

# 令和 8 年度入学者選抜学力検査問題

## 英 語

### 注 意

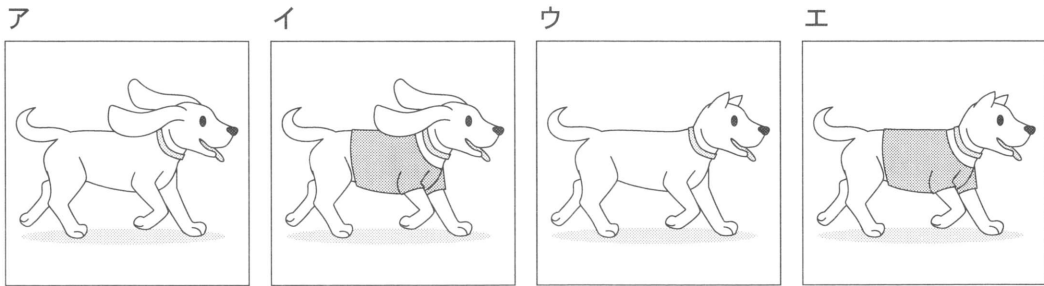
- 1 監督者の「始め」の合図があるまでは、開いてはいけません。
- 2 検査時間は、14時55分から15時45分までの50分間です。
- 3 大きな問題は、全部で5問で、表紙を除いて9ページです。  
また、別に解答用紙が1枚あります。
- 4 監督者の「始め」の合図があったら、すぐに受検番号をこの表紙と解答用紙のきめられた欄に書きなさい。
- 5 答えは、必ず解答用紙のきめられた欄にはっきりと書きなさい。  
また、特に指示のあるもののほかは、各問いの**ア**、**イ**、**ウ**、**エ**のうちから最も適当なものをそれぞれ一つ選んで、その記号を書きなさい。
- 6 監督者の「やめ」の合図があったら、すぐやめて、筆記用具をおきなさい。

受 検 番 号	番
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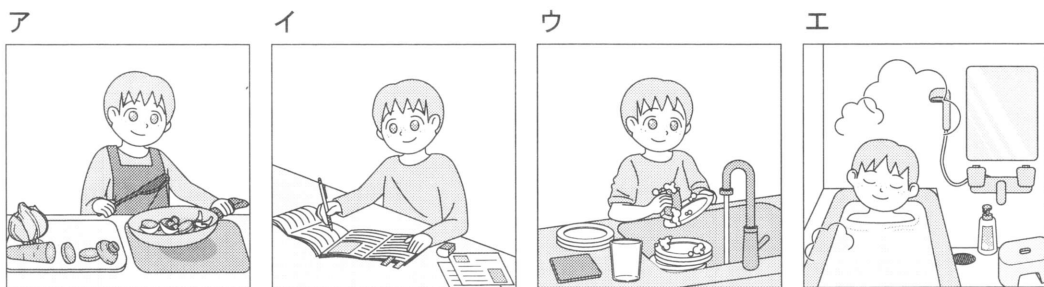
1 これは聞き方の問題である。指示に従って答えなさい。

1 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

(1) 〈ドッグランでの対話〉



(2) 〈親子の対話〉



(3) 〈友人同士の対話〉

ア Chinese restaurant.

イ Japanese restaurant.

ウ Spanish restaurant.

エ French restaurant.

(4) 〈友人同士の対話〉

ア Carter went on the trip with his friends.

イ Carter swam in the lake.

ウ Carter climbed the mountain.


エ Carter saw the mountain from the room.

2 [英語の対話とその内容についての質問を聞いて、答えとして最も適切なものを選ぶ問題]

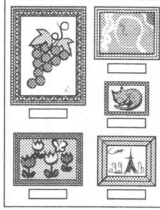
Tochinoki City Art Festival 2026

Stage performance


A



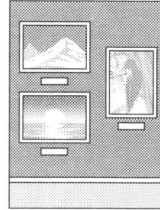
Art activity



Painting











Calligraphy



Photo

Let's enjoy art together!

- (1) ア Calligraphy.      イ Dance.      ウ Painting.      エ Photo.  
 (2) ア                      イ                      ウ                      エ

<p><b>May 16th</b></p> <p>Chorus </p> <p>◆ 10:00 a.m. ~ ◆ 3:00 p.m. ~</p>	<p><b>May 16th</b></p> <p>Chorus </p> <p>◆ 10:00 a.m. ~ ◆ 3:00 p.m. ~</p>	<p><b>May 16th</b></p> <p>Dance </p> <p>◆ 10:00 a.m. ~ ◆ 3:00 p.m. ~</p>	<p><b>May 16th</b></p> <p>Dance </p> <p>◆ 10:00 a.m. ~ ◆ 3:00 p.m. ~</p>
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- (3) ア Everyone in the city can show their artworks.  
 イ Ken's grandfather is the oldest artist.  
 ウ Junior high school students can paint a cup.  
 エ People must not take pictures of artworks.

