

# 令和 8 年度公立高等学校入学者選抜

## 後期選抜 学力検査問題

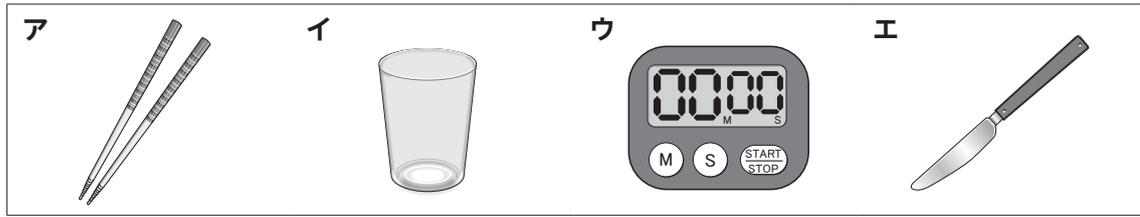
# 英 語

### 注 意

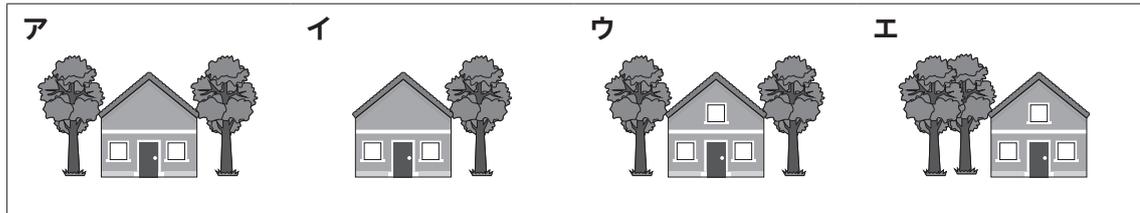
- 1 指示があるまで、問題冊子と解答用紙に手をふれてはいけません。
- 2 問題は【問 1】から【問 4】まであり、問題冊子の 2～9 ページに印刷されています。10 ページ以降に問題はありません。
- 3 問題冊子とは別に、解答用紙があります。**解答は、すべて解答用紙の  の中に書き入れなさい。**
- 4 最初リスニングテストがあります。リスニングテストは、すべて放送の指示に従って答えなさい。問題は(1)から(4)まであります。**英語は、(1)では 1 度、(2)、(3)、(4)では 2 度読みます。**
- 5 メモをとる必要があるときは、問題冊子のあいているところを使いなさい。

【問 1】 リスニングテスト (英語は、(1)では1度、(2)、(3)、(4)では2度読みます。)

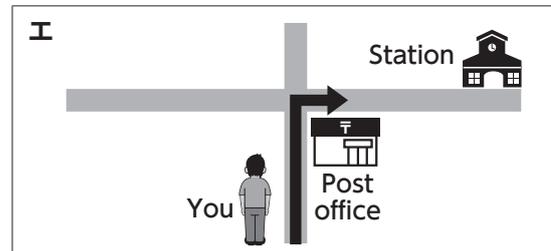
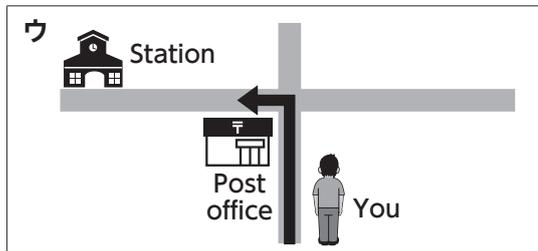
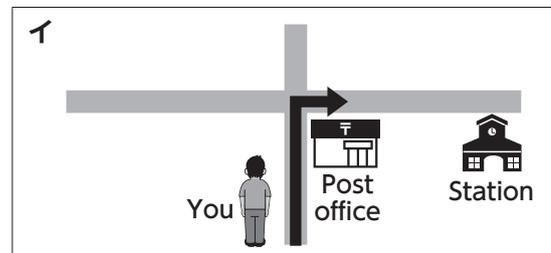
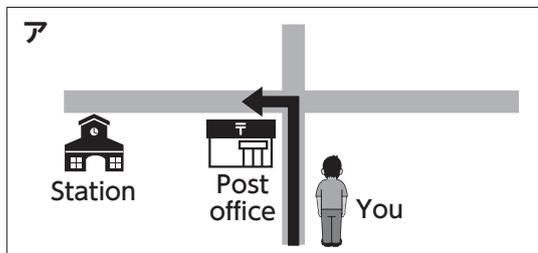
(1) No. 1



