

2026年度 入学試験問題

英 語 (60分)

- 解答はすべて解答用紙に記入しなさい。
- 問題はⅠからⅣまであります。
- 問題Ⅰは放送によるテストです。
試験開始5分後に行います。
- 試験開始まではこの問題冊子に触れてはいけません。

I

A. ある風習について英語で説明されます。その内容を聞いて、それに関する質問の答となるように()内に英語または数字を入れなさい。英文と質問は2回ずつ読まれます。

(1) In the () ().

(2) (), they ().

(3) () ().

(4) () and ().

B. あなたはホテルの受付で、そこで行われるショーについての案内を聞いています。

(a) 空欄①～③には適切な単語を、④には適切な数字を答えなさい。

(b) No.1～No.4の質問の答として、最も適切なものをア～エの中から選びなさい。

英文と質問は2回ずつ読まれます。

(a)

Type	Hawaiian Dance	Magic Show
Day	(①) & Friday	Tuesday & (②)
Place	(③) Hall	Memorial Center
Price	\$ 5 [20 years old or older] \$ 2 [13-19 years old]	\$ (④) [for 1 seat]

(b)

(1) ア. On the 1st floor. イ. On the 2nd floor.
ウ. On the 3rd floor. エ. On the 4th floor.

(2) ア. \$2. イ. \$5.
ウ. \$7. エ. \$8.

(3) ア. A scarf. イ. A desk.
ウ. A stick. エ. A case.

(4) ア. A flower. イ. A base.
ウ. A star. エ. A rope.

Ⅱ ある生徒が英語でプレゼンテーションをする準備をしています。話の内容を5つに分け、それをスライドにまとめました。英文とスライドを見て問に答えなさい。【 】内の数字は、スライドの番号を表しています。

【1】 Have you ever heard of “Food Loss” or food waste? This is a huge global problem. According to *the United Nations (UN), people waste a lot of food every year. We waste 50% of vegetables and fruits, about 20% of animal meat and *dairy products, and about *one-third of fish. In Japan, about 25 million tons of food is wasted every year. UN also says that in 2020, one in three people in the world (2.37 billion) did not have enough food. In some countries, people are *starving. In other countries, people do not die, but they often feel hungry, and their health becomes poor.

【2】 Where is food wasted? The answer is almost all farms, factories, restaurants, supermarkets. Also, people do not use food well at home.

Food waste is connected with *hunger, climate change, too much garbage, pollution, and deforestation. If we stop wasting food, everyone can buy enough food more cheaply. But when we *throw away food, garbage increases, and it later makes a kind of *greenhouse gas. Also, when the world population increases and food is wasted, people cut down forests to make new farms.

【3】 Food waste is a big problem, but we can solve it by taking some easy actions at home, school, and work. Recently, more people in the world are thinking about food waste and trying to solve it. Some of these actions are connected with new technologies, and others are old ones but not followed much today.

A college student from Singapore, Rayner Loi, learned about hunger in his country when he was 22 years old. He took a younger student to dinner. After dinner, the boy’s mother cried and thanked him. She said that her family did not eat dinner every day. Rayner was shocked. Then, he started to study hunger and food waste.

Rayner and his friend made an AI computer system which checks wasted food at *buffets. Every evening, the computer checks the food that is left and gives information to the restaurant managers. For example, five kilograms of chicken curry is wasted every day, or many people take some strawberry cake but do not finish it. Thanks to AI, chefs can cook less curry or stop making cakes which are not so popular. One restaurant manager said food waste became 20% less after trying this system. Now restaurants in many countries are interested in using the system.

【4】 Before *globalization and large supermarkets started providing us with packaged foods from all over the world, we used more food items around us. For example, long ago in *tuna fishing areas, people ate every part of the fish. But today, many cooks throw away the skin and other parts. Also, many people do not eat **daikon* leaves and roots, but they are delicious when they are cooked well. Modern chefs are using old recipes and making new dishes to use more kinds of food. An American chef wrote a popular cookbook, “Root to Leaf”. He teaches chefs to use all parts of vegetables. This style of cooking is called (あ) root-to-leaf cooking.

