

令和8年度

岡山白陵高等学校入学試験問題

(1期)

英 語

受験 番号	
----------	--

- 注 意
1. 時間は50分で100点満点です。
 2. 問題用紙と解答用紙の両方に受験番号を記入しなさい。
 3. 開始の合図があったら、まず問題が1ページから11ページまで、順になっているかどうかを確かめなさい。
 4. 解答は解答用紙の決められたところに書きなさい。
 5. 第1問はリスニング問題です。試験開始後15分経過した頃から約7分間放送されます。

1

放送を聴いて、後の問題に答えなさい。

問題1 (1)~(3)のそれぞれの英文で説明されている内容を示す絵として最も適当なものを選び、記号で答えなさい。英語は1回だけ読まれます。

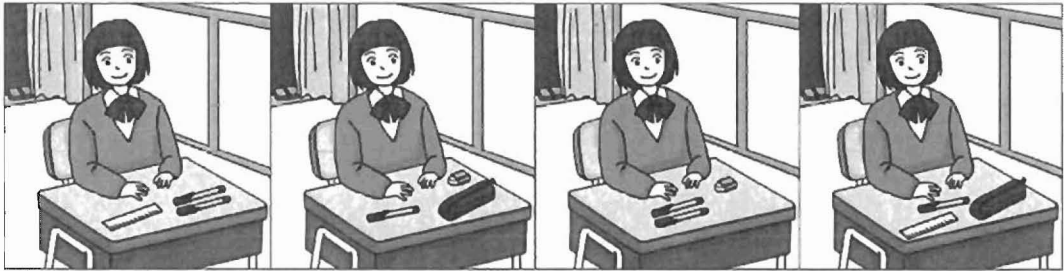
(1)

ア

イ

ウ

エ



(2)

ア

イ

ウ

エ



(3)

ア

イ

ウ

エ



問題2 (1)、(2)の会話を聴き、それぞれの図をもとに、質問の答えとして最も適当なものを選び、記号で答えなさい。英語は2回読まれます。

(1)

Number of Students in Each Class	
Class	Students
A	22
B	28
C	24
D	25

How many people will perform on the stage?

- ア 46
- イ 47
- ウ 49
- エ 52

(2)

How to get to the museum from my house

Bus Stop - 5 minutes from my house
Station - 10 minutes from my house

Bus : 20 minutes
Train: East Station to West Station 14 minutes
East Station to South Station 20 minutes
Walk: West Station to Museum 8 minutes
South Station to Museum 5 minutes

How long will it take David and his mother to get to the museum from their house?

- ア 25 minutes
- イ 32 minutes
- ウ 35 minutes
- エ 40 minutes

問題3 (1)、(2)のそれぞれの会話と質問文を聴き、その答えとして適当な文を次のように表すとき、()にあてはまる最も適当な語を、解答用紙に書きなさい。英語は2回読まれます。

(1) To buy a () with a bright () as a ().

(2) They will go to the library next ()().

2

次の英文を読み、後の問いに答えなさい。

Imagine that you are *blind. You can't see anything. You are in your kitchen, and you are making dinner. You need a can of tomatoes. You have three cans, but you don't know which one has tomatoes. What do you do? As a blind person, (1) this is just one example of a daily problem. A *sighted person can quickly *identify the can of tomatoes.

Hans Jorgen Wiberg is a *Danish furniture-maker. He had these problems every day. He has very low *vision. (2) In his free time, he taught blind and low-vision people how to cook. They wanted to be *independent. He understood their difficulties. Sometimes they just needed one piece of information. Usually, a blind person has to ask someone for help. But (3) blind people want to do things for themselves. It is difficult to always ask someone for help.

Wiberg thought of an easy *solution to this problem. (4) He could design a *cell phone app. A blind person can use the app to make a video call to a sighted volunteer. The volunteer can answer the question by looking at the video on a cell phone. The blind person can quickly get the information.

In 2012, Wiberg met Christian Erfurt, a young business student. Wiberg explained his idea. Erfurt was very excited to work with Wiberg. Three years later, they introduced their app. It is called Be My Eyes. After 24 hours, there were 1,100 blind and low-vision users. There were over 10,000 volunteers. In 2017, they introduced a new app. Now the *average answer to a call is in 20 seconds. The usual call finishes in less than two minutes. It is quick for the caller and the volunteer.

The app is very popular. There are over 100,000 blind and low-vision users and 1.7 million volunteers. Users are in more than 150 countries around the world. This simple app is changing the lives of many people, *including the volunteers.

