

# 2026年度 須磨学園高等学校入学試験

## 学力検査問題

# 英 語

### (注 意)

解答用紙は、この問題冊子の中央にはさんであります。まず、解答用紙を取り出して、  
受験番号シールを貼り、受験番号<sup>は</sup>を記入しなさい。

1. すべての問題を解答すること。
2. 解答はすべて解答用紙に記入すること。記入方法を誤ると得点にならないので、十分に注意すること。
3. 検査終了後、解答用紙のみ提出し、問題冊子は各自持ち帰ること。

須磨学園高等学校

( 余 白 )

## リスニングテスト

このテストは、(A)、(B)、(C)の3題あります。英文は、すべて2度放送されます。いずれも放送中にメモをとってもかまいません。

(A) 会話を2度放送します。問題用紙の( )に入る英語1語を聞き取って、解答用紙に書きなさい。

A : It's a fine day, so let's go out. Where do you want to go ?

B : How about USJ ? I have never been to that amusement park ( )  
I live near there.

(B) (1)、(2)の会話をそれぞれ2度放送します。会話中のブザー音の部分に入る最も適切なものをA、B、Cの中から1つ選んで、その符号を書きなさい。問題番号の後の〔 〕にはそれぞれの会話の場面が記されています。

(1) 〔教室で〕

A I love them

B I washed the dishes every day

C I visited Canadian Museum of history

(2) 〔空港で〕

A could you tell me when boarding starts

B could you tell me how to get there

C will the flight leave on schedule

(C) アラブ首長国連邦の都市・ドバイで開催された万博 (the Dubai Expo) に関する英文を2度放送します。よく聞いて、次の(1)~(5)の英文が、放送された英文の内容に一致していれば1、一致していなければ2で答えなさい。

(1) Expo 2020 was held in Dubai from 2020 to 2021.

(2) At the Dubai Expo, a local business group in Dubai made over 90 business talks.

(3) According to JETRO, the Osaka-Kansai Expo got requests to have business talks from more than 100 countries.

(4) Developing countries wanted to work with Japan.

(5) The Expo was an opportunity for Japanese companies to find markets overseas.

**1** 次の英文を読んであとの問いに答えなさい。(\*の語句には注が付いています)

〔1〕 In 2011, a video became popular on \*YouTube. It showed a one-year-old girl using an iPad. She touched the screen and moved \*icons. Later, her father gave her a ( A ) magazine. She touched a picture on the magazine and tried to move it with her finger like a screen. But nothing happened. She then touched her leg, in order to check \*whether her finger worked well. The video was called “  .”

〔2〕 The girl’s father said the video showed that children today use \*digital tools from an early age. He wrote, “magazines are hard to understand for *digital natives*.” These are children who use smartphones, tablets, and other ( B ) tools from a young age.

〔3〕 Maybe the girl really thought the picture on the magazine would move like an icon on an iPad. In fact, it is natural for babies to touch everything, not just screens. Even children who don’t know tablets often touch books, pictures, or put the corners of books into their mouth.

〔4〕 The video asks an important question: Does the way of reading change if we use different tools? Many people read on screens at work and on paper at home. Some like \*e-books, and others prefer reading ( C ) books.

〔5〕 Before 1992, studies showed people read paper books better and faster than e-books. On the other hand, some studies said there is no big difference. Today, e-books are more common, and some people like them for facts and news. Reading on screens is becoming popular.

〔6〕 However, many people think paper books are better for reading long texts and easier to touch and move. ② It helps them to remember the content better. On screens, it is harder to know where in the text you are.

〔7〕 In one study, students who read on paper did better on tests than the students who read on computers. The students using ( D ) books could move between pages more easily. That helped them to understand and remember the text.

[8] Also, people can pay more attention when they are reading paper books. They can write notes and \*highlight words. Some students print online texts before reading carefully. Many people say paper helps them to read more \*seriously.

[9] Today, reading on screens is becoming more common. Screens can show videos, music, and \*interactive stories. In the future, new tools may give us new ways to enjoy reading. However, if you want to do better on tests or read more carefully, .

