

第 1 回

神奈川県高校入試学力検査予想問題

英 語

〈50分〉

注 意 事 項

- 1 開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 問題は問 8 まであり、1 ページから14ページに印刷されています。
- 3 答えは、解答用紙の決められた欄に、記入またはマークしなさい。
- 4 数字や文字などを記述して解答する場合は、解答欄からはみ出さないように、はっきり書き入れなさい。
- 5 マークシート方式により解答する場合は、その番号の○の中を塗りつぶしなさい。
- 6 英語で答える場合は、活字体でも筆記体でもかまいません。
- 7 終了の合図があったら、すぐに解答をやめなさい。

《「英語リスニング」の音声について》

リスニングの音声は WEB（無料）から聞くことができます。右の QR コード、あるいは PC・スマートフォンなどから下記ホームページ

<https://www.kyo-kai.co.jp/kv/E23/T01.html>

へアクセスし、音声ファイルを選んでお聞きください。

※WEB サイトへアクセスする際の通信料はお客様負担となります。



問1 リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。）

(ア) チャイムのところに入るクミの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

- No. 1
1. Yes. I was watching the movie on TV then.
 2. No. I went to the stadium to see it.
 3. Yes. I'll go to see it tomorrow.
 4. No. I played it at the stadium.

- No. 2
1. I know. A week will be enough for me.
 2. Don't worry. I can do it for two weeks.
 3. OK. I'll help you write your book report.
 4. All right. I finished it last month.

- No. 3
1. OK. You can go home now.
 2. Yes, I can wait at the teachers' room.
 3. No, you can't ask your class teacher about that.
 4. Sure. I'll meet you there.

(イ) 対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの1～4の中から一つずつ選び、その番号を答えなさい。

No. 1 **Question : What is true about Shinji's family ?**

1. Shinji's father and brother play the guitar, but Shinji doesn't.
2. Shinji's father taught Shinji and his brother how to play the drums.
3. Shinji plays the guitar and his brother plays the drums.
4. Shinji and his brother learned how to play the guitar from their mother.

No. 2 **Question : What did Judy and Shinji do last night ?**

1. Judy watched a DVD and Shinji played video games.
2. Judy watched a DVD and Shinji did his homework.
3. Judy did her homework and Shinji watched a DVD.
4. Judy played video games and Shinji did his homework.

(ウ) コウスケ(Kosuke)の住むみなと市でバドミントン(badminton)教室が開催されます。英語の時間に、コウスケはバドミントン教室の参加者募集のお知らせについて説明しています。次の〈表(Table)〉はみなと市のホームページに載っているもので、バドミントン教室のクラス別募集人数と現在の申し込み者数を表しています。コウスケの説明を聞いて、あとの No. 1 と No. 2 の問いに答えなさい。

〈表(Table)〉

Let's enjoy badminton at Minato City Gym ! Every Sunday in February			
Class No.	Ages	The number of people who can join	The number of people who already *applied
1	Child (Under 12)	20	18
2	Student (Under 18)	②	16
3	*Adult (18～64)	40	28
4	*Senior (65 and older)	30	18
5	Special Class for people ① experience (any age)	20	③

No. 1 ①～③の中に入れるものの組み合わせとして最も適するものを、次の1～6の中から一つ選び、その番号を答えなさい。

- | | | |
|--------------|------|------|
| 1. ① with | ② 20 | ③ 8 |
| 2. ① without | ② 20 | ③ 12 |
| 3. ① with | ② 20 | ③ 18 |
| 4. ① without | ② 30 | ③ 8 |
| 5. ① with | ② 30 | ③ 12 |
| 6. ① without | ② 30 | ③ 18 |

No. 2 みなと市のホームページには、バドミントン教室についての注意事項が載っています。〈注意事項〉の()の中に適する1語を英語で書きなさい。ただし、()内の一つの _ には1文字が入るものとします。

〈注意事項〉

- To apply, call 0120-123-4567 or visit the Minato City website.
- Bring your lunch and water.
- About your (_ _ _ _ _), *anything is OK if it is good for sports.

