

第 3 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/T03.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サキ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. No, my mother bought it at a store in Tokyo.
 2. No, I'm sorry, I have never made a sweater.
 3. Yes, this sweater was made by my grandmother a long time ago.
 4. Yes, my mother likes making sweaters very much.

- No. 2
1. I went to bed at two.
 2. I went to bed early last night.
 3. I got up at six this morning.
 4. I usually sleep for seven hours.

- No. 3
1. I often play tennis and basketball.
 2. I like baseball, soccer, and basketball.
 3. I like to watch them with my father.
 4. Yes, I sometimes watch games at a stadium.

(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 : Which is true about Yurika, her friends, and Steve ?**

1. Steve showed the pictures of his concert to Yurika.
2. Steve thinks Yurika sings well.
3. Moe was playing the guitar next to Yurika.
4. Kana plays the drums and sings well.

No. 2 **Question : Which is true about Steve ?**

1. Steve hopes Yurika will play the new video game with his grandmother today.
2. Steve's parents invited his grandfather to dinner.
3. Steve is going to play the new video game with Yurika tomorrow.
4. Steve has to go shopping with his grandmother.

(ウ) ハヤト(Hayato)の中学校が行う、老人ホームを訪問するボランティア活動について、スミス先生(Mr. Smith)が生徒に説明します。説明を聞いて、次の No. 1 と No. 2 の問いに答えなさい。

No. 1 説明を聞いてハヤトが作った次の〈メモ〉を完成させるとき、 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、あとの 1 ～ 6 の中から一つ選び、その番号を答えなさい。

〈メモ〉

The Visit to the Home for Old People

- ・ We will leave school for the home at ① .
- ・ First, we and the old people are going to meet and talk.
- ・ Second, we and the old people are going to enjoy making *origami*.
- ・ We are going to have lunch at noon.
- ・ After lunch, we and the old people are going to play a game with a ② .
- ・ We and the old people are going to sing old Japanese songs.
- ・ We will leave the home at three, so we will stay at the home for about ③ hours today.

- | | | |
|------------|-----------|---------|
| 1. ① 9:20 | ② cushion | ③ seven |
| 2. ① 9:30 | ② ball | ③ five |
| 3. ① 10:00 | ② cushion | ③ seven |
| 4. ① 9:20 | ② cushion | ③ five |
| 5. ① 9:30 | ② cushion | ③ five |
| 6. ① 10:00 | ② ball | ③ seven |

No. 2 ボランティア活動のあとにハヤトが老人ホームのお年寄りにあてて書いた次の〈メッセージ〉を完成させるとき、 ④ ⑤ 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、あとの 1 ～ 3 の中から一つ選び、その番号を答えなさい。

〈メッセージ〉

Hi, everyone.

I was glad to see you last Sunday. I enjoyed everything with you a lot. Thank you very much for ④ . For example, I learned some old beautiful songs. Next time, I want to ⑤ for you. I'm looking forward to it.

Hayato

- | | |
|------------------------------|----------------------|
| 1. ④ making lunch for me | ⑤ visit the hospital |
| 2. ④ coming to my school | ⑤ watch a movie |
| 3. ④ teaching me many things | ⑤ play the guitar |

問2 次の英文は、デイビッド(David)とミサ(Misa)の電話での対話です。対話文中の(ア)～(ウ)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。

David : Hello, Misa. This is David.

Misa : Hello, David. Where are you ? I've just left home to see you. I'm on the way.

David : Oh, really ? I'm still at home.

Misa : We'll meet in front of the movie theater at ten, right ?

David : Yes, but I'll be (ア) (). Sorry.

Misa : What happened ?

David : I have a (イ) () with my bike, and I'll walk there.

Misa : OK. We have enough time before the movie starts. I'll (ウ) () for you.

Don't worry.

David : Thank you, Misa. I'll be there in thirty minutes.

- | | | | |
|-----------------|------------|------------|----------|
| (ア) 1. free | 2. glad | 3. old | 4. late |
| (イ) 1. computer | 2. problem | 3. present | 4. hobby |
| (ウ) 1. wait | 2. talk | 3. run | 4. leave |

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) Every student () to come before eight tomorrow.