【5】 We can also take action to stop or reduce wasting food at home. One idea is to put the older food items in the front of our refrigerators. Another is to cook soup with food that was not eaten. We can also *make garden compost and grow new food. If you learn more, you can find many ways to use food well.

*注
The United nations (UN) 国際連合 dairy product(s) 乳製品 one-third 3分の1
starving 餓死しそうな hunger 飢え throw away ~を捨てる
greenhouse gas 温室効果ガス buffet(s) 食べ放題形式のレストラン globalization グローバル化
tuna マグロ *daikon* leaves and roots 大根の葉や根
make garden compost 落ち葉や生ゴミなどを分解・発酵させ、肥料となる堆肥(たいひ)を作る

【1】

How much food do we waste now?

In the world . . .

- (①) % of vegetables and fruits
- 20% of animal meat and dairy products
- one-third of fish

In (②) . . .

- about 25,000,000 tons of food is wasted every year!

【2】

Food wasted everywhere and other global problems

Food is wasted:

- farm • factory • restaurant • supermarket • (③)

Other global problems that are related to food waste:

- hunger • climate change • too much garbage
- (④) • deforestation

【3】

An example of actions to (⑤) food waste problems

- AI computer system made by one college student from Singapore
- (⑥) % less waste at one restaurant
- a lot of restaurants in many countries are interested in this system

【4】

Learn from (⑦) cooking styles

- Long ago, people ate everything they could
- A popular cookbook, “Root to Leaf”

【5】

We can take action at home . . .

- to put old food in the front of the refrigerators
- to cook soup with food that was not eaten
- to make garden compost

[⑧]

問1 プレゼンテーションのタイトルとして最も適切なものを選び、記号で答えなさい。

- ア. Cooking Methods in the Past and Today
- イ. Food Waste and Other Global Issues
- ウ. The Story of a College Student from Singapore
- エ. The Issue of Food Waste and its Solutions

問2 ①～⑦に入る数字、または単語1語を本文から抜き出して答えなさい。

問3 ⑧に入れるのに最も適切な文を選び、記号で答えなさい。

- ア. Let's find our ways to reduce food waste!
- イ. Let's study a useful AI computer system!
- ウ. Let's buy more food than we need!
- エ. Let's go to the buffet and enjoy the food!

問4 次の英問の答として最も適切なものを選び、記号で答えなさい。

(1) Why did Rayner Loi want to study hunger and food waste?

- ア. Because he wanted to take the younger student to dinner to give him food every weekend.
- イ. Because he was shocked to hear that the younger boy's family didn't have dinner every day.
- ウ. Because he wanted to invite the younger student to dinner again and be thanked by him.
- エ. Because he was shocked to know that nobody in the world is interested in food waste.

(2) What does the computer system help to do?

- ア. It helps to check the food that is left.
- イ. It helps to make chicken curry.
- ウ. It helps to finish strawberry cake.
- エ. It helps to decrease buffet sales.

問5 下線部(あ)の意味として、最も適切なものを1つ選び記号で答えなさい。

- ア. the system of planting vegetables from seeds, growing them, and eating them
- イ. the ways to prepare delicious food without spending too much time in the kitchen
- ウ. the situation of being able to provide food you need without the help of other people
- エ. the use of every part of a vegetable in cooking without wasting any parts of it

問6 本文の内容に合うものを2つ選び、記号で答えなさい。

- ア. In 2020, over 30% of people in the world were hungry because there was not enough food for them.
- イ. The system Rayner made is becoming popular in Singapore but is not known around the world.
- ウ. One restaurant which used the AI system says that it is not useful for its food waste problem.
- エ. In tuna fishing areas, people ate the whole parts of the fish, but now people do not eat some parts.
- オ. Recently, people enjoy eating every part of *daikon* because it tastes good if they cook it well.

