

# 令和8年度 鹿屋中央高等学校入学試験問題

## 英 語

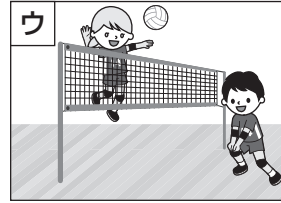
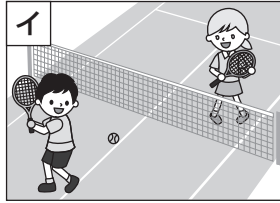
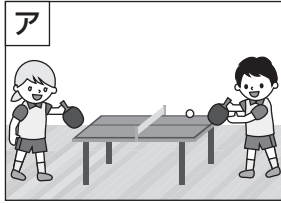
### 注 意

- 1 監督者の「始め」の合図があるまで開いてはいけません。
- 2 問題 **1** は放送による聞き取りテストです。
- 3 問題用紙は表紙を入れて11ページあり、これとは別に解答用紙が1枚あります。
- 4 受験番号や氏名は、解答用紙及び問題用紙の決められた欄に記入しなさい。  
また、解答用紙の「QRコードのシールをここにはってください。」と書かれた  
わくの中にシールをはみ出さないようにはりなさい。
- 5 答えは、問題の指示に従って、**すべて解答用紙に記入しなさい。**
- 6 監督者の「やめ」の合図ですぐにやめなさい。

受験 番号	
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**1** 聞き取りテスト 放送の指示に従って、次の1～8の問いに答えなさい。英語は1から5は1回だけ放送します。6以降は2回ずつ放送します。メモをとってもかまいません。

1 これから、TakeruとMaryとの対話を放送します。今週末二人が一緒にするスポーツとして、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。



2 これから、KanaとJohnとの対話を放送します。Kanaが放課後まずすることとして、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

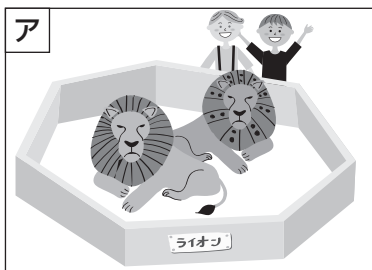
ア ゲーム                      イ 料理                      ウ 買い物                      エ 宿題

3 これから、MiyukiとOliverとの対話を放送します。Miyukiが母親の誕生日にすることとして、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

ア 母親と映画を見る                      イ 母親と本を読む  
ウ 母親に花束を渡す                      エ 母親にバッグを渡す

4 これから、SaeとMichaelとの対話と、その内容に関する英語の質問を放送します。その質問の答えになるように、(                      )に入る適切な英語1語を補って英文を完成させなさい。  
He is going to play it on (                      ).

5 これから、DavidがKenjiの家に滞在したことに関する発表を行います。三日目の行動について、下のア～ウを行った順に並べかえ、その記号を書きなさい。



6 留学中のあなたは、Jennifer 先生から国際文化交流イベント (international event) についての説明を聞きます。あなたがこのイベントについてホストファミリーに伝えたい情報は、開始時刻、あなたのグループがいる場所、あなたのグループのトピック、持ってくるものです。説明を聞いた後、不足していた情報を Jennifer 先生に聞くための質問として、最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

ア What time will the event start?

イ Where will our group be during the event?

ウ What is the topic of our group?

エ What should we bring?

7 これから、英語の授業で行った Shota の発表と、その内容に関する英語の質問を放送します。その質問の答えになるように、( ) 内に入る適切な英語を書きなさい。

He often ( ) with her.

8 これから、Bob と Satomi との対話を放送します。その中で、Bob が Satomi に質問をしています。Satomi に代わって、その答えを英文で書きなさい。2 文以上になってもかまいません。書く時間は 1 分間です。

2

次の1～5の問いに答えなさい。

- 1 次は、駅員の Mr. Carter とアメリカに留学中の Yuta との、駅構内における対話です。下の①、②の表現が入る最も適当な場所を対話文中の〈ア〉～〈エ〉の中からそれぞれ一つ選び、その記号を書きなさい。

① There is one over there.      ② But I don't know which train to take.

Mr. Carter : Hello. Can I help you?

Yuta : Hello. Yes, I have a question about this ticket.

Mr. Carter : OK. Where do you want to go?

Yuta : I want to go to Boston. 〈ア〉

Mr. Carter : You can take the train that leaves from Track 15.

Yuta : Thank you! Can I take the train with this ticket?

