

令和8年度東京都立国分寺高等学校（進学重視型単位制高校）

入学者選抜学力検査問題 出題の方針等

# 英 語

## 1 出題の方針

簡単な英語を聞いたり読んだりして、話し手や書き手の意向などを理解するとともに、自分の考えなどを表現するコミュニケーション能力をみる。

## 2 各問のねらい

- 1 自然な口調で話される英語を聞いて、その具体的な内容や大切な部分を把握したり、聞き取った事柄について英語で表現したりする能力をみる。
- 2 まとまりのある対話文を読み、その概要や要点を把握したり、読み取った事柄について適切に英語で表現したりする能力などをみる。
- 3 まとまりのある英文を読み、その概要や要点を把握したり、読み取った事柄について適切に英語で表現したりする能力などをみる。
- 4 まとまりのある英文を読み、その概要や要点を把握したり、読み取った事柄について適切に英語で表現したりする能力などをみる。

# 英 語

## 問題冊子 1

### 注 意

- 1 問題は「問題冊子 1」と「問題冊子 2」の 2 分冊になっています。
- 2 「問題冊子 1」には、問題 **1** のリスニングテスト（1 ページ）が印刷してあります。「問題冊子 2」には、問題 **2** 以降（2 ページ以降）が印刷してあります。
- 3 解答用紙は 1 枚で「問題冊子 1」と「問題冊子 2」共通です。
- 4 検査時間は 2 冊合わせて 50 分で、終わりは午後 0 時 10 分です。
- 5 最初に「問題冊子 1」のリスニングテストを行います。
- 6 声を出して読むではいけません。
- 7 答えは全て解答用紙に HB 又は B の鉛筆（シャープペンシルも可）を使って明確に記入し、**解答用紙だけを提出しなさい。**
- 8 答えは**特別の指示**のあるもののほかは、各問の **ア・イ・ウ・エ** のうちから、最も適切なものをそれぞれ一つずつ選んで、その記号を書きなさい。
- 9 答えは解答用紙の決められた欄からはみ出さないように書きなさい。
- 10 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 11 **受検番号**を解答用紙の決められた欄に書き、**その数字の ○ の中を正確に塗りつぶしなさい。**
- 12 解答用紙は、汚したり、折り曲げたりしてはいけません。

1

リスニングテスト（放送による指示に従って答えなさい。）

〔問題A〕 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア Using a dictionary.
- イ Reading picture books.
- ウ Taking lessons.
- エ Watching Japanese movies.

<対話文2>

- ア Ms. Tanaka.
- イ Kota.
- ウ Shun.
- エ Ayaka.

<対話文3>

- ア New soccer shoes.
- イ A soccer ball.
- ウ A Great Rabbits' T-shirt.
- エ A Great Rabbits' cap.

〔問題B〕 <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを英語で書きなさい。

<Question 1>

- ア For two months.
- イ For a month.
- ウ For ten months.
- エ For three months.

<Question 2>

(15 秒程度、答えを書く時間があります。)

2

次の対話の文章を読んで、あとの各問に答えよ。

( \* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

*Kota is a Japanese high school student studying in Canada. One afternoon, he is talking with his classmates Paula and Joy after lunch.*

*Kota:* Paula, you've been \*yawning today. You've already yawned four times.

*Paula:* I'm so sleepy today. I couldn't sleep well last night.

*Kota:* Are you OK? Oh, I'm yawning, too!

*Joy:* Wait... now I'm yawning, too!

*Paula:* Are we all sleepy, or is yawning just spreading?

*Joy:* Why are we all yawning? This is funny!

*Kota:* It's so funny but also strange. I yawned after Paula, and then Joy did, too. Why?

*Paula:* We often get sleepy after eating a lot.

*Kota:* But I wasn't sleepy. I slept well last night. Paula, have you ever yawned after someone else although you weren't sleepy?

*Paula:* I think I have.

*Kota:* Mmm... this is cool. I want to know more. I'll write about yawning for my science report.

*Joy:* That sounds cool! I've never thought about yawning.

*Paula:* Me, neither. Oh, now I can't stop yawning.

*The next day after school.*

*Kota:* I went to the library yesterday and read books on yawning.

*Paula:* What do they say about yawning?

*Kota:* First of all, do you know what yawning actually is?

*Joy:* It's like your body's way of saying, "I need a break!" or "I'm bored!"

*Paula:* Yes, when I'm bored, my mouth opens \*wide and—

*Kota:* Then you \*stretch your \*jaw and take a deep \*breath. People often yawn when they feel tired, bored, or sleepy. Some people yawn during long, quiet situations, such as in meetings or while they are riding a bus.

*Paula:* I yawn on the train.

*Joy:* 1-a.

*Kota:* For a long time, people thought yawning was only a way to get more air into the body. They believed that yawning helped our bodies bring more fresh air to the brain. However, new research shows that yawning may also help us make the brain cooler. When the brain becomes too warm, it doesn't work well. If it is cooler, we may be able to think more clearly.

*Paula:* Wow, so yawning might make the brain cooler and helps it work better.

*Kota:* That's right. I wanted to know why yawning spreads and found something even more interesting.

*Joy:* What is it?

*Kota:* "\*Contagious yawning."

*Paula:* What does that mean?

*Kota:* It means that when one person yawns, others around him or her may also yawn, just like we did yesterday.

*Joy:* Oh, I see. 1-b.

*Kota:* Yes. According to my research, sometimes the brain notices someone else's yawn and \*copies it.

