

2026年度 須磨学園夙川高等学校入学試験

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^はを記入しなさい。

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。

学校法人 須磨学園 夙川高等学校

(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 (A)、(B)、(C) とともに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) 放送を聞き、解答欄に聞き取った英語を書きなさい。ただし、() には1語ずつ入るものとします。

(B) (1)～(4) の会話に続く応答として最も適切なものを、放送される選択肢 a、b、c からそれぞれ1つ選び、解答欄の記号を○で囲みなさい。

(C) 英文をよく聞いて、放送された英文の内容に一致しているものを次の1～4の英文から1つ選び、番号で答えなさい。

1. It sometimes rains in rainforests.
2. All the world's plants and animals live in rainforests.
3. Rainforests cover about fourteen percent of the earth now.
4. Rainforests are useful to give fresh air to the world.

- 1** 次の英文において、資料1は広告、資料2はその広告に対する問い合わせ、資料3はその問い合わせに対する返信である。これらの資料について、後の問いに答えなさい。

<資料1>

EGEYAMARATHON 2026 VOLUNTEER STAFF WANTED Let's support the marathon runners and keep the course safe and clean!	
<p>Junior high school students are welcome to join.</p> <p>THINGS TO DO</p> <ul style="list-style-type: none">• give water to the runners• hold signs and give directions to the runners• keep the area clean (pick up paper cups and trash)• help the runners after finishing the race <p>CHOOSE A TEAM</p> <p>Team A : Water Station Team B : Course Guide Team C : Clean Support Team D : Finish Support</p> <p>SCHEDULE</p> <p>7 : 30 Meet at your team's place 8 : 00 Short meeting 8 : 30 Volunteer work 1 : 00 Clean your team's place and finish</p> <p>THINGS TO BRING</p> <ul style="list-style-type: none">• cap / towel / drink• comfortable shoes <p>Wear warm clothes. It can be cold in the morning.</p>	<p>INFORMATION</p> <p>Date: Sunday, November 15, 2026</p> <p>Time: 7 : 30 a.m. - 1 : 30 p.m.</p> <p>Place: Near Minato Station / along the course / at the end of the course</p> <p>Fee: Free (a light meal and water will be provided) We need 200 volunteer staff.</p> <p>HOW TO APPLY</p> <p>Apply on our website (https://www.egeymarathon.com) by October 20, 2026. You must choose a team (A-D).</p> <p>CONTACT</p> <p>Send an e-mail to: volunteer@egeymarathon.jp</p>

<資料 2 >

From : taku3@xmail.com
To : volunteer@egeyamarathon.jp
Subject : Question about Marathon Volunteer

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Dear Volunteer Team,

Hello. My name is Takumi. I am a junior high school student. I saw your poster and I want to join as a volunteer.

I'd like to ask two questions. First, can I join with my friend? Second, I cannot run fast, so I am not sure what I should do at the event. Can you tell me what I can do there?

Thank you for your time.

From,
Takumi

<資料 3 >

From : volunteer@egeyamarathon.jp
To : taku3@xmail.com
Subject : Re : Question about Marathon Volunteer

.....

Dear Takumi,

Thank you for your e-mail. Yes, you can join us with your friend. Please enter your and your friend's names (A) [care] on the website.

You do not need to run. The volunteer staff give directions and water to the runners and help at the end of the course. (), so please do not worry about running.

If you need more information, please send an e-mail to us again.

Sincerely,
EgeyaMarathon Volunteer Team

問1 資料1～3の内容に合うように、次の（ ）に入る適切な1語を答えなさい。
ただし、資料1～3にはない語とします。

- (1) Volunteers need to work for 6 hours in ().
- (2) You () to decide which team you want to join.
- (3) Takumi says that he wants to join with () of his friends.
- (4) Takumi gets information () the poster.

問2 資料3の(A)の[care]を適切な形に変えなさい。

問3 次の語句を用いて「マラソン大会では、ボランティアにはできることがたくさんあります。」という意味になるように並べ替えたとき、【 】内で3番目と6番目に来る語句を番号で答えなさい。ただし、不要な選択肢が一つ含まれています。

At 【① the marathon / ② by / ③ many / ④ be / ⑤ people / ⑥ things / ⑦ done / ⑧ can】 volunteers.

問4 資料3の（ ）に最も適する内容を、下から1つ選び、番号で答えなさい。

- ① You will practice after the event
- ② You must run fast at the event
- ③ You can do many jobs without running
- ④ You will not pick up trash

問題は次のページへ続きます

2

次の英文を読んで、後の問いに答えなさい。(*の語句には注が付いています)

In January 1995, the Great Hanshin-Awaji Earthquake hit Kobe and nearby areas in Hyogo. Many buildings and roads were (A) [], and fires spread in some places. Many people lost their homes. Water, gas, and electricity stopped, and it was hard to get food and warm clothes. In an emergency, city workers and police work hard, but they cannot always reach earthquake victims quickly.