3 [英語の説明を聞いて、メモを完成させる問題]

Dolphins

- social (1) (                      )
  - live in groups, help each other
  - communicate with other dolphins
- good at catching fish
  - get information about places and (2) (                      ) of fish

smart ways of using (3) (                      )

2 次の1, 2, 3の問いに答えなさい。

1 次の英文中の (1) から (6) に入る語句として、最も適切なものはどれか。

Dear Mr. and Mrs. Richardson,

Hello! My name is Aoi. I'm happy that I can go to Australia and stay at your house for two weeks. Let me introduce myself. I live (1) Tochigi, Japan. I have never (2) foreign countries. I was a little nervous, but I'm very (3) now. I want to go to many places with you. When I'm free, I often (4) movies in English with my family. My favorite (5) is "Catch the Future." Have you ever watched the movie? I also like playing the piano. I play it every day. Does anyone play the piano in your family? If so, I would like to play it together. I can't wait to (6) you next month!

Aoi

- |                  |               |               |             |
|------------------|---------------|---------------|-------------|
| (1) ア in         | イ of          | ウ on          | エ to        |
| (2) ア come from  | イ made from   | ウ been to     | エ talked to |
| (3) ア boring     | イ excited     | ウ interesting | エ scared    |
| (4) ア am watched | イ am watching | ウ watching    | エ watch     |
| (5) ア it         | イ one         | ウ this        | エ that      |
| (6) ア see        | イ saw         | ウ seen        | エ seeing    |

2 次の(1), (2), (3)の( )内の語句を二人の対話が成り立つように並べて、左から順にその記号を書きなさい。ただし、文頭にくる語も小文字で示してある。

- (1) A: (ア difficult イ for ウ looks エ the question) me.  
B: It's not so difficult. Just try it.
- (2) A: Did you read the book our teacher recommended? It was really great.  
B: Yes! I hear that the (ア book イ by ウ loved エ is) many people.
- (3) A: Hey, Mom. My friends will come and see me next Sunday.  
B: OK. Tell me (ア come イ they ウ what エ will オ time).

- 3 あなたは、英語の授業で自分が住んでいる地域について発表することになりました。〈あなたの発表原稿〉内の  に英語を書いて原稿を完成させなさい。ただし、次の〈ライアン先生からの指示〉を踏まえ、〔条件〕に従って書くこと。

〈ライアン先生からの指示〉



Hello, everyone! I'm Ryan, your new ALT. I don't know much about this town. Please tell me one thing you like about your town. You can talk about a place, an event, and so on. Please try your best.

- 〔条件〕 ① 書き出しは I'm going to talk about を用いることとし、実際に自分が住んでいる地域に関する事柄を1つ書きなさい。なお、自分の体験(見たり聞いたりしたことを含む)について書いてもよい。
- ② まとまりのある5文程度の英語で書くこと。なお、書き出しの文は1文と数える。

〈あなたの発表原稿〉

Welcome to our school, Ryan.

I'm going to talk about

I hope you will have a good time in this town!

- 3 ピクトグラム (pictogram) について書かれた次の英文を読んで、1 から 4 までの問いに答えなさい。

How many pictograms do you see every day? Pictograms are \*simple pictures that give information without words. Look at the picture of a \*knife and fork. This is a pictogram for a restaurant. We can find a restaurant around this pictogram. You see many kinds of pictograms like this. Pictograms have an important \*role in our daily lives. How were they developed?



Pictograms have a long history. In the past, they were used around the world, but each country used different pictures for pictograms. Some people say the 1964 Tokyo \*Olympics changed the history of pictograms. Tokyo had to get ready for having people from all over the world for the first Olympics in Japan. However, there was a problem. Almost all the \*signs were written in Japanese, so people from foreign countries couldn't understand them. Some designers were asked to make signs that everyone could understand easily. Then, the designers decided to develop the idea of pictograms. Finally, they made about 60 types of pictograms. They made pictograms for sports like swimming and basketball, and pictograms for places like the post office and the restroom. Some of the pictograms made for the Olympics spread around the world.

Pictograms have improved since they were made. The 1964 Tokyo Olympics had a big \*impact on the history of pictograms. Today, we can see them everywhere. Our society has been changing, so new \*designs are made every day. They help more people get information without words. The designs of pictograms have been developing, but the \*main role of pictograms has . These simple pictures continue to make our lives better.