*applied : 申し込んだ Adult : 大人 Senior : 高齢者 anything : 何でも

問2 次の英文は、マイ (Mai) と留学生のエリック (Eric) の対話です。対話文中の(ア)～(ウ)の()の中にそれぞれ適する1語を英語で書きなさい。ただし、答えはそれぞれの()内に指示された文字で書き始め、一つの _ に1文字が入るものとします。

Mai : Hi, Eric. Are you interested in working as a _(ア) v _ _ _ _ _ at the city library ?

Eric : Yes, I am. Tell me more about it.

Mai : I go to the city library twice a month and help people find books. I sometimes read books to little children.

Eric : What kind of books do you read to them ?

Mai : I often read stories about animals because they like them. When I read them, children look more interested and _(イ) h _ _ _ _ _ *than usual.

Eric : That's nice.

Mai : Of course, you can _(ウ) c _ _ _ _ _ your favorite ones from many books in the library.

Eric : Sounds interesting ! Can I join ?

Mai : Why not ?

問3 次の(ア)～(エ)の文の()の中に入れるのに最も適するものを、あとの1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) I'll come back () a few minutes.

- | | | | |
|-------|-------|-------|--------|
| 1. in | 2. on | 3. at | 4. for |
|-------|-------|-------|--------|

(イ) If I () free, I would help you.

- | | | | |
|--------|------------|--------|---------|
| 1. did | 2. will be | 3. are | 4. were |
|--------|------------|--------|---------|

(ウ) Dancing with my friends () a lot of fun for me when I was a child.

- | | | | |
|-------|--------|--------|---------|
| 1. is | 2. are | 3. was | 4. were |
|-------|--------|--------|---------|

(エ) I borrowed some books () during the weekend.

- | | | | |
|------------|----------|------------|--------------|
| 1. to read | 2. reads | 3. reading | 4. have read |
|------------|----------|------------|--------------|

* than usual : いつもより

問4 次の(ア)～(エ)の対話が完成するように、()内の六つの語の中から五つを選んで正しい順番に並べたとき、その()内で3番目と5番目にくる語の番号をそれぞれ答えなさい。(それぞれ一つずつ不要な語があるので、その語は使用しないこと。)

(ア) A: What a cool boy! Do (1. you 2. is 3. know 4. that 5. who
6. he) ?

B: Yes. He's Sota.

(イ) A: What are you doing here ?

B: I'm waiting for Mr. King because (1. was 2. asking 3. come 4. to
5. I 6. told) after class.

(ウ) A: Check (1. on 2. before 3. getting 4. ticket 5. you 6. your) the
bus.

B: All right, Mom.

(エ) A: Where did you buy (1. gave 2. chocolate 3. the 4. you 5. me
6. for) yesterday ?

B: At the new shop near the station.

問5 次のA～Cのひとつづきの絵と英文は、シュン(Shun)のある日のできごとを順番に表しています。

Aの場面を表す〈最初の英文〉に続けて、Bの場面にふさわしい内容となるように、の中に適する英語を書きなさい。ただし、あとの〈条件〉にしたがうこと。

A	 <p>the Internet</p> <p>Shun</p>	<p>〈最初の英文〉</p> <p>One day, Shun found an *animation event on the Internet. He wanted to go to it.</p>
B	 <p>an animation event</p> <p>Shun</p> <p>Alex</p>	<p>Shun asked his friend Alex to go with him.</p> <p>Alex said, "I'd like to go. But <input type="text"/>?"</p>
C	 <p>an animation event</p> <p>Shun</p> <p>Alex</p>	<p>Shun said, "It will start next Saturday, and *last until the end of February."</p> <p>Alex said, "All right. Why don't we go next Saturday?"</p>

〈条件〉

- ① it と held を形を変えずに用いること。
 - ② ①に示した語を含んで、内を5語以上で書くこと。
 - ③ But で始まり文末が?で終わる1文となるように書くこと。
- ※ 短縮形(I'm や don't など)は1語と数え、符号(, など)は語数に含めません。

問6 次の英文は、高校生のミユキ(Miyuki)が英語の授業で行った発表の原稿です。英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Hello, everyone. I'm Miyuki. Do you know that the *designs of Japanese *bills will be changed in 2024? Today, I'd like to talk about money.

