

2026 年度 長岡崇徳大学
一般選抜試験 I 期試験問題

「英語コミュニケーション I・II」

注意事項

試験開始の合図があるまでこの用紙を開かないでください。

1. 試験時間は60分です。
2. 解答はすべて解答用紙に記入してください。
3. 解答用紙には受験番号、氏名を必ず記入してください。
4. 問題用紙に印刷不鮮明、ページの乱丁・落丁及び、解答用紙の汚れ
等に気づいた場合は手を高く挙げ、監督者に知らせてください。
5. 試験終了後、問題用紙は持ち帰ってください。
6. 不正行為を行った場合は、その時点で受験を取りやめ、退室とします。

2026 年度 長岡崇徳大学 一般選抜 I 期
「英語コミュニケーション I ・ II」 問題用紙

Part 1 Read the following conversation and answer the question.

- John: Excuse me. Is this where the Japanese club meets?
- Mary: Yes, it is. I'm Mary, the club president. It's a little early, the other members haven't arrived yet, but come in.
- J: Thanks, I'm John. Nice to meet you. How many members does the club have?
- M: Nice to meet you too, John. There are about ten students altogether. We'd like to have around 20, though, so we're always looking for new members. Oh, and there's Ms. Suzuki, the Japanese teacher; she usually joins our meetings. So, [1] Manga? Anime?
- J: Sure, I read manga in English and watch anime online, but mainly I collect *gashapon*.
- M: You mean capsule toys? I know what they are, but I don't have any myself, and I don't know much about them, either.
- J: They're pretty cool, actually. In fact, *gashapon* are originally from the US.
- M: No way!
- J: [2] Anyway, capsule toys debuted in Japan in 1965. I don't know what they looked like, but the first boom occurred about 20 years later with a character called Kinniku-man, or muscle man. I can show you a picture on my phone. Here he is.
- M: Haha. He's awfully muscly.
- J: Yeah, he is. During this initial boom there were about 400 varieties, with a total of 1.8 million sold. I have over 500 in my collection, [3]. Nowadays, about 300 new toys are released every month.
- M: Wow. You are a serious *gashapon* fanatic. All of us in the club are nerdy about something Japanese. [4] The other members will enjoy meeting you. I'm glad you came.
- J: Thanks. So, Mary, what about you?

- M: You mean, what am I interested in? Have you ever heard of Takahashi Rumiko, the manga author? She's the most successful female manga author/illustrator in the world, with numerous best-sellers. Anyway, *Inuyasha* is my favorite. I won't try to describe the story to you, but I can lend you one of the volumes [5].
- J: That would be great.
- M: Oh, the other members are starting to arrive, and here's Ms. Suzuki, too. We'll get started soon.

1. Choose one which fits best from A to E below for [1]~[5]

Note that A to E are all in small letters, and without punctuation marks (comma, period, question mark...).

- A. including a few from this era
- B. but I think you are the only capsule-toy *otaku*
- C. what interests you about Japanese culture
- D. so you can see for yourself
- E. hard to believe, right

Part 2 Read the following article and choose T(True) or F(False) for the statements 1 ~ 4.

According to a survey by the Ministry of the Environment (MOE) of Japan, the habitat ranges of Japanese deer and wild boars expanded in 2020 to about twice the ranges identified in the initial survey in 1978.

The ministry estimates the habitat of the animals based on hunting reports and interviews with prefectures. MOE takes the method of dividing the whole country into 25-km² quadrats and identifying the quadrats with the animals.

The latest report said the deer were found in 11,563 quadrats and the wild boars in 9,641 quadrats. Compared to the initial survey in 1978, the deer and wild boar habitats expanded 2.7-fold and 1.9-fold, respectively. Compared to the previous study in 2014, the habitats of the two animals grew by around 10%.

MOE explained that the habitat expansion is attributable to the drop in snowfall and the increase of abandoned land. The former makes more places inhabitable for the animals, and the latter provides more shelters and food, it said.

In fiscal 2019, 1.89 million deer and 0.8 million wild boars are estimated to live in Japan, excluding Hokkaido.

From: The Japan Agricultural News, 2021.

MOE 環境省、habitat 生息地、deer 鹿、wild boars 猪、identify 特定する、25-km² quadrats 25 平方キロメートルの面積、2.7-fold 2.7 倍、attributable to ～～に起因する、abandoned 放棄された、fiscal 2019 2019 会計年度

1. The MOE survey shows that the habitat ranges of deer and wild boars in 2020 were larger than in 1978.
2. The ministry estimates animal habitats only by counting the animals directly.
3. Deer were found in more quadrats than wild boars in the latest report.
4. A drop in snowfall and more abandoned land are reasons for the expansion of habitats.

