn't match your style.
- ④ You should try something different.

42 A : I heard the new restaurant in town is fantastic.

B : ()

A : I can't wait to try it this weekend.

- ① I haven't heard anything fantastic about it.
- ② I was disappointed when I went there.
- ③ Yes, everyone is talking about it!
- ④ It's probably too expensive for me.

43 A : I'm thinking about buying a new car.

B : ()

A : True, I should consider that before making a decision.

- ① Have you checked your budget?
- ② A new car is always exciting!
- ③ You should be more considerate.
- ④ I know she's thinking of buying a new car.

Part 6 【読解】 解答番号 44 ～ 51 にあてはまるものとして最も適切な選択肢を選びなさい。

A : 次の文章を読み、問いに対し最も適切なものをそれぞれ ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

Happiness

Happiness is something we all strive¹ for in life. However, what constitutes happiness varies greatly from person to person. A new study into the state of being happy shows that our contentment² depends on the interaction of a wide variety of factors. Emorie Beck, assistant professor of psychology at the University of California, led an investigation into what makes us happy. Understanding this could help mental health professionals to provide better treatments for people struggling with depression and anxiety. Professor Beck wrote: “We have to understand the sources of happiness to build effective interventions³.” Her study has been published in the journal “Nature Human Behaviour.”

Professor Beck suggested that happiness can come from external circumstances (like income, job satisfaction, and possessions) or internal feelings. Beck wrote about three models of happiness. The first is the “bottom-up” frame of mind. This is based on our overall satisfaction with factors like wealth, jobs and relationships. This framework is the one used for the World Happiness Report. The second model is a “top-down” perspective. This suggests happiness comes from internal attitudes towards life. People can control this through things like meditation⁴ or therapy⁵. The final model is a bidirectional⁶ one. This is where the bottom-up and top-down models interact to create happiness.

1 strive for ～を求めて努力する 励む

2 contentment 満足

3 interventions 介入

4 meditation 瞑想

5 therapy 療法、セラピー

6 bidirectional 双方向(性)の

Source : <https://breakingnewsenglish.com/2505/250505-happiness.html>

44 What is the main topic of the article?

- ① How to become rich
- ② Different views on happiness
- ③ History of psychology
- ④ Treatment for physical health

45 Why is Professor Emorie Beck’s research important?

- ① It helps people find better jobs.
- ② It helps understand global economics.
- ③ It may help treat mental health problems.
- ④ It explains how to become famous.

46 According to the article, what does the “bottom-up” model focus on?

- ① Spiritual practices
- ② Personal habits like meditation
- ③ Satisfaction with life factors like money and relationships
- ④ Our relations with social media

B : 次の文章を読み、問いに対し最も適切なものをそれぞれ ① ～ ④ の中から一つ選び、その番号を解答用紙の所定欄に記入しなさい。

Japanese Artist Finds Peace in Cutting Leaves

A Japanese artist who creates detailed designs on fallen leaves says the process gives the leaves new life and also helps keep him healthy.

The artist goes by the name Lito. He did not want to share his full name for personal reasons. Lito likes to cut, or carve, many different leaf designs. Examples of his work include a frog holding an umbrella, animals jumping happily, Japan's famous Mount Fuji and ocean waves.

Lito began making his leaf art in 2020. Now, he has many fans around the world who discovered his designs on social media.

He recently told reporters from The Associated Press that his work also gives him peaceful feelings to help deal with a health issue. The condition Lito struggles with is called attention-deficit hyperactivity disorder, or ADHD¹. People with ADHD can experience difficulties such as mental focus, directing attention and organizing and controlling urges².

The 38-year-old Lito said that in addition to helping him deal with his own issues, he hopes his art can give other people enjoyment as well.

Lito likes working at night. In a demonstration of his process, he showed that he first treats several leaves with a chemical to keep them from drying out. Then, he chooses the one he wants to work on and places it on a cutting surface.

He begins by making a design on the leaf with a pen. He then uses a special design knife to cut the leaf. As he works slowly and carefully, one leaf begins to take the shape of a frog carrying an umbrella.

Some of Lito's more complex creations on a single leaf can take more than eight hours to complete. He said he likes to finish a leaf in one sitting. His leaf-cutting works include titles such as *Scrolls of Frolicking Animals*³, *Leaf Aquarium*⁴, and *Thirty-six Views of Mt.Fuji*⁵: *The Great Wave off Kanagawa*⁶. He often uses animals as his subject and each piece includes some of his own personal elements.

Since his childhood, Lito says he has had high levels of concentration and patience. But no matter how hard he tried, he felt he could not meet expectations of behavior at school and work. He also struggled to understand others' feelings and to avoid conflict.

After years of difficulty, he went to a hospital at age 30 and was told he has ADHD, a diagnosis⁷ he felt explained why he has always done things differently.

Lito said he saw no reason to force himself to do things the same way as other people. So, he decided to change his way of living.

In early 2020, Lito learned about the art of leaf cutting. He saw it as the perfect use of his patience and concentration.

Word of his skill has spread far across social media, and he has published books on his leaf-cutting work. And almost every month, he holds a showing of his art in different places in Japan.

"If I can make people happy by doing what I am doing, I want to do more. That's my driving force for what's next," Lito said.

- 1 attention-deficit hyperactivity disorder, or ADHD 注意欠如・多動症
- 2 urges 衝動
- 3 Scrolls of Frolicking Animals 鳥獸戯画（戯れる動物たちの絵巻）
- 4 Leaf Aquarium 葉っぱの水族館
- 5 Thirty-six Views of Mt. Fuji 富嶽三十六景
- 6 The Great Wave off Kanagawa 神奈川沖浪裏
- 7 diagnosis 診断

Source : <https://learningenglish.voanews.com/a/japanese-artist-finds-peace-in-cutting-leaves-/7884684.html>

- 47 Why did Lito start making leaf art?
- ① To become famous in Japan
 - ② To help with his ADHD
 - ③ To win an art contest
 - ④ To teach students
- 48 What does Lito often cut out in his leaf designs?
- ① Cars and buildings
 - ② Animals and nature scenes
 - ③ People and faces
 - ④ Letters and words
- 49 What tool does Lito use to cut the leaves?
- ① Scissors
 - ② A special design knife
 - ③ A laser cutter
 - ④ A kitchen knife
- 50 When does Lito usually work on his art?
- ① In the morning
 - ② During lunchtime
 - ③ At night
 - ④ In the afternoon
- 51 How long can it take Lito to finish one detailed leaf?
- ① 30 minutes
 - ② 2 hours
 - ③ More than 8 hours
 - ④ One whole day

入学試験解答用紙 共通

氏 名				
科目名 ※受験する科目にマークすること				
国 語	英 語	日本史	世界史	公 民
0	0	0	0	0

記入上の注意
1. 記入は、必ずHB以上の鉛筆で、○の中を正確に塗りつぶすこと。
2. 書き損じた場合には、プラスチック製消しゴムできれいに消すこと。
3. 用紙を、折り曲げたり汚さないこと。

記入例

良い例



悪い例



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