

令和8年度
東京純心大学
看護学部 看護学科

一般選抜試験（1期A日程）

【英語】

試験問題

試験時間：60分

問題は1～11ページ

注意事項

- ・解答は、すべて解答用紙及びマークシートに記入すること。
- ・問題用紙は、試験終了後回収する。

受験番号

令和8年2月1日

第1問 各英文の空欄に最も適する語句を①～④から一つずつ選びなさい。

1. He () his coat and went out.
① put on ② wear ③ wearing ④ wear out
2. Please () the light before you go to bed.
① turn off ② stop off ③ blow out ④ shut out
3. They () the winner from eight finalists.
① delivered ② hid ③ published ④ selected
4. He didn't () the form he was signing.
① hear ② understand ③ imagine ④ calculate
5. How can you () a large family on \$800 a month?
① destroy ② maintain ③ analyze ④ hide
6. You could () an application form now.
① write off ② give out ③ tell off ④ fill in
7. The audience () mainly of teenagers.
① consisted ② included ③ limited ④ made
8. She can't () this dictionary.
① put down ② come across ③ do without ④ agree with
9. Workers are given a day off when a national holiday () on a weekend.
① turns ② falls ③ sets ④ goes
10. Police are looking () the disappearance of two children.
① after ② around ③ like ④ into

11. We () off at 10 o'clock and arrived in London at 2.

- ① landed ② looked ③ made ④ took

12. How many of your old school friends do you ()?

- ① cut down on ② keep up with ③ run out of ④ look forward to

13. Do you () on with your neighbors?

- ① go ② get ③ help ④ put

14. The volunteers () their own time to the project.

- ① contribute ② attribute ③ substitute ④ distribute

15. Some people find it difficult to ask () help.

- ① of ② about ③ to ④ for

16. I had to find someone to () John's place.

- ① take ② make ③ get ④ have

17. All at once she lost her ().

- ① temptation ② temple ③ temper ④ temperature

18. She () birth to a baby girl yesterday.

- ① offered ② did ③ got ④ gave

第2問 19～22 にあてはまる文を□内の①～④から一つずつ選びなさい。

A: You're holding everyone up!

B: Look, (19) I can't see how to . . .

A: Read the sign!

B: (20) How can I hold my poles and do that at the same time?
It's not possible.

A: (21)

B: Ouch! Ow! I give up. (22)

A: Good idea. You do that.

- | |
|---|
| <p>① I'm going up on the cable car.
② I can't make sense of it.
③ I'm new to this.
④ Everyone else can manage it.</p> |
|---|

第3問 文脈に合うように□内の①～④の語を並べ替えたとき、23～26に入るものを①～④から一つずつ選びなさい。

23-24

A: Hi, Betty. How was your school reunion? Wasn't that last week?

B: Yes, . . . it was good. Well, it was OK—only that I didn't (23) () () (24) of the people.

① a

② recognize

③ lot

④ quite

25-26

A: I've never heard of R.F.Kuang.

B: Really? She's just written a new historical novel and loads of (25) () () (26) for TV.

① adapted

② is

③ her

④ stuff

第4問 次の文章は、日本の人口減少について述べたものである。本文中の(1)～(15)について設問に答えなさい。なお、文中に番号がふってある単語には注がついている。

Japan's population shrinks for 14th straight year

Japan's total (1)population (2)declined for the 14th (3)straight year in 2024, with the (4)percentage of those age 65 and older hitting a record 29.3%, (5) (6)internal affairs ministry data released Monday.

As of October, the total population—(7)which includes Japanese and foreign residents—was 123.8 million, down 550,000 or 0.44% from a year before. Japan's population has been falling year on year since 2011 after peaking in 2008.

(8) the number of older citizens grew, the younger population declined, exacerbating the country's aging society.

Those under 15 years old made up 11.2% of the total population at 13.83 million, down 343,000 from the (9)previous year and marking the lowest figure ever. (10)The age group has been declining since 1975. (11), the number of those age 65 and above increased by 17,000 to 36.24 million.

The population of only Japanese nationals stood at 120.3 million, down 898,000 from the year before.

(12), Japan saw a net social increase of 340,000 people—marking the third (13)consecutive year of growth—driven entirely by a continued rise in the number of foreign residents. Net social difference is calculated by subtracting the number of people who departed Japan from those who entered the country.