Part 3 Read the following passage, and for [1] ~ [5], choose one which best fits from A to D.

Would you like to learn to [1] a musical instrument? In Japan, new musical instruments are made by combining technology and tradition. Let me introduce one. In 2017, Roland, a musical instrument company, developed TAIKO-1, an electronic version of the Japanese drum [2] *taiko* working with Kodo, a world-famous taiko group based on Sado Island, Niigata. As you know, *Taiko* is a big heavy drum used in festivals and concerts. TAIKO-1 solved the problems. TAIKO-1 is light and easy to carry. You can [3] make the sound of a bucket-shaped drum(*okedo taiko*) or small flat drum(*shime daiko*). You can also make sounds with different drumsticks. In traditional Japanese drumming, different materials are used to make sticks that make different sounds. Now you do not need to change the sticks; [4], you make a choice electronically by touching a button. In summary, TAIKO-1 is an example of [5] Japanese companies mix tradition and technology to make new instruments. They are easier to play, lighter, and more fun. They invite more people, from beginners to professionals, to try music in new ways. Why don't you give it a try?

Based on: HIGHLIGHTING Japan, 2025.

1. A. play B. played C. playing D. plays
2. A. call B. called C. calling D. calls
3. A. only B. even C. too D. not
4. A. but B. then C. example D. instead
5. A. how B. what C. when D. why

Part 4 Read the following passage and answer the questions.

Growing up in the mountains of Virginia, I almost never ate fish or any other kind of seafood. So, when I first came to Japan, I had a really hard time adjusting to Japanese food. It took me a while, but now I'm proud to say that I can eat almost anything. I can even gut a fish by myself! However, there is still one food that I just can't get used to – *natto*.

[4-1] *natto*, called fermented soybeans in English, is a national dish of Japan, it is a polarizing food even among the Japanese themselves. One survey by LINE in 2021 found that 13% of the Japanese population doesn't like *natto*, with people in Western Japan having less fondness for it than those in eastern areas like Tokyo, and northern areas like Hokkaido.

So how about the foreign community? [4-2] it is difficult to know exactly how popular (or unpopular) *natto* is, most people agree that it is much less popular among non-Japanese residents. One survey of expats found that only around 35% like it. Many find it to be an acquired taste, and others mix it with foods like kimchi or rice to soften the pungent taste. I don't really like eating *natto* alone, but I do enjoy eating *natto* fried rice.

[4-3], whether you are a fan of *natto* or not, there is no denying that it has great health benefits. It is very low in calories, and is packed with protein, probiotics, and vitamin C. Eating *natto* is said to improve gut health, strengthen bones, and help prevent heart disease. [4-4], this fermented superfood may protect against chronic illness and help lower cholesterol.

If *natto* is that healthy, maybe I should give it another try. If any of you have a delicious way to enjoy it, please let me know!

From: The Japan Times Alpha J, 2025.10.24

polarize 分極化する、expat 駐在員、acquired taste 慣れが必要な味、pungent 刺激的な
probiotics 健康によい微生物、fermented 発酵した、chronic illness 慢性的な病気、
cholesterol コレステロール

1. Which of the following explains what the sentence means in the passage?

"*Natto* is a polarizing food even among the Japanese themselves."

- A. *Natto* is a food that some Japanese people really like, but others really dislike.
- B. *Natto* is a food that older Japanese people prefer.
- C. *Natto* is a food that is only eaten by Japanese people, not foreigners.
- D. *Natto* is a food that most Japanese people find unusual but healthy.

2. Why did the author have a hard time getting used to Japanese food?

- A. Because the author grew up without eating seafood often.
- B. Because the author can eat almost anything.
- C. Because the author didn't like *natto*.
- D. Because the author could not cook fish.

3. Which one of the following is NOT mentioned in the passage as a benefit of *natto*?

- A. Keep calories lower
- B. Keep good memory
- C. Make gut healthier
- D. Make bones stronger

4. Choose one that best fits [4-1], [4-2], [4-3], and [4-4].

- A. Although
- B. However
- C. In addition
- D. While

Part 5 Read the following essay and answer the questions.

