


令和 8 年 度

兵庫県公立高等学校学力検査問題

英 語

注 意

- 1 「開始」の合図があるまで開いてはいけません。
- 2 「開始」の合図で、1ページから8ページまで問題が印刷されていることを確かめなさい。
- 3 解答用紙の左上の欄に受検番号を書きなさい。
- 4 解答用紙の  の得点欄には、何も書いてはいけません。
- 5 答えは、全て解答用紙の指定された解答欄に書きなさい。
- 6 問題は5題で、8ページまであります。  
Iは、聞き取りテストです。問題は、聞き取りテスト1、2、3の3つがあります。  
聞き取りテストの放送は、検査開始直後にあります。  
英文は聞き取りテスト1では1回だけ、聞き取りテスト2と3では2回読みます。
- 7 「終了」の合図で、すぐ鉛筆を置きなさい。
- 8 解答用紙は、机の上に置いて、退室しなさい。

I 放送を聞いて、聞き取りテスト 1, 2, 3 の問題に答えなさい。答えは、全て解答用紙の指定された解答欄の符号を○で囲みなさい。

**聞き取りテスト 1** 会話を聞いて、その会話に続く応答として適切なものを選びなさい。会話のあとに放送される選択肢 a ~ c から応答として適切なものを、それぞれ 1 つ選びなさい。  
(会話と選択肢は 1 回だけ読みます。)

No. 1 (場面) Students are talking about their homework.

No. 2 (場面) Students are talking in a classroom.

No. 3 (場面) Students are talking about their lunch.

**聞き取りテスト 2** 会話を聞いて、その内容についての質問に答えなさい。それぞれ会話のあとに質問が続きます。その質問に対する答えとして適切なものを、次の a ~ d からそれぞれ 1 つ選びなさい。(会話と質問は 2 回読みます。)

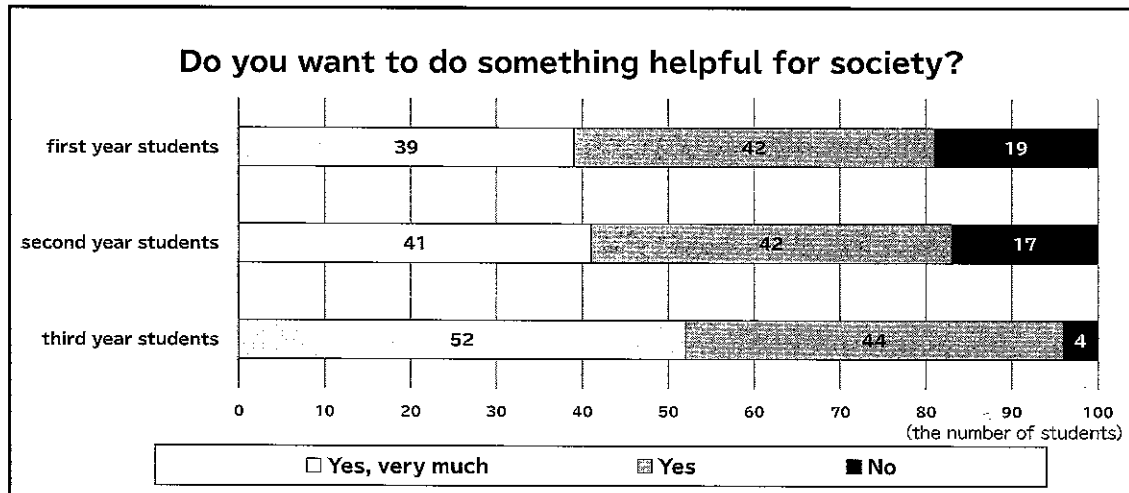
No. 1

- a Spring.
- b Summer.
- c Autumn.
- d Winter.

No. 2

- a Because she began to play tennis.
- b Because she succeeded in the tournament.
- c Because her brother won the first prize.
- d Because her brother became twelve years old.

No. 3



- a The number of students with positive answers was large.
- b The number of first year students with positive answers was the smallest.
- c The number of third year students with positive answers was the largest.
- d The number of first and second year students with positive answers was close.