注 \*YouTube : ユーチューブ \*icon : アイコン \*whether ~ : ~かどうか  
\*digital : デジタルの \*e-books : 電子書籍  
\*highlight ~ : ~を (色などで) 目立たせる \*seriously : 真剣に  
\*interactive : 双方向の

問1 ( A ) ~ ( D ) には、digital か paper のどちらかが入ります。digital の場合は1を、paper の場合は2を書きなさい。

問2  に入る最も適切な英文を次のア～エから1つ選んで、その符号を書きなさい。

- ア A Magazine Is an iPad That Does Not Work
- イ An iPad Is a Toy for Children
- ウ Old Books Are Still Important
- エ Digital Natives Love New Devices

問3 下線部②が表す意味として、最も適切なものを次のア～エから1つ選んで、その符号を書きなさい。

- ア 紙の本の内容を記憶しておくことは、読者にとって有益である。
- イ 紙の本では、読んでいる場所がわかりにくい。
- ウ 電子書籍の画面は硬くて丈夫なので、どこに持ち歩いても読めるという点で、とても助けになる。
- エ 紙の本の方が内容をよく覚えられ、全体から見て自分がどれくらい読み進めているのかもわかりやすい。

問4  に入る最も適切な英文を次のア～エから1つ選んで、その符号を書きなさい。

ア you should understand that reading paper books will be better than reading digital books

イ it is important to know that screens are better for short reading or videos

ウ you should be serious about reading on screens

エ you should enjoy reading with new tools

問5 本文の内容と合わないものを次のア～エから1つ選んで、その符号を書きなさい。

ア 紙の本は、ページをめくることでどこまで読んだかがわかりやすい。

イ 電子書籍には便利な点があるが、読解には向かないこともある。

ウ 電子書籍の方が紙よりも読みやすいとする研究が多い。

エ 紙の本にはメモを書いたり、印をつけたりできる良さがある。

問題は次のページへ続きます

**2** 次の対話文を読んであとの問いに答えなさい。(\*の語句には注が付いています)

とおるくんとみなこさんは、学校で開催されるイギリスへの留学プログラムについて話合っています。(T = Toru M = Minako)

T : Hi, Minako. I heard that you're thinking about studying abroad.

M : Hello, Toru. Yes, I am! Our school has a study abroad program in the spring. If I join the program, I may be able to go to the UK this year.

T : Oh, that's good news.  I  ?

M : Yes. One of my best friends lives there and always tells me about life in the UK. This can be my big chance.

T : You're right. But ...

M : But ? Oh, I know what you're going to say.

T : Yeah. I know you love English, but you often get ( あ ), right ?

M : I know ... I always get ( あ ) when I talk to other people. But if I go, I think I can become more ( い ). I need to be ( い ) to be friendlier to others.

T : Then, this program may be perfect for you.

M : I think so, too! Also, through this program, I can visit \*The British Museum. If I go there, I can see many paintings and learn the stories behind them.

T : ② That sounds amazing! I would like to see them, too.

M : Oh, ( う ) the way, don't you think it is a good idea to learn from students at the local universities ?

T : You mean the local students ? Yes, of course. They can tell you about daily life and what is popular among them.

M : Exactly! It is good to know what young people in the UK are interested in today.

T : Yes. We are students, so it is natural for us to want to know about that.

M : In addition, those university students will also teach us how to give a good presentation ( え ) English.

T : That's wonderful. Giving a good presentation is difficult — even ( え ) Japanese!

M : I know! But before going to the UK, I have to write about why I want to study in the UK, and I have an English test. About the test, I'm worried. I love English, but I can't get high scores on English tests. Do you know how I can do better ? You always get perfect scores, right ?

T : If you want to get high scores, you should read the whole passage first before

answering the questions. Try to understand the main idea.

M : But when I see  know, I stop reading.

T : Don't worry about that. If you can understand the story, you can guess the meaning of the words. Don't be afraid of making mistakes. Also, if you want to get a good score, I think you should try to use  as possible. Using many words is  to remember new ones.

M : Thank you, Toru. I will do my best to get a good score. Oh, I have to finish the report by the end of this month!

T : Good luck, Minako. ⑥ If you don't finish it, you may miss your chance to go to the UK!

M : You're right! I'll start writing now!

