

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

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
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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マコ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, I have.
 2. Yes, they have.
 3. No, we aren't.
 4. No, it's not.

- No.2
1. Taking pictures.
 2. Lake Kamome.
 3. This weekend.
 4. With my family.

- No.3
1. I got white ones.
 2. You bought a blue shirt.
 3. They play basketball.
 4. It gets dark.

(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 will Alice bring to the party?**

1. Some snacks and chicken.
2. Some salad and drinks.
3. Some drinks and fruit.
4. Some salad and fruit.

No.2 **Question : What can we say about Alice and Taro?**

1. They've decided to buy a useful book.
2. They've decided their presentation topic.
3. They've decided to meet this Friday.
4. They've decided to go to the library this Thursday.

(ウ) 学校の家庭科室 (the home economics room) について、家庭科部のミホ (Miho) が新入部員のジェフ (Jeff) とベン (Ben) に説明します。説明を聞いて、次のNo.1 とNo.2 の問いに答えなさい。

No.1 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 : Why does Miho want Jeff and Ben to remember these three rules?

1. To help them use the room after their time ends.
2. To help them clean the tables in different ways.
3. To help them cook delicious food at home.
4. To help them use the room without trouble.

No.2 説明を聞いた翌日にジェフがベンにあてて書いた次の<メッセージ>を完成させるとき、
① ~ ③ 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。

<メッセージ>



Hi, Ben! Tomorrow, our club will use the home economics room from 10 a.m. to 11:30 a.m. So, we are going to meet in front of the room at ① a.m. Let's remember to bring ② our homes. If we use the chairs and tables in the room, we need to remember ③ to put them back there.

- | | | |
|------------|---------------------|----------------------|
| 1. ① 9:55 | ② plastic bags from | ③ when they are used |
| 2. ① 9:55 | ② food back to | ③ where they are |
| 3. ① 9:55 | ② plastic bags from | ③ where they are |
| 4. ① 10:05 | ② food back to | ③ when they are used |
| 5. ① 10:05 | ② food back to | ③ where they are |
| 6. ① 10:05 | ② plastic bags from | ③ when they are used |

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 : Look at the beautiful sky!

B : Oh, the stars are so () and beautiful!

1. bitter 2. bright 3. poor 4. terrible

(イ) A : Did your robot perform well in the robot dance contest yesterday?

B : Yes. The result was good because its () were clear and powerful.

1. movements 2. sales 3. tastes 4. wastes

(ウ) A : Our town has a garbage problem. Do you have any ideas to () it?

B : Yes. We can pick up garbage on the streets every weekend.

1. paint 2. solve 3. throw 4. wash

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 : () pencil case is this?

B : Oh, it's Bob's.

1. Who 2. Where 3. Whose 4. Why

(イ) A : Hi, Mr. Suzuki. Could you help me () my English speech?

B : Sure!

1. with 2. from 3. to 4. among

(ウ) A : A new station () in Kamome City next year.

B : That's good news! I didn't know that.

1. is building 2. built 3. was built 4. will be built

(エ) A : Do you think () breakfast is important for children?

B : Yes. It helps them study better at school.

1. has 2. had 3. having 4. for having

(オ) A : I've heard that Sakura Tower is taller than Momiji Tower. Is this right?

B : No, that's not right. Sakura Tower is not () as Momiji Tower.

1. shorter 2. taller 3. as tall 4. shortest

(カ) A : If you are more careful next time, you () the same trouble again.

B : You're right. I should remember that because I don't want to have it again.

1. had 2. won't have 3. would have 4. didn't have

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 : Does (1. bus 2. catch 3. to 4. me 5. this 6. take) the city library?

B : Yes, it does. You can get there in ten minutes.

(イ) A : According to the internet, this movie (1. too 2. for 3. is 4. some 5. long 6. others) people. What do you think about this opinion?

B : I don't agree. It was amazing, so I felt it was short! You should watch it!

(ウ) A : Hi, Emma. What are you doing?