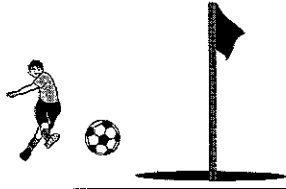
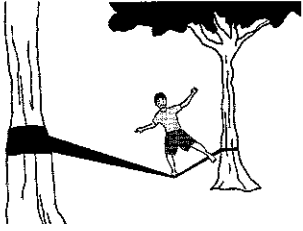
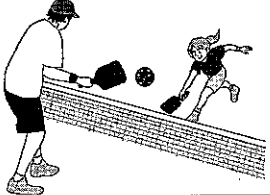
**聞き取りテスト 3** 英語による説明を聞いて、その内容についての 2 つの質問 Question 1, Question 2 に答えなさい。英文と選択肢が放送されます。英文のあとに放送される選択肢 a ~ d から質問に対する答えとして適切なものを、それぞれ 1 つ選びなさい。  
(英文と選択肢は 2 回読みます。)

(場面) An exchange student is talking about the experience of visiting a factory.

Question 1 What did the student think when he entered the factory?

Question 2 What did the student learn from the visit?

II あなたは、ふれあいスポーツ大会のボランティアとして、次の表を示しながら、外国から来た参加者に案内をしています。英文を読んで、あとの問いに答えなさい。

<p><b>YELLOW AREA</b> 10:00~12:00</p> <ul style="list-style-type: none"> <li>• You will throw a stick at the wood with numbers.</li> <li>• The team that gets exactly 50 points first is the winner.</li> </ul> 	<p><b>RED AREA</b> 13:00~16:00</p> <ul style="list-style-type: none"> <li>• It is like golf.</li> <li>• You will kick a ball into a hole.</li> <li>• You will play on a large ground.</li> </ul> 
<p><b>BLUE AREA</b> 10:00~16:00</p> <ul style="list-style-type: none"> <li>• You will walk on a long belt between two trees.</li> <li>• The belt is 5 centimeters wide.</li> </ul> 	<p><b>GREEN AREA</b> 10:00~16:00</p> <ul style="list-style-type: none"> <li>• It is like tennis.</li> <li>• You will play on a small court.</li> <li>• The ball has a lot of holes and does not move quickly.</li> </ul> 



Today, I want to do some exercise with my friends. They will come here in the afternoon. We don't want to play sports like soccer, tennis, or basketball. Can we enjoy a sport without a ball?

Yes. The  AREA will be good for you. You can enjoy this sport without a ball. It's very fun!



Good morning. Could you tell us a good sport we can play? My brother and I belong to the soccer club, but today we would like to try another sport with a ball. We have to leave here at noon.

Then, how about trying a new sport at the  AREA? You can finish a match within two hours.



Hello. Today, I came here with my wife and children. My kids are five and seven years old. Though they are not good at running, we want to try an exciting sport together.

Well, please go to the  AREA. Throwing a stick carefully is the key to get the perfect score. Also, you don't have to move a lot.



1 文中の ① , ② , ③ に入る適切なものを, 次のア~エからそれぞれ1つ選んで, その符号を書きなさい。

- ア YELLOW
- イ RED
- ウ BLUE
- エ GREEN

2 以下の英文は, 大会の参加者のコメントです。 A , B に入る適切なものを, あとのア~エからそれぞれ1つ選んで, その符号を書きなさい。

(1) It was fantastic! In the BLUE AREA, I could easily walk on the belt. It wasn't difficult for me because I do gymnastics. I'm A about my sense of balance on it.

- ア worried
- イ confident
- ウ nervous
- エ embarrassed

(2) I enjoyed playing on the large ground though I'm not so happy with my result. I wish I could B .

- ア throw the stick strongly
- イ jump on the belt a lot of times
- ウ move on the court more quickly
- エ get better scores by kicking the ball well

3 あなたは, ボランティアの体験を英語の授業で発表する準備をしています。会話文の内容に合うように, 次の あ , い に, あとのそれぞれの 内の語から4語を選んで並べかえ, 英文を完成させなさい。

Last weekend, I joined the Friendship Sports Festival as a volunteer. There were many people from foreign countries. They were interested in different sports. I listened to their requests, and あ area I recommended. After the volunteer work, I thought about two things. First, communicating with foreigners in English is difficult, but trying to use it is important. Second, sports い will help us connect with various people. Thank you for listening.

あ them gave led the to

い anyone enjoy can that to

Ⅲ 次の英文を読んで、あとの問いに答えなさい。

[1] Do you remember that you studied with the *soroban* in elementary school? Do you still use it in your daily life? The *soroban* is a useful Japanese traditional tool for calculating\* numbers. Some people say it was brought from China to Japan at the end of the Muromachi period. After that, a lot of *sorobans* were produced in Japan and many people used them. Now, the number of people who use *sorobans* has decreased because of electronic devices. However, *sorobans* are very useful. Some people in Japan try to keep their traditional *sorobans* popular. They hope that many people in the world will pay more attention to them.