Mr. Carter : Yes, you can. It leaves at 2 p.m. 〈イ〉

Yuta : 2 p.m. I'm a little early. Do you have a waiting room?

Mr. Carter : Yes. 〈ウ〉

Yuta : Great! Can I use the internet in the room?

Mr. Carter : Yes. You can use the free Wi-Fi there. 〈エ〉

Yuta : Thank you very much. You are very kind.

Mr. Carter : You're welcome. Have a nice trip!

- 2 次は、ALT の Ms. Smith と中学生の Ryota との対話です。対話文中の ( ① ) ~ ( ③ ) に、下の [ ] 内の【説明】が示す英語 I 語をそれぞれ書きなさい。

Ms. Smith : Hi Ryota. I have a question. Some students said something before ( ① ) at school. What did they say?

Ryota : Oh, I think they said, "Itadakimasu." We say it before we eat. We say it at school and at home every day.

Ms. Smith : What does it mean?

Ryota : It means "Thank you for the food" in ( ② ). We say the word to thank the people who make the food and give it to us.

Ms. Smith : That's nice!

Ryota : Yes. We say, "Gochisousama," too. It also means "Thank you." We say it when we ( ③ ) eating.

Ms. Smith : I see. Thank you, Ryota. I want to say those words, too.

【説明】

- ① some food that you eat around noon  
② the language used by many people in Japan  
③ to do something until the end and stop doing it

- 3 (1)~(3)について、下の【例】を参考にしながら、( )内の語を含めて3語以上使用して、英文を完成させなさい。ただし、( )内の語は必要に応じて形を変えてもかまいません。

【例】

〈 家で 〉

A : What were you doing around one o'clock yesterday?

B : ( read ) a book at the library. (答) I was reading

- (1) 〈 教室で 〉

A : Do you have any brothers or sisters?

B : Yes. I have two brothers. One is twenty and the other is seventeen.

A : You are fifteen now, so you are ( young ) the three.

- (2) 〈 ホテルで 〉

A : Are you enjoying your stay here?

B : Yes. I ( be ) this town for four days. The nature here is beautiful, and I love the food, too.