Fortunately, after the earthquake, many people decided to help the victims for free. They came from many parts of Japan. Some cooked simple meals, some carried water, and others cleaned places which people were staying at. Some listened to people who were worried, and some played with children. Many helpers did not know the victims before, but they chose to act. This kind of help is often called “volunteer work”. After 1995, the word “volunteer” became much more common in Japan, and students today often use it at school.

Volunteer work needs more than (B) [] feelings. People must share information and work together. After the earthquake, helpers needed places to meet, learn what was needed, and go to the right place. Local people also needed a way to ask for support and to say what was really useful. When volunteers listened and followed local rules, their work became (C) [safe] and more helpful than before. So, volunteer work can mean “doing something with others”.

Thirty-one years have passed since 1995, but the earthquake is still an important lesson. Students in Hyogo learn what to prepare at home, where to meet family members, and how to stay calm in disasters. They also learn how to share things fairly, check on neighbors, and speak kindly to people who are in trouble. These actions may seem small, but they can protect lives.

Kobe also has a song that many people remember : “Shiawase Hakoberu Youni” (“To Bring Happiness”). It was written and *composed about two weeks after the earthquake by Makoto Usui. He was teaching at an elementary school

in Kobe at that time. The song has been sung at schools and memorial places, and it is known as a song of *recovery. In Kobe, it is also treated as the second “city song”. The song helps people to remember the day, think of people who suffered, and share hope for the (D) [].

In January 2026, many schools in Kobe remembered the earthquake. Students listened to stories, visited memorial places, and sang the song together. These moments remind us of the importance of hope.

Volunteer work is not only for disasters. It can be part of everyday life. Students can pick up garbage in a park, join local events, or study with younger children. (E) These actions build trust in a community, and trust becomes *strength when an emergency happens, because people know each other. Some students also take part in local disaster training.

We cannot choose (F) [] an earthquake happens, but we can choose what we do before and after it. Remembering 1995 is not only about sadness, but also about preparing for other disasters. When we prepare and help each other, we can carry happiness to the next generation.

注 *composed : 作曲する *recovery : 回復、復興 *strength : 強さ、力

問1 (A)、(B)、(D)、(F)の []に入る最も適切な語を下から1つずつ選び、番号で答えなさい。

- | | | | |
|------------------|-------------|--------------|------------|
| (A) ① destroy | ② destroyed | ③ destroying | ④ destroys |
| (B) ① convenient | ② quiet | ③ kind | ④ clever |
| (D) ① past | ② forward | ③ history | ④ future |
| (F) ① when | ② which | ③ who | ④ how |

問2 (C)の [safe]を適切な形に変えなさい。ただし、1語とします。

問3 第4段落で、学校が生徒に教えていることとして本文に書かれていないものを1つ選び、番号で答えなさい。

- ① 家で何を準備するか
- ② 家族とどこで会うか
- ③ 落ち着いて行動する方法
- ④ 周りの人に大声で話しかけること

問4 下線部（E）の指す内容を本文中から具体的に3つ抜き出しなさい。

問5 次の各文が本文の内容に一致していれば○、一致していなければ×で答えなさい。

- ① City workers and police cannot always reach earthquake victims quickly in an emergency.
- ② Most volunteers came to Kobe to get money for their work.
- ③ Many years have passed, so people do not think about earthquakes any more.
- ④ In Kobe, “Shiawase Hakoberu Youni” is like a second “city song”.
- ⑤ Students in Kobe never visited memorial places in January 2026.
- ⑥ In some communities, students join disaster training.

問6 この文章の最も適切なタイトルを下から1つ選び、番号で答えなさい。

- ① History of the Great Hanshin-Awaji Earthquake
- ② How to stop the Great Hanshin-Awaji Earthquake
- ③ Learning from the Great Hanshin-Awaji Earthquake
- ④ Songs about the Great Hanshin-Awaji Earthquake

問7 この文章を読んだ生徒の感想として本文の内容に合うものを下から全て選び、番号で答えなさい。

- ① We cannot know when an earthquake will happen, but we can choose our actions, so preparing and helping each other is very important.
- ② Volunteer work is something people do only after a big disaster, so we do not really need it in our daily life.
- ③ Makoto Usui's song only brings us sadness, so I don't want to sing it.
- ④ Even small things in daily life, like helping others or joining local events, can build trust, and that trust can be a great help when an emergency comes.
- ⑤ We can stop earthquakes if we learn special skills, so we should focus on that more than anything else.

