

追検査

受検番号

令和 8 年度学力検査問題

英 語 [学校選択問題] (14時40分～15時30分)
(50分間)

注 意

1 解答用紙について

- (1) 解答用紙は1枚です。
- (2) 係の先生の指示に従って、表と裏の所定の欄2か所に受検番号を書きなさい。
- (3) 答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
- (4) 解答用紙の※印は集計のためのもので、解答には関係ありません。

2 問題用紙について

- (1) 係の先生の指示に従って、表紙の所定の欄に受検番号を書きなさい。
 - (2) 問題は全部で4問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
 - 印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

1 放送を聞いて答える問題(28点)

問題は、No. 1～No. 7の全部で7題あり、放送はすべて英語で行われます。放送される内容についての質問にそれぞれ答えなさい。No. 1～No. 6は、質問に対する答えとして最も適切なものを、A～Dの中から一つずつ選び、その記号を書きなさい。No. 7は、それぞれの質問に英語で答えなさい。放送中メモを取ってもかまいません。各問題について英語は2回ずつ放送されます。

【No.1～No.3】(各2点)

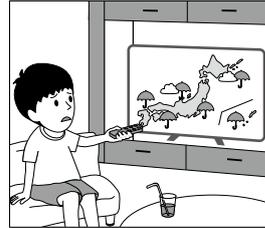
No.1



A



B



C

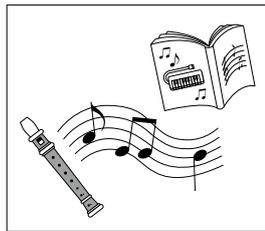


D

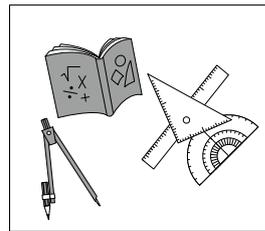
No.2



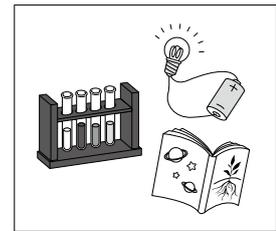
A



B

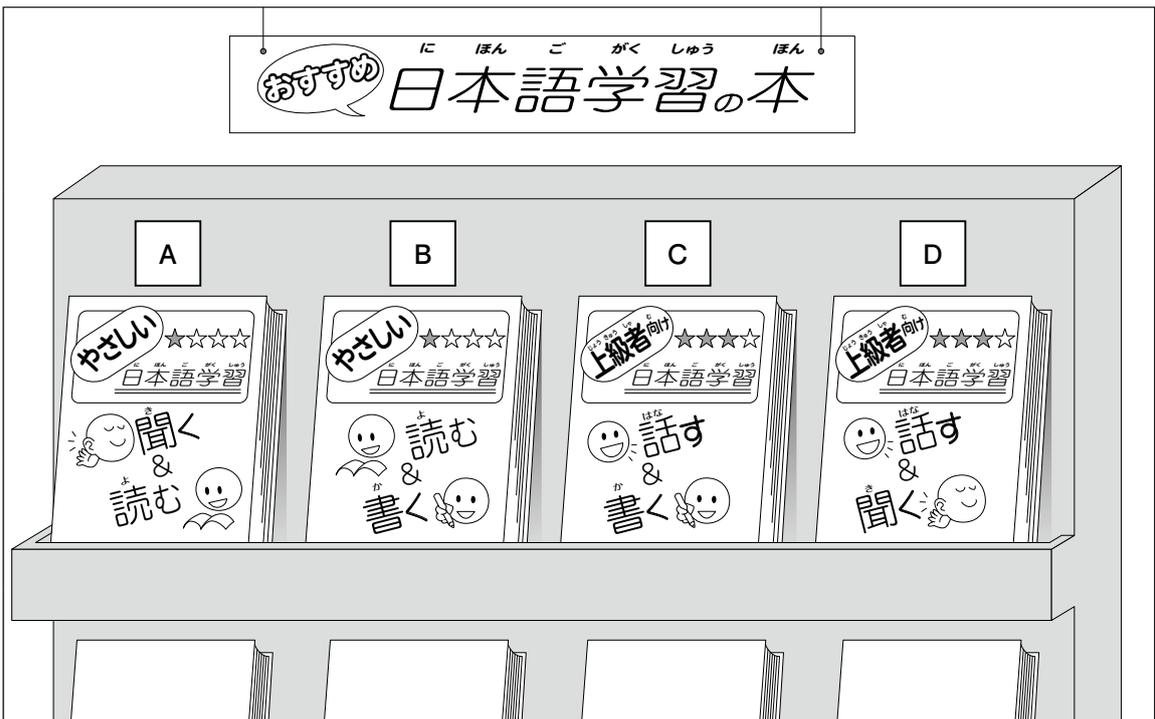


C



D

No.3



2 次の [1] ~ [4] は、中学生の Kota, Naho と John の the SDGs (持続可能な開発目標) についての会話です。これらを読んで、問 1 ~ 問 8 に答えなさい。*印のついている語句には、本文のあとに [注] があります。(32 点)

[1] *〈After school, Kota, Naho, and John are talking together.〉*

Kota : Naho, you look sad. What's wrong?

Naho : In today's lesson, we discussed our ideas about the SDGs in groups. But I didn't know much about them, so it was hard to share my opinion.

John : Oh, I'm sorry to hear that, Naho.

Naho : But we will have another discussion about the SDGs with the same group next week. So, I want to learn more about them.

John : Then, why don't we talk about them now? We can help you understand them.

Kota : Yes! I heard that [are / shared goals / in / many problems / solve / the SDGs / to] the world.

Naho : That's true. I learned that the SDGs were *designed to make the world a better place in the lesson.

Kota : How many goals are there?