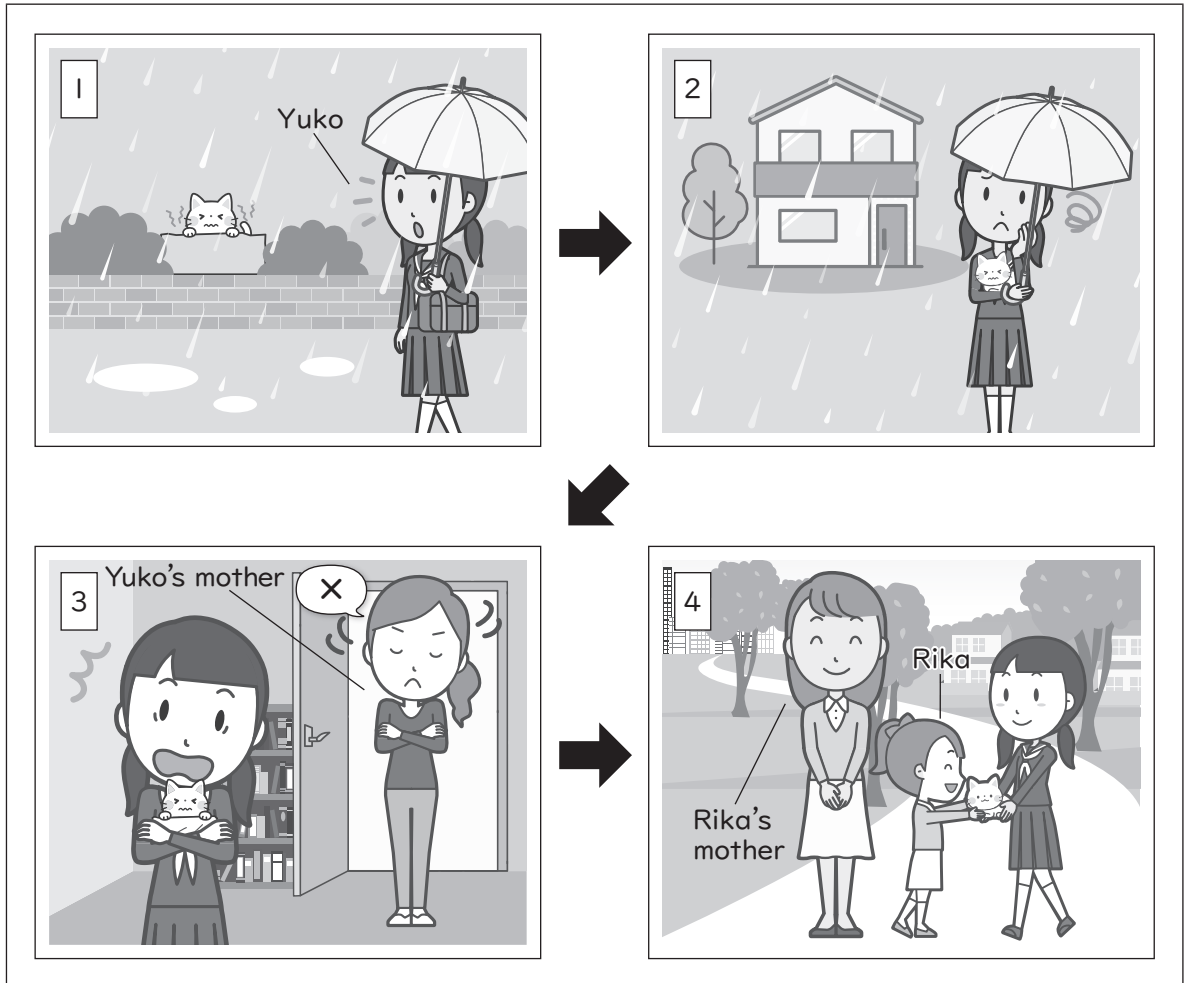
- (3) 〈 家で 〉

A : This cake is delicious!

B : It ( make ) my mother this morning. She likes cooking.

A : Really? I want to eat more of her cake.

- 4 次は、中学生の Yuko の先週の出来事を描いたイラストです。Yuko になったつもりで、イラストに合うように、一連の出来事を解答欄の書き出しに続けて 30 ~ 40 語の英語で書きなさい。英文の数は問いません。

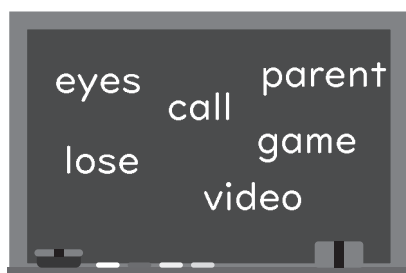


- 5 英語の授業で、スマートフォン (smartphone) について ALT の Alex 先生から次のような〈質問〉をされました。〈質問〉に対するあなたの考えを、理由も含めて、20 語程度の英語で書きなさい。2 文以上になってもかまいません。下の【図】は Alex 先生がみんなの意見を聞いてて黒板に書いた語を示したものです。なお、【図】に示した語も使ってよいこととします。

〈質問〉

In many schools in Japan, students cannot use smartphones. Do you think students should be able to use smartphones at school?

【図】



**3**

次のⅠ～Ⅲの問いに答えなさい。

Ⅰ 次は、中学3年生のMasatoが、英語の授業で発表した英語スピーチです。英文を読み、あとの問いに答えなさい。

During the summer vacation, I worked as a volunteer at a nursing home\* for four days.

On the first day, eight residents\* were talking around a big table. A care worker\* said, "Masato, come here. Why don't you talk together?" I was a little nervous, but I said, "Good afternoon. I'm Masato. Nice to meet you." I sat next to an old woman, Naoko-san. She smiled and asked, "How old are you? Where do you live?" I answered, "I'm fourteen. I live near here." I was glad she spoke to me, but I didn't know what to say next and kept quiet. I felt ( ① ).

On the second day, I talked to Naoko-san many times, but she only smiled and said nothing. ( ② )

On the third day, I cleaned the hall\* at the nursing home. I saw many pictures on the wall. I found a beautiful one with Naoko-san's name on it. I said to a care worker, "This one is wonderful!" He said, "Yes. Naoko-san paints the best." I was glad I found something to talk about with her.

On the last day, I said to Naoko-san, "I saw your picture. I like painting. Do you like painting, too?" She smiled and said, "Yes, I love it." We talked a lot about painting, and I enjoyed the conversation\*. At the end, she said, "You gave me a chance to talk about my favorite thing. Thank you."

I was glad to hear that. When I asked her to show me more of her pictures, she said, "Sure! And I want to , too. Please come again." I said, "Of course. I will come here with some of my pictures to show you." We smiled.

I'm glad that I met her. I want to see her again and talk about our favorite thing.