*Paula:* Really?

*Kota:* Yes. I've learned that people might start yawning after they see someone's yawn or hear the sound of yawning. Some people even yawn just by reading the word "yawn."

*Joy:* That's funny! Yawn... yawn... did you yawn?

*Paula:* I just yawned again!

*Kota:* Me, too.

*Joy:* Wow, I like talking about yawning. It's so fun. But why does this happen?

*Kota:* Some scientists say this happens because of empathy.

*Paula:* Empathy?

*Kota:* Yes. Empathy is the ability to share another person's feelings. 1-c. It helps people be kind to others, make friends, and work well in groups.

*Joy:* Empathy is very important!

*Kota:* Right. For example, when someone is sad and you also feel sad for him or her, that's empathy. When someone is happy and you feel happy with him or her, that's also empathy.

*Paula:* When somebody yawns and you see it, you may \*feel like yawning, too. Is that caused by empathy?

*Kota:* You can say that. According to some scientists, <sup>(2)</sup> **【 ① empathy / ② how / ③ have / ④ shows / ⑤ others / ⑥ contagious yawning / ⑦ people / ⑧ for 】**. They think the brain copies the actions and feelings of others. So, if you yawn after someone else yawns, it may mean that your brain is creating a \*connection with that person.

*Paula:* Wow, that's cool.

*Kota:* Yeah. Research also shows that contagious yawning happens more often between friends and family than between \*strangers.

*Joy:* So, I yawned after you because we are good friends!

*Kota:* Yes. That makes me happy.

*Joy:* Yawning can show friendship!

*Kota:* I also learned that young children usually do not copy yawns before they are about five years old.

Paula: Really?

Kota: Yes. They do not \*fully understand the feelings of others yet. Research shows that children \*aged five and older yawn \*contagiously when they see someone's yawn on a video, and children aged six and older do the same when they listen to a story with yawning. This shows a strong connection between  and .

Paula: Do animals show contagious yawning, too?

Joy: Dogs sometimes yawn, right?

Kota: I looked it up in another book and found that <sup>(4)</sup> humans are not alone! Dogs sometimes yawn contagiously when their owners yawn.

Joy: Wow! Really?

Kota: Yes. \*Chimpanzees also have contagious yawning. They copy yawns from family or group members more often than from strangers.

Paula: Wow. .

Kota: Thank you. I still want to learn more.

Joy: It's a very exciting topic. I thought yawning was boring, but now I see it's special!

Paula: Yeah, yawning can show that we \*care about each other.

Kota: It's true. We laugh, talk, and yawn together because we're good friends! I'm going to start writing my science report. Thank you!

[注] yawn あくびをする

stretch 広げる

breath 呼吸

copy まねる

connection つながり

fully 十分に

contagiously 他者から伝染して

care about ~ ~を大切に思う

wide 広く

jaw あご

contagious 伝染性の

feel like ~ ing ~したい気がする

stranger よく知らない存在

aged ~ ~歳の

chimpanzee チンパンジー

〔問1〕 本文の 1-a ~ 1-d の中に、それぞれ次のA~Dのどれを入れるのがよいか。その組み合わせとして最も適切なものを、下のア~カの中から一つ選べ。

- A I yawned after you did because of that
- B You did a lot of research yesterday
- C I yawn in the morning after waking up
- D It means trying to understand another person's emotions

	1-a	1-b	1-c	1-d
ア	A	C	B	D
イ	A	D	C	B
ウ	B	A	D	C
エ	B	D	A	C
オ	C	A	D	B
カ	C	B	A	D

〔問2〕 According to some scientists, [ ① empathy / ② how / ③ have / ④ shows / ⑤ others / ⑥ contagious yawning / ⑦ people / ⑧ for ] <sup>(2)</sup>について、本文の流れに合うように、【      】内の単語・語句を正しく並べかえたとき、【      】内で3番目と7番目にくる単語・語句の組み合わせとして正しいものを、次のア~カの中から一つ選べ。

	3番目	7番目
ア	①	③
イ	①	⑤
ウ	②	⑧
エ	②	⑤
オ	⑦	③
カ	⑦	⑧

〔問3〕 本文の 3-a , 3-b の中には、次の(A)~(E)のうちいずれかが入る。それぞれに入るものの組み合わせとして最も適切なものを、下のア~カの中から一つ選べ。

(A) books    (B) yawning    (C) friends    (D) video    (E) empathy

- ア 3-a : (B)    3-b : (A)                      イ 3-a : (B)    3-b : (E)
- ウ 3-a : (C)    3-b : (A)                      エ 3-a : (C)    3-b : (D)
- オ 3-a : (D)    3-b : (A)                      カ 3-a : (D)    3-b : (E)

〔問4〕 humans are not alone とあるが、その内容の説明として、最も適切なものは次のうちで  
 (4) はどれか。

- ア Both humans and dogs show contagious yawning.
- イ Humans and animals, such as dogs, never yawn contagiously.
- ウ Animals, such as dogs, only yawn when they are with strangers.
- エ Humans show contagious yawning, but dogs never yawn contagiously.

〔問5〕 Kota が、Paula と Joy と yawning について話した日の日記を完成させるとき、次に示す英文の  ~  に入る最も適切な語句の組み合わせを、下のア~クの中から一つ選べ。

Today, Paula, Joy, and I talked a lot about yawning. I never thought yawning could be so interesting! Yawning happens because we need fresh air, but it's also the body's way of saying, "." In addition, scientists say yawning may also make the brain  and helps it work better. I also learned about contagious yawning. Children usually start copying yawns after seeing others' yawns when they are about . I want to learn more about yawning and have decided to write a report about it.