The bills that we usually use now first *appeared about fifteen years ago, so I don't know the old bills. When I visited my grandfather the other day, he showed me some old Japanese bills. There was a 100-*yen bill *among them. I was surprised because I only knew the 100-yen coin. The 100-yen bill looked like a foreign bill to me. My grandfather said, "I often used 100-yen bills when I was a child. *In those days, we were able to buy more things *for 100 yen than today. We needed only 5 yen to send a postcard at that time. So a few 100-yen bills were enough for me." I thought it was an interesting story.

Then I studied about Japanese and foreign bills and coins. Please look at this table. The table is about the bills and coins that are usually used in three countries and one area.

Table

Country or Area	The Number of Kinds of Bills	The Number of Kinds of Coins
Japan	4	6
The U.S.	7	6
Europe	7	8
China	8	6

The table shows that more kinds of bills are used in other places than in Japan. 2,000-yen bills are not often used, so we often use only three kinds of bills in Japan. I saw some photos of Japanese and foreign bills on the Internet. Famous *politicians appear on all the bills used in the U.S. and China. On some old Japanese bills, politicians appeared, but on the bills used now, people who did great jobs in *cultural aspects appear. No people are on the *euro bills. (①) Actually, my brother went to France last month, and showed me some euro bills. I like them because they are very *colorful and beautiful.

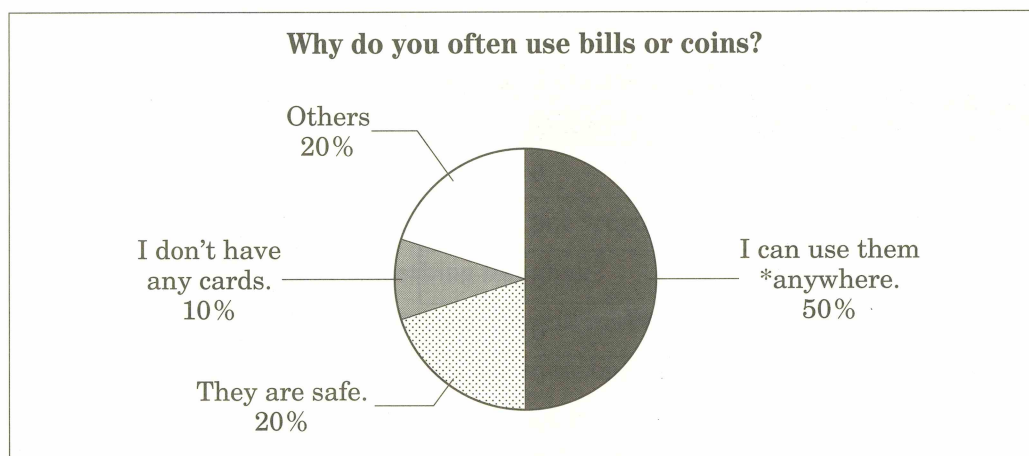
*designs : デザイン bills : 紙幣, 札 appeared : 現れた, 出ていた yen : 円
among ~ : ~の中に In those days : そのころ for ~ : ~(の金額)で politicians : 政治家
cultural aspects : 文化の面 euro : (ヨーロッパの通貨の)ユーロ colorful : 色彩豊かな

However, I have also learned that bills and coins are not so often used in foreign countries these days. Most people use *credit cards or *electronic money in those countries. Some people use them in Japan, too, but many people still use bills and coins when they buy small *items. I asked people some questions on the street in front of Aoba Station. First, I asked 100 people a question. Graph 1 shows their answers.

I was a little surprised to learn that over half of the people answered “a bill or coins.” And just half the number of those people answered “electronic money” or “a credit card.” There were only 8 people who use a credit card to *pay 500 yen. Maybe they think 500 yen is too small to use a credit card. I have a card for electronic money, and use it when I take a train or a bus and buy food or drinks at stores. (②) When we pay with electronic money, we can also get some points that we can use on our next shopping *trip.

Then, each of the people who answered “a bill or coins” to my first question gave only one answer to my second question. Graph 2 shows their answers.