John : There are seventeen. I joined an activity to *achieve the SDGs at my school in America. So, I learned a lot about them through it.

[注] design ~ ~を設定する

achieve ~ ~を達成する

問 1 []内のすべての語句を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(4 点)

2 <John tells them about his activity in his school in America.>

- Naho : ① Please tell me what kind of activity () America.
- John : We worked on the plastic trash problem. My school in America is near the sea.
*Unfortunately, there was a lot of plastic trash on the beach. It is dangerous for sea animals.
- Kota : Why is plastic trash bad for sea animals?
- John : Because they may sometimes die if they *accidentally eat the plastic trash.
- Naho : That's very sad. How did you try to solve the problem?
- John : First, all the students in our school picked up trash on the beach once a month.
- Kota : ② That's great!
- John : In addition, we tried to reduce plastic trash in school. For example, we brought our own *reusable forks and spoons for lunch. Also, we made posters to *call for students to reduce plastic trash and *posted them on *social media. We did that for a year.
- Kota : That's nice! What results did you see?
- John : The *amount of plastic trash in our school was reduced a lot.
- Kota : That's amazing! If we keep doing something for the environment every day, we can make a big change!
- Naho : Thank you for sharing your activity, John. Listening to your experience is very exciting.

- [注] unfortunately 残念なことに accidentally 誤って
reusable 再使用できる call for ~ ~を呼びかける
post ~ ~を投稿する social media ソーシャルメディア(SNS など)
amount 量

問 2 下線部①が「あなたがアメリカでどのような活動をしたのか私に教えてください。」という意味になるように、()に適切な3語の英語を書きなさい。(4点)

問 3 下線部② That は、どのようなことをさしていますか。日本語で書きなさい。(4点)

問 4 本文 2 の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。(3点)