B : I am (1. taking 2. the 3. pictures 4. looking 5. at 6. taken) during the school trip.

(エ) A : How (1. in 2. is 3. rivers 4. are 5. many 6. there) India?

B : I think the number is more than 400.

(オ) A : Would you like to go to the festival with me on Saturday?

B : Sorry. I can't go because (1. doing 2. many 3. to 4. things 5. I 6. have) do on Saturday.

問5 次のA～Cのひとつづきの絵と英文は、モエ（Moe）とトム（Tom）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><最初の英文></p> <p>One day, Moe said to Tom, “I *interviewed Mr. Smith, our ALT.” Tom said, “Great! What did you learn about him?”</p>
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B

	<p>Moe answered, “A lot! For example, he knows so much about Japanese culture, such as temples and food. He can also speak Japanese very well.” Tom said, “Interesting,” and asked, “[]?”</p>
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C

	<p>Moe answered, “For two years.” She continued, “He wants to keep living in Japan to learn more about Japanese culture.”</p>
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<条件>

① lived と long を必ず用いること。

② ①に示した語を含んで、[]内を7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。

* interviewed ~ : ~にインタビューした

問6 次の(ア)、(イ)の問いに答えなさい。

(ア) 次の英文は、ブラウン先生 (Mr. Brown) が学校内の電子掲示板 (Online Information Board) に掲載した英語による職場体験 (English Job Challenge) の案内と、その案内に関するコメント (Comments) 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。

Online Information Board

 Mr. Brown April 21, 2025

Let's join the Two-Day English Job Challenge at *Global Camera Company. You can improve your English, meet people from different countries, and get hints for your future.

Date and Time	From 9:30 a.m. to 3:00 p.m. on July 28 and 29
When and Where to meet	At the school gate at 8:30 a.m. on both days ※ Go to the company together with other students.
What to bring	Lunch, a notebook, and pens ※ Wear your school uniform on both days.
How to join	Tell me why you want to join this program by e-mail. Send me the e-mail with your name and class before May 23.

If you want to ask questions, please add comments on this Online Information Board.

Comments	
From: Kaori	April 24, 2025, 4:55 p.m.
This program looks interesting. I have three questions about this program. Question 1 : Can I take pictures during the program? Question 2 : Do I have time to buy lunch during the program? Question 3 : Do I need to use English all the time during the program?	
From: Mr. Brown	April 25, 2025, 10:55 a.m.
Thank you for asking. I'll answer your questions. Answer 1 : No, you cannot. Answer 2 : No, so please bring your lunch. Answer 3 : No, you don't have to, but please do your best to improve your English.	
From: Kaori	April 28, 2025, 4:28 p.m.
Thank you so much! I've decided to join this program. I'll send you an e-mail later.	

Question : What can we say about Kaori from this Online Information Board?

1. Kaori will wear her school uniform and take pictures in the company.
2. Kaori should send an e-mail with her name and class to Mr. Brown after May 23.
3. Kaori has to go to the company with other students and use English all the time.
4. Kaori is going to bring her lunch and stationery to the company.

* Global Camera Company : グローバルカメラカンパニー (会社名)

(イ) 次の英文は、職場体験後にカオリ (Kaori) が、グローバルカメラカンパニーのアンダーソンさん (Mr. Anderson) に送ったお礼状です。英文を読んで、あとのNo.1 とNo.2 の問いに答えなさい。

Dear Mr. Anderson,

Thank you so much for having me at your company. It was a great experience, and I learned a lot of things.

On the first day, you gave me a chance to talk with your *engineers. I asked them questions and got answers from them. I was surprised to know so many skills and new technologies were needed to make good cameras.

On the second day, I joined an online event for fans around the world as a staff member. At the event, you *introduced new cameras to the fans. Then, they asked a lot of questions about those cameras. I didn't know how to answer the questions. You also listened to their opinions. I realized that your company collected hints from these fans to make good cameras.