(注) blind = 目の見えない sighted person = 目の見える人 identify = ～を識別する

Danish furniture-maker = デンマーク人の家具職人 vision = 視力

independent = 自立した solution = 解決策 cell phone app = 携帯電話のアプリ

average = 平均の including = ～を含めて

問1 下線部(1)の具体的な内容を日本語で答えなさい。

問2 下線部(2)を日本語に直しなさい。

問3 下線部(3)の意味として、最も適当なものを選び、記号で答えなさい。

ア 目の見えない人たちは、自分のことは自分でやりたい。

イ 目の見えない人たちは、他の人のために何かをしたい。

ウ 目の見えない人たちは、誰かに助けを求めたい。

エ 目の見えない人たちは、自分たちが抱える問題の解決法を知りたい。

問4 次の文は、下線部(4)で **Wiberg** が設計したアプリの特徴を示したものです。①～③の () に適当な日本語を書き入れて文を完成させなさい。

Wiberg が考えたアプリは、携帯電話を使って (①) とボランティアをつなぐためのものである。(①) は、ボランティアの人たちに携帯電話で (②) ながら質問に答えてもらうことで、(③) ことができる。

問5 本文の内容に合うように、①～③の () に適当な日本語や数字を書き入れて表を完成させなさい。

2012年	Wiberg が Christian Erfurt と出会い、自身のアイデアを伝える。
(①)年	Wiberg たちが「 Be My Eyes 」というアプリを発表する。
2017年	アプリが改良され、視覚障がい者の要請に対し、平均して20秒で (②)。そして、たいいていの場合には2分以内で通話は終了する。
現在	利用者の数が10万人を超え、ボランティアの数も (③) 万人以上いて、150か国以上の国で利用されている。

3

次の会話文は、中学生の Hana と留学生の Tom が「フードロス（英語では food waste）」の問題について話しているものです。これを読んで、後の問いに答えなさい。

Hana: Hi, Tom. Did you enjoy today's school lunch?

Tom: Well, it was not bad, but the grilled fish was a little *dry. I saw that many students left it on their trays.

Hana: Yes, and some students didn't finish the vegetable soup.

Tom: That happens almost every day. Do you know what they *do with the food we don't eat?

Hana: I hear that some of it is thrown away. It is really *wasteful.

Tom: Right. This makes me think about food waste. Do you know the word "food waste"?

Hana: Yes, it means food that is still good to eat but is thrown away. I learned about it in social studies class.

Tom: I see. I think food waste is a big problem all over the world.

Hana: I agree. Is there anything we can do at our school to reduce food waste?

Tom: How about telling the students how serious the food waste problem is? If more people know about it, they may change their eating *habits. I hope that everyone in our school will eat all the food on their trays.

Hana: I think so, too. To tell them about it, why don't we make a poster? We can put it on the wall of the classrooms.

Tom: Good idea. We can explain food waste in the poster, and tell them that it is important for us to work on this problem.

Hana: That's right. And maybe we can add information to help students think about the farmers who work hard to grow food. If they think about it, they may realize how important food is.

Tom: Great. And if we hold a fun event, like a "Clean Plate Challenge," more students may want to join it.

Hana: What is a "Clean Plate Challenge"?

Tom: This event will *encourage students to finish everything on their trays.

Hana: Oh, I like that. If we put students' names on the poster when they *take part in the challenge, more students may want to join it.

Tom: True. If students know that their friends are taking part in it, they may also try it.

Hana: OK. But what about outside of school? What can families do at home?

Tom: Families should plan their meals carefully. If they buy too much food, some of it will *be wasted.

Hana: Yes, and they should use food before *the "best before" date. My mother often checks the food in the refrigerator and cooks old food first.

Tom: That's smart. And also, in a community, we can share *extra food in a "food bank." In this system, food is collected and given to people who need it.

Hana: I have read about that. It is a good way to help both people and the environment. Do you know that food waste also *causes environmental problems?

Tom: Really? How?

Hana: For example, when food is burned as *garbage, it makes more *carbon dioxide. It is one cause of *global warming.

Tom: You're right. So reducing food waste helps people and also saves the Earth.

Hana: Yes. I think it is necessary for us to learn about this and to take action.

Tom: You are right. Let's finish our poster soon and share our ideas with our friends.

Hana: Great! I hope our activity will be helpful.

(注) dry = (食べ物が)パサパサしている do with = ~に対処する

wasteful = 無駄な、もったいない habit = 習慣 encourage = (~するように) 促す

take part in = ~に参加する be wasted = 無駄になる、廃棄される

the "best before" date = 賞味期限 extra = 余った cause = (動)~を引き起こす、(名)原因

garbage = ごみ carbon dioxide = 二酸化炭素 global warming = 地球温暖化

問1 次のポスターは、Hana と Tom がこの会話のあとに作ったものです。①、②の
() にあてはまる適当な日本語を書き入れなさい。

食べ物について考えよう

みなさん、毎日の給食を残さず食べていますか？

フードロスとは？



まだ(①)食べ物のこと
を「フードロス」といいます。
世界ではフードロスが大きな問題になっています。

学校全体で取り組もう

- 給食の時間に「食べ残しゼロ」を意識しよう！
- 「クリーンプレートチャレンジ」に参加しよう！



クリーンプレートチャレンジ

給食で出された分を残さず食べきるチャレンジです。

(②) をポスターにのせて紹介します。

クラスみんなで、食べ残しをなくそう！

生産者のことを考えよう

お米や野菜などの食べ物は、たくさんの人の努力で
作られています。大切に食べましょう。



みんなで協力して、学校のフードロスを減らそう！

問2 次の英文のうち、本文の内容に一致するものを2つ選び、記号で答えなさい。

- ア These days, many children don't like fish, so they don't eat it at school lunch.
- イ Tom wants to tell students about the environmental problem which causes food waste.
- ウ Hana and Tom are going to start something new to help students eat all the food on their trays.
- エ Hana and Tom decided to make a poster about food banks to collect food at school and give it to people who need it.
- オ We can reduce food waste by planning our meals carefully and cooking old food first at home.
- カ Food waste is good for the environment because it doesn't make any carbon dioxide when it is burned.

