

令和8年度

神奈川県公立高等学校入学者選抜学力検査問題

共通選抜 全日制の課程（追検査）

## I 外国語（英語）

### 注意事項

- 1 開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 問題は問8まであり、1ページから14ページに印刷されています。
- 3 解答用紙の決められた欄に解答しなさい。
- 4 数字や文字などを記述して解答する場合は、解答欄からはみ出さないように、はっきり書き入れなさい。
- 5 マークシート方式により解答する場合は、選んだ番号の○の中を塗りつぶしなさい。
- 6 英語で答える場合は、活字体でも筆記体でもかまいません。
- 7 終了の合図があったら、すぐに解答をやめなさい。

受 検 番 号

番

問1 リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。）

(ア) チャイムのところに入るアキの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

- No.1
1. Yes, we did.
  2. Yes, the game was.
  3. No, my team doesn't.
  4. No, you won't.

- No.2
1. Your lunch looks good.
  2. I love this omelet.
  3. I'd like to cook chicken curry.
  4. My father likes spaghetti.

- No.3
1. At the concert hall.
  2. Next weekend.
  3. Because I like her.
  4. Since I was ten.

(イ) 対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの1～4の中から一つずつ選び、その番号を答えなさい。

No.1 **Question : What can we say about Kanta?**

1. He asked Sarah what time it was.
2. He told Sarah the clock in the classroom was wrong.
3. He learned what "time flies" meant from Sarah.
4. He answered Sarah's question about "time flies."

No.2 **Question : What will Kanta do this Saturday?**

1. He will buy three tickets for the soccer game in Kamome Stadium.
2. He will play soccer with Sarah and her brother in Kamome Stadium.
3. He is going to do a lot of things with his father.
4. He is going to go to Kamome Stadium to see the soccer game.

(ウ) 高校生のアヤ (Aya) が英語の授業でスピーチを行います。スピーチを聞いて、次のNo. 1 とNo. 2 の問いに答えなさい。

No. 1 スピーチを聞いて生徒が作った次の<メモ>を完成させるとき、 ~  の中に入れるものの組み合わせとして最も適するものを、あとの1~6の中から一つ選び、その番号を答えなさい。

<メモ>

**Aya's Speech**

○ The person Aya respects is Joe Brown.

⇒ He has written  books.

○ Aya respects him for {

his books.

⇒ Aya hopes we will read

his actions.

⇒ He helps children .

- |         |                         |                        |
|---------|-------------------------|------------------------|
| 1. ① 13 | ② “Days in the Park.”   | ③ build schools        |
| 2. ① 13 | ② “Memories of Heroes.” | ③ build schools        |
| 3. ① 13 | ② “Memories of Heroes.” | ③ receive an education |
| 4. ① 30 | ② “Days in the Park.”   | ③ build schools        |
| 5. ① 30 | ② “Days in the Park.”   | ③ receive an education |
| 6. ① 30 | ② “Memories of Heroes.” | ③ receive an education |

No. 2 次の **Question** の答えとして最も適するものを、あとの1~4の中から一つ選び、その番号を答えなさい。

**Question : What kind of person does Aya want to be in the future?**

1. She wants to be a person who will write books about her memories.
2. She wants to be a person who will do something good for others.
3. She wants to be a person who will be helped by others.
4. She wants to be a person who will take action to become famous.

問2 次の(ア)~(ウ)の対話が完成するように、( )の中に入れるのに最も適するものを、あとの1~4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) A : There are too many plastic bottles on the beach!

B : We must ( ) such waste to make the beach clean.

1. continue                      2. draw                      3. leave                      4. reduce

(イ) A : Today's meeting topic is school uniforms. I think they are necessary. What do you think?

B : I have a different ( ).

1. neighbor                      2. opinion                      3. scene                      4. tour

(ウ) A : What is written on the poster over there?

B : It says, "No swimming here. The river is cold and ( )."

1. careful                      2. deep                      3. early                      4. cheap

問3 次の(ア)~(カ)の対話が完成するように、( )の中に入れるのに最も適するものを、あとの1~4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) A : What will you do if the weather ( ) good this Sunday?

B : I'm going to go camping with my family.

1. is                      2. will be                      3. has                      4. had

(イ) A : You look happy. What's ( )?

B : Well, in today's English class, I made a speech, and it was great.

1. down                      2. up                      3. away                      4. out

(ウ) A : ( ) a cute T-shirt!

B : Thank you.

