

令和8年度前期選抜学力検査

英

語

(11時～11時45分、45分間)

問題用紙

注意

1. 「開始」の合図があるまで開いてはいけません。
2. 答えは、すべて解答用紙に書きなさい。
3. 英字を書くときは、どの字体でもかまいません。
4. 問題は、**1** から **5** までで、6ページにわたって印刷してあります。

最初に放送によるリスニング検査を行います。

5. 「開始」の合図で、解答用紙の決められた欄に受検番号を書きなさい。
6. 問題を読むとき、声を出してはいけません。
7. 「終了」の合図で、すぐに筆記用具を置きなさい。

1

放送を聞いて、あの各問い合わせに答えなさい。(14点)

(1) それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。質問は1回ずつ放送します。

名前	昨日勉強した教科、その教科を勉強した時間	将来なりたい職業
Emma	理科、2時間	歯科医
Helen	理科、3時間	獣医 <small>じゅうい</small>
Amika	英語、2時間	作家
Mai	英語、3時間	教師

No. 1

ア. Yes, she does.
イ. No, she doesn't.
ウ. Yes, she did.
エ. No, she didn't.

No. 2

ア. Emma does.
イ. Helen does.
ウ. Amika does.
エ. Mai does.

(2) 英語による対話を聞いて、それぞれの質問に対する答えとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。対話と質問は1回ずつ放送します。

No. 1

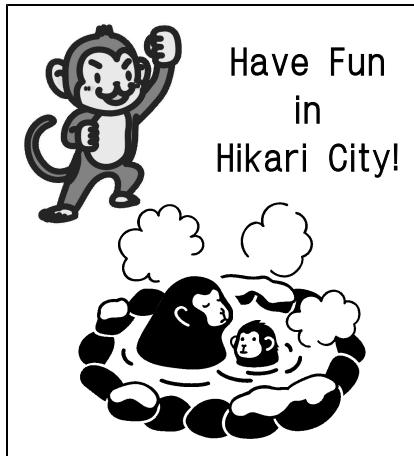
ア. Yes, he is.
イ. No, he isn't.
ウ. Yes, he does.
エ. No, he doesn't.

No. 2

ア. The graduation ceremony.
イ. The sports day.
ウ. The school festival.
エ. The school trip.

No. 3

【Poster A】



【Poster B】



【Poster C】



【Poster D】



ア. Poster A.
イ. Poster B.
ウ. Poster C.
エ. Poster D.

(3) 大学生の Aika とフィリピンからの留学生の せんたくし Jake との英語による対話のあとに、その内容に関する質問と、それに対する答えの選択肢ア、イ、ウの文を英語で読みます。それぞれの質問に対する答えとして、ア、イ、ウから最も適当なものを 1 つ選び、その記号を書きなさい。対話と質問、答えの選択肢は 2回ずつ放送します。

No. 1

No. 2

No. 3

2

次の対話文は、高校生の Takeru と、Takeru の家でホームステイをしているニュージーランドからの留学生の Mark が、話をしているときのものです。対話文を読んで、あとの各問い合わせに答えなさい。（6点）

Takeru : You're going to go back to New Zealand next week. I'll miss you.
Mark : I'll miss you, too. I've spent a great time with you.
Takeru : Me, too. We went to a spring festival held in this city. (①)
Mark : Of course. They were so beautiful. And we visited a famous temple in Kyoto. Look at these coins.
Takeru : Oh, this hundred yen coin has a picture of the flowers we saw.
Mark : And this ten yen coin has a picture of the temple we visited. I'll take these Japanese coins to my country. They will remind me of the time I had in Japan.
Takeru : I've never looked at these coins carefully.
Mark : My hobby is collecting coins. I like looking at the shapes and designs of them.
Takeru : I see. Tell me about the shapes of the coins in New Zealand.
Mark : Sure. All the coins are round like Japanese coins, but we don't have coins with a hole.
Takeru : Really? (②)
Mark : Five. We have ten cents coins, twenty cents coins, fifty cents coins, one dollar coins, and two dollars coins.
Takeru : Twenty cents coins and two dollars coins? If we had twenty yen coins in Japan, I would feel confused. Tell me more about the coins in New Zealand.
Mark : All the coins have the same picture of the queen on one side. On the other side, each kind of coin has a different picture. For example, one dollar coins have a picture of the bird which is our national symbol.
Takeru : Sounds interesting. The coins represent the symbols in New Zealand.
Mark : And Japanese coins represent Japanese symbols.
Takeru : Right. Look. Remember our connection when you see this five yen coin.
Mark : Yes, of course. In Japanese, the word "five yen coin" and the word "connection" have the same sound, right?
Takeru : That's right.