	1	2	3
ア	I like talking about yawning	cooler	five
イ	I like talking about yawning	warmer	five
ウ	I like talking about yawning	warmer	two
エ	I yawned contagiously	cooler	five
オ	I yawned contagiously	warmer	two
カ	I need a break	cooler	five
キ	I need a break	cooler	two
ク	I need a break	warmer	two

〔問6〕 本文の内容と合っているものを、次のア～カの中から一つ選べ。

- ア Paula has never yawned after someone else yawned.
- イ Yawning only spreads when people feel sleepy.
- ウ People don't yawn after hearing someone's yawn although they are sleepy.
- エ Contagious yawning can show a connection between people.
- オ People yawn contagiously more often between strangers than between friends.
- カ Chimpanzees never show contagious yawning between family members.

3

次の文章を読んで、あとの各問に答えよ。

( \* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Ken is a high school student in Tokyo, and he is preparing a presentation on communication. Next week, he will give it in the English class, so he is thinking of a research topic.

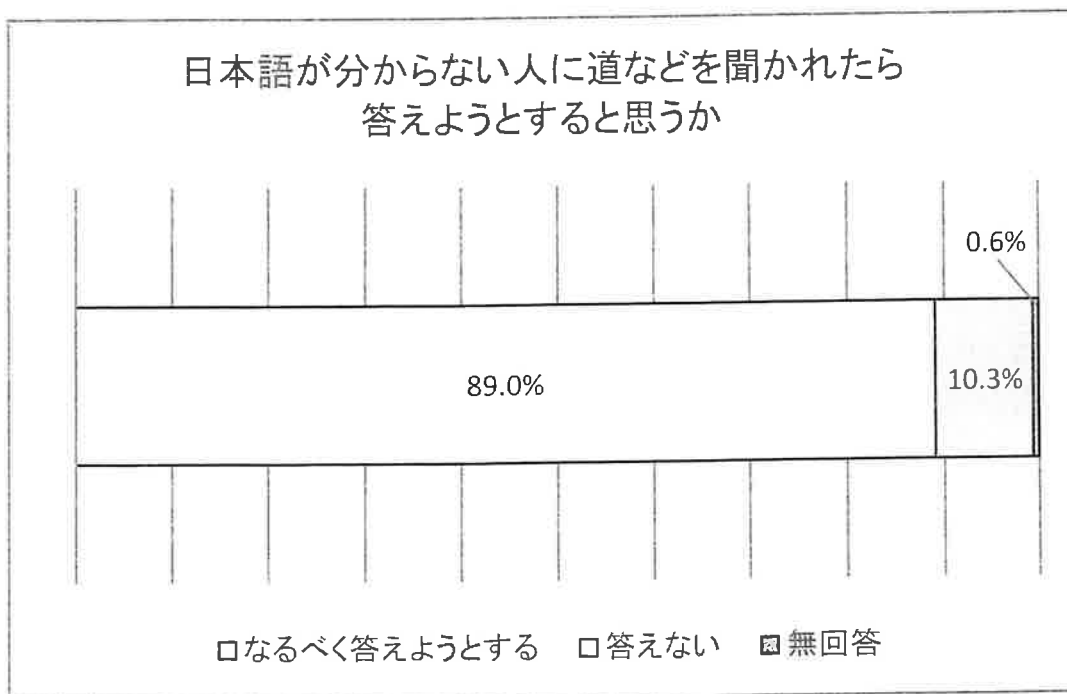
Last Saturday, Ken's grandmother came to his school's open class day. She watched English classes and was surprised that students were talking in English. She was also surprised to see that some of his classmates and teachers were not Japanese.

Ken's grandmother told Ken about her high school English lessons. She said that her teachers first taught new English words and explained \*grammar in Japanese. Then the students \*copied the \*sentences the teachers wrote on the blackboard into their notebooks. Finally, they read the new words and sentences in the textbook after the teachers. She did not think she would have an opportunity to speak with \*foreigners in English.

However, today's Japanese high school students have opportunities to communicate with foreigners. There are many visitors coming to Japan, and they may want to talk to young Japanese people. When they talk to you, which language would you prefer to speak: Japanese, English, or another language?