On both days, I met a lot of people from different countries at your company. Even the Japanese staff members spoke to me in English. They asked me how I felt about your company's cameras. It was not easy to share my ideas with others in English, but I tried it. Through this experience, I think I improved my English.

Now, I am making a presentation about this program. In the presentation, I'm going to talk about **the things I learned**. I'm sure my classmates will become interested in your company.

Thank you again for the wonderful experience.

Best regards,

Kaori

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。

However, you did it really well.

* engineers : エンジニア (技術者) introduced ~ : ~を紹介した

No.2 本文中の —— 線部についてカオリがプレゼンテーションのために作成しているスライド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.

The Things I Learned at Global Camera Company

【First Day】

Traditional technologies are necessary to make good cameras.

【Second Day】

Foreign fans' opinions are more important than Japanese fans' opinions.

【Both Days】

Talking with others in English helps us improve our English.

2.

The Things I Learned at Global Camera Company

【First Day】

Making good cameras needs a lot of skills and new technologies.

【Second Day】

Using hints from their fans helps them make good cameras.

【Both Days】

Talking with others in English helps us improve our English.

3.

The Things I Learned at Global Camera Company

【First Day】

Making good cameras needs a lot of skills and new technologies.

【Second Day】

Using hints from their fans helps them make good cameras.

【Both Days】

It is fun and easy to share ideas with others in English.

4.

The Things I Learned at Global Camera Company

【First Day】

Traditional technologies are necessary to make good cameras.

【Second Day】

Foreign fans' opinions are more important than Japanese fans' opinions.

【Both Days】

It is fun and easy to share ideas with others in English.

問7 次の(ア)の英文と活動一覧 (Activity List)、(イ)の英文とメモ (Memo) やコメント (Comments) 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)

*Maki and Beth are classmates at Kaede High School. Beth is from the U.S. They are talking about **Activity List** on the third day of their school trip. They need to choose one of the three plans.*

Maki : Beth, which activity would you like to try?

Beth : I've never touched dolphins, so how about the plan with Kamome *Aquarium?

Maki : That activity sounds good, but I'm afraid of looking at the view from the tall tower.

Beth : I see. Let's check the other plans.

Maki : Thanks. Would you like to try sports on the beach?

Beth : Yes, but I always went fishing with my family in the U.S., so how about the last one?

Maki : In this plan, we can learn the local dances and make a gift for our families. Are you interested in learning about traditional culture?

Beth : Yes. How about you?

Maki : Me, too. Let's join this plan.

Beth : Sounds great!

Activity List

Plan	Place	9 a.m. – 11:30 a.m.	1 p.m. – 3:30 p.m.
		You can	
Plan A	Nagisa Beach	· Enjoy some sports on the beach	· Take a boat and go fishing in the sea
Plan B	Kamome City	· Walk around the city and see the good view from Kamome High Tower	· Watch and touch dolphins at Kamome Aquarium
Plan C	Momiji *Village	· Learn traditional local dances at the tourist center	· Make an original Japanese cup at a local house in the village

Question : Where will Maki and Beth go in the afternoon on the third day of their school trip?

1. Nagisa Beach.
2. Kamome Aquarium.
3. Kamome High Tower.
4. The tourist center in Momiji Village.
5. A local house in Momiji Village.

* Aquarium : 水族館 Village : 村

(1)

*Mika is a member of the library *committee in Kamome High School. Last year, her school started the *e-book borrowing system in the school library. Last month, she *conducted a survey about this system. She got six comments from the survey and took a memo.*

Memo

According to the comments, don't use this system now, though they tried it before. So, next week, I'll talk with them to understand more about their problems.

Comments

From Ms. Honda (Teacher)

My eyes are not good, so it's difficult for me to read small words. With paper books, I need special glasses, and I get tired easily. With this system, I can make the words bigger and change the colors, so reading has become easier.

From Olivia (Student)

I like reading very much, so I used this system before. But it was not easy. When I tried it at home, I didn't know how to use it well or who could help me. I've stopped using it.