3 英語の授業で、グリーン先生 (Mr. Green) と生徒たちが本を読むことについて話し合っています。会話文を読んで、後の問いに答えなさい。

Mr. Green : Good morning class, today I want to talk to you about “reading”. Last week I asked students in our school a question : “How much time do you spend reading per week ?” Before we look at the graph, please share your opinions about reading and ideas for students to improve their reading time. Aoi, please start.

Aoi : Thank you, Mr. Green. I enjoy reading. I read books at home almost every day. It is relaxing and fun to read stories I like.

Mr. Green : Me too. How much time do you usually spend reading every day ?

Aoi : I read for about 15 to 20 minutes before I go to bed during school days. I usually do not read on weekends. So, I read more than just a few minutes, but not for a very long time. I like mystery stories the best!

Mr. Green : Mystery stories, hmm what do you like about them ?

Aoi : I like to guess what will happen next.

Masa : That sounds nice... I want to read, but I usually do not.

Mr. Green : Oh, I see. Well, do you want to start reading a book this week ?

Masa : Yes... but it is difficult to choose books by myself. I don't know which ones are good. If the story is not (A) [], I stop reading.

Makoto : Don't worry Masa, I will recommend some good books to you.

Mr. Green : That's very nice of you Makoto. Do you read a lot of books ?

Makoto : I think I read a lot. I read for about 20 to 30 minutes almost every day.

Mr. Green : Wow. What do you read ?

Makoto : I like short stories. I can finish them in a short time, so it is easy to start and easy to finish!

Emi : I like short stories, too. However, I usually read them on my smartphone because I do not always carry a paper book.

Mr. Green : That is very convenient. How much time do you usually spend reading in a week ?

Emi : I read for about 10 minutes when I have time, like on the train. I do that only two or three days a week.

Mr. Green : Is it easy to read on smartphones ?

Emi : (B) [It] is easy, but I sometimes receive an SNS message and then stop reading.

Aoi : I recommend paper books. You can focus better and read for a long time without stopping.

Emi : I understand, but my smartphone is always with me, so I can read anytime.

Mr. Green : Thank you for sharing. Now please compare your reading habits with the information on this graph. (C) [] the graph, 55% of students read for 60 minutes or less per week. The other 45% of students read more than 60 minutes per week. Reading is fun and good for language learning. Students can learn new words and grammar when they read. So, my next question for you is : “How can students improve their reading time ? ”

Makoto : We can set a small goal. For example, even on busy days, read for 5 or 10 minutes.

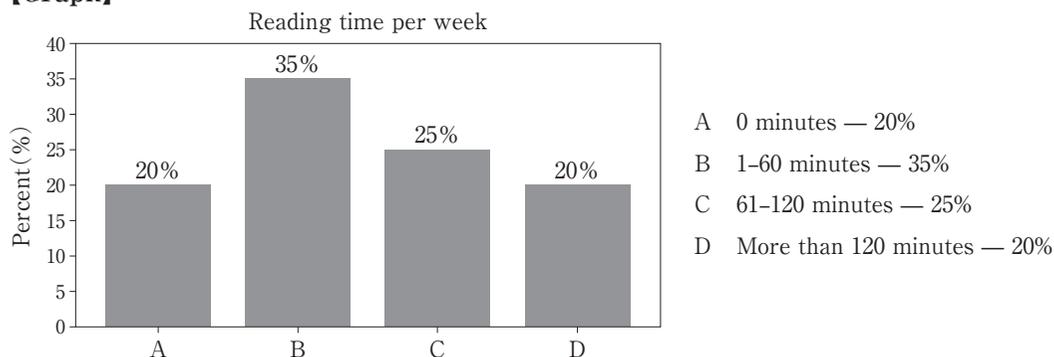
Emi : Instead of sleeping or using SNS on a train or a bus, we can read!

Aoi : We can keep a small book in our bag, so we can read it when we have time.

Masa : We can ask our friends and family for the titles of good books.

Mr. Green : Great ideas everyone! Yes, sharing book titles helps students to choose something to read. Our school library has many short books. (D) []. So, one small thing can make a big change. (E) []. Please try it this week.

[Graph]



問1 (A)の []に入る最も適切な語句を下から1つ選び、番号で答えなさい。
① bored ② interested ③ boring ④ interesting

問2 (B)の [it]が指す内容を本文中から4語で抜き出しなさい。

問3 (C)の []に入る語句として、適切なものを下から1つ選び、番号で答えなさい。

- ① According to ② In addition to ③ As a result of ④ Instead of

問4 (D) []には次の英文が入る。意味が通るように並べ替え、その順番を番号で答えなさい。

- ① This can help them to keep reading on busy days.
② If the name of a book is shared with them, it can help them to choose a book.
③ Some students want to read more, but they do not know what to choose.
④ Then they can start with a short and easy book.

