

2026年度
八戸学院大学
地域経営学部 地域経営学科
健康医療学部 人間健康学科
健康医療学部 看護学科
一般選抜Ⅱ期

英 語

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子を開かない。
- 2 筆記用具は黒色の鉛筆またはシャープペンシルを使用する。
- 3 問題冊子に印刷不鮮明、ページの落丁などがあるときは、手を挙げて監督者に伝える。
- 4 問題冊子の余白等は適宜利用してよい。
- 5 問題冊子は持ち帰ってよい。

【 I 】 次の英文を読み、後の問いに答えなさい。

More Than a Subject: The Real-World Value of English

In Japan, many students see English as just a required class with difficult grammar and long lists of words. Of course, getting good grades is important, but the real value of learning English is outside the classroom. English is more than a subject; it is the world's language for connecting to people, finding jobs, and getting information.

First, English is the main language for global business and travel. Japan does a lot of trade with other countries and welcomes many visitors. Having good English skills opens the door to many job opportunities. Maybe you want to work for a big international company in Tokyo, be a guide in Kyoto, or simply help a lost tourist. English is the key tool for these interactions. It helps you change from being only a local person into a global citizen.

Second, English is the key to the world's knowledge. More than half of the information on the internet is in English. This includes scientific research, new technology reports, and international news. If you can read and understand this material quickly, without waiting for a translation, you have a big advantage in school and in life. It lets you stay updated with the newest ideas and gives you a wider view of every topic.

Finally, English helps with cultural exchange and personal growth. Imagine watching international movies and listening to music without needing subtitles. Or making friends with students from countries you have only heard about. When you learn a new language, it actually changes how you think, making you better at adapting and understanding others. So, the next time those difficult verbs feel annoying, remember: you are not just studying for a test; you are building a connection to the rest of the world and a more capable international you.

問い 1 : 次の 1. ～ 10. に対する答えとして最も適切なものをそれぞれ (a) ～(d)から 1 つ選び、その記号を○で囲みなさい。

1. How is English often viewed in Japan, according to the first paragraph?
- (a) As a fun activity
 - (b) As a required class with difficult grammar
 - (c) As the easiest subject
 - (d) As the language of pop music
2. The essay states that English is not just a subject, but the world's language for ____.
- (a) ancient history
 - (b) linking people, finding jobs, and getting information
 - (c) local communication
 - (d) mathematics and science
3. What is cited as the primary practical value of English?
- (a) It helps you drive a car.
 - (b) It is the language of global business and travel.
 - (c) It makes it easier to learn Japanese.
 - (d) It reduces homework time.
4. If a student wants to work for an international company, English is described as ____.
- (a) a foreign concept
 - (b) a nice bonus
 - (c) an unnecessary skill
 - (d) the key tool
5. Approximately what amount of internet content is in English?
- (a) About 25%
 - (b) Exactly 90%
 - (c) Less than 10%
 - (d) Over half

6. What is the benefit of reading material in English without waiting for a translation?

- (a) It gives you a big advantage in school and in life.
- (b) It improves your handwriting.
- (c) It makes you taller.
- (d) You finish school earlier.

7. What type of information is specifically mentioned as being accessible through English?

- (a) Ancient history texts
- (b) Elementary school textbooks
- (c) Local town gossip
- (d) Scientific research and new technology reports

8. Besides accessing knowledge, what is the third key benefit mentioned?

- (a) Becoming a professional athlete
- (b) Becoming a professional video gamer
- (c) Getting free textbooks
- (d) Helping with cultural exchange and personal growth

9. How does the essay suggest learning a new language changes the way you think?

- (a) It makes you better at adapting and understanding others.
- (b) It makes you forget your native language.
- (c) It makes you stubborn.
- (d) It makes you tired and confused.

10. The conclusion encourages students to see their studies as building a connection to _____.

- (a) the cafeteria
- (b) their living room
- (c) their next classroom
- (d) the rest of the world

問い 2 : 次の ～ は、本文の内容として正しい (**true**) か正しくない (**false**) か。正しければ **T** に、正しければ **F** に○をつけなさい。

- | | | |
|---------------------------------|--|--------------|
| <input type="text" value="1."/> | The essay suggests the true value of English is only about high test scores. | T / F |
| <input type="text" value="2."/> | English is described as the global language of opportunity. | T / F |
| <input type="text" value="3."/> | For a tour guide in Kyoto, English is described as an unnecessary skill. | T / F |
| <input type="text" value="4."/> | Reading content in English slows down your ability to stay current with developments. | T / F |
| <input type="text" value="5."/> | The essay suggests English allows you to enjoy international films without subtitles. | T / F |
| <input type="text" value="6."/> | Learning a new language is claimed to make you less adaptable. | T / F |
| <input type="text" value="7."/> | English skills can help you change from being only a local person into a global citizen. | T / F |