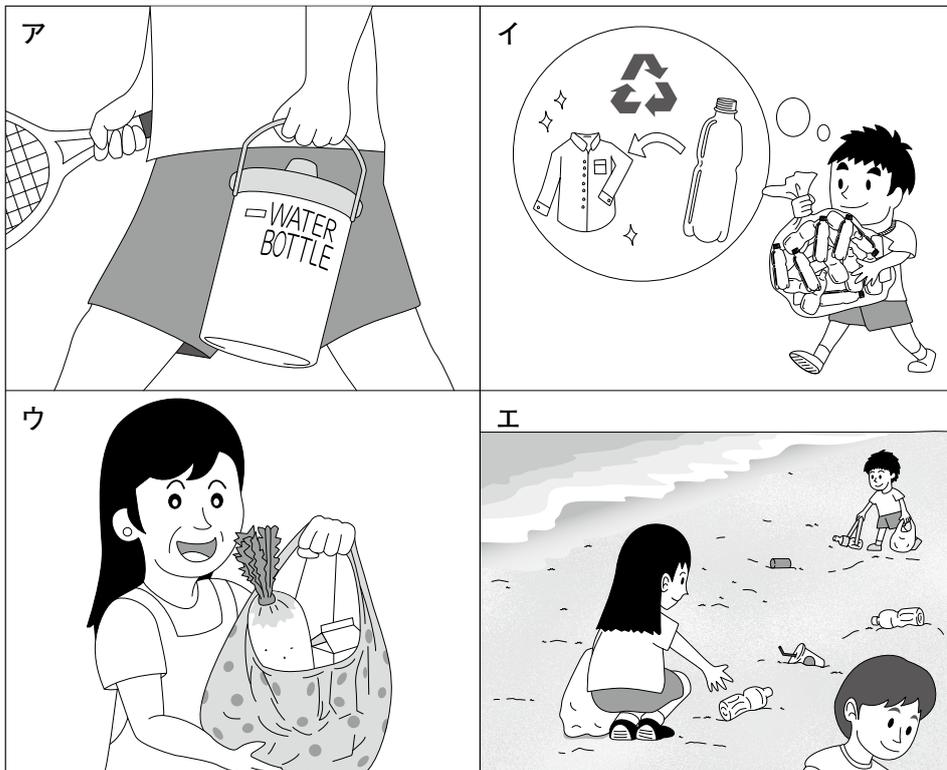
- ア Though John tried to reduce plastic trash at school by doing some activities, it increased a lot.
- イ Some plastic trash on the beach near John's school was not dangerous for sea animals.
- ウ The students can make a big change without doing anything for the environment.
- エ The amount of plastic trash in John's school decreased a lot.

3 〈They talk about how to reduce plastic trash.〉

Naho : Is there anything we can do to reduce plastic trash?
 Kota : My older brother doesn't buy drinks in *plastic bottles. He always takes his *water bottle to his club activity. He tries to reduce plastic trash.
 John : That's good.
 Naho : My mother always brings a *reusable bag when she goes shopping. She never gets plastic bags at the store. Like Kota's brother, she wants to reduce plastic trash, too.
 Kota : I heard some volunteer groups pick up trash on the beach, like John's school in America.
 John : That's great! We can do many things to reduce plastic trash in our daily lives. Every small action is important.
 Kota : That's right. I'll try to use my water bottle and a reusable bag, too.

〔注〕 plastic bottle ペットボトル water bottle 水筒
 reusable bag エコバッグ

問 5 本文 3 で、プラスチックごみ問題への取り組みとして述べられていないものを、次のア～エの中から一つ選び、その記号を書きなさい。(3点)



4 *<Naho tells them about her idea for the next discussion.>*

Naho : I learned that many people are trying to reduce plastic trash. I want to try, too.
I will use these examples in the next discussion.

Kota : That's great! I hope you'll enjoy the discussion next time. You should also talk with
your classmates about activities to reduce plastic trash in our school.

John : Also, you can *research other people's activities about the SDGs. Then you can tell
your classmates about them and discuss the SDGs more.

Naho : That's a good idea. It's important to think about actions we can take in our school to
work on the SDGs.

Kota : Yes! How about making a plan together?

John : That sounds fun. Let's do it!

Naho : This *conversation makes me really excited! Thank you for sharing your ideas.

〔注〕 research ~ ~を調べる conversation 会話

問 6 本文 4 の内容に関する次の質問に、英語で答えなさい。(4点)
What does Naho want to try?

問 7 本文 1 ~ 4 の内容と合うように、次の(1), (2)の英語に続く最も適切なものを、ア~エの
中から一つずつ選び、その記号を書きなさい。(各3点)

(1) According to the conversation,

ア Naho does not understand why the SDGs were designed.

