令和８年度東京都立戸山高等学校（進学指導重点校）
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，その流れや大切な部分を把握したり，読み取った事柄について英語で表現したりする能力などをみる。

3　説明文を読み，そのあらすじや大切な部分を把握したり，読み取った事柄などについて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　声を出して読んではいけません。

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。）

# 英　　語

## 問題冊子 2

注　　意

「問題冊子 2」に印刷されている問題は，2 から 3 までで，2 ページから 17 ページまであります。

**2** 次の対話文を読んで，あとの各問に答えなさい。
（＊印の付いている単語・語句には，本文のあとに〔注〕がある。）

*Erika and Yuta are junior high school students. Olivia came to Japan from the UK three months ago, and is now staying with Erika's family. They are members of the cooking club. One day, after school, they are in the cooking room for the club meeting and are talking about their presentation at a school event.*

*Erika:* What topic do you want to choose for our presentation, Yuta?

*Yuta:* I thought your research on salad *dressing last year was very interesting.

*Olivia:* Can you tell me about it?

*Erika:* Sure. The simplest kind of dressing is made of oil, *vinegar, salt and pepper. What do you usually have to do to the dressing before putting it on your salad?

*Olivia:* We have to shake it a lot.

*Erika:* Exactly. I wanted to know why we do that, so I started doing research.

*Olivia:* I see.

*Erika:* Vinegar is made of water with different things mixed in it. If you shake oil and water together, it seems mixed. That's called emulsion. In this emulsion, tiny oil *drops are spread out in the water. But the oil soon rises to the top, and the water goes to the bottom. This happens because water and oil like to stay with their own kind.

*Yuta:* In your research, you said *mayonnaise is also an emulsion, right?

*Olivia:* Really?

*Erika:* Yes. Mayonnaise also includes oil and vinegar.

*Olivia:* But in mayonnaise, they are still mixed together even after a long time. How can that happen?

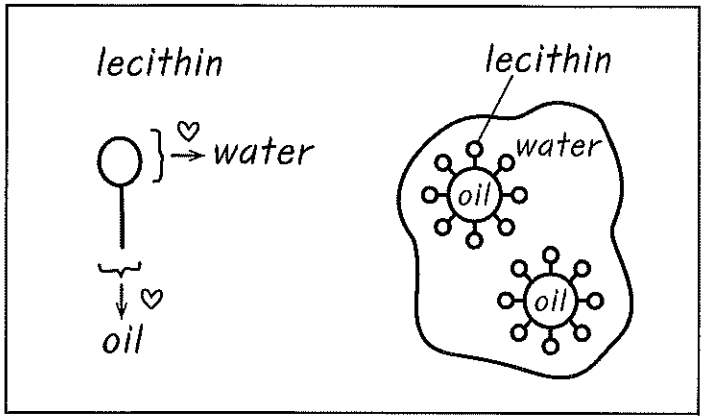
*Erika:* Yuta, do you remember an important thing added in mayonnaise?

*Yuta:* Of course. We add egg *yolk.

*Erika:* Right. The key is something inside egg yolk called lecithin. Lecithin is a helper.

*Olivia:* A helper? How does it work?

*Erika starts to draw pictures on a piece of paper.*




*Erika:* This part of lecithin *sticks to oil, and this part sticks to water. Lecithin [ (1) ] like a little bridge between them. So, tiny oil drops can be spread out in the water for a long time.

*Olivia:* Now I understand why mayonnaise is an emulsion.

*Mr. Doi, a home economics teacher, comes in and listens to them.*

*Erika:* There are some other interesting things about eggs. Do you like boiled eggs?

*Yuta:* Yes. I like eggs with a *fully cooked white part and a *half cooked yolk.

*Olivia:* Me, too. I usually boil eggs for seven minutes. Erika, you like hard boiled eggs, right?