Graph 2



Many people like to use bills or coins because they can be used at all stores and shops in Japan. We can use credit cards or electronic money at more stores than before, but we can still use only bills or coins at many small shops. *In addition, some people think that bills and coins are safer. Maybe they are worried that they *might *spend too much money. (③)

I have heard that bills or coins can't be used at some stores in some countries in Europe. Stores like them will appear in the future in Japan, too. I think it is bad news for old people and children who don't have any other way to pay. Thank you for listening.

* credit cards : クレジットカード electronic money : 電子マネー items : 商品

pay (～) : (～を)支払う trip : 外出 anywhere : どこでも In addition : さらに

might ～ : ～かもしれない spend ～ : ～(金)を使う

(ア) 本文中の(①)～(③)の中に、次のA～Cを意味が通るように入れるとき、その組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

A. Some old people and children answered that they had no cards.

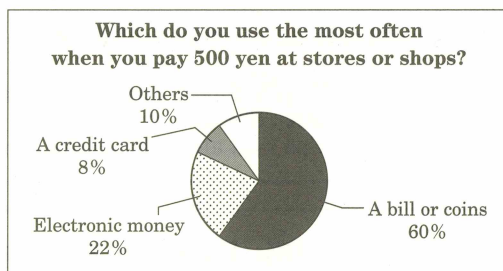
B. It is convenient because I don't have to carry a lot of small coins.

C. It was very interesting for me to see many different designs of bills and coins.

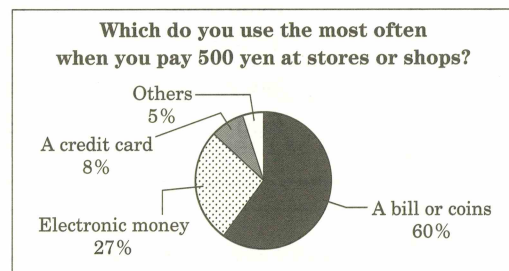
1. ①—A ②—B ③—C 2. ①—A ②—C ③—B 3. ①—B ②—A ③—C
4. ①—B ②—C ③—A 5. ①—C ②—A ③—B 6. ①—C ②—B ③—A

(イ) 本文中の——線部を表したものととして最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

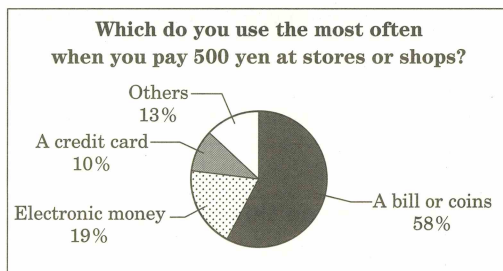
1. Graph 1



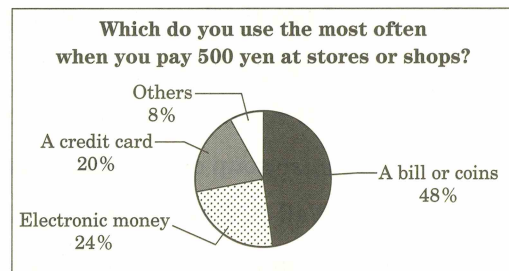
2. Graph 1



3. Graph 1



4. Graph 1



(ウ) 次のa～fの中から、ミユキの発表の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの1～8の中から一つ選び、その番号を答えなさい。

a. Miyuki's grandfather has some old bills, and one day he showed Miyuki a foreign bill.

b. People could send 20 postcards for 100 yen when Miyuki's grandfather was a child.

c. The table shows that the number of kinds of coins used in the U.S. is larger than the number of kinds of bills used in China.

d. Miyuki's brother went to a country in Europe last month, and showed Miyuki some bills used there.

e. Miyuki wasn't surprised to see the people's answers to her first question because she has never used electronic money.

f. When Miyuki asked people the second question on the street, 20 people answered, "They are safe."