【II】 次の英文を読み、後の問いに答えなさい。

Global Cuisine and Cultural Exchange

Food is much more than just what we eat to live. It is a strong sign of a country's culture, history, and who they are. For high school students, finding out about world cuisine is a fun and simple way to have a cultural exchange. When we try a new dish, we are learning about the history, values, and traditions of a country. This idea that food is a “universal connector” is very important for better understanding in our modern world.

Every country's food is like a history map. Think about Italian pasta: its many shapes and sauces show the differences between regions. For example, the heavy meat sauces of the north are very different from the light fish sauces of the south. In Japan, making sushi shows years of respect for tradition and great skill, which is a big part of the national identity. When we understand why a dish is made in a certain way, we begin to understand the values of the people who made it. This moves us from just looking at a dish as only food to real respect and understanding.

Globalization has brought the world's kitchens to our doorstep. In Japanese cities, you can easily find Mexican tacos, spicy Thai food, Indian curries, and Turkish kebabs. This mix of food can even help stop people from having wrong ideas about others (stereotypes). When you regularly eat and enjoy dishes from different cultures, things that seemed strange become familiar. Food is an easy, safe way to start a conversation between different cultures.

Also, the action of eating together is often social. Think about the traditions around sharing yakiniku or eating nabe with family. These traditions are not only in Japan. In many cultures, food is the main part of holidays, celebrations, and daily family life. When we share a meal from another country—like cooking a Korean kimchi stew with friends—it lets us be a part of someone else's tradition for a little while. This shared activity helps create strong friendships that go beyond language and country borders.

For students learning English, food is also a great way to practice. Watching an English cooking show, reading an English recipe, or just ordering food in a foreign restaurant all require using new words and conversation skills. Excitement about food often makes you feel less worried about speaking a foreign language. This turns a difficult moment into a fun learning experience.

In the end, global foods teach us how much we need each other. The ingredients in just one dish—like rice from Asia, tomatoes from the Americas, or spices from India—have probably traveled long distances, connecting many people. This delicious truth shows that our lives and cultures are all linked. So, the next time you eat, remember that you are holding a passport to global understanding, and that the best lesson might be right there at the dinner table.

問い 1 : 次の 1. ～ 10. に対する答えとして最も適切なものをそれぞれ (a) ～(d)から 1 つ選び、その記号を○で囲みなさい。

1. What does the essay state food is, in addition to being fuel for the body?

- (a) A basic scientific experiment
- (b) A form of exercise
- (c) A simple necessity
- (d) A strong sign of a country's culture, history, and identity

2. What does the author call food in the first paragraph?

- (a) A boring topic
- (b) A difficult problem
- (c) A new invention
- (d) A universal connector

3. What do the many shapes and sauces of Italian pasta show?

- (a) The difficulty of farming
- (b) The cost of flour
- (c) The future of food technology
- (d) Regional differences in Italy

4. What is reflected in the careful preparation of Japanese sushi?

- (a) A focus on speed and efficiency
- (b) A lack of available ingredients
- (c) The country's recent history
- (d) Years of respect for tradition and great skill

5. How has globalization affected the world of food in Japanese cities?

- (a) It has eliminated all non-Japanese food.
- (b) It has made all food taste the same.
- (c) It has made it easy to find food from all over the world.
- (d) It has reduced the availability of spices.

6. What is the benefit of encountering dishes from different cultures, according to the essay?
- (a) It can help stop people from having stereotypes.
 - (b) It makes food more expensive.
 - (c) It makes people want to travel less.
 - (d) It simplifies complex recipes.
7. What is described as the central element to holidays, celebrations, and daily family life across many cultures?
- (a) Books
 - (b) Food
 - (c) Games
 - (d) Music
8. For a student learning English, what is an advantage of using food to practice English?
- (a) Excitement about food makes you less worried about speaking a foreign language.
 - (b) It completely replaces textbook study.
 - (c) It cuts the need for teachers.
 - (d) It guarantees a perfect accent.
9. What does the example of the ingredients in a single dish show?
- (a) That all cultures are exactly the same.
 - (b) That every country must grow its own food.
 - (c) That our lives and cultures are closely related.
 - (d) That spices are always imported.
10. The author suggests that the best lesson might be found where?
- (a) At a science laboratory
 - (b) At the dinner table
 - (c) In a large library
 - (d) On a high mountain