*Erika:* Yes. I like eggs with a fully cooked white part and a fully cooked yolk, so I usually boil eggs for thirteen minutes or more to make both the white part and the yolk *firm. By the way, have you ever had *onsen* eggs, Yuta?

*Yuta:* Yes. [ (2)-a ], Olivia? They look like boiled eggs, but with a half cooked white part and a firmer yolk.

*Olivia:* I tried one when I went on a trip with Erika's family last month. I liked it very much. I hear it's difficult to make *onsen* eggs. You should *heat the center but shouldn't heat the white part too much.

*Yuta:* How is it possible?

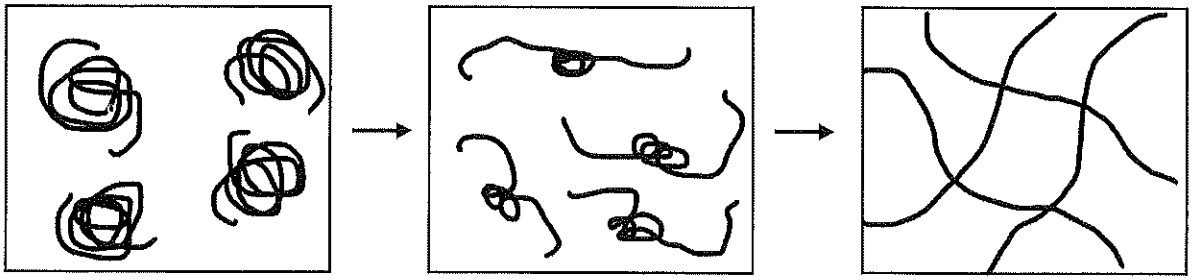
*Erika:* Mr. Doi, you told me there is a special way to make *onsen* eggs. Could you tell us about it again?

*Mr. Doi:* Sure. You can make *onsen* eggs because the white part and the yolk have different types of *proteins. Do you remember why eggs get firm when they're cooked?

*Erika:* Well, there is a change in the protein.

*Mr. Doi:* That's right. Look at this.

*Mr. Doi draws some pictures.*



*Mr. Doi:* Most of the proteins in *raw eggs are tiny folded *strings, so they can move freely. When eggs are heated, their protein strings *unfold. Then, they stick to each other and make a kind of net. This makes eggs firm.

*Yuta:* So, what happens when we make *onsen* eggs?

*Mr. Doi:* Actually, the white part and the yolk get firm at different temperatures. According to a book, the white part begins to get firm at around 58°C, becomes half cooked at around 60°C to 65°C, and then is fully cooked at around 75°C to 80°C.

*Olivia:* What about the yolk?

*Mr. Doi:* The yolk starts to get firm at around 65°C and becomes fully cooked between 68°C and 70°C.

*Olivia:* I see. The yolk gets firm at a lower temperature, right?

*Mr. Doi:* Exactly. So, if you keep the temperature between 65°C and 70°C, the white part doesn't get firm, but the yolk does. In this way, you can slowly heat an egg and make an *onsen* egg.

*Yuta:* I want to make some.

*Mr. Doi lets the three students use his tablet. They find a recipe for onsen eggs on the internet. Yuta reads it.*

*Yuta:* Boil water, and then cool it a little. Put an egg in a bowl and *pour the hot water on the egg. Try to (3) keep the temperature at around 70°C for thirty minutes... What will happen if we take the egg out earlier?

*Erika:* Shall we try it as an *experiment?

*Olivia:* I want to do research on temperature and time.

*Erika:* That'll be interesting. Let's do that!

*The next week, Erika, Yuta and Olivia do an experiment and show the results to Mr. Doi.*

| Temperature (℃) | | Time (minute) | | | | |
|---|---|---|---|---|---|---|
| | | 7 | 13 | 15 | 25 | 30 |
| 65-70 | White part | Raw/Half cooked | | Half cooked | | Half cooked |
| | Yolk | Raw/Half cooked | | Half cooked | | Fully cooked |
| 70-75 | White part | | Half cooked | | Half cooked | |
| | Yolk | | Half cooked | | Fully cooked | |
| 80-85 | White part | Half cooked | Fully cooked | Fully cooked | | |
| | Yolk | Raw/Half cooked | Half cooked | Fully cooked | | |
| 95-100 | White part | Fully cooked | Fully cooked | | | |
| | Yolk | Half cooked | Fully cooked | | | |

*Mr. Doi:* You did very well!