（注）confused 混乱した

(1) (①)、(②)に入るそれぞれの文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

① { ア. Did you spend a great time in New Zealand?
イ. Did you look at Japanese coins carefully?
ウ. Do you know famous symbols in Kyoto?
エ. Do you remember the cherry blossoms we saw? }

② { ア. How many kinds of coins do you have in your country?
イ. How much are these coins in total in New Zealand?
ウ. What kind of Japanese coins do you like the best?
エ. What shapes and designs have you ever seen? }

(2) 対話文の内容に合う文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

{ ア. Takeru showed Mark some coins because Takeru wanted Mark to remember the time they had.
イ. Mark has some coins and one of them has a picture of the temple he visited with Takeru.
ウ. Takeru learned that the coins in New Zealand have the same picture on both sides.
エ. Mark didn't know the five yen coin and the connection have the same sound in Japanese. }

3

次の(1)～(3)の文章を読んで、その内容に合う文として、ア～エから最も適当なものをそれぞれ1つずつ選び、その記号を書きなさい。(9点)

(1) Jane is fifteen. She came from the U.K. last month. One day after school, Jane said to Yumi, her classmate, "Why are you folding paper cranes?" Yumi said, "To pray for the health of my grandparents. I'll take these paper cranes to their house on Respect-for-the-Aged Day." Jane said, "The health? I heard people fold paper cranes to pray for peace." Yumi said, "I think people fold them for various purposes." Then Yumi taught Jane how to fold paper cranes. Jane said, "I folded a paper crane for the first time. How interesting!" Jane and Yumi enjoyed folding a lot of colorful paper cranes for Yumi's grandparents. Jane said, "Wow, these are really beautiful." Yumi said, "When I give them to my grandparents, I hope I can see their happy faces." Jane said, "I'm sure they will be happy. I want to make paper cranes for my grandparents next time."

ア. Yumi taught Jane that people fold paper cranes to pray for peace.
イ. Jane enjoyed folding paper cranes when she was in the U.K.
ウ. Yumi is going to see her grandparents on Respect-for-the-Aged Day.
エ. Both Jane and Yumi folded paper cranes for Jane's grandparents.

(2) Chiharu is a university student living in Mie. Last year she studied at a university in Canada and stayed at Ms. White's house for a year. One day in September, Ms. White came to Japan. It was her first trip to Japan. After she spent three days in Tokyo, she came to see Chiharu, so Chiharu was surprised. Chiharu said to Ms. White, "I'm sorry, but I have a part-time job at a restaurant from 10 a.m. to 2 p.m. today." Ms. White said, "OK. I'll have a meal there." Chiharu said, "I'm working at the restaurant that serves spaghetti and pizza. Why don't you have Japanese dishes, such as sushi and tempura, in a different restaurant?" Ms. White said, "I've already enjoyed such dishes." Then Ms. White had a meal at the restaurant while Chiharu was working there. After Chiharu finished her part-time job, Chiharu took Ms. White to Chiharu's university. Ms. White said, "What a nice place! Do you have any classes today?" Chiharu said, "No. It's the summer vacation now." Ms. White said, "I can imagine that you're studying hard here. Thank you, Chiharu. I'm happy to spend time with you."

(注) part-time job アルバイト

ア. Chiharu is going to stay at Ms. White's house to study in Canada in September.
イ. Ms. White visited Mie before she traveled around Tokyo for three days.
ウ. Chiharu worked at a restaurant that serves sushi and tempura late at night.
エ. Ms. White went to Chiharu's university during Chiharu's summer vacation.

(3) Mio is a high school student. She likes studying English. One day, Mio said to Jimmy, her new classmate from the U.S.A., "What kind of music are you listening to?" He said, "It's not music. I'm listening to a folk tale." Mio said, "Can we listen to a folk tale with a smartphone?" Then Jimmy showed her his smartphone and told her about a program on the internet. He said, "I like this program. I can listen to interesting folk tales in Japanese every day. Listening to them is a good way to study Japanese." She said, "Sounds fun. Do you know any programs in English? I want to improve my English." That night, Mio tried the program Jimmy recommended. She enjoyed listening to folk tales in English before she went to bed. A week later, Mio said to Jimmy, "I really like listening to folk tales. I listen to them every day. I've read these folk tales in English before, but it's exciting to imagine the characters and the scenes by listening to them." Jimmy smiled and said, "I'm happy to hear that."

(注) folk tale(s) 昔話

ア. Jimmy was listening to music with his smartphone when Mio asked him a question.
イ. Jimmy told Mio a program about folk tales in English because she wanted to know one.
ウ. Although it was boring for Mio to imagine the scenes, she continued to listen to the program.
エ. Not only Mio but also Jimmy read interesting folk tales every day before going to bed.

