

令和 8 年度

群馬県公立高等学校

入学者選抜学力検査問題

英 語

注 意 事 項

- 1 検査開始の指示があるまで、問題用紙を開かないこと。
- 2 解答は、解答用紙の決められた枠の中に、はっきりと記入すること。
- 3 検査終了の指示があったら、直ちに筆記用具を置き、問題用紙と解答用紙の両方を机の上に置くこと。
- 4 問題は、1 ページから 9 ページまであります。
- 5 \* が付いている語句は、後に（注）があります。
- 6 1, 2 の放送を聞いて答える問題は、メモをとってもかまいません。

1 [PartA] と [PartB] について答えなさい。

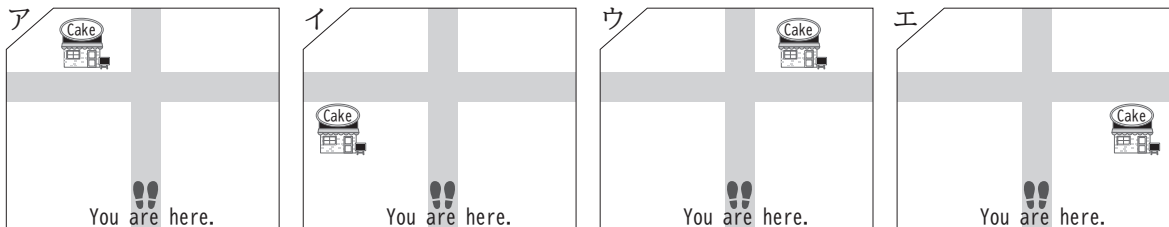
[PartA]

これから、No.1とNo.2について、英語による対話の流れます。その内容を最も適切に表しているものを、それぞれア～エの中から選びなさい。英文は1度だけ放送されます。

No.1

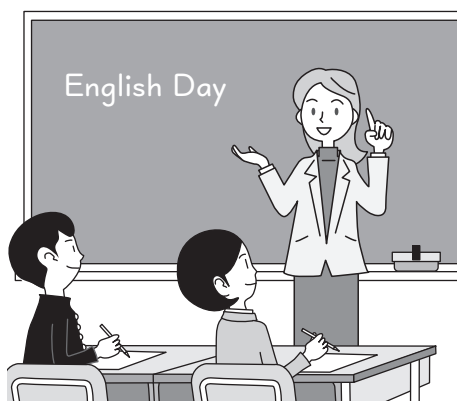


No.2



[PartB]

これから、ALTのSmith先生が、明日実施される“English Day”について説明します。流れてくる説明を聞き、Smith先生が明日必ず持ってくるよう生徒に伝えているものを、ア～エの中から選びなさい。英文は1度だけ放送されます。



ア an English textbook

イ some pictures

ウ something to eat

エ a name card

2 [PartA] と [PartB] について答えなさい。

[PartA]

これから、No.1 と No.2 について、それぞれ Kevin と Mei の 2 人の対話が流れます。Mei が 2 度目に発言する部分で次のチャイムを鳴らします。(チャイム音) チャイムの部分の発言として最も適切なものを、それぞれア～エの中から選びなさい。英文は 2 度放送されます。

No.1

Kevin: . . . . . Mei: . . . . . Kevin: . . . . . Mei: <input style="width: 150px; height: 15px;" type="text"/>	ア Really? You can do it! イ Really? I didn't know that. ウ Well, I finished it yesterday. エ Well, we must have an idea.
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No.2

Kevin: . . . . . Mei: . . . . . Kevin: . . . . . Mei: <input style="width: 150px; height: 15px;" type="text"/>	ア Yes. I've lived there for three years. イ Yes. I went there with my friends. ウ No. I'm going to go there next month. エ No. I've been there three times.
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[PartB]

これから、中学生の Minoru が英語の授業で見たビデオメッセージの音声流れます。話をしている Alex は、ALT の Green 先生の友人です。音声を聞いて、次の【ワークシート】の中の  A  ~  C に当てはまるものとして最も適切なものを、それぞれア～エの中から選びなさい。また、音声の内容に合うように、 D の部分に入る英語を 5 語で書きなさい。英文は 2 度放送されます。