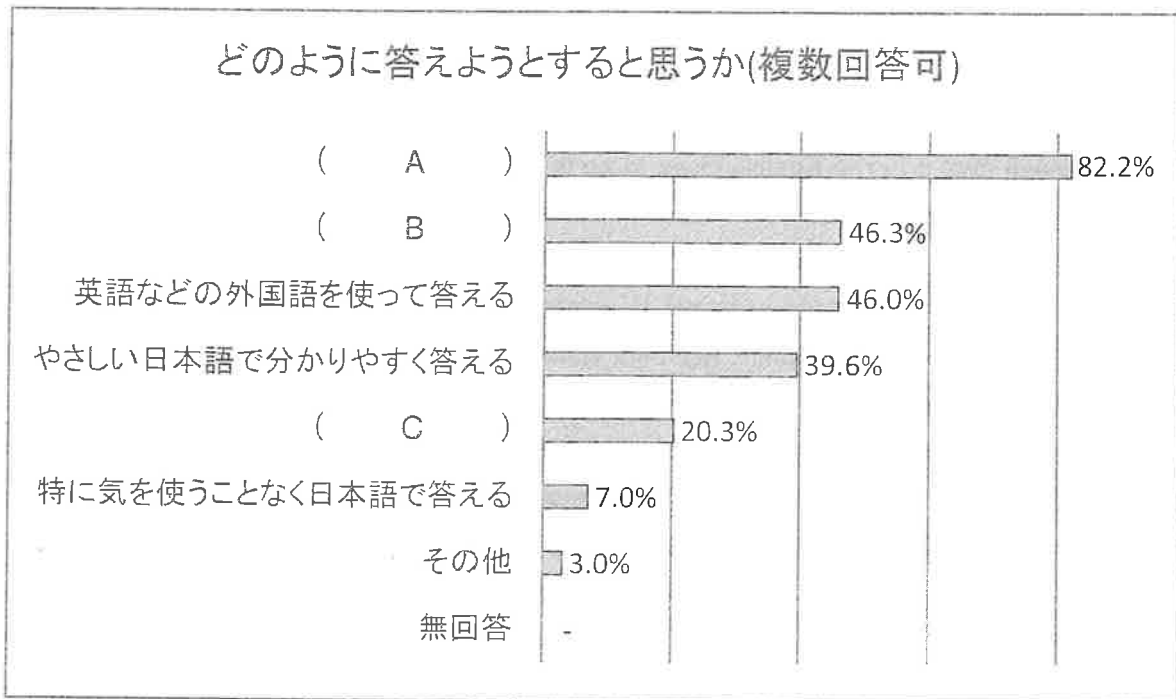
Ken found an interesting survey on the Internet. Some years ago, the government asked Japanese people of all ages this question: "If someone asks you for \*directions but does not understand Japanese, do you think you will try to answer him or her, or not?" As **〔Graph 1〕** below shows, 89% of the people said they would try their best to answer, and about 10% said they would not.

〔Graph 1〕



文化庁 令和5年度「国語に関する世論調査」(令和6年3月調査)をもとに作成

【Graph 2】



文化庁 令和5年度「国語に関する世論調査」(令和6年3月調査)をもとに作成【Graph 1】の続き

The following question was asked to the 89% who said  to the first question: “How will you answer?” Their \*responses to this question are in 【Graph 2】. “By telling the directions with gestures” was the most common response, at about 82%. The second and third responses were “by telling the directions with the help of a tool such as a smartphone” and “by using a foreign language such as English” at about 46% each. The fourth was “by telling the directions in easy Japanese,” at almost 40%. The fifth was “by writing on paper or something,” at about 20%, and the sixth, “by telling the directions in normal Japanese without \*consideration,” at about 7%.

As 【Graph 2】 shows, almost half of the Japanese will try to answer in a foreign language including . Most of them learn it in school. However, do all foreigners speak ? Imagine a Japanese person who does not speak a foreign language. He or she visits a foreign country and asks for directions. In this case, the Japanese person is the foreigner. Will the people around the visitor try to answer in English even if it is not their own language? No, they will not. Most of them will probably try to answer in their own language. So, when someone who does not understand  well asks for directions in Japan, it may be natural for Japanese people to try to answer in .

In these cases, there were two options in 【Graph 2】 —easy Japanese and normal Japanese. If a foreigner asked for directions, which would you choose? Ken thought he would choose normal Japanese if an adult spoke to him. He also thought he would choose easy Japanese if the person looked younger than him. He does not want to speak only in easy and simple Japanese with an adult.

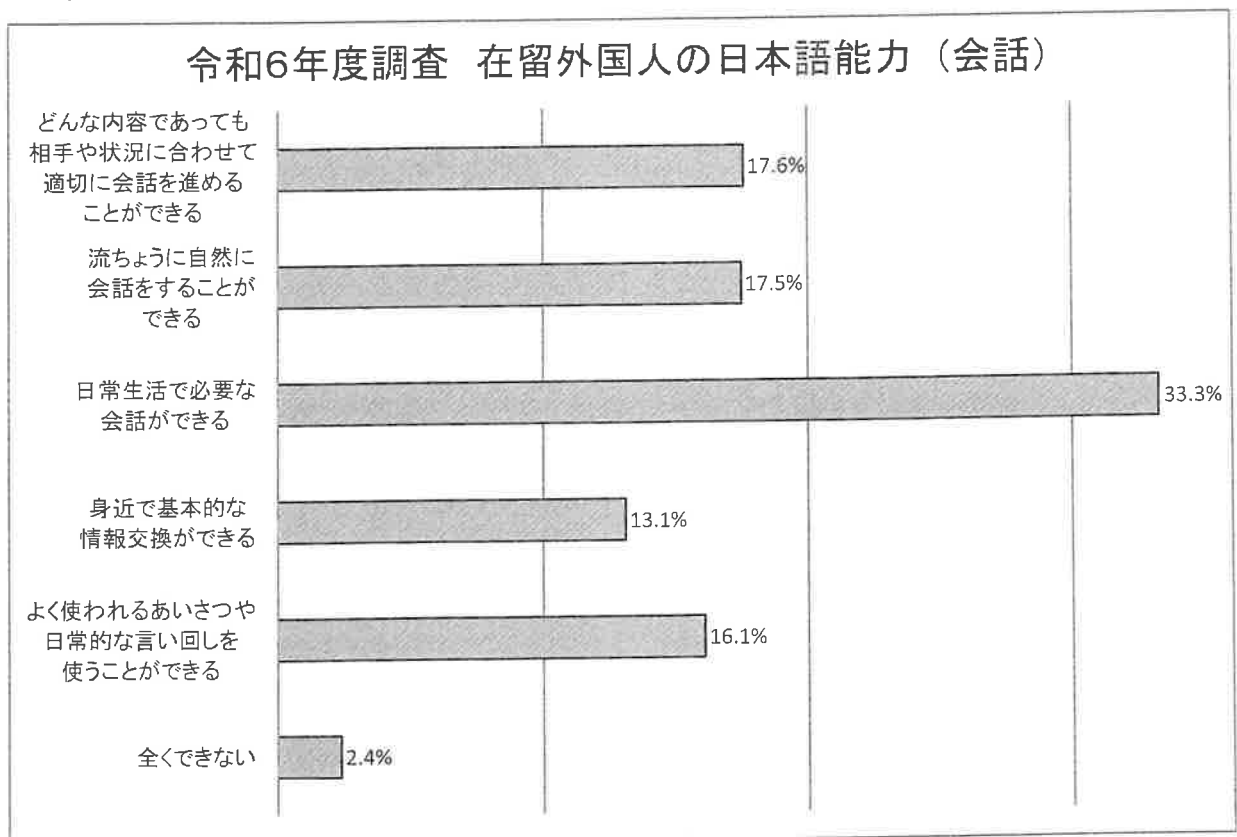
However, Ken may not need to worry if he speaks easy Japanese to foreign adults. Easy Japanese, or *Yasashii Nihongo*, is getting popular these days. More and more TV news, radio news,