*Erika:* Thank you, Mr. Doi.

*Olivia:* Now I understand how *onsen* eggs are made.

*Mr. Doi:* With this knowledge, you can also make some desserts like Japanese pudding.

*Olivia:* I love Japanese pudding.

*Yuta:* [ (2)-b ] ?

*Erika:* I know that. Mix eggs with milk and sugar, and then heat it in a *steamer.

*Yuta:* I want to make some and eat it.

*Mr. Doi:* If you are going to make pudding, don't forget that the temperature is important.

*Erika finds a recipe for Japanese pudding on the internet.*

*Erika:* According to the recipe, when we make pudding, we need to leave the steamer a little open.

*Yuta:* [ (2)-c ] ?

*Olivia:* To make the temperature a little lower?

*Erika:* I think so. From our experiment, we learned both the white part and the yolk of eggs become firm when they are heated between [ (4)-a ] for [ (4)-b ] minutes.

*Yuta:* What will happen if we don't leave the steamer a little open?

*Olivia:* I think the pudding will become too hard.

*Erika:* When I was in elementary school, I made pudding with my brother. But the pudding I made for the first time didn't look very nice. It was hard, and there were some tiny holes and *bubbles on the top.

*Mr. Doi:* Actually, when you cook pudding on high heat, the pudding becomes hard too fast. Also, when the pudding gets too hot, it starts to boil. This makes more bubbles inside the pudding.

*Erika:* So, if the temperature inside the steamer reaches more than 90°C, the pudding gets hard before the bubbles can escape, and the bubbles that stay inside make small holes.

*Mr. Doi:* Exactly. At about [ (4)-a ], fewer bubbles are created, so the pudding looks nicer. It is also softer when it is cooked around that temperature.

*Olivia:* Temperature is really important to make nice pudding.

*Yuta:* By the way, pudding usually comes with *caramel sauce, but is it really necessary?

*Erika:* Yes, it is. It just doesn't feel like pudding without it.

*Olivia:* Caramel sauce is bitter but sweet because it is made of sugar and water. I like pudding with lots of caramel sauce.

*Mr. Doi:* That's the point. There's a reason for putting caramel sauce on pudding.

*Erika:* Could you tell us more?

*Mr. Doi:* Sure. The amount of sugar in pudding makes a difference.

*Olivia:* [ (2)-d ]?

*Mr. Doi:* Remember the pictures I drew last week. You learned how proteins change when they are heated. Protein strings unfold when they are heated. When sugar is added, it is not easy for the protein strings to stick to each other and make a kind of net.

*Yuta:* So, if we add a lot of sugar, will the pudding become not only sweet but also soft? That sounds nice.

*Mr. Doi:* Yes, but be careful. If you add too much sugar, the pudding becomes too soft and breaks easily.

*Erika:* Oh, (5) I got it! We eat puddung with caramel sauce made from a lot of sugar to keep the *balance.

*Olivia:* I see.

*Yuta:* Eggs are really interesting. We can make so many different types of dishes with them.

*Olivia:* (6) Eggs are simple, but 【 ① many ② when ③ can ④ heat ⑤ in ⑥ change ⑦ we ⑧ ways ⑨ they 】 them or mix them with other things.

*Erika:* Exactly. I want to know how eggs change when the white part and the yolk are mixed and heated. How about doing more research on eggs for our presentation?