【ワークシート】

<p><b>Name:</b> <u>        Alex        </u></p> <p><b>Job(now):</b> <u>        <input type="text"/> A          </u></p> <p><b>Workers :</b> <u>36 women / <input type="text"/> B men</u></p> <p><b>What makes Alex happy now?:</b>  <u>        Helping <input type="text"/> C          </u></p> <p><b>Message from Alex:</b>  <u>        Everyone can enjoy the job if they <input type="text"/> D          .</u></p>	
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- A ア ALT
- イ nurse
- ウ doctor
- エ police officer
  
- B ア 4
- イ 14
- ウ 40
- エ 44
  
- C ア students
- イ sick people
- ウ doctors
- エ his father

3 中学生の Aoi が、留学生の Oliver と会話をしています。会話中の(1), (2)には、 Oliver からの質問に対する Aoi の答えを、(3)には Aoi から Oliver への質問を、前後の会話や絵を参考にして、それぞれ書きなさい。ただし、(1)~(3)の下線部にはそれぞれ3語以上の英語を書くこと。



Hi, Aoi.  
Will you go to tennis club today?

(1) \_\_\_\_\_

We don't have any clubs today.



Then, what will you do after school today?



(2) \_\_\_\_\_



Oh, you have a dog!  
I have a dog and a cat.

Wow, really?

(3) \_\_\_\_\_



Well, I like dogs better.

4 次の英文は、中学生のRinが、夏休みに友人と参加した野菜の収穫体験について、英語の授業で書いた文章の一部です。これを読んで、英文の意味が通るように、(ア)～(オ)に当てはまる単語を後の〔 〕内からそれぞれ選び、必要があれば適切な形に変えて1語で書きなさい。

We went to a \*farm during summer vacation. It was a very hot day and a farmer (ア) us to wear hats. He also said, "Some vegetables are \*easily damaged. So you should (イ) careful when you pick vegetables."

Picking vegetables was really hard. Then, the farmer said, "I pick vegetables early in the morning every day. I want people to eat fresh vegetables."

When I left the farm, the farmer (ウ) me some vegetables that I picked. That evening, I enjoyed (エ) the vegetables for dinner. My family said, "They are \*delicious." I felt happy when I heard that.

Through this experience, I learned there were many people (オ) for us in places that we couldn't see. So I want to \*thank farmers when I eat vegetables.

(注) farm 農場 easily damaged 傷つきやすい delicious おいしい thank～ ～に感謝する

{ be cook give look tell work }

5 次の英文は、中学生の Kaito とその父親が、父親の友人の Emma と交わした会話の一部です。また、【Website】(ウェブサイト)は、会話の中で3人が見ていたものです。英文を読んで、後の(1)~(3)の問いに答えなさい。

*Kaito:* Welcome to our house. Nice to meet you. I'm Kaito.

*Emma:* Hi, Kaito. I'm Emma. I work with your father in Tokyo.

*Kaito:* I heard about you from him.

*Emma:* For two years.

*Kaito:* How is your life there?

*Emma:* Not too bad. It's very convenient to live in Tokyo. However, I sometimes feel tired in my daily life there.

*Kaito:* Why? I want to live in Tokyo someday.

*Emma:* I think it's a good place to live, but there are too many people. So I sometimes want to enjoy nature.

*Kaito:* Well, I think life in Gunma is good for you, Emma. What do you think, Dad?

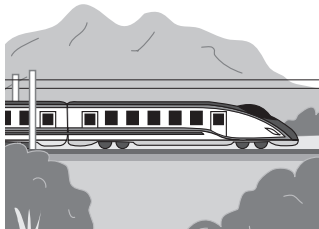
*Kaito's father:* I think so, too. Look at this website. Gunma was chosen as the most popular place to \*relocate in Japan!