online news, and information from the national and local governments are now given in such easy Japanese to foreigners living in Japan. At first, *Yasashii Nihongo* was created to communicate with foreign \*residents in Japanese, but now it is also used for Japanese people including elderly persons and children to improve communication.

While he was researching on Easy Japanese, Ken found some useful rules. For example, while you are listening, nod and keep \*eye contact, and repeat important words or sentences you have heard. When you speak in Easy Japanese, choose only the necessary information. Make sentences short because long sentences are often difficult to understand. Speak slowly and clearly. Also, use Japanese at a normal level of \*politeness, and do not use special expressions. Such expressions are too difficult to understand for many foreigners. Use gestures, pictures, or photos to make the information easier to get. <sup>(4)</sup> Making a language easier is important and helpful 【① other languages / ② of / ③ speakers / ④ to / ⑤ understand / ⑥ want / ⑦ when / ⑧ you】 you. More foreigners in Japan begin to accept and welcome information given in Easy Japanese. Some of them do not speak English, but many of them are learning Japanese or trying to use it in daily life at schools, shops, or offices. So, Easy Japanese can be very helpful.

Look at **[Graph 3]**. It shows the results of a government survey about using the Japanese language. Foreign residents are \*divided into six groups by level of Japanese language skills. The largest group of people can speak Japanese at a level needed for everyday \*conversation. There are 5-a more groups above that. People in the group with the highest skills can speak Japanese

**[Graph 3]**



出入国在留管理庁ホームページの情報をもとに作成

like native speakers, and people in the next group can speak Japanese \*fluently and \*naturally. Nearly  % of foreigners living in Japan can enjoy everyday conversation or speak Japanese at a higher level. Communicating in easy and simple Japanese can be more convenient for those people than communicating in English.

Ken thought that Easy Japanese can help foreigners and other people in Japan to enjoy communicating in Japanese. So, he has finally decided to give a presentation on *Yasashii Nihongo*.

- |                      |                 |
|----------------------|-----------------|
| 〔注〕 grammar 文法       | copy 書き写す       |
| sentence 文           | foreigner 外国人   |
| directions 道案内       | response 応答     |
| consideration 気づかい   | resident 居住者    |
| eye contact 視線を交わすこと | politeness 丁寧さ  |
| divide 分ける           | conversation 会話 |
| fluently 流ちょうに       | naturally 自然に   |

〔問1〕 本文中の  に入る最も適切な1語を答えよ。

〔問2〕 【Graph 2】において、本文の内容から、( A ) ~ ( C )に入る語句の組み合わせとして最も適切なものを、次のア~カの中から一つ選べ。

	A	B	C
ア	スマートフォンなどの 翻訳ツールを使う	紙に書くなど、 筆談する	身振り手振りを 交えて答える
イ	身振り手振りを 交えて答える	紙に書くなど、 筆談する	スマートフォンなどの 翻訳ツールを使う
ウ	紙に書くなど、 筆談する	スマートフォンなどの 翻訳ツールを使う	身振り手振りを 交えて答える
エ	スマートフォンなどの 翻訳ツールを使う	身振り手振りを 交えて答える	紙に書くなど、 筆談する
オ	身振り手振りを 交えて答える	スマートフォンなどの 翻訳ツールを使う	紙に書くなど、 筆談する
カ	紙に書くなど、 筆談する	身振り手振りを 交えて答える	スマートフォンなどの 翻訳ツールを使う

〔問3〕 本文の流れに合うように、 ~  に入る最も適切な単語の組み合わせを、次のア～カの中から一つ選べ。

	3-a	3-b	3-c	3-d
ア	Japanese	English	Japanese	English
イ	English	Japanese	English	Japanese
ウ	Japanese	English	English	Japanese
エ	English	Japanese	Japanese	English
オ	Japanese	Japanese	English	English
カ	English	English	Japanese	Japanese

〔問4〕 Making a language easier is important and helpful 【① other languages / ② of / ③ speakers / ④ to / ⑤ understand / ⑥ want / ⑦ when / ⑧ you】 you. について、本文の流れに合うように、【】内の単語・語句を並べかえたとき、【】内で3番目と7番目にくる単語・語句の組み合わせとして正しいものを、次のア～カの中から一つ選べ。

