# 令和８年度

# 一般入学試験問題
# （進学科・衛生看護科）
# 英　語

２月２日（月）

注　意

| | |
|---|---|
| 1 | 監督の先生から、「始め」の合図があるまで開いてはいけません。 |
| 2 | この問題とは別に１枚の解答用紙があります。 |
| 3 | 問題用紙と解答用紙両方のきめられた欄に受験番号を記入しなさい。 |
| 4 | **解答用紙の受験生シール貼付欄にシールを貼り付けなさい。** |
| 5 | 机の上には、受験票・受験生シール・鉛筆・鉛筆けずり・シャープペンシル・消しゴム・定規以外のものをおいてはいけません。<br>下敷きは、監督の先生の許可を受けてから使用しなさい。 |
| 6 | 筆記用具などの貸し借りをしてはいけません。 |
| 7 | 問題を読むとき、声を出してはいけません。 |
| 8 | 印刷が悪くてわからないときや、筆記用具などを落としたときなどは、だまって手をあげて、監督の先生に知らせなさい。 |
| 9 | 監督の先生の「止め」という合図があったら、すぐに止めなさい。 |

答えの書き方

| | |
|---|---|
| 1 | 問題をよく読んでから答えなさい。答えは、すべて鉛筆またはシャープペンシルで解答用紙に記入しなさい。色鉛筆を使ってはいけません。 |
| 2 | 答えは、はっきりとていねいに書きなさい。なおすときは、きれいに消してから新しい答えを書きなさい。 |
| 3 | メモには、問題用紙の空白を利用しなさい。 |

| 受験番号 | |
|---|---|

英語（問題用紙）

1　放送によるリスニングテスト　（開始から５分後に放送が始まります。）

問１　今から３つの対話文が流れます。その内容を聞いて、対話文の後に読まれる問題の答えとして最も適切なものを、ア～ウの中から１つ選び、記号で答えなさい。

（１）　ア　About studying English.
　　イ　About volunteer work.
　　ウ　About helping friends.

（２）　ア　To understand the reading.
　　イ　To finish his homework.
　　ウ　To think in a different way.

（３）　ア　A ticket and an umbrella.
　　イ　A ticket and homework for the trip.
　　ウ　A camera and an umbrella.

問２　Kumi が英語の授業でスピーチをしています。スピーチの内容を聞いて、あとに読まれる問題の答えとして最も適切なものを、ア～ウの中から１つ選び、記号で答えなさい。

（１）　ア　The many famous hotels.
　　イ　The beautiful nature.
　　ウ　There were not many tourists.

（２）　ア　They stayed at the hotel.
　　イ　They joined a tour of the island.
　　ウ　They went to the beach.

（３）　ア　A guide book.
　　イ　A cute sweater.
　　ウ　A sweet dessert.

（４）　ア　She thought the trip was too long.
　　イ　She thought it wasn’t a very good trip.
　　ウ　She thought it was one of the best vacations.

これで放送による問題を終わります。引き続き、問題を解きなさい。

２　次の英文は、エドガー・カーン(Edgar Cahn)が提唱した時間銀行(Time Bank)について書かれたものです。英文を読んで、あとの問いに答えなさい。（①～⑤は段落番号を示しています。）

① Money is necessary in our society because we depend on money. However, money sometimes makes our society unfair. Some people can receive services easily because they can pay for them. On the other hand, other people can't receive them because they don't have enough money. In the 1980s, the economy was bad, and many people lost their jobs in America. Many people started to think earning money was important and rich people were more valuable than poor people. In such a difficult condition, Edgar Cahn, a lawyer in America, wanted to change the situation. He thought about a system which didn't depend on money. He created a system called Time Bank. With the system, everyone could help each other without using money and it could make the community better and stronger.

② To use Time Bank, you must become a member. In Time Bank, you save time instead of money. You need to use your skills and your own time to help other members. The services you give don't have to be difficult. They include various tasks such as cooking, and teaching. A task for one hour is called one "time credit." For example, when you want someone to make lunch for you, you use one "time credit" and another member cooks for one hour. Then, the member gets one "time credit" by helping you. The members don't have to pay any money to get some help from others.

③ Time Bank is now accepted by many people. The members save a lot of "time credits," and use them to get various services they want. Here are two examples. Bob is a high school student and helps Mrs. Wilson, an elderly member. When she goes shopping, he carries heavy things for her. He has saved many "time credits" so far. He is learning how to play the guitar from another member by using his "time credits." He is looking forward to performing at a local festival in the summer. Josh has been a member of Time Bank for a long time. He has a skill to repair broken things and has been using the skill for other members. Thanks to him, they are happy because they can use the things again. Josh is also happy because he can use "time credits" to get a car ride to the airport. He likes to travel, but he doesn't have his own car. When he goes to the airport, he finds a member who takes him there by car. Taking a taxi is expensive, but he can save money by using "time credits." Moreover, supporting each other in Time Bank brings good things. Josh's service is kind to the environment, and good for the Earth.