注 \*The British Museum : 大英博物館 (イギリスにある国立博物館)

問1  に入る最も適切なものを次のア～エから1つ選んで、その符号を書きなさい。

ア You're going to study history in the UK, aren't you

イ Your best friend wants to visit Japan, doesn't she

ウ You've been interested in the UK, haven't you

エ You've already arrived in the UK, haven't you

問2 ( あ )( い ) に入る語の組み合わせとして最も適切なものを次のア～エから1つ選んで、その符号を書きなさい。ただし、( あ )( い ) は2か所ずつあり、それぞれ同じ語が入ります。

ア ( あ ) nervous ( い ) confident

イ ( あ ) nervous ( い ) confidence

ウ ( あ ) happy ( い ) confident

エ ( あ ) happy ( い ) confidence

問3 下線部②の内容として最も適切なものを次のア～エから1つ選んで、その符号を書きなさい。

ア Talking with university students about art at The British Museum

イ Seeing the paintings at The British Museum and learning about them

ウ Learning how to give presentations from local students

エ Going to the UK as part of a study abroad program

問4 (う)(え)に入る最も適切な英語1語をそれぞれ書きなさい。ただし、(え)は2か所あり、同じ語が入ります。

問5 英語のテストで高得点を取るためのとおるさんの助言を、以下のメモにまとめました。そのメモの内容を参考にして、 ~  について、あとのそれぞれの( )内の語から4語を選んで意味が通るように並べ替えなさい。

- ・問題を解く前に文全体を読む←主旨を理解する
- ・知らない単語がある←文脈を理解して、意味を推測する
- ・できるだけたくさん英単語を使う←新しい語を覚える際に役に立つ

( don't I words which whose )

( much many words as English )

( you enough to for useful )

問6 下線部⑥と最も近い内容を表すものを次のア～エから1つ選んで、その符号を書きなさい。

ア Wait, and you can have a chance to go to the UK!

イ Stop writing, and you can go to the UK!

ウ Make a presentation, or you can't visit the UK!

エ Hurry up, or you might not be able to go to the UK!

問7 本文の内容に合うものを次のア～オから2つ選んで、その符号を書きなさい。

ア Minako is planning to study abroad in the UK this September.

イ Minako's best friend lives in the UK but never tells Minako about the country.

ウ Toru and Minako agree that learning from university students in the UK is a good idea.

エ Minako will have an English test while she is in the UK.

オ To attend the study abroad program, Minako has to write about what makes her want to study in the UK.

**3** 次のチラシ、会話および写真を見てあとの問いに答えなさい。(\*の語句には注が付いています)

高校生のたいちさん、みかさん、まさきさんはあるイベントに参加することにしました。そのイベントの案内チラシとそこで展示する作品を見ながら、たいちさんがAnna先生と話しています。(A = Anna T = Taichi)

## Global High School Research Meeting

March 27th Fri. - 29th Sun. 9 AM - 5 PM  
at Kobex Plaza (a minute's walk from Tenji-jo Station)

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### Poster presentations

Place: Sea Breeze Hallway

Walk around and find posters that you like.

The students will stay by their posters during the following periods of time to talk about their discoveries and answer your questions.

<b>Science</b>	<b>Social issues</b>
Day 1 9 AM - 11 AM	Day 1 12 AM - 2 PM
Day 2 12 AM - 2 PM	Day 2 3 PM - 5 PM
Day 3 3 PM - 5 PM	Day 3 9 AM - 11 AM



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### Creative works display

Place: Port Hall

Meet, touch, and try creative works, from handmade musical instruments to AI drones.

The students will stay by their works during the following periods of time to explain them.

<b>Art</b>	<b>Invented products</b>
Day 1 3 PM - 5 PM	Day 1 3 PM - 5 PM
Day 2 9 AM - 11 AM	Day 2 12 AM - 2 PM
Day 3 12 AM - 2 PM	Day 3 9 AM - 11 AM

★ Please get permission before you touch the works.

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### Speeches

Place: Marine Theater

Selected students will talk about important social and science topics.

Time	Day 1	Day 2	Day 3
9 AM - 10 AM	Opening Speech	Collecting Information	E-Bikes: Safety and Convenience
1 PM - 2 PM	Better Batteries	Fire and Ice	AI Technologies as Learning Assistants
3 PM - 4 PM	Boring Smartphone	Ecosystem in Kobe	Ending Speech

★ Please enter the theater quietly during each speech.