From Takuya (Student)

My club activities keep me busy. I don't have time to use the school library while it is open. With this system, I can read books on my *tablet anywhere, so I read more books.

From Hana (Student)

I always look for new stories. A few years ago, I often bought more than ten books in a month. However, I couldn't do that after my *bookshelf at home became full. With this system, I can find new stories easily and read them without worrying about space at home.

From Mr. Green (Teacher)

This system can recommend e-books to us. At first, I liked this idea because I wanted to try something new. However, when I tried this system, the recommended book was not interesting. Since then, I haven't touched this system.

From Ken (Student)

I have never tried this system because it's not necessary for me. I like reading my favorite books many times. My bookshelf in my room is full of them. When I go out, I always take one with me. When I read it again and again, I can really feel that the book is mine.

Question : What will be in ?

1. two students
2. one student and two teachers
3. three students
4. one student and one teacher
5. two students and one teacher

* committee : 委員会 e-book borrowing system : 電子書籍の貸し出しシステム

conducted a survey : アンケート調査を実施した tablet : タブレット端末 bookshelf : 本棚

問8 次の英文を読んで、あとの(ア)~(エ)の問いに答えなさい。

Akira and Emily are Kamome High School students. They are talking in the classroom after school. Then, Mr. White, their English teacher, talks to them.

Mr. White: Akira and Emily, what are you talking about?

Akira: We're talking about our class movie for next month's school festival. We are afraid that we won't finish making it.

Mr. White: Oh, what happened?

Emily: We have already taken a lot of pictures and videos, but we don't have enough time to *edit them. We have to finish making it in two weeks. So, I think we should use *generative AI for our movie.

Mr. White: Do you know how to use generative AI, Emily?

Emily: Yes. We learned how to use it in our *Information class. After that, I became interested in it. I think it will help us edit the pictures and videos for the movie.

Akira: I think it'll be better for us to make the movie without it.

Mr. White: Why do you think so, Akira?

Akira: Because it is important to do all the work by *ourselves when we try to make something original.

Emily: I understand. But to edit the movie all by ourselves is not the only way to make something original. We can control how generative AI can support us. If we don't finish making the movie, we cannot do anything in the festival. Our goal is the same, and it is to make the *visitors happy with our original movie, right?

Akira: You're right. But we need to understand how our classmates feel about this topic. Some students may not agree to use generative AI. Mr. Takeda, our Information teacher, showed us this *graph in his lesson. ① Graph 1 shows that around 30% of the students in this school don't want to use generative AI for studying. Some of my classmates may worry that they won't improve their thinking skills because of generative AI.

Emily: I don't agree. Look at Graph 1 again. Less than 10% of the students feel worried about using generative AI. Look at ② Graph 2 I found on the internet. It shows the *percentage of students who have used generative AI for studying at home. According to this graph, high school students used generative AI more than elementary school students and junior high school students in both 2023 and 2024. In 2024, high school students' *usage was higher than in 2023. I know students have different opinions about this topic, but I think we cannot stop this *trend, so we need to think about a good way that works for everyone.

Akira: OK. Then, let's talk about the ways of using generative AI with other classmates later.

* edit ~ : ~を編集する generative AI : 生成 AI Information : 情報 (高校で学ぶ教科の一つ)

ourselves : 私たち自身 visitors : 訪問者 graph : グラフ percentage : 割合 usage : 使用量

trend : 動向

Emily: Yes, let's! Thank you.

Mr. White: Great! I hope you will make a good movie with your classmates.

Two weeks later, after the school festival, Mr. White talks to Akira and Emily.

Mr. White: Great job! I enjoyed your movie. How did your class use generative AI for the movie?

Akira: Our class used it only in a limited way.

Emily: After our class talked about generative AI, we made these three rules:

1. Use generative AI only for editing pictures and videos.
2. Check every scene generative AI made.
3. Try something new after generative AI gives us time.