問 2 : 次の ～ は、本文の内容として正しい (**true**) か正しくない (**false**) か。正しければ **T** に、正しくなければ **F** に○をつけなさい。

- | | | |
|---------------------------------|--|--------------|
| <input type="text" value="1."/> | The essay claims that food is only fuel and has no cultural significance. | T / F |
| <input type="text" value="2."/> | According to the essay, when trying a new dish, you are not learning it's history, you are only tasting the ingredients. | T / F |
| <input type="text" value="3."/> | The heavy meat sauces of Italy are found primarily in the southern regions. | T / F |
| <input type="text" value="4."/> | Food is described as a difficult and threatening entry point into intercultural dialogue. | T / F |
| <input type="text" value="5."/> | Sharing a meal allows us to participate in someone else's tradition for a little while. | T / F |
| <input type="text" value="6."/> | The essay states that the various ingredients in a global dish show the idea of connections. | T / F |
| <input type="text" value="7."/> | The recognition of food as a universal connector is not important for global understanding. | T / F |

【Ⅲ】 次の会話文を読み、空欄 1. ～ 7. に当てはまる単語として最も適切なものをそれぞれ (a)～(d)から 1 つ選び、その記号を○で囲みなさい。

Manuel: Hey Keisuke, do you think cats 1. dogs make better pets?

Keisuke: Hmm, that's a difficult question. In Japan, I think many people prefer cats because they're quiet and easy to take care of. Many Japanese in cities live in 2., or have neighbors close by, so cats fit 3. lifestyle better.

Manuel: I understand. In Spain, I 4. dogs are more popular. We have bigger houses and many people enjoy taking their dogs for walks in the park or on the beach. It's also a great way to meet people.

Keisuke: That's cool. I like dogs too, but they 5. a lot of time and space. In Japan, people are often busy with work or school, so it can be hard to find time to care for a dog properly.

Manuel: True, 6. dogs are so friendly and loyal. In Spain, they're like part of the family. They make people more active and cheerful.

Keisuke: I can see that. Cats are different — they're calm and independent. I think they help people relax after a stressful day.

Manuel: So maybe it just depends on your lifestyle. Dogs 7. active outdoor people, and cats for city life!

Keisuke: Yeah, that sounds fair!

- | | | | | |
|----|----------------|---------------|------------|--------------|
| 1. | (a) and | (b) of | (c) or | (d) with |
| 2. | (a) apartments | (b) home | (c) hotels | (d) mansion |
| 3. | (a) our | (b) us | (c) you | (d) yours |
| 4. | (a) feel | (b) feeling | (c) feels | (d) fell |
| 5. | (a) important | (b) necessary | (c) need | (d) required |
| 6. | (a) above | (b) because | (c) but | (d) that |
| 7. | (a) for | (b) from | (c) if | (d) on |

【IV】 次の会話文を読み、空欄 1. ～ 7. に当てはまる単語として最も適切なものをそれぞれ (a) ～(d)から 1 つ選び、その記号を○で囲みなさい。

Chiaki: Diane, can I ask you something? How is life for women in Canada?

Diane: Sure! In Canada, many women work full-time and 1. leadership positions. Most people also expect men and women to share housework and childcare.

Chiaki: That's interesting. In Japan, things are changing, but many women still quit their jobs 2. getting married or having children.

Diane: I've heard about that. In Canada, it's common for both 3. to keep working. The government also supports families with childcare services and parental leave.

Chiaki: That's cool. In Japan, it can be hard to 4. work and family. Some companies are trying to change and improve, but there's still pressure for women to stay home.

Diane: I think culture plays a big role. 5. Canada, independence and equality are very important values.

Chiaki: Yes, in Japan, harmony and tradition are valued, so people don't always want to change 6. quickly.

Diane: But I see more young Japanese women following their 7. now, which is amazing.

Chiaki: Thank you, Diane. Talking with you gives me hope that Japan will continue to make progress for women.

- | | | | | |
|----|-------------|--------------|---------------|-------------|
| 1. | (a) had | (b) has | (c) have | (d) having |
| 2. | (a) about | (b) after | (c) along | (d) among |
| 3. | (a) parent | (b) parental | (c) parenting | (d) parents |
| 4. | (a) balance | (b) measures | (c) scale | (d) weight |
| 5. | (a) But | (b) By | (c) In | (d) Of |
| 6. | (a) to | (b) too | (c) too | (d) two |
| 7. | (a) dreams | (b) hope | (c) want | (d) wish |