④ Now, Time Bank is spreading around the world, but it had two problems at first. First, it was very difficult for the members to find a member who had skills they needed. To solve this, Time Bank created a list of services they could give each other. Now, they can easily find the right member who gives the service they want. Second, some people were nervous about helping other members they didn't know. To improve this, Time Bank often holds events for the members. At the events, members meet each other. As a result, they felt less nervous and helped other members more easily.

⑤ Time Bank started to help each other without money. Today, this system is solving more problems in society. In many places, the population of elderly people has been increasing and they need help. For example, some of them live alone or others live in places far from the cities. They can't go to a supermarket or go to the hospital easily, but Time Bank can help these people. Moreover, it is said that people don't communicate with each other very often now. If Time Bank is introduced, people will have a chance to talk with others. This leads to good relationships. Time Bank is a system to give services without money and also a way to connect people.

| | | | |
|---|---|---|---|
| economy　経済 | valuable　価値がある | system　システム | community　地域社会 |
| save　～を貯める | task　作業 | someone　誰か | repair　～を修理する |
| broken　壊れた | airport　空港 | solve　～を解決する | |

問１　次のア～オは、段落①～⑤の見出しです。ア、イ、エについて、それぞれ最も適切な段落番号（①～⑤）を答えなさい。

ア　An idea for an interdependent community
イ　Bringing people together through Time Bank
ウ　Helping Time Bank work well
エ　How people take advantage of Time Bank
オ　Rules for Time Bank

問２　下の英文の（　　）内に入れるのに最も適切なものを、次のア～ウから１つ選び、記号で答えなさい。

（１）　In the 1980s, (　　) in America.

ア　people who didn't have money were in a weak situation

イ　people stopped helping each other because they lost their jobs

ウ　rich people thought the world was unfair to them

（２）　Edgar Cahn thought about creating Time Bank because (　　).

ア　he wanted to show people how to work hard to get a lot of money

イ　he wanted to make a way for all people to get help

ウ　he thought that people had to live alone without helping others

（３）　In Time Bank, members can (　　).

ア　earn "time credits" after they use their money

イ　get "time credits" when they use their skills to help others

ウ　use their "time credits" to buy things at a shop

（４）　We can find that (　　) from Bob's and Josh's examples.

ア　the system connects members and gives them the services they want

イ　they have to keep helping the same person to stay in the system

ウ　the system is used only for learning new skills

（５）　Thanks to Time Bank's effort, (　　).

ア　Time Bank could encourage members to use money in the community more often

イ　Time Bank helped members work together to collect many "time credits" very quickly

ウ　members could find the services they needed and feel more friendly with other members

（６）　Time Bank is important because it (　　) in the community.

ア　gives members chances to talk and helps others

イ　helps members avoid tasks that need much time

ウ　helps members get money to support others

（７）　One role of Time Bank is to (　　) in the community.

ア　teach young people how to support older neighbors in their daily lives

イ　help elderly people with their daily activities when they are in need

ウ　solve all the problems in society and improve people's lives

問３　次の質問に対するあなた自身の答えを３０語程度の英語で書きなさい。ただし、符号(. , ? !)は語数に含めないこと。

What kind of skills will you give to other people if you join Time Bank?

| 【下書き用】 |
| --- |
| |
| |
| |
| |
| （　　）語 |

次のページに進みなさい。

3　中学生3年生のKaitoが授業で「将来について考える」というテーマで書いた英作文に外国語指導助手（ALT）のMeg先生がコメントを書いて返却してくれました。英文を読んで、あとの問いに答えなさい。

Deciding My High School

3-3　Kaito Honda

Choosing a high school is a big decision. I have been thinking about my future because I'll have the entrance exam this year. My father often says to me, "It's important to go to a school with good programs that help you study well." He thinks studying hard is important. My mother encourages me, "Studying hard will be helpful for your future." I don't think their advice is wrong. However, when I hear their advice many times, I think that I should choose the school my parents recommend. Because of this, I feel pressure and I am worried about my high school choice. My homeroom teacher has a different idea. When I talked with him, he said, "What do you want to do in the future? Of course, studying hard in school is important, but it is more important to think about your future when you choose a school. If you find what to do in the future, you will see your high school life more clearly." The teacher's words moved me. I tried to think about my future, but I couldn't imagine anything.