No. 2



No. 3



(2) No. 1 <下校時の昇降口での会話>

- |   |  |
|---|--|
| <p>ア テレビゲームをするから</p> <p>ウ 犬の散歩に行くから</p> | <p>イ お菓子を買うに行くから</p> <p>エ 陸上競技の練習をするから</p> |
|---|--|

No. 2 <教室での会話>

- |  |  |
|--|--|
| <p>ア 昼食を食べてから野球を観戦した</p> <p>ウ 昼食を食べてから野球の試合をした</p> | <p>イ 野球の試合をしてから昼食を食べた</p> <p>エ 野球を観戦してから昼食を食べた</p> |
|--|--|

No. 3 <飛行機内でのアナウンス>

- |   |  |
|---|--|
| <p>ア 緊急時の対応について</p> <p>ウ 出発地の時刻について</p> | <p>イ 到着地の様子について</p> <p>エ 明日の天気について</p> |
|---|--|

(3) 美穂(Miho)は英語の授業で、夏に行っている3つのことについてメモを書き、そのメモをもとに発表しました。

**Question :** Which one did Miho write to make her speech?

<p><b>ア</b></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Things I do</p> <ul style="list-style-type: none"> <li>- Wear a hat outside</li> <li>- Have water and salty candies in my bag</li> <li>- Take a bath</li> </ul> </div>	<p><b>イ</b></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Things I do</p> <ul style="list-style-type: none"> <li>- Wear a hat outside</li> <li>- Have water and salty candies in my bag</li> <li>- Take a shower</li> </ul> </div>
<p><b>ウ</b></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Things I do</p> <ul style="list-style-type: none"> <li>- Wear a hat outside</li> <li>- Take a bath</li> <li>- Sleep well</li> </ul> </div>	<p><b>エ</b></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Things I do</p> <ul style="list-style-type: none"> <li>- Have water and salty candies in my bag</li> <li>- Take a shower</li> <li>- Sleep well</li> </ul> </div>

(4) 中学生の卓也(Takuya)は、地域でボランティアの英会話教室を開いているホワイトさん(Ms. White)の活動に興味をもち、その活動をクラスメイトに紹介するポスターを作るために、**質問リスト**をもとにインタビューをしています。

**質問リスト**

- 1 Do junior high school students join the class? .....
- 2 What activities do people do in your class? .....
- 3 Do you have a class every week? .....
- 4 Why did you start the class? .....

No.1 Which question on the list will Takuya ask after Ms. White's question?

[ **ア** 1                      **イ** 2                      **ウ** 3                      **エ** 4                      ]

No.2 What does Ms. White want to tell people the most?

<p><b>ア</b> Ms. White started her English class three years ago.</p> <p><b>イ</b> Ms. White traveled around the world when she was young.</p> <p><b>ウ</b> Students can talk about different topics on the internet.</p> <p><b>エ</b> Studying different languages helps people learn a lot of things.</p>	
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## 【問 2】

I 各問いに答えなさい。

(1) ( )に当てはまる最も適切な英語を、(a)、(b)それぞれについて下のア～エから1つ選び、記号を書きなさい。

(a) <家での会話>

**Sister** : Emi called you ( ) you were not at home.

**Sae** : Thanks. I'll call her later.

[ ア or                    イ while                    ウ so                    エ if                    ]

(b) <教室での会話>

**Kei** : What are your plans for summer vacation?

**Rin** : Well, I ( ) a small island with my family. I can't wait!

[ ア visited                    イ was visiting                    ウ have visited                    エ am going to visit                    ]

(2) 次の(a)、(b)について、必要があれば( )内の語を適切な形に変えたり、不足している語を補ったりして、話の流れに合うように主語を含む英文を完成させなさい。