注 nursing home 老人ホーム resident(s) 居住者 care worker 介護職員 hall 廊下  
conversation 会話

1 ( ① )に入る最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

ア sorry                      イ happy                      ウ excited                      エ hungry

2 ( ② )に入る最も適当なものを下のア～ウの中から一つ選び、その記号を書きなさい。

ア I knew she was going home because she was sick.

イ I wanted to say something but I couldn't.

ウ I didn't talk with her on the first day.

3 に入る適切な英語を3語で書きなさい。

Ⅱ 次は、博物館の入口 (entrance) にある館内案内図 (floor guide) と、それを見ている中学生の Kosuke と留学生の Tom との対話です。二人の対話を読み、あとの問いに答えなさい。  
 〈floor guide〉



注 exhibition 展示 insect(s) 虫 dinosaur(s) 恐竜 fossil(s) 化石

Kosuke : Look at the floor guide. This museum has four exhibitions. Where do we go first?

Tom : I want to see dinosaur fossils.

Kosuke : It's ten o'clock now. We have ( ① ) minutes before the first video starts. Let's go to the second floor first. I want to see insect fossils.

Tom : OK. I want to see plant fossils. Let's go to the Plants room after the Insects room.

Kosuke : Good idea.

Tom : Can we see fish and shell\* fossils here?

Kosuke : Yes. I heard there was a sea in this city long ago. So, we can see many kinds of sea fossils in the Special Exhibition.

Tom : Great. How about going there after the Plants room?

Kosuke : Sounds good. Then, let's watch the video.

Tom : OK. Can we go to ( ② ) before we leave the museum? I want to know more about fossils.

Kosuke : Sure. I want to go there, too.

Tom : Do they have English books?

Kosuke : Don't worry. There are some. I will help you find them.

Tom : Thanks! Let's go to the second floor.

注 shell 貝がら

1 ( ① )に入る数を書きなさい。ただし、算用数字を用いることとします。

2 ( ② )に入る最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

ア the Special Exhibition

イ the museum shop

ウ the Dinosaurs room

エ the library

Ⅲ 次は、Kiyoka が英語の授業で発表したスピーチです。英文を読み、あとの問いに答えなさい。

Hello, everyone. I went to a rugby game for the first time last year. It was very exciting. I went with my sister. We watched the game at a big stadium. There were many people in the stadium, and they looked very excited.

Before the game, I didn't know much about rugby, so my sister told me the rules. I learned a lot. The players ran fast and worked hard. It was ( ① ) to watch the game.

My sister was a volunteer at the stadium. She helped the visitors and gave them information. She said, "It was a great experience!" She enjoyed talking with people from other countries in English. I want to be a volunteer like her someday.

After the game, I helped two visitors from the U.S. at the station. One of them lost his train ticket. They could speak only English, so I spoke with them in English. We looked for the ticket together and found it! They said thank you many times.

Now I exchange\* e-mails with them. I want to study English more and become friends with people around the world. Thank you.

注 exchange やり取りする

1 ( ① )に入る最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

ア kind                      イ fun                      ウ tired                      エ busy

2 次は、スピーチを聞いた直後の George 先生と Takuya との対話です。対話を読み、( ② )に入る最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。

George : Thank you, Kiyoka. Good speech. Takuya, what does she want to tell us the most?

Takuya : (                      ②                      )

George : I think so, too.

ア Joining sports events is a great way to spend your free time.

イ If you watch sports, you should learn the rules first.

ウ English can help us become friends with foreign people.

エ The stadium is the best place to work as a volunteer.

4 高校生の Haruki は英語の授業で、読書について調べた内容をもとに発表しました。英文を読み、あとの問いに答えなさい。

Hello, everyone! I'm Haruki. Today, ① I'd like to talk about reading. Do you often go to public\* libraries? They are good places. They help people learn and enjoy reading. Public libraries also help people get information. They are very useful for children, students, and adults.

Public libraries have some important jobs. First, they keep books and local documents\*. People can find useful information there. Second, they give everyone the chance to read books. You can read many kinds of books, like picture books, novels\*, and science books.

Now, public libraries have a new job. They are making an effort to\* attract\* more young people. They want more junior high and high school students to come and read books.

Let's look at ② the graphs\*. (A) shows the average\* number of books read in one month. In 2024, elementary school students read about 14 books. Junior high students read less than half that number, and high school students read fewer books than junior high students. (B) shows the percentage of students who read zero books in one month. We call them "non-readers\*." In 2024, only 8.5% of elementary school students didn't read any books. About 25% of junior high school students and almost half of high school students were non-readers. That is a very big number.

