令和８年度

入学試験問題

英　　語

２月２日　第３限

仁愛女子高等学校

1　次の英文は，*randoseru*（a Japanese school backpack）について書かれたレポートである。読んで，あとの問いに答えよ。

Do you remember the first day of your school life? In Japan, many children start school with a new *randoseru*, a Japanese school backpack.

In the 1870s, at an elementary school in Tokyo, some students from rich families went to school with servants who carried their things. However, the school wanted all students to be fair. So, it made a rule: bring your own things yourself. In 1887, when the future Taisho Emperor became an elementary school student, he got the bag which looked like a box from the prime minister. It was easy to carry and it later became known as a *randoseru*. At that time, school backpacks were very expensive, so only rich people could buy them. However, school backpacks spread to many ordinary families after a kind of fake leather was used in the 1960s. It was lighter and cheaper than real leather.

For a long time, boys used black school backpacks and girls used red ones. However, many children enjoy choosing their favorite color now. Choosing their own *randoseru* is a good chance to teach children that they need to take care of their things because a school backpack is used for six years.

A *randoseru* backpack is not just for carrying things. It is also useful in a disaster. It can（　①　）children. For example, when an earthquake happens, children can use it to protect their heads if something falls. Also, they can hold it to stay safe in deep water.

Recently, Japanese school backpacks are spreading around the world. For example, some young people in other countries use them as fashion items. Some foreign tourists buy them as gifts. This is because some characters in Japanese anime have school backpacks and foreigners think they are cool.

Also, some groups in Japan send used school backpacks to Afghanistan. In Afghanistan, in the 20th century, it was not common for girls to go to school. People thought girls should stay at home to help their families then. In 2004, a group in Japan began to send used school backpacks to Afghanistan. Both boys and girls got them. Especially, girls looked very happy to receive them. Then, seeing girls with school backpacks encouraged parents in Afghanistan to（　②　）. If they go to school, they can learn how to（　③　）or（　④　）. If they were illiterate, it would be difficult for them to get important information. Finally, more parents have started to hope that their daughters will learn at school for their future.

Today, *randoseru* backpacks are a symbol of school life in Japan and a bridge that connects Japan with other countries in the world. Something small like a school backpack can even change a society.

（注）servant(s)：使用人　　Taisho Emperor：大正天皇　　prime minister：総理大臣
fake：偽物の　　cheaper：cheap（安い）の比較級

問(1)　次のア～オは，日本での出来事である。起こった順に並べかえて，記号で書け。

ア　The future Taisho Emperor received a bag when he started going to school.

イ　More and more people started to get school backpacks more easily.

ウ　Some children went to school without carrying their own bags.

エ　Another material that was not as heavy as the real leather was introduced to make school backpacks.

オ　A school started a rule which said every child must carry their own bags.

(2)　(　①　) に入れるのに最も適当なものを選び，記号で書け。

ア　store　　イ　share　　ウ　survive　　エ　save

(3)　次の文は，下線の部分の具体的な内容を述べたものである。空所に当てはまる1語をそれぞれ書け。ただし，空所に入る語は，英文に使われている語とは限らない。空所(　あ　)に入るのは，iから始まる語，空所(　い　)に入るのは，sから始まる語である。

People in the world are (　あ　) by Japanese anime and used backpacks are (　い　) to children in Afghanistan by some groups in Japan.

(4)　(　②　) に入れるのに最も適当なものを選び，記号で書け。

ア　buy new school backpacks for girls

イ　let girls study at home

ウ　send girls to school

エ　build schools only for girls

(5)　(　③　)，(　④　) に入れるのに最も適当な組み合わせを選び，記号で書け。

ア　(③) read ／ (④) write　　イ　(③) read ／ (④) speak

ウ　(③) listen ／ (④) write　　エ　(③) listen ／ (④) speak

(6)　内容に合っているものには○，間違っているものには×を書け。

ア　In the 1960s, school backpacks in Japan got more expensive than before.

イ　Children can become more responsible because they decide their own *randoseru*.

ウ　Children can hold their backpacks when they are in danger of falling into the water.