	3番目	7番目
ア	⑥	④
イ	⑥	⑦
ウ	⑤	④
エ	⑤	②
オ	③	⑦
カ	③	①

〔問5〕 本文の流れに合うように、,  に入る最も適切な単語の組み合わせを、次のア～カの中から一つ選べ。

	5-a	5-b
ア	no	seventy
イ	no	sixty
ウ	two	seventy
エ	two	thirty
オ	three	sixty
カ	three	thirty

[問6] 本文の内容と合っているものを、次のア～カの中から一つ選べ。

- ア Ken's grandmother was surprised to see that all the English teachers at Ken's school were foreigners.
- イ Ken's grandmother thought she would have opportunities to talk to foreigners in English in her high school days.
- ウ A government survey shows almost all Japanese people will try to help foreigners with directions in Japanese.
- エ The Japanese national and local governments use only Easy Japanese when they give foreign residents information.
- オ Easy Japanese, or *Yasashii Nihongo*, was first made for communication with foreign residents in Japan.
- カ When you talk to adult foreigners in Japanese, you should make your sentences longer and repeat them.

4

次の文章を読んで、あとの各問に答えよ。

(\*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Last summer, a Japanese boy, Yosuke, spent three weeks in the United States. He stayed with a host family and had many exciting experiences. He visited famous places, ate American food, and practiced English. He discovered something very surprising, too. Japan and the U.S. use different \*measurement systems. In Japan, people use the \*metric system. For example, people \*measure \*length in meters, but in the U.S., people use “feet.” One foot is about 30.48 centimeters. For \*weight, \*gram is used in Japan, but “pound” is used in America. One pound is about 454 grams. 1-a

One afternoon during his stay, his host mother asked, “Would you like to help me bake a pie today?”<sup>(2)</sup> Yosuke smiled and said, “Yes!” First, they made the apple pie \*filling by \*mixing cut apples, sugar, and \*cinnamon. Next, they mixed \*flour, \*butter, sugar, eggs, water, and salt. Then, they put the pie \*dough at the bottom of a baking dish, put the apple pie filling on top, and covered it with more dough. Finally, they put the dish in the \*oven and baked it for 50 minutes at 350 degrees. The apple pie was delicious. Yosuke said, “This is the best apple pie I’ve ever had!”

When Yosuke returned to Japan, he wanted to make the same apple pie for his family.

He【① that / ② on / ③ from / ④ he / ⑤ carefully read / ⑥ the recipe / ⑦ got / ⑧ the steps】<sup>(3)</sup> his host mother. He was excited to share the American dessert with his family. First, he cut apples to make the apple pie filling. Then, he mixed flour and the other ingredients to make the dough. He filled the dish with the dough and the apple pie filling and put it in the oven. However,<sup>(4)</sup> something was wrong. He could not set the oven to 350 degrees. The highest temperature of the oven was 250 degrees, so he stopped baking and wondered about the reason. He searched on the Internet and found out that Americans use a different temperature system. At first, Yosuke thought that he had to set the oven to 350 degrees Celsius, but the American recipe used \*Fahrenheit, not Celsius.

In Japan, Celsius is used to measure temperature. The \*freezing point of water is 0 degrees, and the \*boiling point is 100 degrees. It is simple and easy to understand. However, in the U.S., people use the Fahrenheit system. In this system, the freezing point of water is 32 degrees, and the boiling point is 212 degrees. When Yosuke learned about that, he thought, “1-b I want to know more about it.”

Later, Yosuke read about the history of the Fahrenheit system. It was made by a man named Daniel Fahrenheit in 1714. Mr. Fahrenheit wanted to create a temperature measurement system that was easy to use in daily life. He chose three important points for his system.

The first point was the coldest temperature he could control at that time. This was not the freezing point of water. Instead, he mixed salt, water, and ice. This always \*froze at the same cold temperature. He gave 0 degrees to this temperature. 1-c The second point was the freezing point of water. Without salt and ice, water \*freezes at a warmer point. He gave 32 degrees to this temperature. Thirty-two gave enough numbers between the freezing temperature of water and the coldest temperature he could control at the time. The third point was the human body temperature. He measured his body temperature, and it was 96 degrees.

Why did he choose those numbers? For people in Europe in the 18th century, the numbers 32

and 96 were more useful than 10, 50, or 100. If you were given a rope to cut into ten \*equal parts without a ruler, how would you do it? If you cut the rope in half, what would you do next? As you can see, ten is not easy to make. However, 32 or 96 can easily be made. If you cut the rope in half, you get two equal parts. If you cut them in half again, you get four. If you repeat the action, you get eight equal parts. When you continue this, you get 16, 32, or 64 equal parts and so on. By just cutting the rope in half, you can create 32 or 64 equal parts. Also, if you add 32 to 64, you get 96. Because of this, the people in the past were more familiar with these numbers. So, Mr. Fahrenheit chose 32 and 96 for his system.

Today, the Fahrenheit system may not seem convenient for people who use the Celsius system.

1-d

Yosuke's summer trip to America was fun and full of learning. He learned English, tasted new foods, and discovered the importance of understanding different measurement systems. At first, he was surprised by them, but now he knows people look at the same thing in different ways. Of course, he can now bake a very delicious apple pie in the oven <sup>(5)</sup> at about 180 degrees Celsius!