Libraries want to improve\* the situation\* and help teenagers read more books. They are trying ③ new ideas. For example, one library in Tottori works with some high school students. The library made an area. In the area, the students put books which they want other students to read. It looks nice, so people become interested in it.

Look at ④ this picture. It shows a special event at another library in Osaka. It is called the Book Review\* *Manzai* Event. High school students talk about the books they like on a stage. They talk in a *manzai* style\* for three minutes. People have a good time, and they want to read the books.

Libraries today don't just wait for people. They are trying to attract ⑤ people who don't read any books in a month. Reading books is interesting. You can learn new things, travel to other worlds, and get many ideas. Why don't you visit your local library? You can find good books there. Maybe you will find your favorite book!

注 public 公共の document(s) 資料 novel(s) 小説 make an effort 努力する  
attract ~を引きつける graph(s) グラフ average 平均の non-reader(s) 不読者  
improve ~を改善する situation 状況 review 評価, レビュー ~ style ~様式, ~式

- 1 次は、下線部①で Haruki が見せたスライドです。Haruki が話した内容の順になるように、スライドの  ~  に入る最も適当なものを下のア~ウの中からそれぞれ一つ選び、その記号を書きなさい。

### About Reading

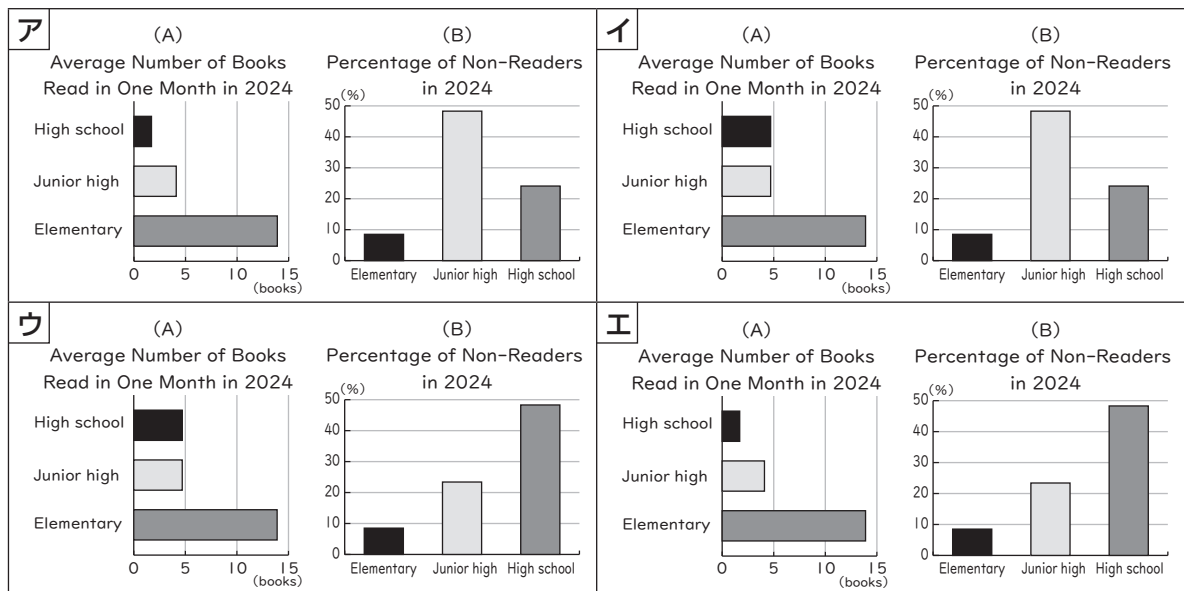
1.

2.

3.

- ア New Ideas to Help Teenagers Read
- イ Jobs of Public Libraries
- ウ Do Students Read Books?

- 2 下線部②で見せたスライドとして最も適当なものを下のア~エの中から一つ選び、その記号を書きなさい。



- 3 下線部③について、鳥取県の図書館ではどのようなことをしているか。30 字程度の日本語で書きなさい。

- 4 次は、下線部④で見せた【写真】と、スライドを作る際に Haruki が使った【メモ】の一部です。【メモ】の英文の ( A ), ( B ) にそれぞれ入る最も適切な英語 1 語を書きなさい。

【写真】



【メモ】

1. This is a special event at a library in Osaka.
2. Two students are talking about a book on the small ( A ).
3. People are watching and ( B ) to the students' *manzai* and laughing. They will be interested in the book.

- 5 下線部⑤を具体的に表している英語 1 語を本文から抜き出して書きなさい。