- | | | | |
|---------|--------|---------|-----------|
| 1. have | 2. has | 3. must | 4. should |
|---------|--------|---------|-----------|

(イ) Can you read the word () on your textbook ?

- | | | | |
|------------|----------|------------|---------------|
| 1. writing | 2. wrote | 3. written | 4. is written |
|------------|----------|------------|---------------|

(ウ) I got () the train at the station and walked to the zoo from there.

- | | | | |
|--------|-------|-------|---------|
| 1. off | 2. on | 3. up | 4. down |
|--------|-------|-------|---------|

(エ) Has your son () the piano for a long time ?

- | | | | |
|------------|------------|----------------|-----------------|
| 1. playing | 2. to play | 3. been played | 4. been playing |
|------------|------------|----------------|-----------------|

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。なお、文頭に置く語も最初の文字は小文字で示してあります。(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: Our daughter always stays in her room. That isn't good for her health.

B: I think so, too. I wish she (1. likes 2. were 3. interested 4. going
5. in 6. more) outside.

(イ) A: I live in Hokkaido now.

B: Oh, really? (1. lived 2. did 3. how 4. have 5. long 6. you)
there?

(ウ) A: I'm so hungry, Mom. Can you cook something for me?

B: OK. What (1. you 2. me 3. to 4. try 5. want 6. do) cook?

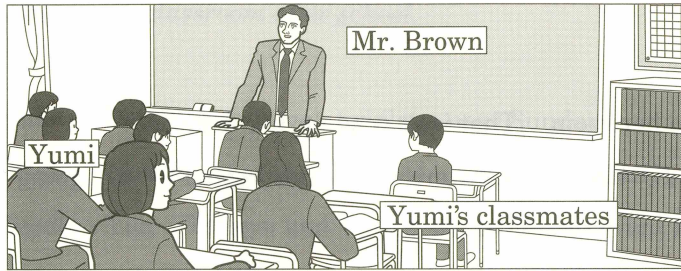
(エ) A: I'm Kazuya. Nice to meet you.

B: I'm Nancy. Nice to meet you, too. (1. Kazu 2. I 3. you 4. calling
5. can 6. call)?

問5 次のA～Cのひとつづきの絵と英文は、ユミ(Yumi)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。

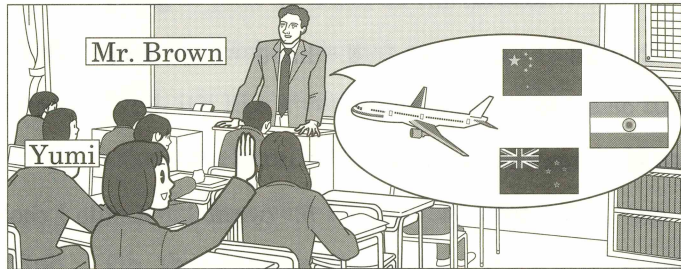
A



〈最初の英文〉

One day, a new English teacher, Mr. Brown, came to Yumi's class. Before the class, he talked about himself. Yumi and her classmates listened to him.

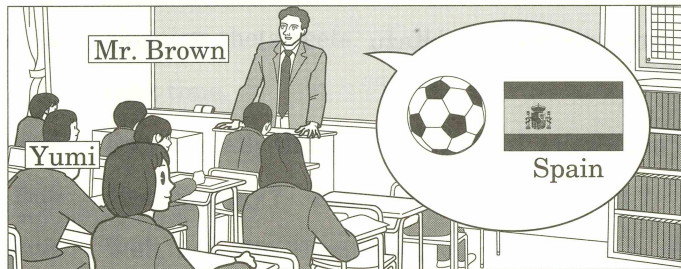
B



Mr. Brown said, "I like traveling around the world. I've visited twenty countries. Do you have any questions?"

Yumi said, "Yes. the best?"

C



"I liked Spain the best because I was excited to see the soccer games there. I want to go there again," Mr. Brown said.

Yumi said, "I want to go there, too."

