

受験番号

令和8年度（一次入試）

英 語

（検査時間 11：50～12：40）

注意事項

1. 開始の合図で

- ◆ この問題用紙にはさんである解答用紙を取り出さない。
- ◆ 解答用紙，問題用紙，下書き用紙の所定の欄に受験番号を書き入れなさい。
- ◆ 解答はすべて解答用紙の所定の欄に書き入れなさい。
- ◆ 問題文は10ページあり，その順序は 英1 ～ 英10 で示しています。
ページ漏れや印刷不鮮明などに気づいた場合には，手をあげなさい。

2. 終了の合図で

- ◆ 机の上に，下から順に問題用紙，下書き用紙，解答用紙を置きなさい。
解答用紙だけは裏返して置きなさい。

【1】 放送を聞いて答える問題

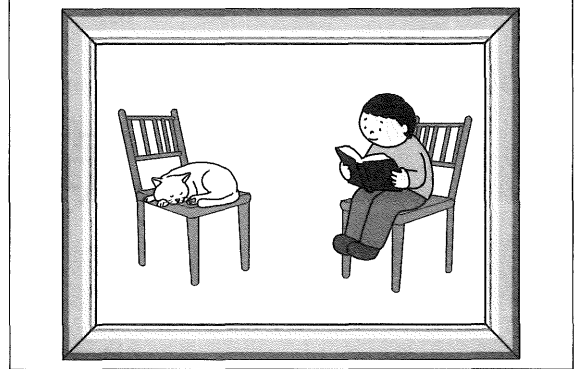
A 1番, 2番の対話を聞いて, それぞれの質問の答えとして最も適当なものを, ア~エから1つずつ選び, 記号を書きなさい。