(7)　このレポートのタイトルとして最も適当なものを選び，記号で書け。

ア　The History of Japanese Schools

イ　How to Protect Children with *Randoseru*

ウ　How to Choose a Backpack

エ　Impacts Brought by *Randoseru*

2〔A〕　次の英文は，中学校３年生の Minami とアメリカからの留学生の Emma，ALTの Ms. Green との会話である。読んで，あとの問いに答えよ。

Ms. Green：Hi Minami. Hi Emma. How was your winter vacation?
Emma：I had a great time. I enjoyed cooking and eating New Year's dishes with my host family.
Ms. Green：Good. How about you, Minami?
Minami：I went to Sweden to visit my brother. He is studying there.
Emma：Sweden? Wow! What did you do there?
Minami：I went skiing and visited some museums. Oh, and I saw something interesting at a station.
Emma：(　　①　　)?
Minami：I saw piano stairs.
Emma：What? Piano stairs?
Minami：Yes. The stairs at the station looked like a big piano. When people walk on the stairs, they make sounds like a piano.
Emma：Did you try it?
Minami：Of course, I did.
Ms. Green：I think I know what this is. The piano stairs are an example of something called a *nudge*.
Minami：A *nudge*? What does it mean?
Ms. Green：A *nudge* is a small way to encourage people to do something without telling them what to do.
Emma：I see. In this case, thanks to the piano stairs, people want to use the stairs, not the escalator.
Minami：Oh, so it helps people move their bodies in a fun way.
Ms. Green：That's right.
Emma：I think I can share one example from my school in America. Many American students don't eat enough vegetables, and that's a problem. So, in my school cafeteria, last year, the places for the dishes were changed. Two years ago, students first took a main dish, such as a hamburger or pizza, next soup, then dessert like cakes and ice cream, and salad came last. Many students didn't take salad. But now, salad is put at the front, and main dishes come third. Soup stays in the same place, and dessert is the last thing. In this way, more students have started to take salad.
Minami：That's interesting. Nobody tells students to eat vegetables, but more students eat them now.
Ms. Green：Yes. That's a good example, too.
Minami：I don't know any examples around me, but I want to find some.
Ms. Green：I'm sure that there are more examples.
Emma：Minami, when you find some, please let me know.
Minami：I will.

（注）Sweden：スウェーデン　　sound(s)：音　　*nudge*：ナッジ　　escalator：エスカレーター
cafeteria：食堂

問(1)　会話の内容に合うように，（　①　）に適当な疑問文を３語以上の英語で書け。

(2)　次の英文の下線の部分に入るものとして，最も適当なものを下から選び，記号で書け。

A *nudge* is an idea _____.

ア　to tell people what to do directly
イ　to help people do something good
ウ　to give a difficult question
エ　to make people's lives convenient

(3)　食堂の現在の配置として，［A］～［D］に入れるのに最も適当なものを下から選び，記号で書け。

入口　→［A］→［B］→［C］→［D］→　レジ

ア　main dishes　　イ　salad　　ウ　dessert　　エ　soup

〔B〕　次の英文は，後日 Minami が英語の授業でスピーチをした原稿である。読んで，あとの問いに答えよ。

During my winter vacation, I went to Sweden. There, I saw（　①　）stairs. They looked like a big piano, and when people walked on the stairs, sounds were made. Ms. Green（　②　）that this is a *nudge*. A *nudge* means a small idea that changes people's actions in a（　③　）way. People want to walk up the stairs（　④　）of using the escalator. Emma also gave an example from her school in America. By putting the salad first in the cafeteria line, more students eat salad now than before.

I became interested in the idea of a *nudge*, so I（　⑤　）for some examples around me. My mother is a nursery school teacher. She told me about a special foaming soap which changes color. It is red at first, and it becomes white as children wash their hands well. Thanks to this, the children enjoy washing their hands. They wash their hands more often and longer than before.

（注）　nursery school：保育園　　foaming soap：泡で出てくる石けん

問(4)　（　①　）～（　⑤　）に入れるのに最も適当な語を下から選び，記号で書け。

ア　explained　　イ　experienced　　ウ　looked　　エ　discovered　　オ　because
カ　instead　　キ　unique　　ク　common　　ケ　negative　　コ　positive

(5)　下線の部分 this の内容として最も適当なものを選び，記号で書け。

ア　Minami's mother likes her students.
イ　The teachers teach children how to wash their hands.
ウ　The special soap changes color when children wash their hands.
エ　The children wash their hands quickly.