On-Campus Student Jobs

When I think back to my university days, on-campus student jobs stand out as one of the most rewarding experiences. They are convenient because students can work during short breaks between classes without the stress of commuting to an outside workplace. This flexibility makes it easier to balance study and work, since the job naturally integrates into campus life rather than competing with it. It also reduces the emotional strain that often comes with off-campus part-time jobs, where long hours and travel can add stress. With on-campus jobs, students can focus on their studies while still gaining valuable work experience in a supportive environment. At the same time, universities benefit from students' creativity and skills, making on-campus jobs a win-win arrangement. Beyond the practical side, these jobs also create chances to meet new people and feel more connected to campus life.

There are many kinds of on-campus jobs: helping at the reception desk, assisting with events and promotions, supporting the library, working in learning centers, or helping students with disabilities. Each role contributes to the university's daily rhythm while giving students a chance to grow.

Paragraph 3

I personally worked as a library supporter and a notetaker. As a library supporter, I shelved books, guided classmates to resources, and kept the study areas organized.[5-1][5-2][5-3][5-4]

Looking back, on-campus part-time jobs were more than just part-time jobs. They were opportunities to learn, to contribute, and to feel part of the university community.

rewarding やりがいのある、integrate 統合する、benefit 利点がある

1. Which of the following sentences means the same as this sentence from the passage?

"This flexibility makes it easier to balance study and work."

- A. Students can study and work at the same time without too much stress.
- B. Students must always choose to study instead of work.
- C. Work is more important than study.
- D. Students cannot do both study and work.

2. What does the word integrate mean in the passage?

"the job naturally integrates into campus life"

- A. To join or combine into a whole.
- B. To separate into different parts.
- C. To hide something.
- D. To forget something.

3. What does the word contributes mean in the passage?

"Each role contributes to the university's daily rhythm."

- A. To give or add something useful.
- B. To take something away.
- C. To stop something from happening.
- D. To ignore something.

4. Which of the following is an example of an on-campus student job mentioned in the passage?

- A. Working at a shopping mall.
- B. Helping at the library.
- C. Driving a taxi.
- D. Selling clothes in a store.

5. Put the following sentences A to D in the appropriate order to complete Paragraph 3 ([5-1] to [5-4]).

- A. This role sharpened my listening skills and made me more aware of the diverse needs within the classroom.
- B. Both jobs gave me confidence and showed me how even small tasks can make a big difference.
- C. As a notetaker, I prepared clear lecture notes for students who needed extra support.
- D. It was simple work, but it taught me patience and responsibility.

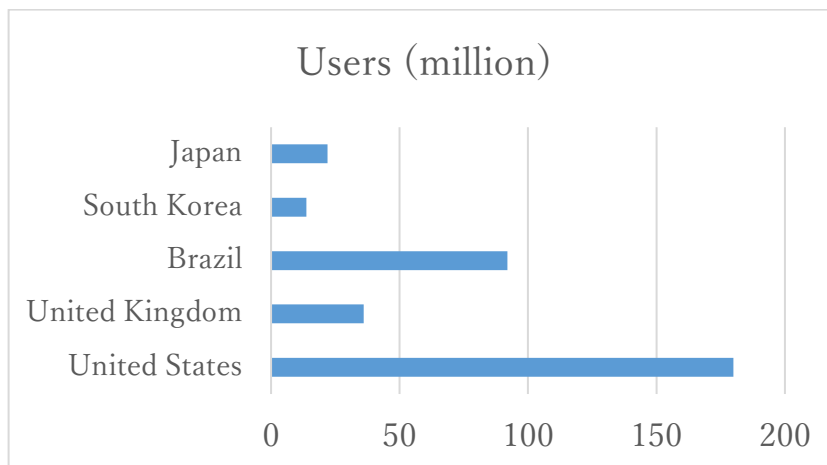
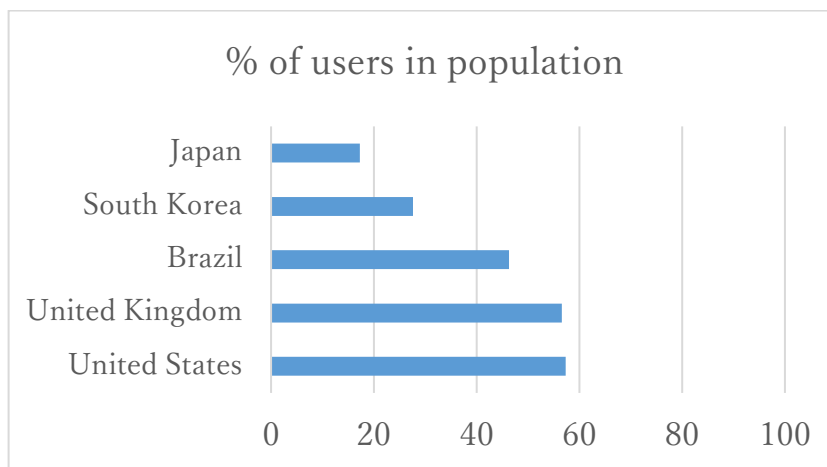
Part 6 Answer Questions 1 ~ 5 based on the report and data below.