1. How                      2. Whose                      3. When                      4. What

(エ) A : Alice, we have to leave home soon ( ) the first bus.

B : I'm ready. Let's go!

1. take                      2. took                      3. to take                      4. taken

(オ) A : Can you tell me about your town?

B : Sure. My town is famous ( ) its old temples.

1. above                      2. against                      3. by                      4. for

(カ) A : Do you know who that man ( ) with Ms. Green is?

B : Yes. He is our new ALT.

1. talks                      2. talked                      3. talking                      4. has talked

問4 次の(ア)~(オ)の対話が完成するように、( )内の六つの語の中から五つを選んで正しい順番に並べたとき、その( )内で3番目と5番目にくる語の番号をそれぞれ答えなさい。(それぞれ一つずつ不要な語があるので、その語は使用しないこと。)

(ア) A : Excuse me, but is ( 1. this 2. does 3. a 4. bank 5. around 6. there ) area?  
B : Go straight, and you can see it on your right.

(イ) A : This room is still warm.  
B : Yes. We need to ( 1. closes 2. the 3. to 4. open 5. window 6. keep ) get more fresh air.

(ウ) A : I like your new bag.  
B : Thanks. This was a present ( 1. London 2. my 3. in 4. aunt 5. sent 6. give ) me for my birthday.

(エ) A : Mr. Suzuki, what ( 1. has 2. do 3. to 4. you 5. improve 6. did ) your English skills?  
B : I listened to the radio in English when I was on the train.

(オ) A : Have you ( 1. during 2. decided 3. do 4. where 5. go 6. to ) summer vacation yet?  
B : Not yet, but I hope to go to Hokkaido.

問5 次のA～Cのひとつづきの絵と英文は、ヒカリ（Hikari）とレナ（Rena）の会話を順番に表しています。Aの場面を表す<最初の英文>に続けて、Bの場面にふさわしい内容となるように、[ ]の中に適する英語を書きなさい。ただし、あとの<条件>にしたがうこと。

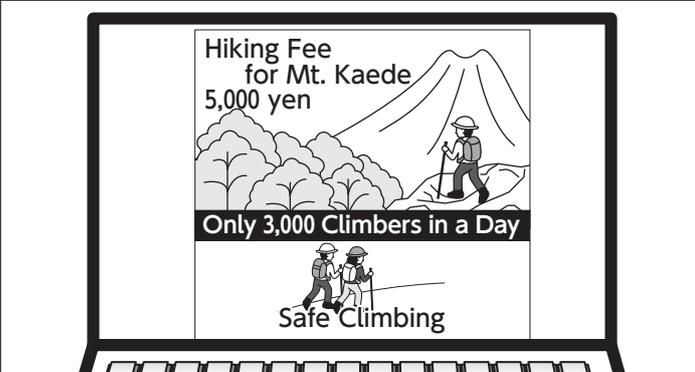
A

	<p>&lt;最初の英文&gt;</p> <p>Hikari talked to Rena about her plan to climb Mt. Kaede. Hikari said, “Mt. Kaede is popular among *climbers. On the website, I’ve learned about the *hiking fee for Mt. Kaede.”</p>
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B

	<p>Rena asked, “The hiking fee? How much is it?” Hikari answered, “It is 5,000 yen.” Rena said, “Oh, it is expensive,” and asked, “[ ]?”</p>
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C

	<p>“To control the number of climbers on Mt. Kaede,” Hikari answered. She said, “It’s also for safe *climbing.” Rena said, “I see. So, the fee is important!”</p>
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<条件>

- ① collected を必ず用いること。
  - ② ①に示した語を含んで、[ ]内を4語以上で書くこと。
  - ③ ?につながる1文となるように書くこと。
- ※ 短縮形（I’m や don’t など）は1語と数え、符号（, など）は語数に含めません。

**問6** 次の(ア)、(イ)の問いに答えなさい。

- (ア) 次の英文は、オーストラリアから日本に留学予定のマイク (Mike) が高校生のコウタ (Kota) に送ったメールと、コウタからの返信です。あとの **Question** の答えとして最も適するものを、1～4の中から一つ選び、その番号を答えなさい。

*Kota received an e-mail from his friend, Mike.*

Hi Kota,

How are you? I'm going to leave Australia in two weeks. I can't wait to see you soon in Japan. I want to ask you one thing. I've read a book about traditional Japanese events like *matsuri* and *bon* dance. I'm really interested in these kinds of events. Can I join such an event while I'm in Japan?