イ the three students want to take action to achieve the SDGs together.

ウ the three students should talk with their classmates to protect the school.

エ Naho did not know about the SDGs very much, but she enjoyed the discussion in the
lesson.

(2) John says that

ア Naho has experience of working on the SDGs activity.

イ they should forget small actions and only work on big projects.

ウ talking about the SDGs together is not helpful for Naho to learn about them.

エ sharing the SDGs activities with Naho's classmates can help her discuss the SDGs more.

問 8 次は、後日の Naho と John の会話です。自然な会話になるように、() に適切な
3語以上の英語を書きなさい。(4点)

Naho : Hi, John. I talked with my group members today! We decided to start a "Bring
your own water bottle" project at school.

John : That's fantastic! I want to help you with it. Please let () you
will start this project.

Naho : We are going to start next Monday.

John : Great! I'll join you.

- 3 次は、高校1年生の Reika が、 anniversary (記念日) についてクラスで発表した英文です。これを読んで、問1～問6に答えなさい。*印のついている語句には、本文のあとに〔注〕があります。(30点)

Did you know that every day of the year is an anniversary for something? In Japan, local governments and various *organizations often create special days to *celebrate history, culture, and local traditions. These special days help us think about different topics and remember important events.

One example is *Saitama Citizen's Day on November 14. It was *established in 1971 to celebrate the 100th anniversary of the *establishment of Saitama Prefecture. On this day, a lot of events are held, and the *Saitama Prefectural Office is *open to the public. It is a good chance to learn more about the prefecture.

Last year, I visited the Saitama Prefectural Office and had a wonderful experience. There was an exhibition room about Shibusawa Eiichi, and I learned a lot about him. There were also stage performances by local groups, and many areas showed local projects and products. I ate rice, vegetables, and meat in Saitama, and had a slice of cake made with Sayama tea. They were very delicious. In the sports area, It was very fun. Thanks to this event, I became more interested in Saitama Prefecture.

What are some anniversaries established by organizations? By reading some articles, Do you know what anniversary January 22 is? It's "Curry Day." On that day in 1982, curry and rice was served to about eight million students in elementary and junior high schools to celebrate the 35th anniversary of school lunch in Japan. Now curry and rice has become one of the most popular school lunch dishes. To *commemorate this special event, the *All Japan Curry Manufacturers Association established January 22 as Curry Day. This association wants to *promote curry as a national dish and help people enjoy healthy *eating habits.

"Cat Day" is another interesting anniversary. It is held on February 22. On this day, people buy special cat goods and *post pictures of their cats on *social media. This is a fun way to show love for cats and share it with others. By the way, According to the *Japan Anniversary Association, the number two is *pronounced "ni" in Japanese. It sounds like "nyan," the sound cats make. So, February 22 sounds like "nyan nyan nyan." It is very common in Japan to create anniversaries *based on word *combinations with numbers like this. So, there are many anniversaries [by / we / how / read / using / created] the date's number in Japan.

In addition, some anniversaries are established to support local *industries. In 2007, a local group in Nasushiobara City established September 2 as "Nasushiobara City Milk Day." This city is famous for producing milk. *On or around September 2, a special event is held at Nasushiobara Station to celebrate Milk Day. Visitors can drink local milk for free and enjoy food from the local area. This event helps people learn about the local industries.

Anniversaries can be used in many ways. They help to protect culture, support local products, and celebrate local traditions. On these special days, we think about some events or topics, learn new things, and talk with others. In this way, we can understand why that day is special and important.

Finally, let's think about anniversaries from your own *point of view. Does your family celebrate a special anniversary? My family celebrates my grandparents' wedding anniversary on October 3. Every year, my parents invite my grandparents to our house, and we all have dinner together. I really look forward to time with them. Like this, sometimes it's nice to celebrate a day that is only special to you. How about creating your own special day to remember something important in your life? For example, a day can be special because you met your best friend for the first time, or because you started something new. Anniversaries don't need to be official. The important thing is that they are special to you.