〈条件〉

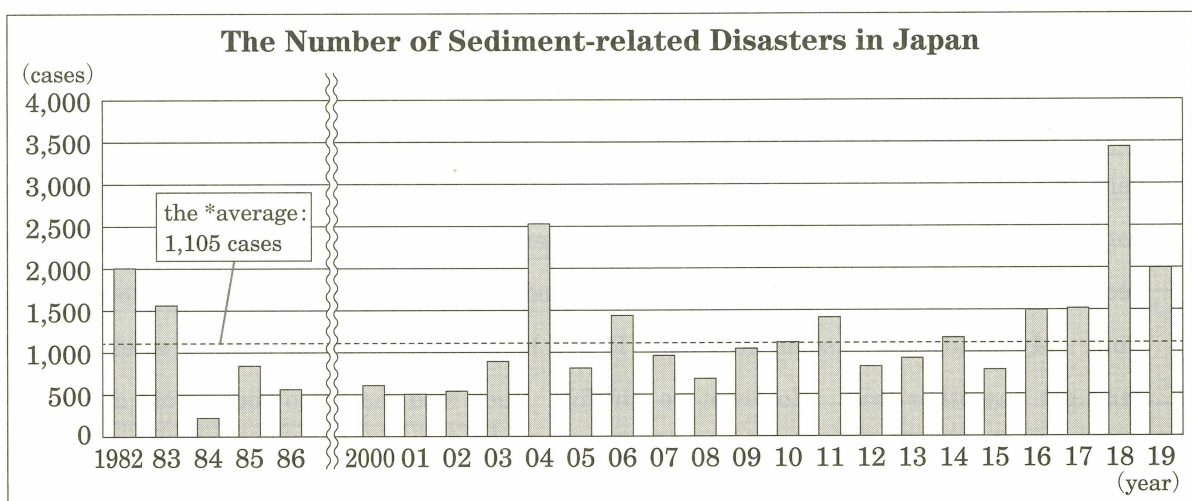
- ① country と like を形を変えずに用いること。
 - ② ①に示した語を含んで、内を 5 語以上で書くこと。
 - ③ the best? につながる 1 文となるように書くこと。
- ※ 短縮形(I'm や don't など)は 1 語と数え、符号(, など)は語数に含めません。

問6 次の英文は、高校生のジュン(Jun)が英語の授業でクラスの生徒に向けて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 Jun. These days, *serious *natural disasters often happen in Japan. *Climate change may be *causing them. Bad weather sometimes brings us serious trouble. We should always be careful and ready for it. Then, what should we do? I've thought about that.

Look at Graph 1. It shows the number of *sediment-related disasters that happened in Japan from 1982 to 2019.

Graph 1



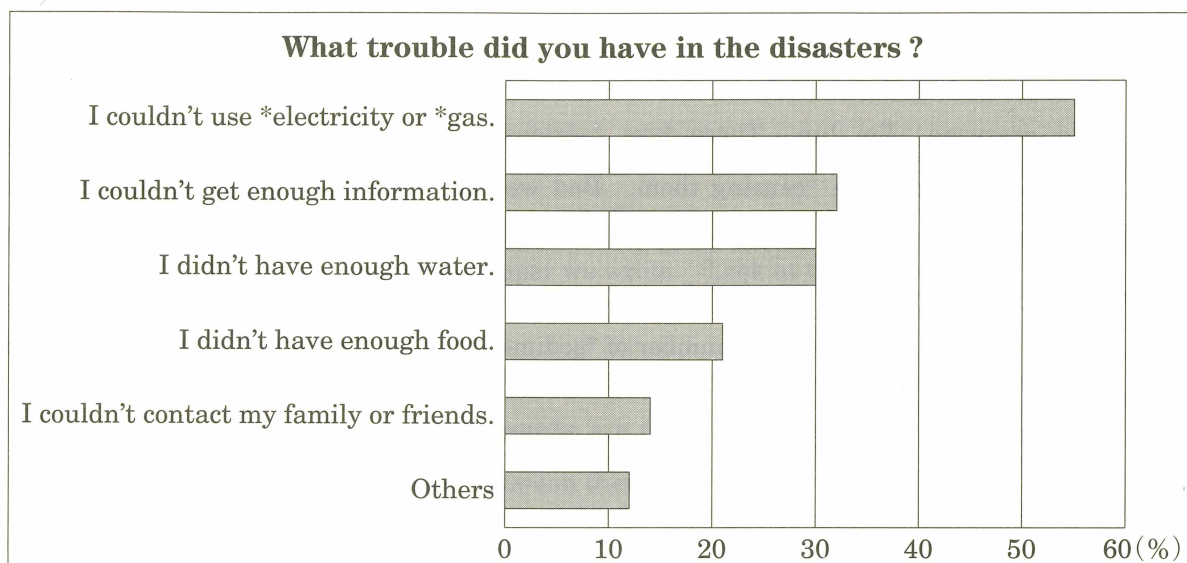
(「令和2年の土砂災害」(国土交通省)を参考に作成)