1番

ア



イ



ウ

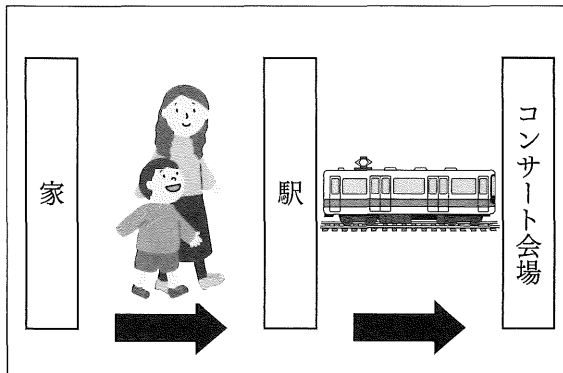


エ

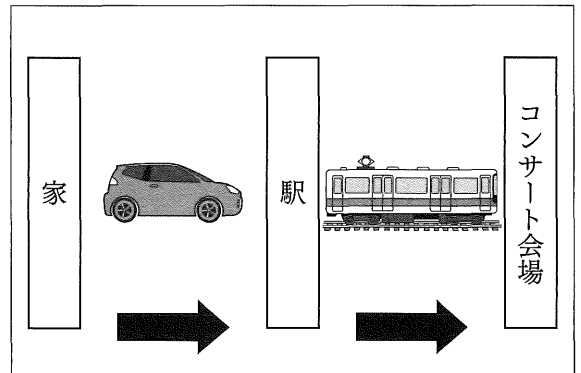


2番

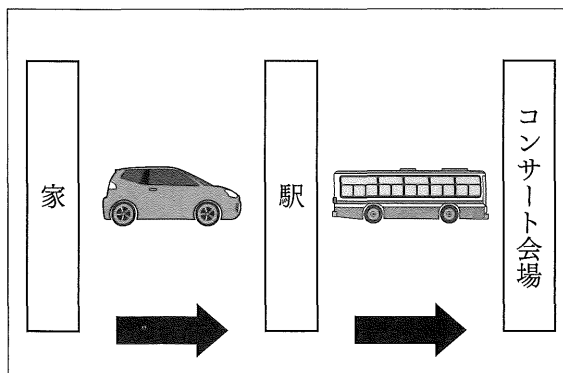
ア



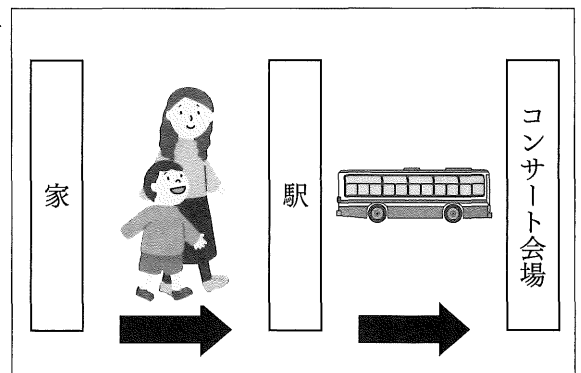
イ



ウ



エ



B あなたは自転車レースの大会を見学しています。海外からの観光客も見学しているため、アナウンスが英語でも行われています。アナウンスを聞いて、それに続く1番～3番の質問の答えとして最も適当なものを、ア～エから1つずつ選び、記号を書きなさい。

- 1番 ア 103 people.
 イ 113 people.
 ウ 130 people.
 エ 133 people.

- 2番 ア Midori City Hall.
 イ Midori Park.
 ウ Wakaba Bridge.
 エ Wakaba Post Office.

- 3番 ア Around 10:20.
 イ Around 10:50.
 ウ Around 11:20.
 エ Around 11:50.

C 中学生のMikaが留学から帰ってきたAkiraにインタビューをしています。MikaとAkiraの対話を聞いて、それに続く1番～3番の質問の答えとして最も適当なものを、ア～エから1つずつ選び、記号を書きなさい。

- 1番 ア One week.
 イ Two weeks.
 ウ Three weeks.
 エ Four weeks.

- 2番 ア Asking questions to his teachers.
 イ Doing a lot of homework.
 ウ Teaching Japanese to his classmates.
 エ Understanding the classes in English.

- 3番 ア To do something to solve problems.
 イ To study abroad for a long time.
 ウ To take action to help others.
 エ To talk with his friends.

【2】 次のA, Bの各問いに答えなさい。

A 姉妹都市 (sister city) から来た留学生の David が中学生の Maiko と会話をしています。次の会話文を読み、(1)～(4)の問いに答えなさい。

David : Maiko, do you know how our cities became sister cities?

Maiko : Um... I have no idea. Do you know?

David : Yes. It was because of two painters. In my city, there was a painter.
Her name is Olivia and she stayed in your city before.

Maiko : Why did she stay in my city?

David : Because she wanted to learn how to paint a Japanese *style *painting.
She learned it from a Japanese painter in your city. His name is Suzuki.

Maiko : Really? I've learned a lot about him, but I've (①) heard that he taught a foreign painter.

David : Later, Suzuki also visited my city and learned a style of painting he didn't know from Olivia.

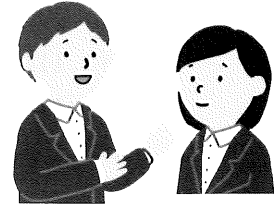
Maiko : They helped each other improve their way of painting.

David : Yes. Many people in both cities learned about the friendship between Olivia and Suzuki, and started to visit each other. And finally, the two cities decided to become sister cities.

Maiko : Wow, I didn't know about their friendship. By hearing this story, now I think I can connect more deeply with people in your city. So, I think learning the history of sister cities is important for me.

David : I agree. There may be more stories we don't know. Maiko, how about like Suzuki? I'll show you my beautiful city.

Maiko : That's great!



(注) *style 様式 *painting 絵画

(1) 会話文中の(①)に入る最も適切な英語1語を書きなさい。

(2) 次の問いに対する答えになるように、に入る最も適切な連続する英語3語を、会話文中から抜き出して書きなさい。

Why does Maiko think that it is important for her to learn the history of sister cities?

Because she thinks that she can with people in David's city.

(3) 会話文中の に入る最も適切なものを、次のア～エから1つ選び、記号を書きなさい。

ア learning Japanese

イ painting your city

ウ teaching history

エ visiting my city

(4) 会話文の内容と一致する最も適切なものを、次のア～エから1つ選び、記号を書きなさい。

ア Olivia and Suzuki built a museum to have a special event every year.


イ Olivia and Suzuki built a school to teach painting in each country.

ウ Olivia and Suzuki taught each other about their favorite painters.

エ Olivia and Suzuki taught their way of painting to each other.