Mike

*Two days later, Mike received an e-mail from Kota.*

Hi Mike,

I'm doing well. Thank you for your e-mail. I'm glad to hear that you are interested in Japanese culture. Yes, you can join a traditional local festival in my town. It's called Kamome Summer Festival. At the festival, you can take part in carrying a \*portable shrine called *mikoshi*, and walk through the streets. It's really exciting! I think it will be a great experience for you.

See you soon!

Kota

**Question : What can we say from these two e-mails?**

1. Mike and Kota made a plan to see each other in Mike's country this summer.
2. Mike and Kota wrote about traditional events in Japan and Australia.
3. Mike asked Kota to find a book about Japanese culture, and Kota found one for him.
4. Mike wanted to join a traditional Japanese event, and Kota invited him to one.

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\* portable : 運搬可能な

(イ) 次の英文は、マイクが帰国前に英語の授業でクラスの生徒に向けて行ったスピーチの原稿です。英文を読んで、あとのNo.1とNo.2の間に答えなさい。

Hello, everyone! Today, I'd like to talk about my *mikoshi* experience. With Kota's help, I joined Kamome Summer Festival. I had a chance to carry a *mikoshi* at the festival.

On that day, near the *mikoshi*, there were a lot of people who were wearing a special coat called *happi*. Kamome Town has its own *happi* coat. The people who \*wore the coat looked cool and powerful.  By wearing the special coat, I felt I became a member of the local people. Everything I saw there was new to me.

The local people and I started to carry the *mikoshi* through the streets in the town. Soon, I realized that the *mikoshi* was very heavy. When I almost stopped carrying it, I heard the word, "Wasshoi," from people around me.  However, I tried saying the word because they kept \*shouting it. They looked at me with a smile. While I was shouting the word with them, I felt that it gave power to me. Thanks to the special word, I could keep carrying the *mikoshi*.

After carrying the *mikoshi*, I had some cold tea and snacks with the local people.  They were very friendly and asked me a lot of questions in Japanese. Though I couldn't speak Japanese well, I tried to answer them. I had a very special time with them.

From this experience, I learned this. By carrying the *mikoshi*, many people in Kamome Town have a \*sense of unity. Wearing the special coat, shouting the special word, and having drinks and snacks together are traditional Japanese ways to make a good team.  I was happy to learn how Japanese people built a sense of unity in their town.

Now, I'd like to study Japanese to communicate with Japanese people and learn more about Japanese culture. Thank you.

No.1 次の英文は、本文中から抜き出したものです。この英文を入れるのに最も適切なところを、本文中の  ~  の中から一つ選び、その番号を答えなさい。

I didn't know what it meant.

\* wore ~ : ~を着ていた    shouting ~ : ~を大声で言っている    sense of unity : 一体感

No.2 次の<メモ>はマイクがスピーチをする際に使用したものです。<メモ>の  ~  の中に、あとのA~Cをマイクが話した内容の順になるように入れるとき、その組み合わせとして最も適するものを、1~4の中から一つ選び、その番号を答えなさい。

<メモ>

### My Mikoshi Experience in Japan

- [1] I had a chance to carry the *mikoshi* at the festival.
- [2] It was my first time to wear the *happi* coat.
- [3]
- [4]
- [5]
- [6] I want to learn more about Japanese language and culture.

- A. I talked with the local people after carrying the *mikoshi*.
- B. I kept carrying the *mikoshi* with the power of "Wasshoi."
- C. I learned how a traditional Japanese event helped people become one.

- 1. ①-A ②-B ③-C
- 2. ①-A ②-C ③-B
- 3. ①-B ②-A ③-C
- 4. ①-B ②-C ③-A

問7 次の(ア)の英文と予定表 (Schedule)、(イ)の英文とコンテストの結果 (Contest Results) について、それぞれあとの **Question** の答えとして最も適するものを、1～5の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア)

*Shun and Matt are classmates at Kamome High School. Shun is a member of the newspaper club. Matt is from the U.S. and he is a member of the basketball club. They are talking about Matt's schedule for next week to decide the day for an \*interview.*

Shun: Matt, I'm excited to write about you. Can I have an interview with you after school next week?

Matt: Yes. I'm happy to be in the next school newspaper.

Shun: I want to have the interview before your basketball club. On the same day, I want to take pictures of you while you are practicing basketball. Is that OK?

Matt: Sure! Let me check my schedule. On Thursdays, I don't have basketball club. Also, Monday is not good because my team won't practice at the gym. We will watch the video of last Saturday's game on that day.