問5 (E)の []に入る最も適切なものを下から1つ選び、番号で答えなさい。

- ① For example, we can read only long books.
② For example, we can read for 10 minutes every day.
③ For example, we can stop reading at home.
④ For example, we can watch videos for 10 minutes every day.

問6 次の語句を「もし生徒が毎日10分読めば、1週間でいくつかの新しい言葉を学べるかもしれない。」という意味になるように並べ替えたとき、【 】内で3番目と8番目に来る語句を番号で答えなさい。

- If 【 ① they / ② for / ③ new / ④ students / ⑤ ten minutes / ⑥ read / ⑦ words / ⑧ every day, / ⑨ some / ⑩ may / ⑪ learn 】 in a week.

問7 GraphのA～DにはAoi・Masa・Makoto・Emiがそれぞれ当てはまります。本文の内容に合うように、適切なものを記号で答えなさい。

問8 話し合いの考えを反映した意見として、最も適切なものを下から1つ選び、番号で答えなさい。

- ① スマートフォンは便利なので、本は買わずにニュースだけ読めばよいと思う。
- ② おすすめの本を共有し、1日10分から始めれば続けやすいと思う。
- ③ 読書は人の好みなので、学校で工夫を話し合う必要はないと思う。
- ④ 忙しい時に読書は無理なので、時間ができるまで待てばよいと思う。

4 次の各問いに答えなさい。

問1 次の各文について、() に入る最も適切な語句を①～④からそれぞれ1つずつ選び、番号で答えなさい。

(1) He wanted ().

- ① hot something to drink ② something hot drink
③ something hot to drink ④ something to drink hot

(2) Paper is made () wood.

- ① by ② to ③ of ④ from

(3) Mary is absent from school today. She () be sick.

- ① cannot ② must ③ shall ④ have to

(4) I remember () him before.

- ① see ② seen ③ to see ④ seeing

(5) My grandmother asked me () to use the smartphone.

- ① how ② what ③ way ④ if

(6) Ken has () my brother.

- ① as many as books ② books as many as
③ as many books as ④ as books as many

(7) I want to buy not a white T-shirt () a blue one.

- ① and ② but ③ as ④ so

(8) Will you show me the pictures () you took in Okinawa?

- ① which ② who ③ whom ④ what

問2 次の各文の()内の語を最も適切な形に変えなさい。ただし、1語とします。

- (1) How many (monkey) are there in the zoo ?
- (2) I found my (steal) bike near the station.
- (3) Your bag is (heavy) than mine.
- (4) There (be) a lot of water in the bottle now.
- (5) Our English class has just (begin) .
- (6) A cat is (lie) on the roof now.
- (7) What is the language (speak) in Brazil ?

問3 各文の意味が通るように、()に最も適切な語を答えなさい。ただし、最初の文字が印字されているものは、その文字から始まる語で答えること。

- (1) I usually go to school () train.
- (2) Tuesday comes () Monday and Wednesday.
- (3) A cloth covering for a window is a (c) .
- (4) Don't be afraid () making mistakes when you speak English.
- (5) Donald Trump is the (p) of the United States.

(余 白)

(余 白)

↓ここにシールを貼ってください↓

受験番号

2026年度 須磨学園夙川高等学校入学試験

(注意) ※印の欄には記入しないこと。

学力検査 英語 解答用紙

リスニングテスト解答欄

(A)	(1) We will () her () tomorrow.			
	(2) My () is a ().			
	(3) Her brother () to the () in our city.			
	(4) I had a () yesterday, so I () home all day.			
(B)	(1) a · b · c	(2) a · b · c	(3) a · b · c	(4) a · b · c
(C)				※

1	問1	(1)	(2)	(3)	(4)
	問2		問3 3番目	6番目	問4

※

2	問1	(A)	(B)	(D)	(F)	
	問2		問3			
	問4					
	問5	①	②	③	④	⑤
		⑥	問6	問7		

※

3	問1	問2			
	問3	問4	→	→	→
	問5	問6	3番目	8番目	
	問7	Aoi	Masa	Makoto	Emi
	問8				

※

4	問1	(1)	(2)	(3)	(4)
		(5)	(6)	(7)	(8)
	問2	(1)	(2)	(3)	(4)
		(5)	(6)	(7)	
	問3	(1)	(2)	(3)	(4)
		(5)			

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