B 姉妹都市から来た留学生の David と中学生の Maiko が、ボランティア活動の参加者募集のポスター (Poster) を見ながら会話をしています。ポスターの情報と 2 人の会話をもとにして、(1)、(2) の問いに答えなさい。

Poster




Midori City Summer Volunteer Activities

Activity	Date	Place	What to bring
Teach children <i>origami</i> .	Tuesday, August 4th	Mejiron nursery school	Lunch
Pick up trash.	Wednesday, August 5th	Uguisu Park	Cap
Help to set the stage for the festival.	Saturday, August 8th	Wakaba Park	Towel

★ How to join the volunteer activities

1. Send an email to our volunteer office. (midorin ●●●@△△△)
2. Answer the questions that we'll send back to you.



David : Maiko, look at this poster. This is about summer volunteer activities. It is written in English!

Maiko : Yes, the English club students made it because our school has a lot of foreign students.

David : That's nice! I have joined volunteer activities several times in my country before. I'm very interested in volunteer activities in Japan, too. How about joining a volunteer activity together?

Maiko : That sounds great. I have joined a volunteer activity for cleaning the park before. It was a good experience. This time, I want to try a different volunteer activity.

David : I see. How about this? I've been interested in Japanese traditional events.

Maiko : That looks good. But I'm going to go out with my family on that weekend.

David : OK, then, how about this? I like teaching children, and your dream is to be a teacher, right? This volunteer activity is perfect for us!

Maiko : I agree. Let's join it together!

(1) 2人が一緒に参加することに決めたボランティア活動について、ポスターから読み取れる情報として最も適当なものを、次のア～エから1つ選び、記号を書きなさい。

- ア They can enjoy *origami* with old people.
- イ They need to bring a towel.
- ウ They need to bring something to eat.
- エ They will make the park cleaner.

(2) ポスターの情報と 2 人の会話文から読み取れる内容として最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア Both David and Maiko have done volunteer work before.
- イ David was interested in Japanese traditional events, but he isn't now.
- ウ Maiko wants to join the same volunteer activity that she joined before.
- エ They have to call the volunteer office to join the volunteer activities.

【3】 中学生の Maiko と数か月前まで姉妹都市から日本へ留学に来ていた David が、オンライン上で会話をしています。次の会話文を読み、(1)～(3) の問いに答えなさい。

Maiko : My family has a plan to visit your city.

David : Really? I'm happy about that. I can tell you many things about my city.

Maiko : Thank you. ① ?

David : Well, many people visit my city around December to February to enjoy skiing.

Maiko : Oh, I see. Then, visiting your city during the winter vacation is a good idea.

David : Oh, I just remembered. My city has many plans for tourists. How about looking at them?

Maiko : I'd like to see them. Could you send them to me?

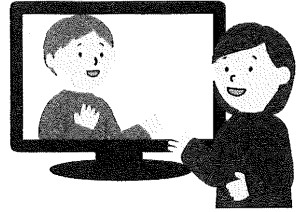
David : Of course, I will send them by email right now.... Have you received them?

Maiko : Yes, there are so many plans! I cannot decide which plan I should choose.

I wish ② all of them.

David : Please talk about these plans with your parents and tell me which one you will choose.

Maiko : OK. Thank you for sharing these plans with me.



- (1) 会話文中の ① に入る最も適当なものを、次のア～エから1つ選び、記号を書きなさい。
- ア How can we go to your city
 - イ When is the best season to visit your city
 - ウ Where should we go to enjoy your city
 - エ Why did you decide to live in your city

- (2) あなたは Maiko になったつもりで、会話文中の ② に入る最も適当な英語3語を書きなさい。

- (3) 旅行をすることのよさについて、次の条件に従って、あなたの考えを英語で書きなさい。

条件

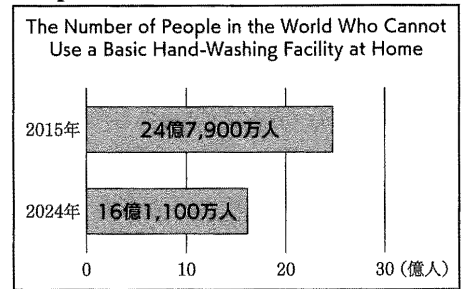
- ① 主語と動詞を含む15語以上の英語で書くこと。英文の数はいくつでもよい。
- ② 短縮形 (I'm など) は1語として数えることとし、符号 (ピリオド, コンマなど) は語数に含めないこと。