4

次の対話文は、高校生の Rena と、アメリカからの留学生の Josh が、ニュースレター (Newsletter) を見ながら話をしているときのものです。対話文とニュースレターの内容を読んで、との各問に答えなさい。(11点)

Rena : Look at this. Many students are happy with their school life. I think these members of the student council tried hard to make our school life better. The school events they planned were really exciting.

Josh : One of the members, Akio, told us last month that the new members of the student council still have something to do.

Rena : I remember that. I want to decide what to do as a new member because (①). I hope all the new students will be happy with their school life here.

Josh : What should we do first?

Rena : For example, this newsletter tells us about some (②). I don't think they are too strict, but my friend, Emi, told me about the school uniform. She doesn't like wearing a school uniform on rainy days.

Josh : Some of my classmates have the same thought as Emi. It's not easy to change everything only by ourselves. As the student council, we should talk with (③) and ask what they think.

Rena : Actually, we'll have a meeting with our principal next month. But I'd like to try something we can do by ourselves.

Josh : OK. We still have three weeks before we welcome the new students in April. Why don't we share some ideas about our activities with the other members of the student council? We can find some ways to improve our school life.

Rena : That's a good idea.

【Newsletter】

February 2

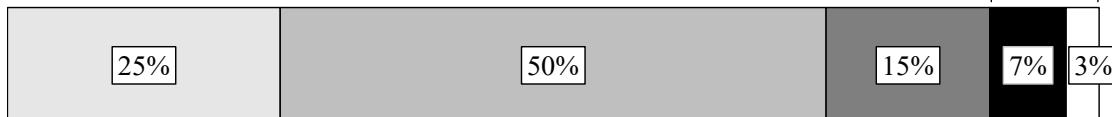
Midori High School Student Council Newsletter



Thank you for your cooperation. Three hundred students answered the questions last month.

More than 20 percent of the students were not happy with their school life in May.
The percentage has decreased!

○ Are you happy with your school life? (in January)

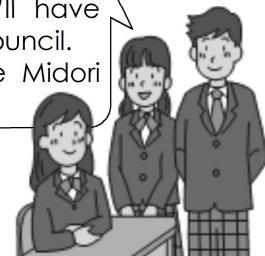


very happy happy OK not happy not happy at all

○ Your Thoughts

- The facilities are too old.
- Some school rules are strict.
- There are not many sports clubs.
- I find some trash on the streets near the school.
- Some students don't greet teachers and classmates.

This is our last newsletter to the students.
By the end of this month, you'll have new members of the student council.
We are sure that they will make Midori High School great!



(注) thought(s) 考え cooperation 協力 percentage 割合

(1) (①)に入るものとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

ア. we'll become more excited next month
イ. we'll have the entrance ceremony next month
ウ. we'll give him a newsletter next month
エ. we'll meet in the classroom next month

(2) (②)、(③)に入るものの組み合わせとして、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

ア. ② school events ③ the students イ. ② school events ③ the teachers
ウ. ② school rules ③ the students エ. ② school rules ③ the teachers

(3) 対話文やニュースレターの内容に合う文として、ア～エから最も適当なものを1つ選び、その記号を書きなさい。

ア. Rena and Josh tried hard to make the school events exciting for their school life.
イ. Akio told Josh that Akio has to do something as a new member of the student council.
ウ. Some students in Midori High School don't want to wear a school uniform when it rains.
エ. The survey in January shows that sixty students were not happy with their school life.

(4) 下線部に some ideas about our activities とあるが、あなたが Midori High School の student council のメンバーなら、どのような activity に取り組みたいですか。対話文とニュースレターの内容をふまえ、あなたが取り組みたい activity について、理由を含めて20語以上の英語で書きなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,)、ピリオド(.)などは語数に入れません。

5

じょうきょう 次のような状況において、あとの(1)～(5)の内容を、あなたはどのように表現しますか。それぞれ4語以上の英文で書きなさい。

ただし、I'mなどの短縮形は1語として数え、コンマ(,)、ピリオド(.)などは語数に入れません。(10点)

【状況】

これからオーストラリアに留学する予定のあなたは、留学先の学校の生徒たちから、手紙を受け取りました。あなたは、その手紙への返事を書いています。

(1) 手紙を受け取ってうれしかったということ。
(2) いろいろな科目を勉強できるとわかったということ。
(3) どの科目を選んだらよいか決められないということ。
(4) 写真について学ぶことに興味があるということ。
(5) オーストラリアにある有名な橋の前で一緒に写真を撮ろうということ。