【Website】

## The Most Popular Place to Relocate in Japan 2024

### The Reasons for Choosing to Relocate to Gunma


● Easy \*Access to Tokyo






Gunma

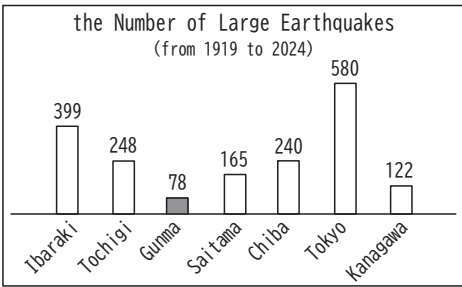
● Beautiful Nature



● Low \*Cost of Living




● Only a Few \*Natural Disasters



Prefecture	Number of Earthquakes
Ibaraki	399
Tochigi	248
Gunma	78
Saitama	165
Chiba	240
Tokyo	580
Kanagawa	122

(気象庁ホームページにより作成)

● Good \*Childcare Support



*Kaito*: Oh, beautiful nature is one of the reasons for choosing to relocate to Gunma.

*Emma*: If I felt nature around my area, I would feel happy. Also, it's good to be able to get to Tokyo easily.

*Kaito's father*: Yes. I go to Tokyo from Takasaki every day by *Shinkansen*. It takes only about an hour. An hour is not so long for me.

*Kaito*: I see. By the way, I hear that Gunma \*provides childcare support.

*Kaito's father*: That's right. So the families with children are interested in relocating to Gunma. For example, in Gunma, if you're eighteen years old or younger, you can see a doctor \*for free. This is very \*appealing to us.

*Kaito*: I see. Emma, what do you think about the other reasons?

*Emma*: Well, I don't want to worry about the \*risk of natural disasters.

*Kaito's father*: Gunma has the lowest risk of earthquakes \*happening in the *Kanto Area*.

*Emma*: I think that also makes Gunma appealing. Gunma has \*not only beautiful nature but also other good things. Now, I really want to relocate to Gunma!

*Kaito*:  Emma, the food made in Gunma is also nice. Today, let's eat them together!

(注) relocate 移住する      access アクセス      cost of living 物価      natural disaster 自然災害  
childcare support 子育て支援      provide～ ～を提供する      for free 無料で      appealing 魅力的な  
risk 危険性      happening 発生      not only～ but also… ～だけでなく…もまた

(1) ,  に当てはまるものとして最も適切なものを、それぞれ次のア～エから選びなさい。

- |   |                                    |   |   |
|---|------------------------------------|---|---|
| A | ア Who lives with you?              | イ | When will you go back?                  |
|   | ウ Why do you live here?            | エ | How long have you lived in Tokyo?       |
| B | ア I'm glad to hear that!           | イ | It's important to live in your country. |
|   | ウ Tokyo is the best place to live! | エ | You must live in other areas, too.      |

(2) 群馬県が移住先として人気がある理由のうち, Emmaが会話の中で共感しているものを, 次のア～オから3つ選びなさい。

- |   |                              |   |                        |   |                    |
|---|------------------------------|---|------------------------|---|--------------------|
| ア | Easy Access to Tokyo         | イ | Beautiful Nature       | ウ | Low Cost of Living |
| エ | Only a Few Natural Disasters | オ | Good Childcare Support |   |                    |

(3) 本文の内容と合っているものを, 次のア～オから2つ選びなさい。

- ア Emma likes to live in the city more than in nature.  
イ Gunma is chosen as a place to live in because there are many doctors.  
ウ Kaito's father can go from Takasaki to Tokyo by *Shinkansen* in about 60 minutes.  
エ In Gunma, people always worry about natural disasters because they happen every day.  
オ Some of the childcare support in Gunma is appealing to families with children.

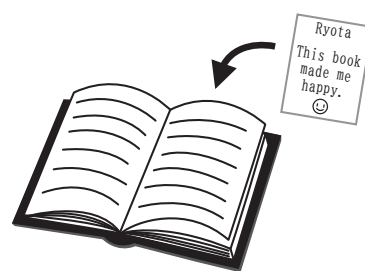
6 次の英文は、中学生のRyotaが「自分たちの学校をより良くするために取り組んだこと」について英語の授業で発表したものです。これを読んで、後の(1)~(3)の問いに答えなさい。

I like reading and I often go to the school library. I usually see only a few students there. One day, I thought, “Why do only a few students come here? The library has many good books, but students are not interested in them.” Then, I asked the \*librarian, Ms. Sato, about it. She said, “Students use the Internet more \*these days. On the Internet, they can read stories or \*search for information they need easily. If they keep using the Internet for these reasons, the library will not be used much in the future.”