SNS in the World

Many teenagers use social networking services (SNS). In 2014, more than half of the people in the United States and the United Kingdom used SNS. Brazil also had many users. South Korea and Japan had fewer. In Japan, the whole population was slow to use SNS, but teenagers liked LINE, a messaging app that started in 2012. LINE quickly became their main way to talk with friends.

LINE grew very fast among Japanese teenagers. In 2012, only 38.8% of teens used it. A few years later, 70.5% did. Today, more than 90% of teenagers use LINE. They enjoy sending free messages and using fun stickers. Facebook, Twitter, and Instagram are also used, but LINE is the most common app for Japanese teens. It shows how local apps can become very strong when they fit the culture.

Based on: NHK Broadcasting Culture Research Institute, 2015.



1. In 2014, how many people in the United States used SNS?
 - A. More than 50 percent.
 - B. Less than half.
 - C. Only teenagers.
 - D. All except teenagers.

2. Which country had the lowest use rate of social networking services in 2014?
 - A. Japan
 - B. South Korea
 - C. Brazil
 - D. United Kingdom

3. How did LINE use among Japanese teenagers change after 2012?
 - A. Stayed the same.
 - B. Went down.
 - C. Went up to 70.5%.
 - D. Went up from 90%.

4. Why did LINE become popular among Japanese teenagers?
 - A. Because it had professional tools for business.
 - B. Because it had free messages and fun stickers.
 - C. Because it had long blogs for writing.
 - D. Because it had video streaming services.

5. In the United States, the number of SNS users is 180 million, while in the United Kingdom it is 40 million. However, the percentage of users in the population is almost the same. What does this mean?
 - A. The United States has more people, so the number of users is bigger, but the share is similar.
 - B. The United Kingdom has more people, so the number of users is bigger, but the share is smaller.
 - C. The United States has fewer people, so the number of users is smaller, but the share is larger.
 - D. The United Kingdom has more people, so the number of users is smaller, but the share is lower.

Part 7 Read the following article and answer the questions.

Smart Snacking Strategies

When you want a snack, choose fruits and vegetables, whole grains that have 3 grams of fiber or more, and protein-rich foods, such as peanut butter or low-fat yogurt or cheese. Avoid snacks that are high in sugar, salt, and fat.

Here are some ways to make healthy snacking part of your everyday routine:

- Keep healthy snacks in your refrigerator or pantry. This will make it easier to make the healthy choice when it comes to snacking.
- Make sweets, chips, and other treats the exception rather than the rule. An occasional treat is fine, but choose healthy snacks most of the time.
- Have a schedule for meals and snacks. When you graze throughout the day, you may not notice when you are hungry or full and eat extra calories. When you skip meals, you are more likely to make poor food choices and overeat when you do eat.
- Practice mindful eating. Eat all snacks and meals at the table. Don't watch TV, play video games, or be on your phone when you are eating
- Read the nutrition facts label when buying packaged snacks. Look for snacks that are [1] in added sugar and [2] in nutrients, like fiber, protein, and calcium. Check the serving size, especially when eating typical snack foods, like chips. What looks like a small package may be 2 or more servings — which means [3] or even [4] the amounts of fat, calories, and sugar shown on the label
- Bring healthy snacks with you. Make it a habit to stash some fruit, nuts, whole-grain crackers, or baby carrots in your backpack or workout bag so you have a healthy snack when you need it.

From: "Smart Snacking (for Teens)," Nemours KidsHealth, 2021.

(句読点を含め、原文まま)

whole grains 全粒穀物、exception 例外、graze 軽食等をつまむ、mindful 意識を集中している状態、nutrition facts label 栄養成分表示、serving size 1 食分の量、stash 隠す

1. Choose an appropriate word for [1] to [4] from A to D below.

- A. triple
- B. low
- C. double
- D. high

2. Emily and Dick are talking. Based on the passage, write Emily's response. in English (**10 ~ 40 words**). **Do not copy from the article, but use your own words.**

Emily: Dick, you are always eating something, aren't you?

Dick: Yes, I love snacks. But don't worry. I'm eating the meals, too.

Emily: You know that is not good for your health.

Dick: Why?

Emily: [5] _____