Akira: For example, generative AI quickly *arranged the pictures and videos of the actors very well *based on the story we made for the movie.

Emily: With the help of generative AI, we finished editing the movie five days before the festival! So, generative AI .

Mr. White: Cool! What did you use the time for?

Akira: We decided to add one more scene. Do you remember the last scene?

Mr. White: Of course! I liked that scene! I was surprised that everyone in the movie started to dance with the *sunset behind them at Kamome Beach.

Emily: That was my idea! I got the idea while I was talking with my friends.

Mr. White: Wow! Was it difficult to take the video for that scene?

Emily: Yes. We practiced dancing, went to the beach, and waited for the best time for the scene.

Akira: A lot of visitors said to us, "The movie was great!" I felt happy by listening to those words. Generative AI helped us make our original movie and good memories.

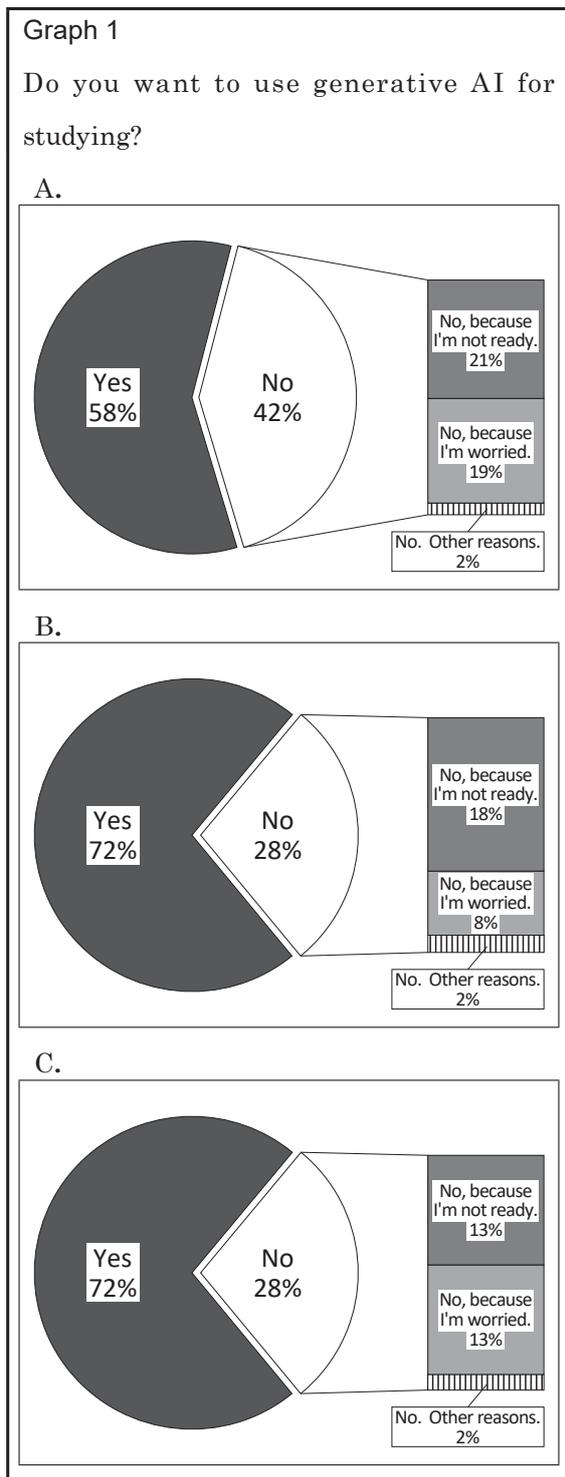
Emily: Our class talked about the ways of using generative AI and worked together to make the visitors happy with our original movie.

Mr. White: Great! I'm glad that you had a great experience with your classmates.