[2] A company in Hyogo has been producing a lot of traditional *sorobans*. The products are famous because they are high quality. One of the workers said, "We're very proud of our products. Over 200 processes are necessary to make one *soroban*. Each worker is responsible for his or her own process. We think our *sorobans* are the best in the world. As professional workers keeping this Japanese tradition popular, we hope more people will use our *sorobans*."

[3] To support the *soroban* industry, a city began a unique project in 2010. In the project, used *sorobans* were collected, cleaned, and sent to other countries. More than ten thousand *sorobans* were sent to Tonga,\* and elementary school students in the country study with the *soroban* now. A student said, "I have my own *soroban*. I can calculate very quickly with it." One of the teachers said, "The number of students who are good at calculating is increasing. After they began to study with the *soroban*, they were able to focus in class more and listen to other people more carefully."

[4] Here is another example of Japanese traditional *sorobans* used overseas. In Romania,\* a *soroban* school held a *soroban* contest. The teacher said, "We hold the contest because it's helpful to encourage our students. A girl won the contest, and after that, she told her friends about her experience. The girl was very shy and quiet, but thanks to the *soroban*, I think she was able to communicate with her friends more. She became more confident and positive!"

[5] Today, *sorobans* are used by many people in over 100 countries because they can improve education. To make them more popular, several interesting ideas were introduced in Japan. For example, there are some colorful *sorobans* that we have not seen before. Also, there are toy *sorobans* and even *sorobans* used as lucky goods. They may seem a little strange, but the manager of the company said, "By making these products, we will keep our traditional tool popular. It is sometimes necessary for us to change our point of view as a company. I hope people who use traditional *sorobans* will love our new products, too." *Sorobans* will keep getting better and attract many people to Japanese culture.

(注) calculate 計算する    Tonga トンガ王国(国名)    Romania ルーマニア(国名)

- 1 次の表は、本文の段落ごとの見出しです。  ,  ,  に入る適切なものを、あとのア～オからそれぞれ1つ選んで、その符号を書きなさい。

段落	見出し
[1]	<input type="text" value="A"/>
[2]	<input type="text" value="B"/>
[3]	The project of a city for Tonga
[4]	The merits of the <i>soroban</i> contest in Romania
[5]	<input type="text" value="C"/>

- ア The plans of a *soroban* school to improve education  
 イ The challenges of designing new *sorobans* in a company  
 ウ The history of the *soroban* and its situation now  
 エ The project of sending *sorobans* to many countries  
 オ The pride of *soroban* makers and their wish
- 2 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 The elementary school students could pay more attention to lessons after they used *sorobans*.  
 イ The writer said we had to use electronic devices instead of *sorobans*.  
 ウ The *soroban* makers believed more people should make traditional Japanese products.  
 エ The teacher of the *soroban* school thought *sorobans* helped the girl talk with her friends more.  
 オ The manager said the workers should not change their ways of thinking to protect their products.
- 3 本文の題名として適切なものを、次のア～エから1つ選んで、その符号を書きなさい。
- ア The Secret to Make *Soroban* Contests Successful  
 イ The Good and Bad Effects of the *Soroban* in Japanese Education  
 ウ The *Soroban* Spreading Overseas and Ways of Protecting Tradition  
 エ The Efforts to Make Good *Sorobans* in Foreign Countries

IV 高校生のじゅんさんと留学生のケイトさんが、話をしています。次の英文を読んで、あとの問いに答えなさい。

*Kate* : We had a class about disaster prevention\* at school today. Do you often have this kind of class in Hyogo?

*Jun* : Yes, we do. Japan has had many disasters in its history. In Hyogo, there was the Great Hanshin-Awaji Earthquake\* in 1995. Over thirty years have passed since the earthquake, and many schools have classes to review past experiences. People in Hyogo feel that it's very important to learn from them. ① though I wasn't born at that time.

*Kate* : I see. During the class, I thought our teacher and classmates were very positive about preparing for disasters.

*Jun* : Since the earthquake, we have thought about a lot of ways to protect ourselves from disasters. ②Our positive actions have been helpful for developing the latest technology.

*Kate* : What do you mean?

*Jun* : One example is using robots for rescuing people.

*Kate* : Oh, I've heard about them before. Can you tell me more about them?

*Jun* : OK. Before the earthquake, robots in Japan were not usually used for rescuing people in disaster areas. They were often used for making products in factories.

*Kate* : Ah, in the process of making cars and computers?

*Jun* : Yes. However, the movements to prepare for disasters became more common in Japan and new robots for rescuing people were invented. ③. They can approach and rescue people instead of us.

*Kate* : Wow, you know so much! ④Are you a big fan of robots?

*Jun* : That's right, Kate. In fact, I'm planning to join the "Robot Contest for Rescuing People". The missions of the contest are to improve technology for rescuing people and to let young people have dreams for the future of technology.