To find an answer, I talked with my friends. I asked one of my friends. He loves soccer and is very good at it. He said, "I want to go to the school that has the strongest team! I want to be a great soccer player." He looked happy when he talked about his dream in high school. Then I asked another friend who loves drawing. She said with a bright smile, "I want to go to the school that has a special art program. The school has many art classes and I can learn a lot about art. I want to improve my drawing skills and express myself freely through drawing." They were excited. After listening to their dreams, I felt lonely because I didn't have one. It was hard for me to imagine my future and I was a little afraid to make a decision about a high school.

After talking with my friends, I did nothing special for a few weeks but I kept thinking about my future. Because choosing a high school was a very important decision for me, I felt uneasy. I didn't want to regret my school choice. One day, I asked myself, "What should I do now? I need to do something." I remembered that I enjoyed learning new things from a science book. So I started reading books again. However, I still cannot decide my school. I still have questions. How can I find the best school for me? Are there any other things I have to do? I know that finding answers is not easy, but I want to find the best school for me.

[ALT's comment]

Hi, Kaito. You are really thinking about your future. That's great. Your English is also great and I can understand what you're thinking and how you feel. I also feel pressure before making important decisions. I think many students in the third year are worried like you. You don't have to worry because you have started reading books to look for something you are interested in.

I'll give you some advice from my experience. First, talk with more people ― more friends, more teachers, and more family members. Then, express your thoughts and share them with people around you. This will help you see the things you are interested in more clearly. You may discover other things you like. Next, write the following points on paper ― the convenience of going to school, the atmosphere of the school, the school buildings, club activities, and the things you like. Then, choose the important things for you. By doing this, you'll understand the most important one for you. Visiting high schools is also helpful. You can feel the atmosphere and talk with the high school students there. These will help you find a good school for you.

The entrance exam is not the end. High school life will start after it. Your own effort in the school can make your future better. Don't look for an easy or safe choice. Think about the most important thing to you. You have the strength to create your own future.

Meg

entrance exam　入学試験
be worried　心配している
answer　答え
uneasy　落ち着かない
atmosphere　雰囲気
wrong　間違っている
choice　選択
draw　（絵を）描く
regret　～を後悔する
pressure　プレッシャー
homeroom teacher　担任の先生
art　芸術
following　次の

問１ 以下は、Kaito の心情をまとめたものです。（ ① ）～（ ⑥ ）に入れるのに最も適切なものを、下のア～カから選び、記号で答えなさい。

Kaito is facing a problem with his choice of high school. He cannot decide which school he wants to go to. His parents' advice gave him pressure and he ( ① ) his school choice. His homeroom teacher gave him another way of thinking, and Kaito ( ② ) by the teacher's words for a short time. However, the advice did not help him ( ③ ) for a long time. After he talked with his friends, he ( ④ ) because he realized that he didn't have his own dream. It was hard for him to imagine his future, so choosing a high school was ( ⑤ ). Then, it was hard for him to make a big decision, and he became ( ⑥ ). After that, he started reading books again to make the best school choice.

| | | | | | |
|---|---|---|---|---|---|
| ア | feel positive | イ | felt lonely | ウ | scary to him |
| エ | uneasy | オ | was encouraged | カ | was worried about |

問２ 下の英文の（ ）内に入れるのに最も適切なものを、次のア～ウから１つ選び、記号で答えなさい。

（１） Kaito's parents think that ( ) if he studies hard.
- ア he will have freedom in high school
- イ he will be happy in the future
- ウ he will be able to help a lot of people in the future

（２） Kaito's homeroom teacher wants him to ( ) when he chooses a high school.
- ア follow his parents' advice
- イ study harder than before
- ウ think about his future dream

（３） Kaito's friends were excited because ( ).
- ア they wanted to be a sport player or an artist to make a lot of money
- イ they thought they could find other dreams
- ウ they thought they could do their favorite things and improve their skills in high school

（４） If Kaito follows Meg's advice, ( ).
- ア he will stop reading books and start to study soon
- イ he will not depend on other people to make a decision about high school
- ウ he will write various things on paper to find important things for him

（５） Meg says that Kaito may find a good school for him by ( ) in the high school he visits.
- ア feeling the atmosphere
- イ watching the club activities
- ウ talking with the teachers

（６） Meg thinks that ( ).
- ア an easy choice of high school will make school life happy
- イ students can be stronger through entrance exams
- ウ effort in high school is very important for a better future

４　（　　）内の語句を、日本語の意味にあうように並べ替えなさい。ただし、文頭にくる語も小文字で示してあります。

（１）君が書いたレポートを見せてください。
（ me / show / that / the report / wrote / you ).

（２）先生のおかげで、英語の勉強の仕方がうまくなりました。
（ how / I / learned / thanks / the teacher, / to / to study ）English better.

（３）彼にアドバイスできたらうれしい。
（ advice / give / happy / him / I / to / will be ).

（４）その国では、何語が話されていますか？
（ is / language / spoken / what ）in the country?