Shun: I see.

Matt: On Tuesday, I also have a meeting for the school festival before the club.

Shun: Oh, you'll be busy next week. How about Wednesday?

Matt: Before the club, I want to ask my math teacher about the next day's math test.

Shun: I see. Then, we have only one day. How does it sound?

Matt: Sounds good! I've written our plan on my schedule.

Matt's Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9/1 · Basketball Club	2 · <input type="text" value="①"/> · Basketball Club	3 · Basketball Club	4 · <input type="text" value="②"/>	5 · <input type="text" value="③"/> · Basketball Club

**Question : What will be in  ,  , and  ?**

1. ① School Festival Meeting      ② Interview by Shun      ③ Math Test
2. ① Asking about Math Test      ② School Festival Meeting      ③ Interview by Shun
3. ① Interview by Shun      ② School Festival Meeting      ③ Math Test
4. ① School Festival Meeting      ② Asking about Math Test      ③ Interview by Shun
5. ① School Festival Meeting      ② Math Test      ③ Interview by Shun

\* interview : インタビュー

(1)

*Saki, Jack, and Yuna are members of the cooking club at Kaede High School. They took part in Kaede Town Lunch Box Contest as Team Blue. They are looking at the results on the contest website.*

### Contest Results

## Kaede Town Lunch Box Contest

### ○ Results

won the contest!

### ○ The \*Judges' Comment

Each team did a great job! All the teams used local vegetables very well. It was really difficult for us to choose the best team, but we followed the rules and finally decided the \*winner.

### ○\*Prize

The team which wins the contest will get Kaede Town's fresh local vegetables.

### ○\*Grades and Cooking Time

Team	Menu	Taste	*Looks	Cooking Time
Blue	<b>B</b>	<b>B</b>	<b>A</b>	53 minutes
Orange	<b>A</b>	<b>A</b>	<b>B</b>	55 minutes
Purple	<b>A</b>	<b>B</b>	<b>A</b>	54 minutes
Yellow	<b>B</b>	<b>A</b>	<b>C</b>	55 minutes
White	<b>A</b>	<b>A</b>	<b>A</b>	65 minutes

A: Great    B: Good    C: Not bad

### ○ Rules

- ▷ Cooking time is one hour.
  - Teams that spend over one hour cannot win the contest.
- ▷ You must make your lunch with your unique ideas.
  - You need to use more than two kinds of Kaede Town's local vegetables.
  - For this contest, Menu is the most important of the three: Menu, Taste, and Looks.
- ▷ Your lunch should taste delicious for everyone.
  - Fresh vegetables need to be the main dish in your lunch.
  - Taste is more important than Looks.
- ▷ Your lunch needs to look colorful and beautiful.
  - You need to use many colors of Kaede Town's local vegetables.

Question : What will be in  ?

1. Team Blue    2. Team Orange    3. Team Purple    4. Team Yellow    5. Team White

問8 次の英文を読んで、あとの(ア)~(エ)の問いに答えなさい。

*Judy and Yuka are Kamome High School students. One day, they are talking in the classroom after school. Then, Mr. Sato, their English teacher, talks to them.*

**Mr. Sato:** Hi, Judy and Yuka. What are you talking about?

**Judy:** Hi, Mr. Sato. We are talking about yesterday's heavy rain and strong \*wind. Yuka told me about a smartphone \*app.

**Yuka:** Yes. The smartphone app was developed by Kamome Town. It is a \*disaster prevention app. Yesterday, Kamome Town's app helped me get back home from my aunt's house. I recommend it because it is really useful.

**Mr. Sato:** Can you tell me more?

**Yuka:** Sure. Before I went home, I got information about the weather and \*transportation from the app. It showed me that my train was going to stop because of the heavy rain and strong wind. Thanks to the app, I left my aunt's house early and I was able to get home before the train stopped.

**Mr. Sato:** I see. We sometimes have terrible weather and earthquakes in Japan. We need to understand the ways to protect \*ourselves from such \*disasters.

**Yuka:** Yes. I'm sure it's important to get information about such disasters quickly.

**Judy:** I agree. The app sounds interesting. However, for me, the fastest way to get information is to use SNS.

**Mr. Sato:** Do you think many people also use SNS to get information about disasters?

**Judy:** I'm not sure, but let me check the internet. Oh, I've found a \*graph. ① Graph 1 shows what Japanese people wanted to use to get information about disasters in 2017 and in 2022. Disaster prevention apps were chosen more than SNS in 2017. However, from 2017 to 2022, the \*percentage of SNS went up. In 2022, it was higher than the percentage of newspaper and the percentage of disaster prevention apps. This means that it will become more popular to use SNS to get information about disasters, right?