〔注〕 measurement 測定	metric system メートル法
measure 測る	length 長さ
weight 重さ	gram グラム
filling (パイなどの) 中身	mix 混ぜる
cinnamon シナモン	flour 小麦粉
butter バター	dough パイの生地
oven オーブン	Fahrenheit カ氏温度
freezing point 凝固点	boiling point 沸点
froze 凍った	freeze 凍る
equal 等しい	

〔問1〕 本文の  ～  の中に、それぞれ次のA～Dのどれを入れるのがよいか。その組み合わせとして最も適切なものを、下のア～カの中から一つ選べ。

- A So he used it as the starting point of his system.
- B This system is very different from the Celsius system that we use in Japan.
- C However, the numbers in the Fahrenheit system have good reasons and were helpful when it was made.
- D Americans also have a different system for temperature, and Yosuke discovered it through baking pie.

	1-a	1-b	1-c	1-d
ア	B	A	D	C
イ	B	C	D	A
ウ	C	B	A	D
エ	C	D	B	A
オ	D	A	C	B
カ	D	B	A	C

〔問2〕 本文で述べられている <sup>(2)</sup>One afternoon の出来事について述べる文章を完成させるとき、次に示す英文の  ～  に入る最も適切な単語・語句の組み合わせを、下のア～カの中から一つ選べ。

During his homestay, Yosuke helped his host mother bake an apple pie. Together, they  the apple pie filling with apples, sugar, and cinnamon, and made the  by using flour, butter, sugar, eggs, water, and salt. They put them together, baked the pie for 50 minutes, and enjoyed a delicious .

	1	2	3
ア	prepared	dough	dessert
イ	prepared	fruit	soup
ウ	wrote	dough	soup
エ	wrote	dish	sandwich
オ	supported	dish	sandwich
カ	supported	fruit	dessert

- 〔問3〕 He 【① that / ② on / ③ from / ④ he / ⑤ carefully read / ⑥ the recipe / ⑦ got / ⑧ the steps】 his host mother. <sup>(3)</sup> について、本文の流れに合うように、【 】内の単語・語句を正しく並べかえたとき、【 】内で3番目と7番目にくる単語・語句の組み合わせとして正しいものを、次のア～カの中から一つ選べ。

	3番目	7番目
ア	①	⑥
イ	①	⑧
ウ	②	⑦
エ	②	⑧
オ	③	⑤
カ	③	⑧

- 〔問4〕 something was wrong <sup>(4)</sup> とあるが、その具体的な内容の説明として、最も適切なものは次のうちではどれか。

- ア Yosuke was writing a recipe for the apple pie he ate at his host family's house, but he forgot the baking temperature.
- イ Yosuke was mixing ingredients to make an apple pie, but he forgot to add flour to make apple pie dough.
- ウ Yosuke was trying to bake an apple pie at home, but the oven could not be set to 350 degrees Celsius.
- エ Yosuke was showing how to bake an apple pie to his family, but at the final step of the recipe, he set the oven to 250 degrees Celsius.

[問5] Yosuke が at about 180 degrees Celsius <sup>(5)</sup> について家族にした説明をまとめた次の文章を完成させるとき、次に示す英文の  ~  に入る最も適切な語句の組み合わせを、下のア~カの中から一つ選べ。

The baking temperature for apple pie is 350 degrees Fahrenheit, and this is about 180 degrees Celsius. To change degrees in Fahrenheit into degrees in Celsius, we use the following math rule (The C in the math rule is degrees in Celsius, and the F is degrees in Fahrenheit.):

$$C = (F - 32) \times \frac{5}{9}$$

The freezing point of water is 0 degrees in , and it is 32 in Fahrenheit. In Celsius, there are 100 degrees between the freezing and boiling points of water. , there are 180 degrees between these points in Fahrenheit. This means 1 degree Celsius is  degrees Fahrenheit, and 1 degree Fahrenheit is  $\frac{5}{9}$  degrees Celsius. Therefore, we do  $(350 - 32) \times \frac{5}{9}$  and get 176.666.... That is about 180 degrees.

	1	2	3
ア	Japan	For example	1.8
イ	Celsius	In addition	18
ウ	measurement	For example	0.18
エ	Japan	On the other hand	18
オ	Celsius	On the other hand	1.8
カ	measurement	In addition	0.18

〔問6〕 本文の内容と合っているものの組み合わせを、下のア～カの中から一つ選べ。

- (A) During his homestay, Yosuke was only surprised with American food because they were measured in different measurement systems.
- (B) Yosuke learned that America and Japan use the same measurement systems for length and weight, but not for temperature.
- (C) The three points Mr. Fahrenheit chose for his system are the freezing point of mixed salt, water, and ice, the water freezing point, and the human body temperature.
- (D) In Fahrenheit, there are 32 degrees between the freezing point of salt, water, and ice mixed together and the freezing point of water without salt and ice.
- (E) Scientists in the 18th century measured Mr. Fahrenheit's body temperature, and it was 96 degrees Fahrenheit.
- (F) The people in Europe in the 18th century felt more comfortable with the numbers like 10 or 100 than numbers like 2, 4, 8, 16, or 32.