— 9 —

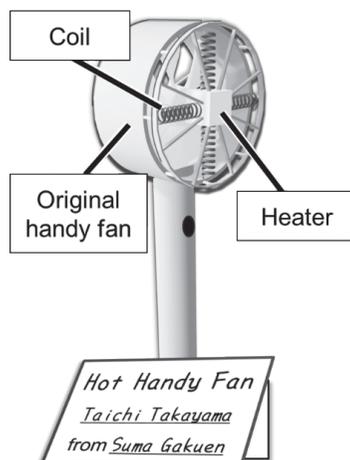
A : So, is this your invention for the Global High School Research Meeting? Well done.

T : Thank you. I will . So, I have to give my explanation to the guests. Can you act as a guest while I practice speaking?

A : Sure! Go ahead.

T : Thank you. Let me start.

This is a *Hot Handy Fan*. I attached a heater to a handy fan. Users can charge its battery and use it many times.



A : ( A ) did you invent it?

T : Many students use \*disposable hand warmers at school. ( B ) my classmates throw them away, the \*trash can soon becomes full. In addition, the hand warmers sometimes break and the \*iron powder comes out. It is hard to clean up the powder. My invention will solve these problems.

A : Great! ( C ) I were a visitor, I would ask you a question: ( D ) does the heater work?

T : It heats the air with the \*coils. The coils are made of special \*metal and are connected to the battery in the handle.

A : Great! I'm sure you can do well at the event!

T : Thank you. Can you come to the event? Two other students will also be there. Mika will give a speech about the ecosystem in Kobe. Masaki is making a poster about \*aging societies around the world.

A : Yes, I will be free on March 28th. I'm sure I can enjoy the event!

注 \*disposable hand warmer : 使い捨てカイロ \*trash can : ゴミ箱  
\*iron powder : 鉄粉 \*coil : コイル \*metal : 金属 \*aging society : 高齢化社会



**4** 次の (A)、(B) の設問に答えなさい。(\*の語句には注が付いています)

(A) 3人の高校生こうたさん、すずねさん、だいきくんが、グラフとそれに続くアドバイスを見ながら会話をしています。会話の内容に合うように、( 1 )～( 5 ) にそれぞれ適切な英語1語を入れて、会話文を完成させなさい。ただし、( 3 ) ( 5 ) は2か所ずつあり、それぞれ同じ語が入ります。

(K = Kota S = Suzune D = Daiki)

K : You got the best score in our English test again, ( 1 ) you ?

S : Yes, I'm very glad because I did my best. How about you ?

K : Don't ask me. I am not good at learning English words.

D : Have you ever seen this graph ? When we learn something new, it's \*stored in our brain as a memory. However, if we don't try to \*reinforce the memory, we forget the things we learned little by little. \*Psychologist Hermann Ebbinghaus created a model \*the Forgetting Curve to show how a new memory gets weaker if no particular effort is ( 2 ) to remember it.

K : No way. Now I know why my English words have disappeared from my memory.

S : That's too bad. The biggest drop in memory happens very ( 3 ) after we learn something new. There's a \*sharp fall at the start of the Forgetting Curve. Without remembering the things we've learned, we will forget about 65% of them in 24 hours! In one ( 4 ), we are going to forget almost 80%! What should we do, then ?

D : Fortunately, there is some advice we can follow to support our memory. In order to keep our memory better, we should review the things we learned as ( 3 ) as possible.

S : Oh, I got it! It's like practicing the piano. When I practice only once a week, I don't see any change. But when I practice every day, I improve a lot. Also, I think after I teach something I learned to my friends, it will be ( 5 ) to remember it.