I was sad to hear that and said to my friend, Haruto, “I want to do something to make the library more \*lively.” Haruto thought \*for a moment and said, “If students know more about books, they will be interested in them. Then, they will come to the library.” I liked his idea, so we decided to start a \*project, “Lively Library”.

First, we made a list of books which were popular among young people. Then, we \*put it on the wall of the library. However, only a few students \*paid attention. So we made more lists and put them on the walls in the \*hallway. We thought more students would see them when they were walking to their classes. But still, many students didn't read them. I felt sad, but Haruto said, “Let's try again. We can find a better way.”

We went to Ms. Sato \*for advice. We asked our friends, too. Then, we had a new idea. We made message cards. On these cards, we wrote short messages like “This book made me happy,” or “I learned a lot from this story,” with our names. Then we asked other students to make message cards, too. Some students wrote messages with small pictures on the cards. We \*pasted them on the lists in the hallway. Our



An example of a message card

Our lists looked \*richer than before. Also, we chose one interesting message card for each book. We put it inside the book. We wanted students to look at the card and to be interested in the book. During lunch time, we talked about our project to the other students and asked them to visit the library.

Soon, more students came to the school library to see the books. One student read a message inside a book and said, “This sounds interesting. I want to read this book.” Another student found a book that her best friend read and said, “I want to talk about the book with her after I read it.” A few days later, Ms. Sato said to us, “More students are visiting the library these days. Also, students have borrowed more books since you started your project. Your idea was great.” We were really happy to hear that. Through this project, I've learned that even a small idea can help people change their actions. I hope our school library will be more lively.

(注) librarian 司書 (図書館の職員)	these days 最近	search for ~ ~を探す
lively 活気がある	for a moment しばらくの間	project プロジェクト
put ~ on the wall 壁に~を掲示する	pay attention 注目する	hallway 廊下
for advice アドバイスを求めて	paste ~ ~を貼る	rich 豊かな

(1) 次の①, ②の問いに対して, 本文の内容に合うように, それぞれ5語以上の英語で答えなさい。

- ① What did Ryota and Haruto do first to make the library more lively?
- ② Where did Ryota and Haruto paste the message cards which they and other students wrote?

(2) 本文の内容と合っているものを, 次のア~エから1つ選びなさい。

- ア Ms. Sato asked Ryota and Haruto to make the library more lively.  
 イ Ms. Sato said to Ryota and Haruto that the Internet helped students visit the library.  
 ウ Ryota and Haruto asked Ms. Sato to tell other students about their project.  
 エ Ryota and Haruto's action made the school library more lively.

(3) Ryotaの発表の後, RyotaとHarutoのプロジェクトの効果について, 森先生 (Ms. Mori)がRyotaの友人のKentaとやり取りをしました。次の2人の対話が, Ryotaの発表の内容を踏まえたやり取りとなるように,  A  Bには6語,  Bには10語の英語を書きなさい。

Did you go to the school library after Ryota and Haruto started their project?



Ms. Mori

Yes. During lunch time, they talked about their project to us and  A . So I wanted to go there.



Kenta

Oh, nice. Because of their project, many students visit the school library every day.



That's right. I wasn't interested in books before. But now, I like reading. Ryota thinks that  B . I also want to find a small idea to make our school life richer.



7 英語の授業で、「海外から日本へ多くの観光客 (tourist) が訪れることによる良い点と課題点」について、自分の考えをまとめ、発表することになりました。あなたなら□□でどのようなことを伝えますか。後の《条件》に従って、英語で書きなさい。



You

When a lot of tourists from abroad come to Japan, there are some good things and some problems.

What do you think about that?

《条件》

- ・ 文脈に合うよう、30語～40語で書くこと。ただし、英文の数はいくつでもよい。
- ・ □□には、良い点と課題点をそれぞれ書くこと。
- ・ 符号（ , . ! ? “ ” など）は語数に含めないこと。
- ・ 解答の仕方は、〔記入例〕に従うこと。

〔記入例〕    Is    it    raining    now?    No,    it    isn't.