1. a と d 2. b と d 3. c と e 4. b と f
5. a と e 6. b と e 7. c と f 8. d と f

問7 次の(ア)の英文とメニュー(**Menu**), (イ)の英文と地図(**Map**)について, それぞれあとの **Question** の答えとして最も適するものを, 1～5の中からそれぞれ一つずつ選び, その番号を答えなさい。

(ア)

*Osamu and his mother are going to have lunch at a *gyu-don restaurant. They are looking at the menu.*

— Menu —	Regular	Large	
Gyu-don	380	450	*price (*yen)
*Sukiyaki-don	420	500	
*Yakiniku-don	400	480	
*Oyako-don	350	400	
 <u>*Side menu</u>			
*Miso soup	160		*Tax :
*Ton-jiru	200		All prices are *tax excluded.
Salad	180		*Dine in : 10% tax
Egg	80		*Take out : 8% tax

Mother : Let's see. Everything looks delicious ... hmm OK. I will have an *oyako-don*.
How about you, Osamu ?

Osamu : I practiced soccer very hard today. I'm very hungry, so I want to have a *large-size *gyu-don*.

Mother : All right. I'm hungry, too, but *regular size is enough for me. Do you want a *miso* soup or something like that ?

Osamu : Well ..., I like a *ton-jiru*. It will make me warm on this cold day.

Mother : Sounds nice. I'll have the same one, too.

Osamu : Oh, we shouldn't forget about Father. Why don't we *take out something for him ?

Mother : That's right. He can eat it after he comes home. His favorite is *sukiyaki-don*, right ?

Osamu : Yes. Maybe a large-size is good for him. He always eats a lot.

Mother : Good. Let's *order now.

Question : How much will Osamu and his mother *pay *in all ?

1. 1,736 yen. 2. 1,780 yen. 3. 1,836 yen. 4. 1,860 yen. 5. 1,870 yen.

*gyu-don : 牛丼 price : 値段 yen : 円 Sukiyaki-don : すき焼き丼 Yakiniku-don : 焼肉丼

Oyako-don : 親子丼 Side menu : サイドメニュー Miso soup : みそ汁 Ton-jiru : とん汁

Tax : 税金 tax excluded : 税抜きの Dine in : 店内(飲食) Take out : 持ち帰り

large-size : 大盛り(の) regular size : 並盛り take out ~ : ~を持ち帰る order : 注文する

pay ~ : ~を支払う in all : 全部で

(4)

Rika and Emily are going to *Dream Movie Theater. They are looking at a map in front of the station to find a way to the movie theater.

Rika : Look ! Dream Movie Theater is here.

Emily : We should go straight and turn right at the first corner, and then turn left at the second corner, right ?

Rika : Wait, Emily ! There is another way.

Emily : What do you mean ?

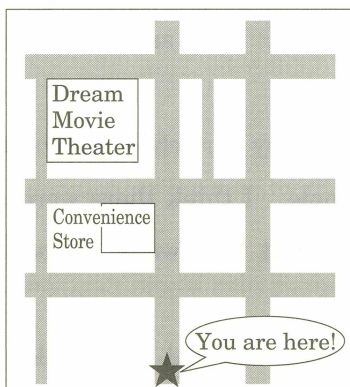
Rika : Go straight first, and we can also turn at the second corner to get to the theater.
At the second corner, there is a *convenience store. I'm *thirsty, so I want to buy something to drink.

Emily : No problem. It doesn't mean we have to walk longer and I'd like to buy one, too.
After that, we'll turn left at the first corner, right ?

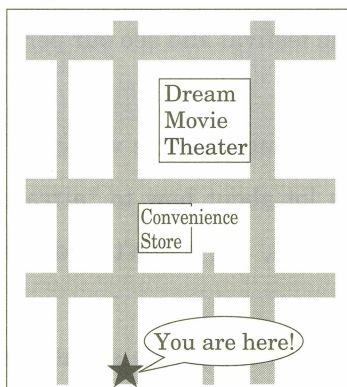
Rika : Yes. Then it'll be on our right.

Emily : OK. Let's go !