〔注〕 dressing　ドレッシング　　vinegar　酢　　drop　粒
mayonnaise　マヨネーズ　　yolk　卵黄　　stick to ～　～にくっつく
fully cooked　完全に火の通った　　half cooked　半熟状態の
firm　堅い　　heat　熱を加える　　protein　タンパク質
raw　生(なま)の　　string　ひも
unfold　(折りたたんだものが)広がる　　pour　注ぐ
experiment　実験　　steamer　蒸し器　　bubble　気泡
caramel sauce　カラメルソース　　balance　バランス

〔問１〕 本文の流れに合うように，[ (1) ]の中に英語を入れるとき，最も適切なものは，次の中ではどれか。

ア mixes oil and water
イ connects oil and water
ウ protects water from oil
エ removes water from oil

〔問２〕 本文の流れに合うように，[ (2)-a ] ～ [ (2)-d ] の中に英語を入れるとき，最も適切なものを次のア～キの中からそれぞれ一つずつ選びなさい。ただし，同じものは二度使えません。

ア How do you make it
イ How do you like it
ウ How about you
エ Why do we have to do that
オ Why do you know that
カ What do you mean
キ What do you like to make

〔問３〕 (3) keep the temperature at around 70°C for thirty minutes とあるが，このようにする目的を次のように表現するとき，[ ] の中にどのような英語を入れるのがよいか。**本文中の連続する９語**で答えなさい。

It is necessary to keep the temperature at around 70°C for thirty minutes to make eggs with [ ].

〔問４〕 本文の流れに合うように，[(4)-a] と [(4)-b] の中に英語を入れるとき，その組み合わせとして最も適切なものは，次のア～コの中ではどれか。ただし，[(4)-a] は本文中に２箇所ある。

| | (4)-a | (4)-b |
|---|---|---|
| ア | 65℃ – 70℃ | seven |
| イ | 65℃ – 70℃ | fifteen |
| ウ | 65℃ – 70℃ | thirty |
| エ | 70℃ – 75℃ | thirteen |
| オ | 70℃ – 75℃ | twenty-five |
| カ | 80℃ – 85℃ | seven |
| キ | 80℃ – 85℃ | thirteen |
| ク | 80℃ – 85℃ | fifteen |
| ケ | 95℃ – 100℃ | seven |
| コ | 95℃ – 100℃ | thirteen |

〔問５〕 (5)I got it! とあるが，このとき Erika の言いたい内容を最もよく表しているものは，次の中ではどれか。

ア I understand there is a reason for eating pudding with sauce made from a lot of sugar.

イ I understand we can make many kinds of dishes with eggs.

ウ I understand why caramel sauce keeps pudding soft.

エ I understand sugar helps protein strings in eggs stick to each other.

〔問６〕 (6)Eggs are simple, but【① many ② when ③ can ④ heat ⑤ in ⑥ change ⑦ we ⑧ ways ⑨ they】them or mix them with other things. とあるが，本文の流れに合うように，【　　】内の単語を正しく並べかえたとき，【　　】内で１番目と３番目と７番目にくるものの組み合わせとして最も適切なものは，次のア～カの中ではどれか。

| | １番目 | ３番目 | ７番目 |
|---|---|---|---|
| ア | ⑦ | ④ | ② |
| イ | ⑦ | ⑤ | ⑨ |
| ウ | ⑦ | ⑥ | ② |
| エ | ⑨ | ④ | ② |
| オ | ⑨ | ④ | ⑦ |
| カ | ⑨ | ⑥ | ② |

〔問７〕 本文の内容と合っているものを，次のア～キの中から二つ選びなさい。

ア In an emulsion, tiny drops of water are spread out in the oil, but the water soon moves to the top.

イ When Erika makes boiled eggs, she usually boils eggs for thirteen minutes or more to make both the yolk and the white part fully cooked.

ウ Mr. Doi taught the three students how proteins in eggs change with heat.

エ Yuta explained to the other two students why mayonnaise is an emulsion and how *onsen* eggs are made.