〔注〕 organization 団体	celebrate ~ ~を祝う
Saitama Citizen's Day 埼玉県民の日	establish ~ ~を制定する
establishment 設置	Saitama Prefectural Office 埼玉県庁
open to the public 一般開放される	commemorate ~ ~を記念する
All Japan Curry Manufacturers Association 全日本カレー工業協同組合	eating habit 食習慣
promote ~ ~を促進する	social media ソーシャルメディア(SNSなど)
post ~ ~を投稿する	based on ~ ~に基づく
Japan Anniversary Association 日本記念日協会	industry 産業
pronounce ~ ~と発音する	point of view 視点
combination 組み合わせ	
on or around September 2 9月2日前後に	

問 1 空欄 **A** , **B** にあてはまる最も適切なものを、次の中から一つずつ選び、必要に応じて、それぞれ正しい形にかえて書きなさい。(各3点)

do	go	hold	look
open	produce	spend	visit

問 2 空欄 ① ~ ③ にあてはまる最も適切な文を、次のア~カの中から一つずつ選び、その記号を書きなさい。なお、同じ記号を2度以上使うことはありません。(各3点)

- ア I found some interesting examples.
- イ they want people to move to Saitama Prefecture.
- ウ I experienced various activities, such as soccer and volleyball.
- エ local governments use anniversaries to promote local products.
- オ do you know why February 22 was established as Cat Day?
- カ some prefectures try to establish a new anniversary because they don't have one.

問 3 []内のすべての語を、本文の流れに合うように、正しい順序に並べかえて書きなさい。(4点)

問 4 本文の内容に合うように、次の英文の()にあてはまる適切な英語を、2語で書きなさい。(3点)

Thanks to the event held by a local group in Nasushiobara City, people can () the local industries.

問 5 本文の内容に関する次の質問に、英語で答えなさい。(4点)

What does Reika want her classmates to do to remember something important in their lives?

問 6 次の(a)~(d)のうち、本文の内容と合う文の組み合わせとして正しいものを、下のア~カの中から一つ選び、その記号を書きなさい。(4点)

- (a) When you create your anniversary, you can choose any date if it is important to you.
- (b) Reika had a cup of special tea at the events in Saitama Prefectural Office.
- (c) Curry Day was established because curry and rice is a very popular school lunch in Japan.
- (d) Using word combinations with numbers to create an anniversary is usual in Japan.

- ア (a)(b) イ (a)(c) ウ (a)(d) エ (b)(c) オ (b)(d) カ (c)(d)

- 4 次の英文を読んで、下線部の質問に対するあなたの考えを、その理由が伝わるように、〔記入上の注意〕に従って40語以上50語程度の英語で書きなさい。*印のついている語には、本文のあとに〔注〕があります。(10点)

Today, many students use smartphones in their daily lives because they are convenient. But, for *personal reasons, some students want to stop using them. Do you think that students should stop using smartphones?

〔注〕 personal 個人的な

〔記入上の注意〕

- ① 【記入例】にならって、解答欄の下線 _____ の上に1語ずつ書きなさい。
 - ・符号(, . ? ! など)は語数に含めません。
 - ・50語を超える場合は、解答欄の破線 で示された行におさまるように書きなさい。
- ② 英文の数は問いません。
- ③ 【下書き欄】は、必要に応じて使ってかまいません。

【記入例】

Hi!	I'm	Nancy.	I'm	from
Canada.	Where	are	you	from?
.....				
is	April	2,	2010.	It
.....				
is Ken's birthday, too.				
.....				

(以上で問題は終わりです。)

1

No. 1 *		No. 2 *		No. 3 *	
No. 4 *		No. 5 *			
No. 6 *	(1)		(2)		(3)
No. 7 *	(1)	They saw the () of the city at night.			
	(2)	() food was tempura.			
	(3)	Because the places they ().			

2

問 1 *	I heard that [] the world.				
問 2 *	Please tell me what kind of activity () America.				
問 3 *					
問 4 *					
問 5 *					
問 6 *					
問 7 *	(1)		(2)		
問 8 *	Please let () you will start this project.				

3, 4の計

得 点		※	
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