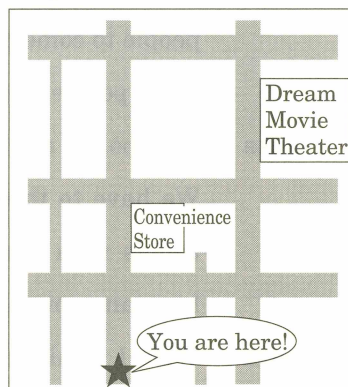
Map A



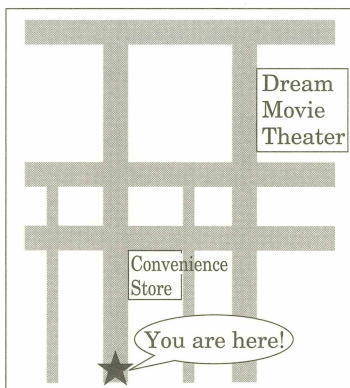
Map B



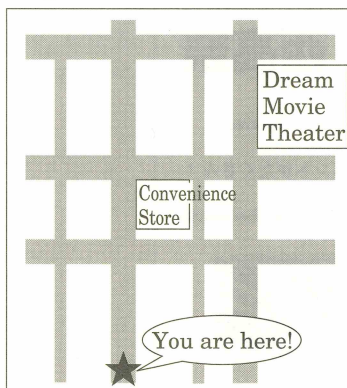
Map C



Map D



Map E



Question : Which map are Rika and Emily looking at ?

1. Map A. 2. Map B. 3. Map C. 4. Map D. 5. Map E.

*Dream Movie Theater : ドリーム・ムービー・シアター (映画館の名前)

convenience store : コンビニエンスストア thirsty : のどがかわいた

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Yuta, Rui, and Noboru are high school students. Betty and Mike are students from the U.S. They are talking about the school festival in their classroom.

Yuta : Hi, everyone. I'd like to start the *meeting. Some members can't come today, so only the five of us can talk about the problem Rui *raised at the last meeting. Rui, can you tell us about the problem again ?

Rui : Sure. I think we have a problem about the number of people coming to our school festival. It *decreased very much last year. I'm sorry for that because the school festival is one of the best chances to introduce our school to people living in this town.

Yuta : Thank you, Rui. Over 2,000 people came to the festival three years ago. Almost the same number of people came two years ago, too. However, . Maybe the bad weather was a big reason. I think many people *gave up visiting our school because it was rainy during the two days of the festival. But the *decrease is *still very big.

Betty : Yes. I joined the school festival for the first time last year, and I wanted a lot of people to come to the festival and see our performances. I felt sad when actually only a few people came.

Yuta : Me, too. I really hope more people will come and enjoy our school festival this year. We have to think a lot about how to *attract people. I think there were some bad things with our festival, but I don't understand what they were. Noboru, do you have any opinions ?

Noboru : Well, I think our way to tell people about the festival was bad. We make a *poster for the festival every year. Here is the poster we made last year.

第42回 西高祭

The 42nd Nishi High School Festival

歌, 踊り, 芝居, 楽しいイベントがたくさん!

You can enjoy a lot of events and performances!



11月10日(土)・11日(日)

午前 10:00～午後 5:00

*meeting : 会議 raised ~ : ~ (問題など) を提起した decreased : 減少した gave up ~ : ~をやめた
decrease : 減少 still : それでも attract ~ : ~を引き寄せる poster : ポスター

Noboru : I think it is difficult for foreign people to understand what the poster means. A lot of foreign people live in this town now, so it is important for us to attract them.

Rui : I see what you mean, but the main information is already written in English. Do we need to write other information like the date in English, too? Mike and Betty, please tell us your opinions.

Mike : I think the *amount of information written in English is enough. Foreign people can understand the date well in Japanese. But I think the *size of the English *letters should be changed. The letters on last year's poster are too small.

Betty : I agree. And I also think we should think more about people who don't speak English. Many foreign people living in this town don't understand English very well, either. Some people can read only *kanji*, and others can read only *hiragana* and *katakana*. So we should use *kanji* and *hiragana*.

Yuta : That's a good idea. What do you think about that, Noboru and Rui?

Noboru : I think it's wonderful. We forgot about foreign people who don't speak English as Betty said.

Rui : I think so, too. In that way, we can also attract young children who can't read *kanji*. I want many children to visit our school with their parents and enjoy the festival.