オ In the students' experiment, eggs became hard boiled when they were heated for thirty minutes.

カ The three students made salad dressing, *onsen* eggs and Japanese pudding together for their presentation.

キ When Erika made pudding for the first time, she failed to make tiny holes and bubbles in it.

〔問８〕 次の英文は，ある日 Olivia がイギリスの母親に送ったメールである。本文の内容に合うようにするには，（ a ）～（ c ）の中にそれぞれどのような英語を入れるのがよいか。**本文中の１語**で答えなさい。なお，**同じ記号の空所には同じ単語**が入る。

Hi Mom,

Sorry, I'm late to reply.
Last week, I talked with Erika and Yuta about our（ a ）. Erika's interesting research moved me to learn more about science in（ b ）. We shared our ideas, and Mr. Doi helped us understand how things are made through the eyes of science. Mr. Doi is a home economics teacher and he studied natural science at university. I realized many teachers have a lot of experience.
On Monday, after our experiment of boiling eggs, we made sandwiches with all the boiled eggs and some mayonnaise. Erika told me the other day that it is an（ c ）of oil and vinegar. The sandwiches were so good. Yuta ate a lot!
Today, we decided to do more research to give a（ a ）on eggs. There are various ways of（ b ）eggs. Next week, we will make Japanese pudding. I'll let you know how it goes.

Love,
Olivia

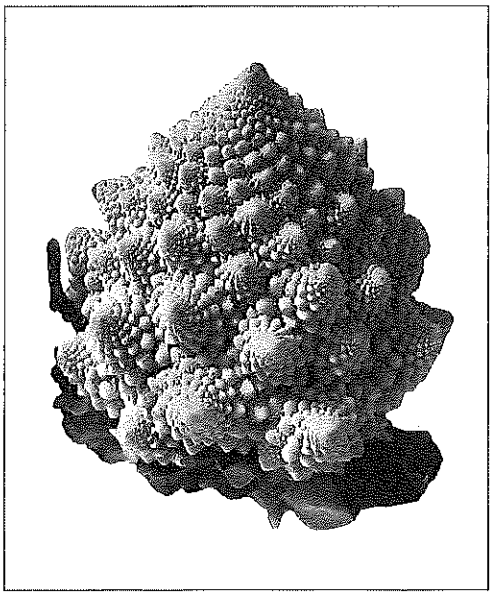
**3** 次の文章を読んで，あとの各問に答えなさい。
（＊印の付いている単語・語句には，本文のあとに〔注〕がある。）

We see many lines, *curves, and shapes like triangles and circles in daily life. For example, you can see straight lines in most windows. Most books are rectangles, and we enjoy round or square cookies. If you look carefully around you, you can find mysterious, beautiful shapes even in the natural world. Rainbows show beautiful curves after rain. On a turtle's *shell, you can see shapes like *hexagons. A long time ago, people started to study rules in lines, shapes and space. This kind of study is called geometry.

Geometry is a part of math. 'Geo' means earth, and 'metry' means to *measure. In ancient Egypt, the big river there often got too full and covered the ground. So, after this happened, people had to measure the land again. This is probably the beginning of geometry. Geometry is not only a classroom subject but also something that is part of our daily life. By studying nature or things in front of us and using that knowledge, we have improved our lives.

Now let's look at some interesting *geometric shapes found in nature.

There are shapes that look the same even after we move them or turn them over. We call this symmetry. Many beautiful things in nature have symmetry. One kind of symmetry is (1) line symmetry. If one side of a shape looks like the mirror image of the other across the line in the middle, the shape has line symmetry. For example, in the natural world, a butterfly has the same shape on both sides like a mirror image. Many flowers, leaves and animals also show line symmetry.