余 白

Ⅲ 次の物語を読んで間に答えなさい。

“The Coin Jar”

Sarah always remembered the *jar. It sat on the corner of her grandfather’s old *workbench. It was a glass jar with a *rusty metal cover. A piece of masking tape was on the side. The words “*College Fund” were written on it in *faded blue words.

When Sarah was a little girl, she enjoyed visiting her grandfather’s garage. She sat on a small chair and watched him. He repaired chairs and made beautiful things from wood. She often looked at the jar and asked, “Is that your money, Grandpa?” He always smiled, wiped his hands, and said, “No, Sarah. That’s yours.”

Sarah didn’t think much about it. The jar had coins. It looked more like a *piggy bank than real college money. (1) her grandfather *treated the jar like something special.

Every Saturday, Sarah went to the garage. She helped him to clean the floor. Her grandfather told her stories about when he was young. After they finished their work, he gave her some coins—just a small amount of money. “Put it in the jar,” he always said with a smile. “(2) One day, it will take you somewhere special.”

Sarah liked those Saturdays. But when she got older, things changed. In high school, she had exams, part-time jobs, and school clubs. She became busy. She didn’t visit as often as before. But she still saw her grandfather on holidays and gave him big hugs.

Then, when Sarah was 18, her grandfather was gone. She was almost ready to graduate from high school. The *funeral was small and simple, just like he wanted. He always lived a quiet life and helped others. After the funeral, Sarah and her mother cleaned the house. In the garage, everything looked the same. It still smelled like wood and oil. The air felt full of old memories. Then she saw it—the jar.

It was still on the workbench, just like before. It was only half full now. Sarah picked it up carefully. It felt heavier than she remembered. Or maybe her heart felt heavier. “Can I keep this?” she asked. Her mother smiled. “ 3 ”

That summer, Sarah got a letter that said her dream college would accept her. She was so happy. But then she saw the cost. It was so expensive. Even with *scholarships, it was still too much.

One night, Sarah sat on her bed and held the jar. She opened it and put the coins onto a blanket. Slowly, she counted every coin. There were *nickels, dimes, quarters, and a few special dollar coins. When she finished (4), the total was only \$67. It wasn’t enough—not for college, not even for textbooks. Sarah smiled a little. The money was small, but the memories were big. (5) Then, she reached into the empty jar one last time. She touched the glass and felt something strange. There was a small envelope taped to the bottom of the jar. She took a deep *breath and took it off. There was a note inside. It was written in her grandfather’s handwriting. It said:

Dear Sarah,

If you are reading this, (6). But I want you to know something. I always believe in you. This jar may not have a lot of money, but it has something more important—*faith. I saved what I could in the bank, little by little. It is not a lot, but I hope it helps you to start your dream. Go and follow your dream, Sarah. The world needs your light.

Love,

Grandpa

There was a piece of paper from a bank behind the letter. It showed a *savings account and Sarah’s name was written on it. The amount was more than \$8,000. Sarah looked carefully. She lost for words. (7) Then she hugged the jar close and cried—not because she was sad, but because she felt so much love.

She used the money to pay for her first *semester of college. And the jar? It stayed on her desk, next to her books and PC. It reminded her every day of quiet love, quiet hope, and her grandfather who always believed in her.

問7 下線部(7)の気持ちを表すものとして最も適切なものを選び、記号で答えなさい。

- ア. ビンの中身が底を尽きたことに対する悲しみ
- イ. ビンの中のお金が大学進学に十分でないことへの怒り
- ウ. 今後は周囲に頼らずに自ら行動しようという決意
- エ. 祖父が愛を持って自分にしてくれたことへの感謝

問8 次の英問の答として最も適切なものを選び、記号で答えなさい。

(1) Which is true about Sarah's childhood visits to her grandfather's garage?

- ア. She always did her homework there.
- イ. She enjoyed making her chair there.
- ウ. She watched her grandfather working there.
- エ. She never touched the jar in the garage.