【4】 Jeff先生の英語の授業で、中学生のEmiが調べたことをグラフ(Graph)とスライド(Slide 1・2)を使って発表しています。次の英文を読み、(1)～(5)の問いに答えなさい。

<Emiの発表>

Emi : Do you know that many people in the world cannot use a “basic hand-washing facility” at home? A “basic hand-washing facility” means a place that has soap and water for washing our hands. According to the graph, the number of people in the world who cannot use a basic hand-washing facility at home in 2024 (①) from 2015. But there are still many people who cannot use one. Washing our hands is very important to stay healthy. In some countries, many children become sick and even die because it is difficult for them to wash their hands with soap and water.

Graph



(ユニセフ・WHO 報告書を参考に作成)

There is a project for solving this problem. Do you know about the “soap recycling project”? At hotels, many *bars of soap are thrown away after they are used once by *guests. But in this project, many used bars of soap are collected and recycled into new bars of soap. Then, they are given to people who really need them. In this way, more people can get soap.

I think there are two good things about this project. First, more people around the world can get soap and use it to make their hands clean. Also, we can reduce a lot of waste by recycling used bars of soap. This project is good for our health and the environment. Thank you for listening.

(注) *basic hand-washing facility 基本的な手洗い設備 *bars of soap 固形石けん
 *guests 宿泊客

Slide 1

○ What is the problem?

- Many people in the world cannot use a basic hand-washing facility at home.

↓

- Many children become sick or even die.

Slide 2

○ ?

- We collect and recycle used soap.

↓

- We give recycled soap to people.

○ ?

- More people can get soap.
- We can reduce a lot of waste.

(1) 英文中の(①)に入る最も適当なものを、次のア～エから1つ選び、記号を書きなさい。

- ア got higher イ got worse ウ decreased エ didn't change

(2) スライド中の , に入る最も適当なものを、次のア～カから1つずつ選び、記号を書きなさい。

- ア How can we build a facility
 イ How can we solve the problem
 ウ What are good points
 エ When is soap collected
 オ Where can we get soap
 カ Why is soap thrown away

Emi の発表後に、発表内容についての質疑応答が行われています。あなた (You) と Aya は質問をすることになりました。次はその会話の場面です。

<会話の場面>

Jeff : Thank you, Emi. Everyone, do you have any questions?

You : I think that giving soap to people is very important, too. But, in my opinion, we also have to think about how to get safe water for washing their hands. Getting safe water is still difficult for many people in the world. What do you think?

Emi : Thank you for your question. I agree with you. We have to think about that point, too.

Jeff : That's an important point. Anything else?

Aya : I learned about the situation of children in some countries from Emi's presentation. I think that it is necessary for them to understand the right way to ④ . How can they learn it?

Emi : Well, they can learn it at school. Teachers can help them. I think education about health is important, too.

Jeff : That was a wonderful discussion, everyone. It is important to think about the problem in a (⑤) way like this. Today we learned about a world problem together. On the other hand, there are many problems around us, too. What is a problem for you and what can we do to solve it? Please think about this and write your idea in English at home.

- (3) 会話文中の ④ に入る最も適当な連続する英語 3 語を、<Emi の発表>の英文中から抜き出して書きなさい。
- (4) 会話文中の (⑤) に入る最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。
 - ア different
 - イ limited
 - ウ narrow
 - エ same
- (5) あなたは、Jeff 先生の指示を受けて、次のような<英作文>を書いています。後の条件に従って、あなたの考えを、文脈に合うように に英語で書き、<英作文>を完成させなさい。

<英作文>

My hometown has traditional dishes, but many young people cannot cook them. This is a big problem. I think there is something we can do to solve this. For example, .

条件

- ① 主語と動詞を含む 8 語以上の英語 1 文で書くこと。
- ② 短縮形 (I'm など) は 1 語として数えることとし、符号 (コンマなど) は語数に含めないこと。

【5】 中学生の Aoi がフィンランド (Finland) からの留学生である Sara との思い出について、英語の授業でスピーチをしています。次の英文を読み、(1)～(6) の問いに答えなさい。

<Aoi のスピーチ>

At the end of this summer vacation, a foreign student came to my house. Her name is Sara and she is from Finland. I was looking forward to living with her, but ① it was not so easy. I couldn't speak *Finnish, and Sara couldn't speak Japanese. So I didn't understand what she was interested in.