Have you ever seen romanesco? It's a green vegetable that looks like broccoli, but its shape is unique. Look at this picture. You can see many small *bumps on the *surface. The bumps also have even smaller bumps on them. Each bump has almost the same shape as the whole romanesco. This kind of repeating *structure at different sizes is called a fractal. Trees also have this structure. A tree has a big *trunk, and from the trunk, big *branches grow. From the big branches, smaller branches grow, and then, even smaller branches grow again. Each part looks like the whole tree. Maybe trees and romanesco grow in an *efficient way, and because of this, their shapes become fractals.

Now let's take a butterfly again as another example. How many eyes does a butterfly have?

When you look at the surface of a butterfly's round eye very carefully, something amazing becomes clear. (2)【 ① any ② between ③ can ④ many ⑤ see ⑥ space ⑦ you ⑧ without ⑨ tiny hexagons 】 them. In fact, each of these hexagons is a small eye. With a lot of tiny eyes on the round shape, butterflies can see what is happening around them without moving.

Nature often chooses shapes that are simple and efficient. Geometry helps us understand shapes and rules in the natural world. We use this knowledge in many things around us to make our lives better.

Since ancient days, people around the world have created beautiful *patterns by using geometric shapes. For example, geometric patterns are often found on [ (3)-a ] or [ (3)-b ]. In Japan, patterns made of hexagons put together are called "*kikkō*," and people have loved these patterns since a long time ago. The word "*kikkō*" means "turtle shell." Turtles are symbols of long life, so people believe that *kikkō* patterns bring them a long life and protect them. *Kikkō* patterns are used in many things such as kimonos or temples. Some *kikkō* patterns have only hexagons. Others have lucky flowers or animals inside to make the designs more attractive. In this way, people have loved geometric patterns and used them to create beautiful designs for a long time.

Symmetry is often used in design. We may feel its *balance is calm and beautiful because we often see it in nature. [ (4) ]

Another example is the *National Diet Building in Tokyo. (5)The building has a tower in the middle, and the left and right sides look the same, like a mirror image. Not only outside but also inside, the structure is almost the same on both sides. There is an important reason for this. In Japan, there are two *houses in the National Diet. Each house usually uses a different side of the building and discusses things without the other. This helps them make careful and good decisions. They work in their own way, but together they support the country. The line symmetry of the building shows both houses are important.

If we look around the world, we can find many other examples of effective use of geometry in our lives. One great example is one of the most famous churches in the world designed by a very famous European architect. The architect loved nature, studied its shapes very carefully, and used geometry in his designs. Inside the church, you can see many different shapes everywhere. They follow rules from geometry and show not only how much the architect loved nature but also how much geometry makes the church both beautiful and strong. For example, he used special curves to support the ceiling. Walking inside the church is like entering a mysterious forest. There are many tall stone *columns that look like tree trunks.

The architect knew that straight, *vertical columns may become weak *at the point of contact with the ceiling. In the natural world, heavy things are usually not supported by thin, vertical poles. Instead of straight, vertical columns, the architect designed columns that spread branches in a curve near the ceiling. These branches support the ceiling and keep the building strong. The architect also used curves called catenary curves. A catenary curve is the shape made by a rope when it hangs between two points. When this curve is turned *upside down in buildings, it can support heavy things in balance and create a strong structure. The architect used this idea to make the building of the church both beautiful and strong.

The architect's work is a clear example of geometry used in real life. (6)Geometry is more than paper and pencil. From ancient Egypt to today, from butterflies to big buildings, geometry is everywhere. By learning geometry, we can understand the world more deeply, find new ideas, solve real problems, and create beautiful and useful things.