(a) <ALT と生徒の会話>

**ALT** : Do you have any brothers or sisters?

**Nao** : Yes. My sister is a university student in Canada. ( study ) science there.

**ALT** : That's great.

(b) <友達同士の会話>

**Shu** : I visited my uncle in the U.K. last month.

**Dan** : ( stay ) at his house?

**Shu** : I stayed for five days. Everything I saw there was exciting.

(3) 英語の授業で、ALT の先生から外国の食生活について話を聞いた。次の英文は、その話に対して、自分の考えを ALT の先生に伝える意見文の下書きの一部である。友達からのアドバイスにしたがって、①、②の下線部を2語以上の英語で書き直しなさい。ただし、下線部を含む文が1文になるようにすること。

### 意見文の下書きの一部

You said, "Breakfast is important." I have the same idea. After your class, I asked my classmates, "Do you have breakfast every day?"

① They are five students who do not have it. It is difficult for us to study and play without breakfast.

② Have it every day. It makes us more active during the day.

### アドバイス

① は、5人の生徒が存在することを表す文に修正した方がよいと思う。

② は、命令するのではなく、自分はこう考えると意見を表明する文に修正した方がよいと思う。

II 各問いに答えなさい。

- (1) 次の英文は、ケイト(Kate)が友達のジェニー(Jenny)から受け取ったメール文である。そのメール文から読み取れることを正しく表している英文として最も適切なものを、下のア～エから1つ選び、記号を書きなさい。

From:	Jenny_smile@ △△ abcmail.com
To:	Kate123@ △△ abcmail.com
Date:	August 10th, 2025

Hi, Kate,

How are you? Thank you very much for sending me a birthday present. I got it this morning. You gave me a nice pencil case. Mine was old, so I really wanted a new one.

I know that you are traveling in Australia with your family now. I hope you are having a great time.

See you at school in September.  
Jenny

- ア Kate sent an email to say “Happy Birthday” to Jenny.  
イ Jenny sent a new pencil case as a birthday present to Kate.  
ウ Kate and her family are going to travel to Australia in September.  
エ Jenny wanted a new pencil case because hers was old.

- (2) あなたは、留学先の町にあるリバー駅(River Station)で、掲示板の**お知らせ**(Special Notices)を見ている。**お知らせ**の内容と合っている英文を、次のア～オから2つ選び、記号を書きなさい。

**お知らせ**

<h3><b><i>Special Notices</i></b></h3> <p>This information is important for everyone.</p> <p><b><u>Problem happening now</u></b></p> <ul style="list-style-type: none"><li>• All trains are stopped between this station and the next station, Park Station, because there is a train problem. We may need time to solve it.</li></ul> <p><b><u>How to go to Park Station</u></b></p> <ul style="list-style-type: none"><li>• There are 3 ways to go to Park Station.<ul style="list-style-type: none"><li><input type="checkbox"/> Bus : Take Bus No.4 from South Area.</li><li><input type="checkbox"/> *Taxi : Take a taxi from East Area.</li><li><input type="checkbox"/> Subway : Walk for 5 minutes to Garden Station and take a subway.</li></ul></li></ul> <p><b><u>To get more information</u></b></p> <ul style="list-style-type: none"><li>• Please come to the station office on the 2nd floor.</li><li>• The office is open from 7:00 a.m. to 8:00 p.m.</li></ul>	<p>ア The station office on the second floor is closed at 7:00 p.m.</p> <p>イ The trains cannot come and go between River Station and Park Station now.</p> <p>ウ People have to walk to Garden Station for 10 minutes to take a taxi.</p> <p>エ If you go to South Area, you can take a bus to Garden Station.</p> <p>オ People can choose different ways to Park Station.</p>
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\* (注) Taxi タクシー

**【問 3】** 結衣(Yui)、舞(Mai)、陸(Riku)の 3 人は、オーストラリアの姉妹校から来る生徒との交流行事で半日観光をすることになり、その内容について考えている。各問いに答えなさい。

結衣は、ALT のブラウン先生(Mr. Brown)に半日観光で大事にすべきことについてアドバイスを求めてチャットでやり取りした。その後、アドバイスの内容とウェブサイト上で見つけた 2 つの**広告**を、舞と陸にクラウド上で共有した。

 <b>Yui</b>	What are some important things to make the tour more *memorable for the *Australian students?
 <b>Mr. Brown</b>	That's a good question. They will be happy if they can learn the history of our city. I think it's also important for them to understand the local people's lives. Try to tell the Australian students those things in English because you know and live in this city. You don't have to speak perfect English.