As of October, only two prefectures¹—Tokyo and Saitama—saw population growth within the past year. Tokyo recorded the highest growth rate at 0.66%, an increase of a 0.32 percentage point from the previous year, while Saitama reversed its previous trend of decline, posting a 0.01% increase.

The population numbers of the 45 other prefectures declined. Eighteen prefectures saw a population decrease of over 1%, including Akita (1.87%), Aomori (1.66%), and Iwate (1.57%).

Population decline accelerated in 34 prefectures, with Ishikawa showing the largest year-on-year decrease. (14), nine prefectures saw their rate of decline slow, including Fukui.

In a breakdown² of population by prefecture, Tokyo ranked at the top with 14.18 million, followed by Kanagawa (9.23 million), Osaka (8.76 million), Aichi (7.46 million) and Saitama (7.33 million).

Chief Cabinet Secretary Yoshimasa Hayashi said Monday that the government is implementing various measures to address the issue, such as boosting financial support for child-rearing, increasing wages for the younger (15)generations and offering matchmaking³ opportunities.

(*The Japan Times*, April 15, 2025)

注 ¹ prefecture 都道府県 ² breakdown 内訳 ³ matchmaking 結婚仲介

Q1 下線部(1),(4),(6),(13)の第一アクセントの位置が同じ語を①～④から一つずつ選びなさい。

27. (1) pop-u-la-tion

- ① ac-ces-so-ry ② in-flu-en-tial ③ su-per-mar-ket ④ tel-e-vi-sion

28. (4) per-cent-age

- ① av-er-age ② guar-an-tee ③ in-ter-fere ④ suf-fi-cient

29. (6) in-ter-nal

- ① del-i-cate ② im-por-tant ③ in-ter-est ④ sub-sti-tute

30. (13) con-sec-u-tive

- ① com-fort-a-ble ② con-ti-nen-tal ③ in-ter-est-ing ④ ther-mom-e-ter

Q2 (2),(3),(9),(15)の語の下線部と同じ発音を含む語を①～④から一つずつ選びなさい。

31. (2) decline

- ① driven ② image ③ private ④ window

32. (3) straight

- ① breakfast ② guide ③ polite ④ stadium

33. (9) previous

- ① bread ② delicate ③ feature ④ thread

34. (15) generation

- ① channel ② guarantee ③ nature ④ pattern

Q3 (11),(12),(14)に入る語を前後関係に留意して、それぞれ①～④から一つずつ選びなさい。

35. (11) ① Meanwhile ② In the same way

- ③ As is often the case ④ For example

36. (12) ① For example ② In contrast

- ③ As you can see ④ As is often the case

37. (14) ① In the same way ② As you can see

- ③ As is often the case ④ On the other hand

Q4 (5),(8)に入る語をそれぞれ①～④から一つずつ選びなさい。

38. (5) ① according to ② for example ③ as long as ④ as far as

39. (8) ① As ② If ③ What ④ Which

Q5 下線部(7) which, 下線部(10) The age group がそれぞれ何を指すのか、①～④から一つずつ選びなさい。

40. (7) which

① Japanese and foreign residents

② the total population

③ 123.8 million

④ 0.44% from a year before

41. (10) The age group

- ① The total population
- ② The number of those age 65 and above
- ③ The population of only Japanese nationals
- ④ Those under 15 years old

第5問 次の文章は高校生のソーシャルメディアの使い方について述べたものである。文章を読み、次の設問(Q1~Q8)の42~49に入れるのに最も適当なものを、それぞれ下の①~④のうちから一つずつ選びなさい。

High schoolers use social media mainly for their hobbies, survey finds

In a survey published Tuesday on social media use among high school students in Japan, China, South Korea and the United States, it was found that Japanese high schoolers tended to use social media mostly for hobbies and occasionally to make friends.

The study compiled by the National Institute for Youth Education collected responses from over 15,000 high school students across the four countries between September and January.

Japanese high school students appeared to have the most interest in using social media as a tool to acquire information about their hobbies, such as video games or music as well as being part of online fandoms or engaging in *oshikatsu* – activities fans engage in to support their idols.

Nearly 90% of Japanese respondents said their hobbies and interests had grown thanks to social media, with 55.9% also saying they now have a greater interest in society as well. More than half also said they spend more money via social media.

The percentage of those making friends online was relatively high in all countries. Nearly half of respondents in Japan said they made friends online, of whom around 43% said they went on to actually meet up in person. In South Korea, 41% of respondents said they had met their online friends in person, while in China and the U.S., the percentages who gave the same response was 50.8% and 66.3%, respectively.