3　あなたは，春休みに３週間オーストラリアに短期留学をする予定になっている。ホストシスターの Olivia から次のメールが届いた。点線内に，ホストシスターからの質問に対する答えを25語以上35語以内の英語で書け。ただし，符号（．，？！など）は語数に含まない。

Dear ○○,

I'm your host sister, Olivia. I'm very excited to meet you!

I have some ideas to do with you for the first Saturday afternoon: art museum, beach, shopping, or video games. Please tell me which one you like. On Sunday, I'll take you to watch a rugby game.

Olivia

Dear Olivia,

Thank you for your message.

It sounds fun to watch a rugby game, too.

I'm looking forward to my stay with you.

○○

4 （　　）内の語（句）を並べかえて，（　　）内で３番目と５番目に来る語（句）の記号を書け。ただし，文頭の後も小文字になっている。

問(1) マザー・テレサは世界中の貧しい人々を助けた女性です。

Mother Teresa（ア a woman / イ people / ウ poor / エ who / オ helped / カ is）around the world.

(2) あなたはどのくらい日本に住んでいますか。

（ア long / イ lived / ウ you / エ how / オ have / カ in）Japan?

(3) もし時間があれば私の英語を確認してください。

Please（ア my English / イ time / ウ if / エ you / オ check / カ have）.

(4) 「ピーターパン」は世界中のたくさんの子どもたちによって読まれています。

Peter Pan（ア children / イ by / ウ is / エ read / オ in the world / カ many）.

(5) 私はみんなに，絶滅の恐れのある動物について知って欲しいです。

I（ア everyone / イ want / ウ know / エ endangered / オ about / カ to）animals.

(6) 私たちが節水をすることは大切です。

It's（ア us / イ for / ウ water / エ save / オ important / カ to）.

5　放送による問題

試験開始20分後に，放送による問題を行う。

A　それぞれの対話の後に内容に関する質問が読まれる。その質問に対する答えとして最も適当なものを選び，記号で書け。対話と質問は１回ずつ読まれる。

問(1)

ア　She forgot her lunch.
イ　She is hungry.
ウ　She is not well.
エ　She can't go home now.

(2)

ア　She should watch the movie in the afternoon.
イ　She should go to the theater in the morning.
ウ　She should write comments on the internet.
エ　She should make an exciting movie.

(3)

ア　She is going to do her homework.
イ　She is going to make dinner.
ウ　She is going to call her friend.
エ　She is going to wash the dishes.

B　メモを見ながらスピーチコンテストに関する案内を聞き，あとの問いに答えよ。案内は２回読まれる。

〈メモ〉

Speech Contest

Topic : thoughts about how to（ ① ）our school

１）class contests :
when? : in one of the English classes
where? : in each classroom

２）the main contest
when? : on（ ② ）/（ ③ ）/ 2026
where? : in the gym

問(1)　放送される案内の中で使われている語から，（ ① ）に入れるのに適当な１語を書け。

(2)　（ ② ）（ ③ ）に入れるのに最も適当な組み合わせを選び，記号で書け。
ただし，②には月が，③には日付が入る。

ア　09 / 13　　イ　10 / 13　　ウ　11 / 13　　エ　12 / 13
オ　09 / 30　　カ　10 / 30　　キ　11 / 30　　ク　12 / 30

(3)　放送される案内の内容と合うものを１つ選び，記号で書け。

ア　Each speech in class must be about three minutes long.
イ　Students will choose who will go to the main contest.
ウ　All the students will have about two months to prepare for the class contests.
エ　Eight students will make speeches at the main contest.

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受験番号

令和8年度　仁愛女子高等学校入学試験　英語解答用紙

1

(1)	(　　)→(　　)→(　　)→(　　)→(　　)					
(2)		(3)	(あ) i		(い) s	
(4)		(5)				
(6)	ア		イ		ウ	
(7)						

2

(1)					?
(2)					
(3)	A	B	C	D	
(4)	①	②	③	④	⑤
(5)					

3

4

	3番目	5番目		3番目	5番目		3番目	5番目
(1)			(2)			(3)		
(4)			(5)			(6)		

5

A			B		
(1)	(2)	(3)	(1)	(2)	(3)