\* (注) memorable 記憶に残る Australian オーストラリアの

**広告**

**City Bus Tour**

You will visit the old temple and try Japanese green tea.

**Time** : 9:30 a.m. – 11:30 a.m.  
 1:30 p.m. – 3:30 p.m.

**Place** : Take the bus at City Hall.




**Enjoy Our \*Farm Tour!**

Local farmers will teach you how to cook jam with the fruit you pick!

**Time** : 10:00 a.m. – 11:50 a.m.  
 2:00 p.m. – 3:50 p.m.

**Place** : Nagano Fruit Farm




\* (注) Farm 農場

(1) ブラウン先生からのアドバイスを受けて、結衣が**広告**について広告主に問い合わせる必要がある内容として最も適切なものを、次の**ア～エ**から 1 つ選び、記号を書きなさい。

- |  |  |  |
|--|--|--|
| <div style="font-size: 3em; line-height: 1;">[</div> | <p><b>ア</b> Where do people have to go to take the bus for the City Bus Tour?</p> <p><b>イ</b> Can people who join the City Bus Tour learn the history of the old temple?</p> <p><b>ウ</b> What will the local farmers teach people who join the Farm Tour?</p> <p><b>エ</b> Can people pick fruit at Nagano Fruit Farm before cooking jam?</p> | <div style="font-size: 3em; line-height: 1;">]</div> |
|--|--|--|

舞は、日本のある地方を訪れた外国人観光客が新聞に投稿した、次の記事を見つけた。

Last month, I visited a shrine in a small town in Japan. There were a lot of green trees around the \*building, so it looked beautiful.

I enjoyed walking around the building, and the place was very nice. However, I could not understand its history because the shrine's \*information board was written only in Japanese.

I hope that the shrine will tell foreign tourists its history in more languages on the information board. We can create good memories by visiting it if we understand the history.



\* (注) building 建物 information board 案内板

(2) この記事の筆者(writer)が、投稿した記事の中で最も伝えたいことを表す英文として適切なものを、次の**ア～エ**から 1 つ選び、記号を書きなさい。

- |  |   |  |
|--|---|--|
| <div style="font-size: 3em; line-height: 1;">[</div> | <p><b>ア</b> The shrine that the writer went to see last month was in a small town.</p> <p><b>イ</b> The shrine building looked beautiful because of the many green trees.</p> <p><b>ウ</b> Walking around the shrine building was fun for the writer.</p> <p><b>エ</b> Understanding the history of a place will help tourists create good memories.</p> | <div style="font-size: 3em; line-height: 1;">]</div> |
|--|---|--|



**【問 4】** 春菜(Haruna)は英語の授業で、ブルックリン橋(the Brooklyn Bridge)の建設にかかわったある家族について、調べたことをレポートにまとめた。レポートを読んで、各問いに答えなさい。なお、**1** ~ **6** は段落の番号を表している。

**1** The Brooklyn Bridge is one of the most famous bridges in the U.S.A. It was the longest \*suspension bridge in the world when it was built in 1883. The local people wanted a bridge for a long time, but creating such a long suspension bridge was not easy.



**2** \*John A. Roebling was an \*engineer who \*designed the Brooklyn Bridge. One day in 1869, he had an \*accident while he was working at the \*construction \*site. Building this bridge was his dream, but he lost his life a few weeks after the accident.

**3** Soon, one of his children became the \*chief engineer for the construction of the bridge. His name was \*Washington. He knew his father's plan well ① (\_\_\_\_) he helped his father design the bridge. However, a few years later, he got sick. He could not go to the construction site but wanted to continue building the bridge.