D : That's true. You are probably trying hard to connect something new to the

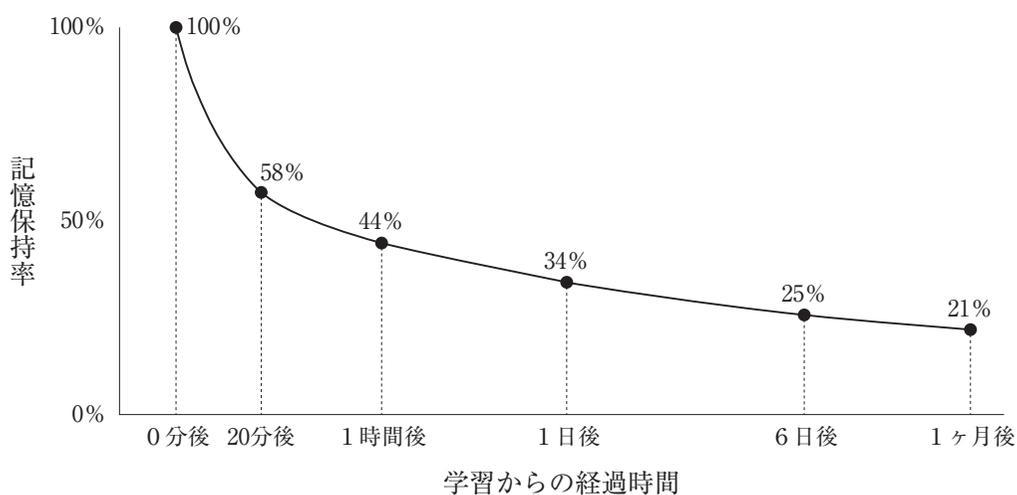
things you have already learned in order to teach it to your friends, and it can improve your understanding and memory.

K :Mr. Yamada, our history teacher, said that it will be ( 5 ) to remember new historical words by making a story with those words. I will try some of those \*methods!

D :Try your best, Kota!

注 \*store ~ : ~をしまっておく \*reinforce ~ : ~を強化する  
\*psychologist : 心理学者 \*the Forgetting Curve : 忘却曲線 \*sharp : 急激な  
\*method : 方法

### エビングハウスの忘却曲線



☆記憶を定着しやすくする3つの方法

1. できるだけすぐに復習する
2. アウトプットする
3. ストーリーを作る

(B) 次の英文は、高校1年生のりょうたろうさんが自分の学校について紹介している文章です。( 1 )～( 5 )に入る英語をあとの語群から選び、必要に応じて適切な形に変えたり、不足している語を補ったりして、英文を完成させなさい。ただし、いずれの語も一度しか使えません。また、それぞれ2語以内で答えなさい。

Our school ( 1 ) a junior high school and a senior high school. The total number of students ( 2 ) about 1,500. Classes start at 8:40 a.m. We have lunch at noon. Some students eat in the cafeteria, and others ( 3 ) lunch from home. After classes finish at 4:00 p.m, we clean our classrooms by ourselves every day. After cleaning, some students attend evening classes, and others participate in club activities until 7:00 p.m. We can stay and study until 9:00 p.m. The system ( 4 ) “Kujigaku” or “Study until 9 o’clock” is unique to our school. Some people may think younger students should not stay at school until so late, but I think it is good for us ( 5 ) our everyday homework before we go home.

have	teach	call	finish	be	make	bring	take
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5

次の英文の下線部1～4に誤りがあればその番号を答えなさい。誤りがなければ5で答えなさい。

- (1) The Browns 1are going to make a plan 2to go 3skiing 4to Hokkaido next month.
- (2) My mother 1went out for 2a walk in the park just now, so you 3can't talk 4to her now.
- (3) Ken 1cannot repair the computer 2by himself, so he 3have to find someone 4to help him.
- (4) 1It was 2such a cold day yesterday 3that I 4became a cold.
- (5) Tom 1didn't have 2any friends to 3play when he 4was a child.

( 余 白 )

( 余 白 )





↓ここにシールを貼ってください↓

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受験番号		

2026年度 須磨学園高等学校入学試験  
学力検査 英語解答用紙

(注意) ※印の欄には記入しないこと。

リスニングテスト解答欄

(A)						
(B)	(1)	(2)				
(C)	(1)	(2)	(3)	(4)	(5)	※

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

2	問1		問2		問3		
	問4	(う)		(え)			
	問5	(3)					
		(4)					
		(5)					
問6		問7					※

II

3	問1				
	問2	(A)	(B)	(C)	(D)
	問3				

4	(A)	(1)	(2)	(3)
		(4)	(5)	
	(B)	(1)	(2)	(3)
		(4)	(5)	

5	(1)	(2)	(3)	(4)	(5)	※
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得点
※