In September, I started to go to school with Sara. I was worried about her. I thought, " ② ? " But it wasn't a big problem. My teacher changed his Japanese into Finnish and changed Sara's Finnish into Japanese by using a *translation application on his *tablet. I thought, "If I use this application, I'll be able to communicate with Sara more!"

After that, ③. By using the translation application on my tablet, we talked about our hobbies, favorite foods, and dreams for the future. I also learned that Sara was interested in Japanese culture. So I decided to take Sara to ④ a local festival.

When we visited the festival, I found a problem. I forgot to bring my tablet! So, we decided to speak English. We were not good at speaking English. So, when it was hard for us to explain in English, we drew pictures. *Gestures also helped us. Then finally, when the festival ended, we said to each other, "That was so much fun!"

After this experience, we started to communicate in English more. We also started to teach each other our *mother tongue by using English. Knowing each other's mother tongue is knowing each other's culture. I learned it by communicating with Sara.

When Sara left Japan, we said to each other, "When we meet next time, shall we talk in Finnish and Japanese (⑤) a translation application?" To do that in the future, I am studying Finnish in Japan, and Sara is studying Japanese in Finland.

(注) *Finnish フィンランド語 *translation application 翻訳アプリ
*tablet タブレット端末 *gestures ジェスチャー *mother tongue 母国語

(1) 英文中の下線部①のように Aoi が考えた理由として最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

- ア It was difficult for Aoi to communicate with Sara.
- イ Living with a foreign student was so exciting.
- ウ Sara was worried about going to school by herself.
- エ Talking with Sara was not difficult for Aoi.

(2) 英文中の ② , ③ に入る語句の組み合わせとして最も適当なものを、次のア～エから 1 つ選び、記号を書きなさい。

	②	③
ア	Why can Sara speak English	culture became more important than language
イ	Why can Sara speak English	Sara and I started to learn more about each other
ウ	How can Sara take classes in Japanese	culture became more important than language
エ	How can Sara take classes in Japanese	Sara and I started to learn more about each other

(3) 英文中の下線部④の場面で、AoiとSaraがコミュニケーションを図るために使った手段として英文中で述べられていないものを、次のア～エから1つ選び、記号を書きなさい。

ア drawing pictures イ speaking English ウ using gestures エ using a tablet

(4) 英文中の(⑤)に入る最も適切な英語1語を、英文の内容を踏まえて書きなさい。

(5) 次のア～エを、Aoiのスピーチの流れに合う順番に並べかえ、記号を書きなさい。

ア Aoi and Sara decided to continue studying each other's mother tongue.
 イ Aoi and Sara started to talk in English more because of the experience at the festival.
 ウ Aoi didn't know a lot about Sara when they started to live together.
 エ Aoi's teacher helped Sara by using a useful tool.

(6) Aoiのスピーチを聞いたYukoとRikuが会話をしています。次の<会話文>中の に入る最も適切なものを、後のア～エから1つ選び、記号を書きなさい。また、(⑦)に入る最も適切な英語1語を、<Aoiのスピーチ>の英文中から抜き出して書きなさい。

<会話文>

Yuko : Have you ever used a translation application?

Riku : No. But I became interested in using one after Aoi's speech. Do you know another example of using a translation application?

Yuko : Yes. In one city, it is used for tourists. Many tourists visit that city from around the world, and it was difficult for local people to communicate with them. But, a translation application easily.

Riku : Great. I also think that learning each other's mother tongue is very important. Do you know the expression "poronkusema" in Finnish? This means how long *reindeer can run before they get tired. From this expression, we can learn that reindeer are important to people in Finland.

Yuko : I agree. By learning each other's mother tongue, we can learn their (⑦), too.

Riku : I'm sure that Aoi wanted to tell it to us in her speech.

(注) *reindeer トナカイ

ア helped local people communicate with other local people
 イ helped local people learn the history of the city
 ウ helped local people tell tourists about the city
 エ helped local people visit many places in the city