〔注〕 curve 曲線　shell 甲羅　hexagon 六角形
measure 測る　geometric 幾何学的な　bump 突起
surface 表面　structure 構造　trunk 幹
branch 枝　efficient 効率的な　pattern 模様
balance バランス　National Diet 国会　house 院
column 柱　vertical 垂直な
at the point of contact with ～ ～と接する点で
upside down 上下逆さまに

〔問１〕 (1)line symmetry **ではない**アルファベットは，次の中ではどれか。

ア　A
イ　E
ウ　O
エ　S

〔問２〕 (2)【 ① any ② between ③ can ④ many ⑤ see ⑥ space ⑦ you ⑧ without ⑨ tiny hexagons 】them. とあるが，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**６番目**と**８番目**にくるものの組み合わせとして最も適切なものは，次の**ア～カ**の中ではどれか。なお，文頭にくる語も小文字になっています。

| | **３番目** | **６番目** | **８番目** |
|---|---|---|---|
| **ア** | ③ | ① | ⑧ |
| **イ** | ③ | ⑥ | ⑦ |
| **ウ** | ⑤ | ① | ② |
| **エ** | ⑤ | ⑧ | ⑥ |
| **オ** | ⑦ | ② | ④ |
| **カ** | ⑦ | ④ | ③ |

〔問３〕 本文の流れに合うように，(3)-a と (3)-b の中に英語を入れるとき，その組み合わせとして最も適切なものは，次の中ではどれか。

| | (3)-a | (3)-b |
|---|---|---|
| **ア** | walls | national flags |
| **イ** | clothes | the moon's surface |
| **ウ** | a butterfly's eyes | wrapping paper |
| **エ** | romanesco | a turtle's shell |

〔問４〕 [ (4) ] の中には，次のA～Dの文が入る。本文の流れに合うように，正しく並べかえたとき，その組み合わせとして最も適切なものは，下のア～カの中ではどれか。

A　Let's take the main building of a temple in Kyoto as an example of those buildings.

B　Thanks to this design, this building has good balance and looks calm and beautiful.

C　Some buildings use line symmetry to show beauty or balance.

D　If it is seen from the front, it looks the same on both the left and right sides, and the pond in front of it also shows it like a mirror.

ア　A→B→D→C　　イ　A→D→C→B　　ウ　B→A→C→D
エ　B→C→A→D　　オ　C→A→D→B　　カ　C→B→A→D

〔問５〕 (5)The building に関する説明として，本文の内容と合っているものは，次の中ではどれか。

ア　The importance of both houses is shown in the structure of the building.

イ　Each of the two houses has a tower in the same shape to show their balance.

ウ　Each side has a mirror in the middle to show both houses usually discuss together.

エ　The symmetry of the building shows the importance of humans and the natural world.

〔問６〕 (6)Geometry is more than paper and pencil. とあるが，ここで筆者の言いたい内容を最もよく表しているものは，次の中ではどれか。

ア　It is very difficult to explain what geometry is.

イ　Geometry is a tool to understand and improve the real world around us.

ウ　More research is necessary for humans to begin to use geometry in effective ways.

エ　If you take notes carefully in class, you will soon be better at geometry.

〔問７〕 本文の内容と合っているものを，次のア～キの中から二つ選びなさい。

ア People in ancient Egypt had to measure the big river again and again because they didn't know geometry.

イ Few natural things have symmetry, but people love it and use it for many things because it is calm and beautiful.

ウ The structure of romanesco is called a fractal because the small bumps and bigger bumps of the vegetable all look like the whole vegetable.

エ People believe kimonos with *kikkō* patterns bring them good luck because *kikkō* patterns are made of turtles' shells in the shape of hexagons.

オ The famous European architect used tree trunks with branches to support the ceiling of the church instead of using straight, vertical columns.

カ The famous European architect used geometric ideas in effective ways to make the church not only beautiful but also strong.

キ By using catenary curves, you can build a strong building because heavy things can be supported on ropes hung between two points.

〔問８〕 次の指示にしたがってあなたの考えを，**40 語以上 50 語程度の英語**で答えなさい。「.」「,」「!」「?」などは語数に含めません。これらの符号は解答用紙の下線部と下線部の間に書きなさい。

People have created many useful things by using one or more geometric shapes. Write about one of those useful things that uses one or more of the following shapes: circle, triangle, rectangle, or square. Explain how the geometric shapes make it useful to us.

# 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。