*Kate* : Wonderful. I didn't know about the contest.

*Jun* : You can see many interesting robots there. As you know, the latest robots have made great progress. Robots with AI can gather information faster than people in an emergency. They will help us find people in need very quickly. On the other hand, they're still not good at understanding someone's feelings like human beings. I think people are better at that.

*Kate* : I agree. When we work with robots, we should focus on ⑤our strong point.

*Jun* : Yes. Although AI can do many kinds of things, we need to consider how to use it in effective ways.

(注) disaster prevention 防災 the Great Hanshin-Awaji Earthquake 阪神・淡路大震災

1 文中の ① , ③ に入る適切なものを, 次のア~エからそれぞれ1つ選んで, その符号を書きなさい。

- ア The robots can go to dangerous places we cannot enter easily
- イ The program helps the robots move quickly in factories
- ウ The earthquake is familiar to me
- エ The information is new to me

2 下線部②の内容として適切なものを, 次のア~エから1つ選んで, その符号を書きなさい。

- ア the movements to use more computers in factories
- イ the efforts to invent a robot that produces cars and computers
- ウ the movements to prepare for disasters
- エ the efforts to repair robots with the latest technology

3 下線部④について, ケイトさんが, この発言をした理由として適切なものを, 次のア~エから1つ選んで, その符号を書きなさい。

- ア Kate noticed robots were used in factories.
- イ Kate noticed robots were useful.
- ウ Kate noticed the contest was interesting.
- エ Kate noticed Jun knew a lot about robots.

4 下線部⑤の内容として適切なものを, 次のア~エから1つ選んで, その符号を書きなさい。

- ア the ability to find information quickly in an emergency
- イ the ability to understand how other people feel
- ウ the ability to go into dangerous places
- エ the ability to judge what to invent for the contest

5 次の質問に対する答えとして適切なものを, 後のア~エからそれぞれ1つ選んで, その符号を書きなさい。

(1) What did robots in Japan often do before the earthquake in Hyogo in 1995?

- ア They gathered information with AI in an emergency.
- イ They saved people from disasters.
- ウ They discovered people in need immediately.
- エ They produced things like cars and computers.

(2) What are the purposes of the "Robot Contest for Rescuing People"?

- ア To improve the skills of robots that help people and to let young people change their dreams.
- イ To develop tools for saving people and to help young people have hopes for technology's future.
- ウ To protect traditional technology and to show young people how to achieve goals with technology.
- エ To share the data of factories and to let engineers review their experiences.

V 次の各問いに答えなさい。

- 1 次の英文は、まりあさんが、英語の授業で話す内容です。①～③に入る英語を、あとの語群からそれぞれ選び、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、2語以内で答えること。

Do you enjoy your weekends? I love sweets, so I often bake cookies and cakes on weekends. Last week, I made a cake. When I ① it out of the oven, the shape was perfect. I decorated the cake very beautifully. Moreover, it was delicious. I was very happy when my family enjoyed eating my cake. I shouted in my heart, "This must be the best cake I've ever ②!" Someday, I would like to have my own cake shop in my town. I am going ③ many foreign countries to learn how to make better sweets after I graduate from high school.

bake

keep

miss

take

visit

- 2 高校生のゆきこさんと留学生のミラさんが、下のポスターを見ながら会話をしています。次の会話について、英文やポスター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。

Yukiko : Oh, are you looking at a poster about a *haiku* event? Will you take part in it?

Mira : Yes. It will be held on ( ① ), April 2. The poster says the event is for a ( ② ) of *haiku*. In STEP 1, I can learn about some features and various ( ③ ).

Yukiko : Sounds nice. In STEP 2, you'll make a *haiku* by observing ( ④ ). For example, you can look at cherry blossoms, butterflies, and frogs.

Mira : Yes. I'm especially looking forward to STEP 3 because we can talk about our *haiku* with ( ⑤ ) other.

Yukiko : It seems fantastic! Don't forget to check the details on the website later. Have fun!

## 初心者のための俳句講座

ステップを踏みながら、俳句の基礎的な知識や作り方を学びましょう!

STEP1 俳句を知る	STEP2 俳句をよむ	STEP3 俳句を鑑賞する
・俳句の特徴や様々な表現を知ろう	・身の回りの自然を観察して実際につくってみよう	・参加者同士でお互いに作品について話し合おう

日時 2026年4月2日(木) 14時～16時

場所 はばタン会館

対象 俳句初心者の方

定員 20名程度

※詳細についてはウェブサイトを確認してください。

一緒に俳句を楽しみましょう!