**Yuka:** You may be right, but during a disaster, some information on SNS is not true. I found a picture on SNS with the topic, "Kamome Station is Under Water." The picture made me afraid, but the information was not true. It never happened.

**Mr. Sato:** That's a good point. During a disaster, we need to get true information quickly and take action to protect ourselves.

**Yuka:** Look at ② Graph 2. It shows the percentage of people between ten and nineteen years old who believe information about disasters on SNS. According to the graph, only about 5% of the people said, "Yes." Also, about one quarter of the people don't believe any

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\* wind : 風    app : アプリ    disaster prevention : 防災    transportation : 交通機関    ourselves : 私たち自身  
disasters : 災害    graph : グラフ    percentage : 割合

information about disasters on SNS. For me, information from disaster prevention apps made by cities and the \*government is more \*reliable than SNS.

**Judy:** OK. So, you think Kamome Town's disaster prevention app is more reliable.

**Yuka:** Yes. I've heard that Kamome Town's app has many \*functions for disaster prevention, but I don't know them well.

**Judy:** Functions of the app? I'm interested in them.

**Yuka:** Oh, Judy, this weekend, Kamome Town will have a disaster prevention event. We can join a \*workshop for Kamome Town's disaster prevention app. Let's learn about its functions.

**Judy:** Sounds interesting!

**Mr. Sato:** That's great! Let me know what you learn there.

*One week later, Mr. Sato talks to Judy and Yuka. They are talking in the classroom after school.*

**Mr. Sato:** Hello, Judy and Yuka. What did you learn at the workshop?

**Judy:** I learned many new things. For example, Kamome Town's app can give \*emergency alerts in other languages, such as Chinese, Spanish, and English. It can also let my family know where I am during a disaster.

**Mr. Sato:** That's nice! Yuka, how was the workshop for you?

**Yuka:** It was great. A staff member said, "Kamome Town's app can show us the nearest safe place on a map during a disaster. It can also show us how \*dangerous each area is." I was surprised to learn that the app had such functions.

**Mr. Sato:** Wow, Judy and Yuka, you learned a lot!

**Yuka:** Yes. I think people who use this app need to know more about its functions and learn how they can use it well.

**Judy:** Thanks to Yuka and the workshop, I realize we must , and then we need to decide what we should do to protect our lives during a disaster.

**Mr. Sato:** The things you learned are very important. In my English class, how about sharing the things you learned with your classmates?

**Yuka:** Sure!

**Judy:** That's a good idea. We will!

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\* government : 政府    reliable : 信頼できる    functions : 機能    workshop : ワークショップ  
emergency alerts : 緊急警報    dangerous : 危険な

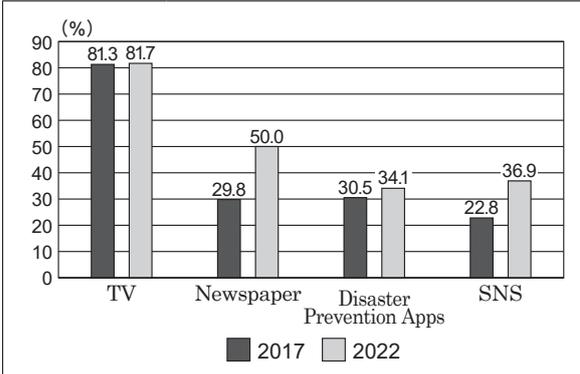
(ア) 本文中の——線①と——線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～9の中から一つ選び、その番号を答えなさい。

ア群

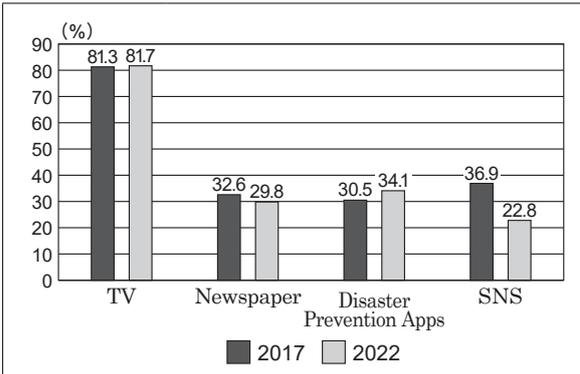
Graph 1

What do you want to use to get information about disasters?