(2) Which is true about Sarah's high school years?

- ア. She became busier with exams and part-time jobs.
- イ. She stopped seeing her grandfather at all.
- ウ. Her grandfather moved to another town.
- エ. She couldn't graduate from her high school.

(3) What did Sarah's grandfather want to tell her through his letter?

- ア. Money is more important than love.
- イ. Trust yourself and follow your dream.
- ウ. Work hard when you are younger.
- エ. Always find the small happiness.

(4) What does the jar show in the story?

- ア. Her grandfather's love and hope.
- イ. The importance of money and business.
- ウ. Fun games and happy memories.
- エ. Being sad when you lose someone special.

問9 本文の内容として異なるものを2つ選び、記号で答えなさい。

- ア. Sarah often got some money after helping her grandfather's work.
- イ. A lot of people came to Sarah's grandfather's funeral to say goodbye.
- ウ. Sarah's grandfather died just before her graduation from high school.
- エ. Thanks to the coins in the jar, Sarah was able to pay for her college.
- オ. Sarah was very surprised with the money in the savings account.
- カ. Sarah remembers her grandfather when she looks at the jar.

IV

A. 次の日本語の意味になるように、() にそれぞれ適切な単語を入れ、英文を完成させなさい。

(1) 彼女はニューヨークを訪問したことが二度あります。

She () () New York ().

(2) トムは彼女に別れを告げて悲しかった。

Tom () () to () goodbye to her.

(3) 向こうを飛んでいる飛行機を見て。

Look at the () () () there.

(4) 彼はクラスの中で最も一生懸命勉強します。

He () () () his class.

B. 次の日本語の意味を表す英文を完成させるとき、(A) (B) の位置に来るべき語をそれぞれ記号で答えなさい。
ただし余分なものが1つ含まれています。

(1) 私はあなたとは違う意見です。

() (A) () () (B) yours.

ア. opinion イ. from ウ. I エ. is オ. different カ. my

(2) 昨夜は特別なことは何もありませんでした。

I (A) () (B) () ().

ア. special イ. didn't ウ. night エ. nothing オ. did カ. last

(3) 長い髪をした背の高い女の子が私の妹です。

The (A) () (B) () () () my sister.

ア. has イ. is ウ. tall エ. hair オ. with カ. girl
キ. long

(4) 私たちが昨日見た女性は英語の先生です。

() (A) () (B) () () an English teacher.

ア. is イ. looked ウ. saw エ. woman オ. we カ. yesterday
キ. the

C. これからオーストラリア人の高校生LiamのホストファミリーとなるKenjiは、自分の中学校の最も好きな点を1つ事前にLiamに送ることとした。あなたがKenjiなら、この続きをどのように書くか。次のルールに従って以下の下線部に英語を補い、メールを完成させなさい。

ルール

- ① (A)の語数は5語以内とする
- ② (B)の解答は25～35語程度
- ③ 全体の解答の中にその点を挙げた理由を含むこと

Dear Liam,

Hi, Liam, How are you? I'm looking forward to seeing you soon.

I will tell you a little about good points of my school. We have a nice school uniform and many kinds of club activities, but my favorite part of my school is (A) .

(B)

I think you'll love this point of my school.

Kenji

英語 解答用紙

受験番号	番 氏 名	
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I A	(1)					(2)								
	(3)					(4)								
B	(a)	①				②				③			④	
	(b)	(1)		(2)		(3)		(4)						
C	(1)		(2)											
D	(1)		(2)		(3)									

II	問1		問2	①				②				③			④	
	⑤				⑥				⑦							
問3		問4	(1)		(2)		問5		問6							

III	問1		問2		問3		問4		問5			問6		問7	
	問8	(1)		(2)		(3)		(4)		問9					

IV A	(1)																			
	(2)																			
	(3)																			
	(4)																			
B	(1)	A		B		(2)	A		B		(3)	A		B		(4)	A		B	
C	(A)																			
	(B)																			
	(C)																			
	(D)																			

計