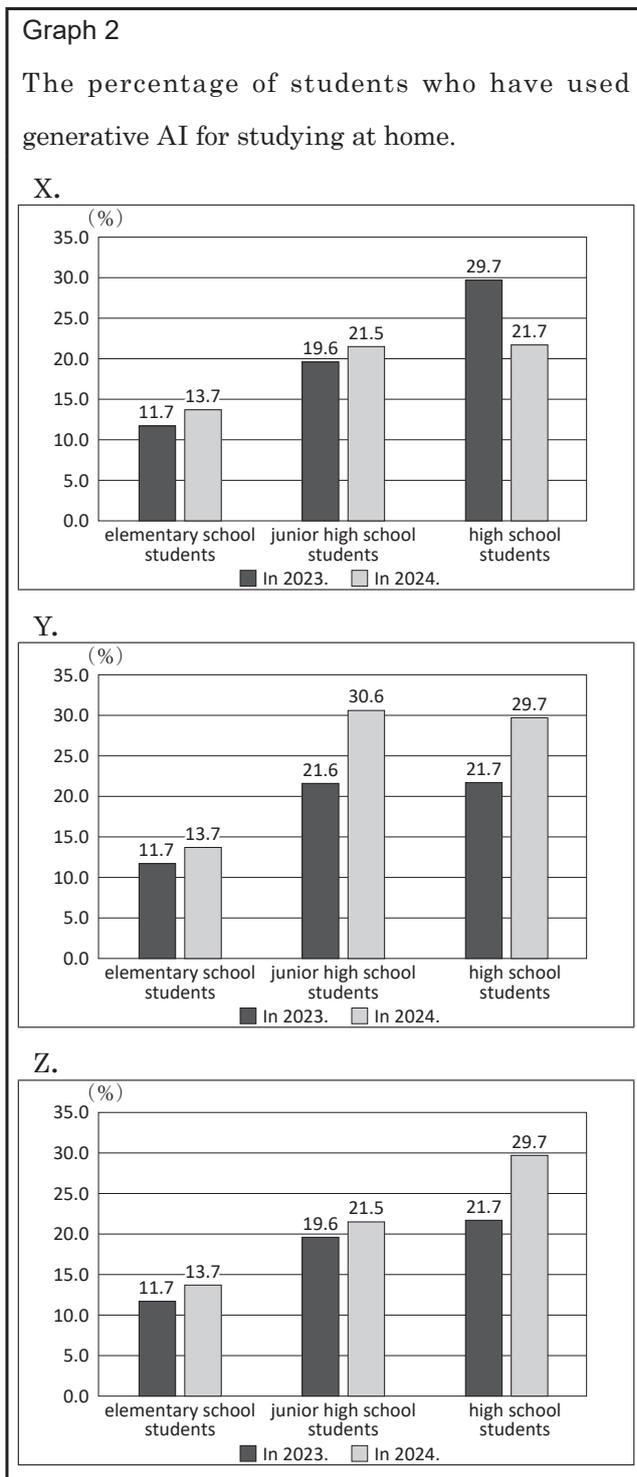
* arranged ~ : ~を並べ替えた based on ~ : ~に基づいて sunset : 夕焼け

(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



イ群



1. ① : A ② : X
 4. ① : B ② : X
 7. ① : C ② : X

2. ① : A ② : Y
 5. ① : B ② : Y
 8. ① : C ② : Y

3. ① : A ② : Z
 6. ① : B ② : Z
 9. ① : C ② : Z

(イ) 本文中の 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. saved a lot of time
2. made these rules
3. wrote the best story
4. thought of the last scene

(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. Akira and Emily used generative AI for their class movie one month before the festival.
2. In his Information class, Mr. White taught students how to use generative AI.
3. Akira and Emily didn't have the same goal for their class movie.
4. Akira and Emily decided to hear their classmates' opinions about generative AI.

(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. Akira and Emily used generative AI for their class movie without rules.
2. Akira got good ideas for the last scene when he used generative AI.
3. Mr. White waited for the best time for the last scene on the beach.
4. Akira and Emily created something original with their classmates.

(問題は、これで終わりです。)