ア (A), (E)    イ (A), (F)    ウ (B), (C)  
エ (C), (D)    オ (D), (E)    カ (D), (F)

〔問7〕 あなたが外国に行って料理を学ぶとしたら、どこに行き、何の料理の作り方を学びたいかについて 20 語以上 40 語以内の英語で書け。ただし、本文に出てくる apple pie については書かないこと。また二つ以上の理由を必ず書くこと。なお、下の〔例〕のように、「,」「.」などは語数に含めない。短縮形は 1 語と数える。

〔例〕 I'm a student . A friend said to  
me , " Are you busy ?" I said , " Yes !" "

## 令和8年度 英語学力検査リスニングテスト台本

### 開始時の説明

これから、リスニングテストを行います。

問題用紙の1ページを見なさい。リスニングテストは、全て放送による指示で行います。リスニングテストの問題には、問題Aと問題Bの二つがあります。問題Aと、問題Bの< Question 1 >では、質問に対する答えを選んで、その記号を答えなさい。問題Bの< Question 2 >では、質問に対する答えを英語で書きなさい。

英文とそのあとに出題される質問が、それぞれ全体を通して二回ずつ読まれます。問題用紙の余白にメモをとってもかまいません。答えは全て解答用紙に書きなさい。

(2秒の間)

### [問題A]

問題Aは、英語による対話文を聞いて、英語の質問に答えるものです。ここで話される対話文は全部で三つあり、それぞれ質問が一つずつ出題されます。質問に対する答えを選んで、その記号を答えなさい。

では、<対話文1>を始めます。

(3秒の間)

*Becky:* Hi, Jim. I started learning Japanese last month.

*Jim:* That's nice, Becky. Do you take lessons at school?

*Becky:* Yes, it's interesting. I also study at home. I often use a dictionary.

*Jim:* I see. Do you use anything else?

*Becky:* Yes. I read picture books every day. They help me understand Japanese. That is the best way for me to learn it.

*Jim:* That's good. I want to learn Japanese, too. What should I do first?

*Becky:* Taking lessons is good. If you like movies, you should watch Japanese movies.

*Jim:* Oh, that's nice.

(3秒の間)

Question : What is the best way for Becky to learn Japanese?

(5秒の間)

繰り返します。

(2秒の間)

(対話文1の繰り返し)

(3秒の間)

Question : What is the best way for Becky to learn Japanese?

(10秒の間)

<対話文2>を始めます。

(3秒の間)

*Yumi:* Hi, John. Did you finish the math homework from Ms. Tanaka?

*John:* No, Yumi. Some questions in the homework are very difficult, right?

*Yumi:* Yes. So I'm going to go to the teachers' room to ask Ms. Tanaka.

*John:* That's good. But she is talking with Kota and Shun in their classroom now.

*Yumi:* Oh, really?

*John:* Well, how about going to ask one of my classmates, Ayaka? She is good at math.

*Yumi:* Sounds good. Let's ask her to help us.

*John:* Yes, let's.

(3秒の間)

Question : Who will Yumi and John ask to help them?

(5秒の間)

繰り返します。

(2秒の間)

(対話文2の繰り返し)

(3秒の間)

Question : Who will Yumi and John ask to help them?

(10秒の間)

<対話文3>を始めます。

(3秒の間)

*Mike:* Kate, you and my sister are on the same soccer team, right?

*Kate:* Yes, Mike. Why?

*Mike:* I want to buy a birthday present for her. What should I buy?

*Kate:* She said she wanted new soccer shoes.

*Mike:* My grandfather is going to buy her some new soccer shoes.

*Kate:* That's nice. Well, does she have a new soccer ball?

*Mike:* No, but she has some soccer balls.

*Kate:* How about buying a Great Rabbits' T-shirt? Great Rabbits is a very popular soccer team.

*Mike:* Oh, she often wears a Great Rabbits' cap. I like your idea. I'll do that.

(3秒の間)

Question : What will Mike buy for his sister as a birthday present?

(5秒の間)

繰り返します。

(2秒の間)

(対話文3の繰り返し)

(3秒の間)

Question : What will Mike buy for his sister as a birthday present?

(10秒の間)

これで問題Aを終わり、問題Bに入ります。

[問題B]

(3秒の間)

これから聞く英語は、外国人の Helen 先生が7月のある日に中学校の授業で行ったスピーチです。内容に注意して聞きなさい。

あとから、英語による質問が二つ出題されます。< Question 1 >では、質問に対する答えを選んで、その記号を答えなさい。< Question 2 >では、質問に対する答えを英語で書きなさい。

なお、< Question 2 >のあとに、15秒程度、答えを書く時間があります。

では、始めます。(2秒の間)

Hello, everyone. I enjoy my life in this school. I have worked here for two months. Today, I'll talk about my favorite things about this school.

First, everyone is friendly. Many students always say "Hello" to me. And I have been doing English club activities for a month. The members there try to communicate with me in English.

Second, the view from the fourth floor is beautiful. Some students told me that I could see a beautiful view of the mountains from there. I have lived in Japan for ten months, and I have seen many nice views. The view from this school is the best of all.

Third, students in this school work hard in many activities. I talked about music with students yesterday. Some of them have practiced singing together for three months. They're going to sing songs at the town theater next month. I'm going to go there to listen to the songs.

This school is special for me. Thank you.

(3秒の間)

< Question 1 > How long has Helen worked at the school?

(5秒の間)

< Question 2 > Why is Helen going to go to the town theater next month?

(15秒の間)

繰り返します。

(2秒の間)

(問題Bの英文の繰り返し)

(3秒の間)

< Question 1 > How long has Helen worked at the school?

(5秒の間)

< Question 2 > Why is Helen going to go to the town theater next month?

(15秒の間)

以上で、リスニングテストを終わります。2ページ以降の問題に答えなさい。