**4** Then, Washington's wife \*Emily wanted to give her \*husband a chance to \*realize his father's dream, so she took action. For example, she visited the construction site every day and gave his messages to the other engineers there. At home, she told her husband about the situation of the bridge construction. She also joined the construction \*meetings in the office.

**5** \*At that time, many people thought that bridge construction was men's work. Also, Emily was not an engineer. However, she learned a lot of things about bridge construction from her husband and by reading books. ② (\_\_\_\_), she understood more by visiting the site and working with the other engineers. She worked hard to build the bridge, so she was proud of \*herself. Washington also \*recognized her \*intelligence and said that she was like a strong tower to \*lean upon.

**6** The Brooklyn Bridge has two towers. If one of them were Emily, the other would be Washington. However, we cannot finish building a bridge without connecting the towers. I think that the main \*road of the bridge is like John. All three people were important for the bridge construction. Their story tells me that we can realize our dreams if we support each other.

\* (注) suspension bridge 吊り橋 John A. Roebling ジョン A. ローブリング(人名) engineer(s) 技術者  
designed ← design 設計する accident 事故 construction 建設 site 場所 chief engineer 技術者のリーダー  
Washington ワシントン(人名) Emily エミリー(人名) husband 夫 realize 実現する meeting(s) 会議  
at that time 当時 herself 彼女自身 recognized ← recognize 認める intelligence 知性 lean upon 頼る  
road 道

- (1) 下線部①の( )に当てはまる最も適切な英語を、次のア～エから1つ選び、記号を書きなさい。  
 [ ア or                      イ if                      ウ because                      エ but ]
- (2) 下線部②の( )に当てはまる最も適切な英語を、次のア～エから1つ選び、記号を書きなさい。  
 [ ア By the way                      イ At first                      ウ In this way                      エ In addition ]
- (3) 次のメモは、授業で春菜のレポートを読んだ海斗が、ブルックリン橋の建設にかかわった主な人物についてまとめたものの一部である。下線部③、④の( )に当てはまる最も適切な英語を、それぞれ1語ずつ書きなさい。ただし、( )内に示されている文字で書き始めること。

メモ

Person	Things that happened to the person / Things the person did or thought
John	- designed the Brooklyn Bridge - lost his life after he had an accident
Washington	- became the chief engineer after his father lost his life - got sick but did not want to ③(s ) building the bridge
Emily	- wanted her husband to realize his father's dream - learned ④(h ) to build a bridge from books and her husband

- (4) 次のア～ウは、春菜が 4 の内容をより分かりやすく伝えるために用意した3枚のイラストである。この段落に書かれている順になるように、記号を左から並べて書きなさい。



- (5) レポートの内容と合っている英文を、次のア～カからすべて選び、記号を書きなさい。
- [ ア Some suspension bridges were longer than the Brooklyn Bridge in 1883.  
 イ The father of Emily's husband built the Brooklyn Bridge without any trouble.  
 ウ Emily's husband understood his father's plan about the Brooklyn Bridge.  
 エ Many people thought that building bridges was women's work.  
 オ Emily was proud of herself because she worked hard to build the Brooklyn Bridge.  
 カ Haruna says that only Emily supported the construction of the Brooklyn Bridge. ]
- (6) 海斗は、春菜のレポートに対して次の感想を書いた。下線部⑤、⑥の( )に当てはまる最も適切な英語をレポートの中から抜き出して書きなさい。ただし、下線部⑤は連続する4語、下線部⑥は連続する3語で抜き出すこと。

感想

Washington said that Emily supported him ⑤( ) ( ) ( ) ( ). It was true, but Emily could not finish building the bridge without Washington's help.  
 I think that it is important for us to ⑥( ) ( ) ( ) if we want to realize something that looks difficult.

- (7) レポートにつけるタイトルとして最も適切なものを、次のア～エから1つ選び、記号を書きなさい。
- [ ア A Man Who Knew the Plan                      イ Sad Stories about Two Engineers  
 ウ Meetings about a Bridge                      エ Working Together for a Dream ]

これより先に問題はありません。

下書きなどが必要なときには、自由に使ってかまいません。