Japanese students appeared to prioritize communication with friends they meet offline – the 18.5% of respondents from Japan who said they felt more comfortable talking to online friends over real-life friends was the lowest among all four countries.

Japanese high schoolers also appeared to put greater emphasis on in-person interactions. Only 26.7% of respondents said they were able to express their feelings better over social media than in person, also the lowest percentage among the four countries.

While Japanese students had the highest percentage in terms of collecting information related to their studies on social media at 46.1%, they ranked the lowest among those who said their motivation to study and ability to manage their time had improved, at 25.8% and 20.2%, respectively.

According to the survey, Japanese students experienced the lowest rates of cyberbullying and privacy leaks compared with those of the other three countries, at 4.3% and 5.4%, respectively. However, Kei Fuji, an associate professor of psychology at the University of Tsukuba who reviewed the survey, warned that although cyberbullying and privacy leaks might be less common in Japan, the tendency for victims to ignore those issues when they arise is problematic.

(*The Japan Times*, July 4, 2024)

Q1 The study compiled by the National Institute for Youth Education collected responses from (42).

- ① Japan, Canada, South Korea and the United Kingdom
- ② Brazil, Canada, France and the United Kingdom
- ③ Brazil, China, France and the United States
- ④ Japan, China, South Korea and the United States

Q2 Japanese high school students seem to have the most interest in using social media as a tool to (43).

- ① communicate with their parents
- ② communicate with their teachers
- ③ get information about their homework
- ④ get information about their hobbies

Q3 The Japanese word *oshikatsu* means (44).

- ① activities students participate in at school
- ② activities fans participate in to support their stars
- ③ movements students spread in their society
- ④ movements fans spread in their family

Q4 Thanks to social media, about (45) of Japanese respondents said their hobbies and interests had grown.

- ① 60%
- ② 70%
- ③ 80%
- ④ 90%

Q5 (46) of Japanese respondents said they spend more money by means of social media.

- ① Many
- ② Most
- ③ Less than half
- ④ More than half

Q6 In Japan, about (47) of respondents said they had met their online friends in person.

- ① 41%
- ② 43%
- ③ 50.8%
- ④ 66.3%

Q7 (48) students felt more comfortable communicating with real-life friends.

- ① Japanese
- ② Chinese
- ③ South Korean
- ④ American

Q8 (49) of Japanese respondents said their motivation to study had improved owing to social media.

- ① 18.5%
- ② 20.2%
- ③ 25.8%
- ④ 26.7%

第6問 次の文章を読み、180字から200字の日本語で要約しなさい。なお、文中に番号がふってある語(句)には注がついている。

Complex grammar may not be key to better English

English learners may improve their writing skills in the language if they focus on making good arguments rather than mastering complex grammar and vocabulary, according to new Japanese research.

The study—the first of its kind—by Kobe University linguistics professor Sachiko Yasuda was published last Thursday in the journal *Assessing Writing*.

In 2023, Yasuda conducted an experiment in which she had 102 students at a public secondary school in Japan write an argumentative essay¹ on an assigned topic in English. She then let two writing experts—who did not know the purpose of the experiment—grade their essays.

She broke the results down into three groups—high-scoring essays, essays with medium scores and those with low scores—and analyzed the differences to determine the relationship between the texts' linguistic complexity² and the writers' ability to present complex arguments.

The results showed that essays containing more compound nouns with “semantic density³,” rather than complex grammar using conjunctions such as “if,” “when” and “because,” tended to score high.

“More complexity due to longer units and more clauses does not necessarily mean ‘better’ (writing),” Yasuda said. “Expert writers can express complex ideas more simply than novices.”

This runs contrary to conventional thinking in the instruction of English as a foreign language, where longer units or longer clauses have been considered the hallmark of sophisticated writing, she said.

She cited the following text as an example:

A: If you go to a foreign country to study, you will meet new people and speak English.

B: Studying abroad gives you the opportunity to meet new people and speak English.

The second sentence, though grammatically simpler, explains the idea better and provides more “semantic density,” she said.

The findings shed light on the long-term trend of Japanese people ranking low in English proficiency compared with people in other countries where English is not the first language, despite many studying the language in school for 10 or more years.

(The Japan Times, June 20, 2024)

注 ¹ an argumentative essay 議論型エッセイ

² linguistic complexity 言語形式に基づく複雑性 ³ semantic density 意味的複雑性

(余 白)

(余 白)

(余 白)