- [注] \*simple = わかりやすい      \*knife and fork = ナイフとフォーク      \*role = 役割  
\*the Olympics = オリンピック競技大会      \*sign = 表示      \*impact = 影響  
\*design = デザイン      \*main = 主な

- 本文中の下線部の内容は何か。45 字以内の日本語で具体的に書きなさい。ただし、句読点も字数に加えるものとする。
- 本文中の  に入るものとして、最も適切なものはどれか。  
ア disappeared      イ decreased      ウ not fallen      エ not changed
- 次の  内の英文は、本文の内容を表している。①、②に入る適切な英語を、本文から 1 語ずつ抜き出して書きなさい。

Pictograms are pictures which give ( ① ) without words. Some of them were developed for the 1964 Tokyo Olympics. For the Olympics, the designers made about 60 pictograms for sports and ( ② ). Now, pictograms are everywhere and make our lives better.

- 本文のタイトルとして、最も適切なものはどれか。  
ア The Number and Kinds of Pictograms  
イ The History and Role of Pictograms  
ウ The First Pictograms in the World  
エ The Newest Designs of Pictograms

4 主人公である由衣(Yui)と、由衣が通う中学校のALTのスミス先生(Mr. Smith)についての次の英文を読んで、1から5までの問いに答えなさい。

I started to play volleyball when I was nine. I practiced with my friends every day. In junior high school, I joined the volleyball club. I really liked my club activity. I couldn't imagine my school life without playing volleyball. However, in my second year, I \*got injured in a volleyball game. I wasn't able to play volleyball \*for a while. Just watching it was really hard.

One day, someone spoke to me. It was Mr. Smith. He said, "Are you all right, Yui? What's wrong?" I explained my situation and feelings. He said to me, "I ( ) because I was in the same situation when I was in high school. I'll give you an English \*saying, 'Every cloud has a silver lining.'" I couldn't understand it, so I asked, "What does it mean?" He said, "Look around you, and think about what you can do now. You'll understand its meaning someday."

In practice, I was watching the members of my club. I found that a first-year member \*struggled. She just started playing volleyball. I gave her some \*advice about how to pass a ball and how to jump high. After that, she often asked me to give her advice. One month later, she improved a lot and started to play in games. Since then, other members \*asked me for advice. When I was teaching, some members said to me, "You are a good teacher, Yui." I realized for the first time that I was good at teaching. After I got injured, I was able to notice my strong point.

The next month, our team had a difficult game. I couldn't play, but the other members all played well and won. After the game, they ran to me and said, "We won the big game!" Some of them said, "Your advice has made our team better." I said, "Thank you. It was a nice game!" I wasn't able to play in the game, but I was really happy with the members' words.

The next day, I saw Mr. Smith after school. I said to him, "We won a big game yesterday!" He said, "That's amazing! You look happier than before." I said, "The experience that happened to me this year was bitter for me. But through the experience, I \*came to like volleyball more. I finally understood the meaning of the saying. You were trying to say, '' Thank you, Mr. Smith!"

- 〔注〕 \*get injured = けがをする      \*for a while = しばらくの間  
\*saying = ことわざ      \*struggle = 苦勞する      \*advice = 助言  
\*ask~for... = ~に...を求める      \*come to~ = ~するようになる



5 次の英文は、イタリアからの留学生マルコ(Marco)と中学生の勇(Yu)の対話の一部である。また、右の図1、図2、図3は二人が見ている給食だより(School Lunch Newsletter)の一部である。これらに関して、1から5までの問いに答えなさい。

Marco: Hi, Yu. What does this School Lunch Newsletter show? Can you explain it?

Yu: Sure. This graph shows the \*leftover rate of our school lunch. It tells us how much <sup>(1)</sup> food we \*left in school lunch. You often see these five kinds of food in our school lunch. \*Bread is the highest of the five, and milk is the lowest. Rice is lower than bread and higher than seafood. Vegetables are as low as seafood.

Marco: Really? I'm surprised that vegetables are not left so much.

Yu: Well, we started visiting local farmers as a school event last year. I think this is one of the reasons.

Marco: Visiting local farmers?  there?

Yu: We listened to a farmer's story. Look at these pictures. He talked about his job. He said, "It takes a lot of time to       (2)      ." We found that it's not easy to bring fresh food to our tables. After that, we did some work.

Marco: Oh! How was it?

Yu: Well, there were a lot of things to do. We picked vegetables. Also, we       (3)       the cows. We worked for just a few hours, but we got very tired. We learned that we should respect all the food we have. Now, we don't want to \*waste food.

Marco: I see. By the way, what is this dish?

Yu: Oh, this month's dish, right? It's \**shimotsukare*, a traditional dish in Tochigi. In the old days,       (4)       in winter. So, they even used fish head left from New Year's dishes. They made *shimotsukare* in such an effective way.