Yuta : OK. We'll use that idea. Does anyone have another idea about the poster?

Betty : How about *drawing a map on the poster? There was no map on last year's poster. People who have just moved to this town can't easily find where our school is without a map.

Mike : You're right. I sometimes *have trouble finding the way to places I want to visit in this town. With a map, the way to our school will be clearer.

Yuta : Then, we'll draw a map. The art club members are going to make the poster. Rui, can you ask their *leader Maki to draw a map on it?

Rui : OK. I'll draw a *rough layout to show our ideas to her now.

Rui draws a rough layout on paper, and then shows the paper to the other students.

Rui : How about this?

Yuta : Um, it's not bad, but

Noboru : I don't think a map on the left is good. The map should be on the right.

Rui : Do you mean this?

*amount : 量 size : サイズ, 大きさ letters : 文字 drawing ~ : ~を描くこと

have trouble ~ing : ~するのに苦労する leader : リーダー rough layout : 大まかなレイアウト

Rui draws a rough layout on paper again. The other students look at it.

Noboru : Oh, that's much better !

Betty : I think so, too.

Rui : Good. I'll take ⁽¹⁾it to Maki later.

Yuta : Thank you, Rui. Do you have any ideas about the program of the festival ? Can we have an interesting event that attracts more people ?

Mike : I want to have a “*stamp rally” event.

Rui : “Stamp rally” ? Does that mean going to some different *locations to collect *stamps ?

Mike : Yes. It's actually Japanese culture, and there is no “stamp rally” in our country. I tried it for the first time in Tokyo last month, and it was very exciting. I'm sure people from other countries and children will like it.

Noboru : If we have that kind of event in our festival, people will go to different classrooms and the gym and get stamps there, right ?

Mike : Yes. And people who have got all the stamps will win a prize.

Yuta : That sounds interesting. But we have to think a lot before we decide to have a big event like that. We also have to listen to other members' opinions. Let's talk about that at the next meeting. Mike, can you think about something to do for a “stamp rally” event *by then ?

Mike : All right. I'll do that.

(ア) 本文中の の中に入れるのに最も適するものを、次の 1～4 の中から一つ選び、その番号を答えなさい。

1. I don't know what people enjoyed at the festival last year
2. I don't know why so many people came last year
3. last year over 3,000 people came to the festival
4. last year the number was only about 800

- (イ) 本文中の——線部(イ)を表したものととして最も適するものを、次の1～6の中から一つ選び、その番号を答えなさい。

1.

第43回 西高祭

The 43rd Nishi High School Festival

歌, 踊り, 芝居, 楽しいイベントがたくさん!

You can enjoy a lot of events and performances!



Here!

11月9日(土)・10日(日)
November 9, Saturday & 10, Sunday
午前 10:00～午後 5:00

Nishi Station

2.

第43回 西高祭

The 43rd Nishi High School Festival

歌, 踊り, 芝居, 楽しいイベントがたくさん!

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11月9日(土)・10日(日)
November 9, Saturday & 10, Sunday
午前 10:00～午後 5:00

Nishi Station

3.

**だい かい にしこうさい
第43回 西高祭**

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Nishi Station

4.

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Nishi Station

5.

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6.

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午前 10:00～午後 5:00

Nishi Station

- (ウ) 次のa～gの中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの1～8の中から一つ選び、その番号を答えなさい。

- Yuta thinks many people gave up coming to the school festival last year because of the bad weather.
- Betty has never joined the Nishi High School Festival and wants many people to visit their school this year.
- It is always easy for Mike to find the way to the place he wants to visit in this town without a map.
- Rui is the leader of the art club, and she is going to make this year's poster with her friends.
- Mike has joined a "stamp rally" event before, and wants to have an event like that at the school festival.
- The five students decided to have a "stamp rally" event at the school festival at today's meeting.
- Mike will listen to other members' opinions about a "stamp rally" event by the next meeting.

- | | | | |
|----------|----------|----------|----------|
| 1. a と g | 2. b と d | 3. c と e | 4. a と f |
| 5. a と e | 6. b と e | 7. c と f | 8. d と g |

(問題は、これで終わりです。)