問3 次の条件に従って、以下の質問に対するあなた自身の考えを英語で述べなさい。

[条件]

- ① 解答欄の Yes か No に○印をつけ、書き出しに続けて書きなさい。
- ② 書き出しの英語を含めずに、15～25語の英語で書きなさい。ただし、コンマ(,)やピリオド(.)は語数に含みません。
- ③ 英文は2文以上になってもかまいません。

[質問]

Some people say that students should eat all the food that they are given at school lunch. Do you agree with this opinion?

4

次の案内を読み、後の問いに答えなさい。



River City Museum

River City Museum started in 1960 here. It shows the art and history of this area.
We hope that you will come to learn about them.

Access Information

Hours: 9:00AM – 5:00PM (Last entry: 4:30 PM)

Closed: Mondays

Access: • It is a 3-minute walk from the Hakuryo Bus Stop of Akaiwa Bus

• You can take a free shuttle bus:

from River City Station to the museum (every 30 min, 8:30AM – 4:00 PM)

from the museum to River City Station (every 30 min, 9:30AM – 5:30 PM)

Ticket Information (You can only get tickets at the museum or online.)

Ticket Type	Age	Weekday Price	Weekend/Holiday Price
Child	6 – 12	¥300	¥400
Student	13 – 18	¥500	¥600
Adult	19 – 64	¥900	¥1,000
Senior	65 and over	¥400	¥500

- Children (0 – 5) or people with a *disability card can enter the museum *for free.
- Visitors who buy tickets online can get a 15% *discount on all ticket types.
- Groups of 10 or more people can get a 10% discount. You cannot use this service with online *payments.

Special Event Information (December 20 – December 31)

Event Name	Time	Location	Notes
Painting Contest	10:00AM – 1:00 PM	2nd Floor Hall	• For children under 15 • *Reservation is needed
Local History *Lecture	2:00 PM – 3:30 PM	Lecture Room	• For people over 19 only • Reservation is needed
Night Museum Tour	6:30 PM – 8:00 PM	Main Gallery	• For people over 13 only • Need to pay another ¥300

Other Information

- You cannot take pictures in the Main Gallery.
- Museum Cafe : 9:30AM – 4:30 PM (Pancake set: ¥600 Lunch set: ¥800)
- Museum Shop : souvenirs, books, eco bags

(注) disability card = 障がい者用カード for free = 無料で discount = 割引
payment = 支払い reservation = 予約 lecture = 講義

問1 次の英文の答えとして最も適当なものをそれぞれ1つ選び、記号で答えなさい。

(1) Saki, a 16-year-old student, wants to visit the museum with her 11-year-old brother on Sunday, December 20. Which of the following is TRUE?

ア They can both take part in the Night Museum Tour.

イ Only Saki can take part in the Painting Contest.

ウ They can visit the museum but cannot take part in any special events together.

エ They can both take part in the Local History Lecture without a reservation.

(2) Ms. Tanaka, a teacher, is planning to take 9 students to the River City Museum on December 25. Which of the following is TRUE?

ア They can get both a group discount and an online discount.

イ They can get a group discount, only if they buy the tickets at the museum.

ウ They cannot get a group discount because an adult and students are in the same group.

エ They can get a group discount, only if they have disability cards.

問2 次の文は、ある中学2年生が冬休みにこの博物館を訪れた日のことを書いたものです。案内の内容に基づいて、①～③の()に適切な語または語句を書き入れて英文を完成させなさい。ただし、③には数字を書きなさい。

I visited the River City Museum during the winter vacation, but it was (①) because it was Monday. So I went there again the next day. I walked to the station and took a shuttle bus. At the museum, there were many people because it was a national holiday. I had to wait *in line at the ticket counter. After I finally got the ticket, I looked around the *exhibits. All of them were exciting. When I tried to (②), a staff member stopped me because it was not *allowed in the Main Gallery. Around noon, I had a lunch set at the cafe. It was delicious. After that I visited the museum shop but I didn't buy any souvenirs because they were a little expensive for me. I left the museum at 4:50 p.m., and I took a shuttle bus again and walked home. The museum was crowded, but I had a really good time there. I spent (③) yen on the museum trip in *total.

(注) in line = 列になって exhibit = 展示品 allow = (～することを) 許す total = 合計