Marco: Wonderful! Actually, we have a dish called \**pancotto*. It's also made in an effective way.

Yu: *Pancotto*? What's that?

Marco: It's a traditional bread soup in Italy.

Yu: I see. How did it start?

Marco: Long ago, many families usually baked a large \*loaf of bread at one time. (                    ), they could enjoy the fresh bread. However, after a few weeks, it became too \*dry and hard. To eat the old bread, they put it into soup with vegetables.

Yu: Wow, interesting!

Marco: My grandma always repeated, "Every piece of food is important."

Yu: Oh, I agree with her. That idea helps us reduce the food that we waste.

Marco: I think so, too. Let's find more about what we can do!  
<sup>(5)</sup>

[注] \*leftover rate = 残食率                    \*leave ~ = ~を残す                    \*bread = パン

\*waste ~ = ~を無駄にする                    \**shimotsukare* = しもつかれ

\**pancotto* = パンコット                    \*a loaf of ~ = ひとつかたまりの~                    \*dry = 乾いた

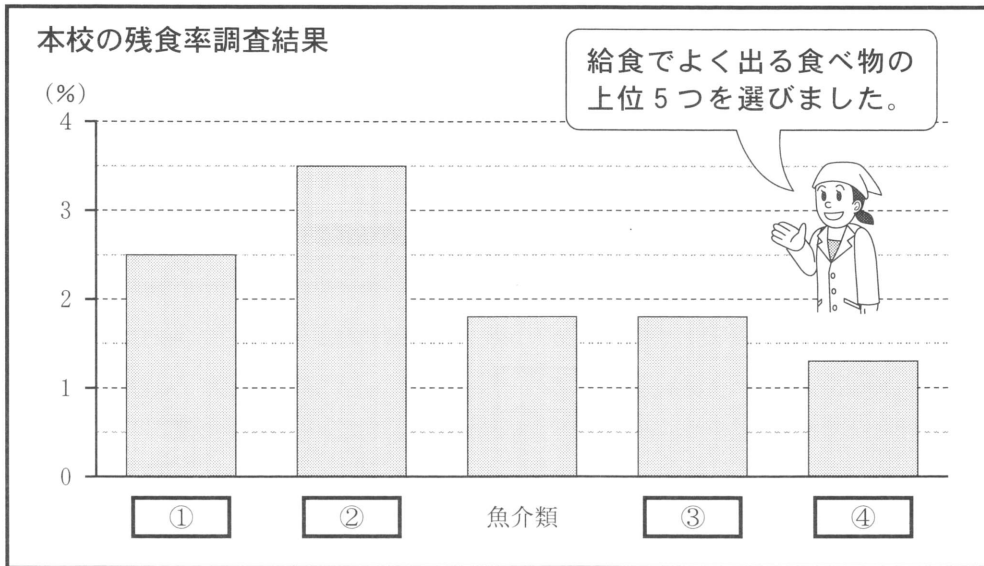


図1



図2

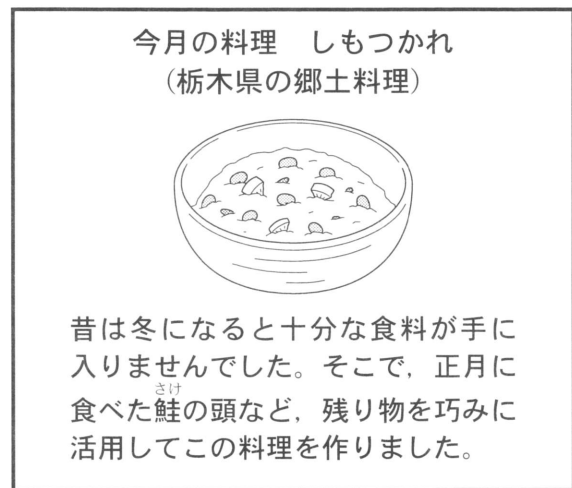


図3

1 下線部(1)について、図1の②、③に入るものとして、それぞれ最も適切なものはどれか。

ア 牛乳                      イ ごはん                      ウ パン                      エ 野菜類

2 二人の対話が成り立つよう、本文中の  に入る適切な英語を4語で書きなさい。

3 図2、図3を参考に、二人の対話が成り立つよう、下線部(2)、(3)、(4)に適切な英語を書きなさい。

4 本文中の(                      )に入る英語として、最も適切なものはどれか。

ア For example                      イ At first                      ウ Before that                      エ Instead of that

5 本文中の下線部(5)の指す内容は何か。40字程度の日本語で書きなさい。ただし、句読点も字数に加えるものとする。

(問題は以上です。)