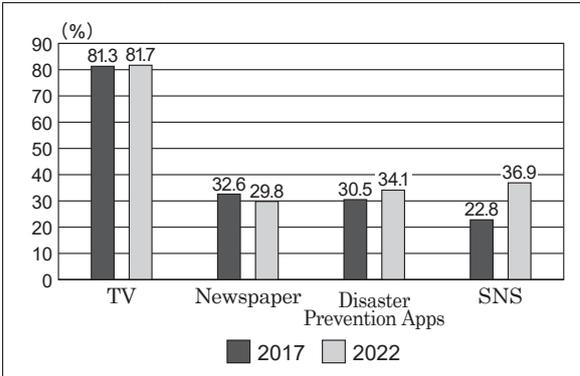
A.



B.



C.

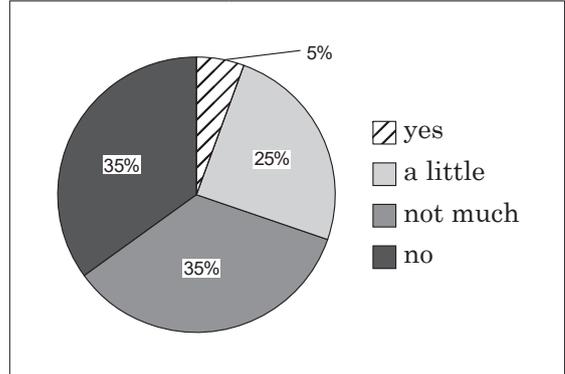


イ群

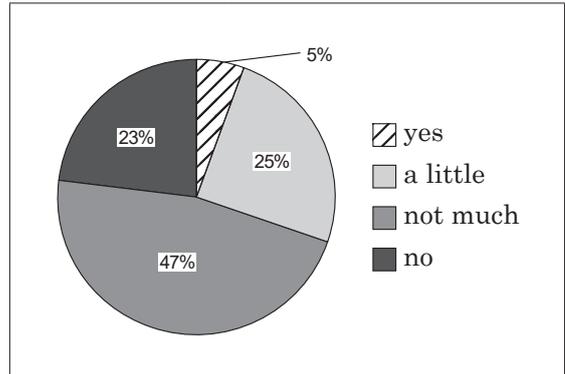
Graph 2

Do you believe information about disasters on SNS?

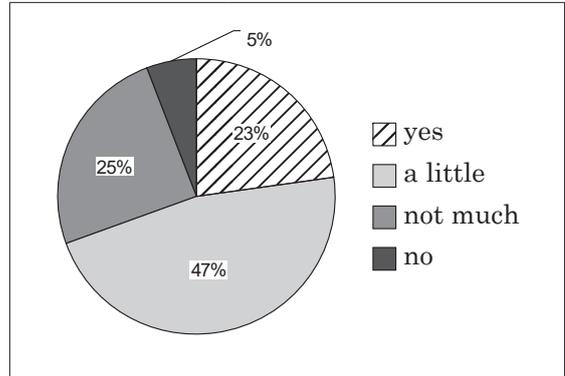
X.



Y.



Z.



- |          |       |          |       |          |       |
|----------|-------|----------|-------|----------|-------|
| 1. ① : A | ② : X | 2. ① : A | ② : Y | 3. ① : A | ② : Z |
| 4. ① : B | ② : X | 5. ① : B | ② : Y | 6. ① : B | ② : Z |
| 7. ① : C | ② : X | 8. ① : C | ② : Y | 9. ① : C | ② : Z |

(イ) 本文中  の中に入れるのに最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

1. get reliable information quickly
2. believe information from SNS
3. understand reliable information in Japanese
4. receive true information from my family

(ウ) 本文の内容に合うものとして最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

1. Yuka had to stay at her aunt's house because of the terrible weather.
2. Judy and Yuka agreed using SNS was the best way to get reliable information about disasters.
3. Yuka decided to learn about the functions that Kamome Town's app had.
4. Mr. Sato asked Judy and Yuka to join a workshop for Kamome Town's disaster prevention event.

(エ) 本文の内容に合うものとして最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

1. Judy wishes Kamome Town's app had a function to give her emergency alerts in English.
2. Yuka did not learn anything new about Kamome Town's app at the workshop.
3. Yuka believes knowing about Kamome Town's app and the ways to use it is necessary.
4. In Mr. Sato's class, he will talk about the apps Judy and Yuka made.

(問題は、これで終わりです。)