Almost 3,500 sediment-related disasters happened in 2018 because there was *heavy rain in the summer. In 1982, 2004, and 2019, some big *typhoons came and caused disasters. The average number of sediment-related disasters between 1982 and 2019 is 1,105, and in seven of the ten years from 2010 to 2019, the number of sediment-related disasters was larger than 1,105. This means that . Many sediment-related disasters happen in summer and autumn, but heavy snow sometimes causes disasters in winter, too.

When a serious disaster happens, people have a lot of trouble. Look at Graph 2. I found it on the Internet. It shows the trouble that the *victims of serious disasters had. Some people gave more than one answer.

*serious : 深刻な natural disasters : 自然災害(disaster(s)は「災害」) Climate change : 気候変動
causing ~ : ~を引き起こしている sediment-related disasters : 土砂災害 average : 平均(の)
heavy : (雨・雪などが)激しい typhoons : 台風 victims : 被災者

Graph 2



The largest number of people answered that they couldn't use electricity or gas. They are very important for our lives. *Storing electricity is not easy, but I've heard that *storage batteries can help us. (①). Food and water are also important, but only about 20% of the people answered that they didn't have enough food. *Some kinds of food can be stored for a long time. My family stores some at home. It will be enough for us for about a week *even if we can't get any other food. However, be careful. Such food may also become old and bad if we store it too long. My family checks it twice a year. If some is getting old and bad *within half a year, we usually eat it and buy something new.

We have serious trouble with getting information, too. We usually use TV, smartphones, and computers to get information, but they can't work well when we can't use electricity during a disaster. A small radio is a good thing to have because it works well with *dry batteries.

By the way, do you know there is another interesting idea about getting information? A high school student in Japan is thinking about using *homing pigeons during disasters. The birds have a strong *habit to return to their homes, so people used them to send messages in the past. (②) because we can send messages in many other ways. But homing pigeons can carry messages without electricity, so the student thinks they can help us during disasters. This idea may not come true soon because the birds usually fly only one way to their homes. However, I think this is an amazing idea.

In more terrible cases, we may leave our own homes and go to *shelters, such as school gyms. It is important to know the way to the shelters well because streets may look different during

*electricity : 電気 gas : ガス Storing ~ : ~をたくわえること storage batteries : 蓄電池

Some : ある even if ~ : たとえ~でも within half a year : 半年以内に dry batteries : 乾電池

homing pigeons : 伝書バト habit : 習性 shelters : 避難所

disasters. Actually, I walked to the shelter with my family to check the way last weekend. (③), but they usually use a car or a bike. So, it was an interesting experience for them. We walked together and talked a lot about the things that we should do in a disaster. I'm sure this experience will help us when a disaster really happens.

We have many things to do before a disaster happens. Of course, I hope it will never happen to us, but we should remember that it may happen tomorrow.

(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. we haven't had heavy rain so often in these ten years
2. sediment-related disasters happen more often these days
3. it is not important to think about the average number of disasters
4. we should be more careful about typhoons than about other disasters

(イ) 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. They aren't usually used now
 B. My parents sometimes go there
 C. My family will get one soon

- | | | |
|----------------|----------------|----------------|
| 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 |

(ウ) 次の a～f の中から、ジュン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. Graph 1 shows that the number of sediment-related disasters was larger than 1,105 in five of the ten years from 2000 to 2009.
- b. We don't have to worry about any disasters during the cold season.
- c. Graph 2 shows that about 30% of the victims of the disasters needed more water.
- d. Jun's family stores some food for a disaster, and they usually eat it before it becomes bad.
- e. Homing pigeons actually help us during disasters now because they don't need electricity.
- f. Jun checked the way to the shelter with his friend and talked about the experience with his family last weekend.

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

問7 次の(ア)の英文とグラフ(Graphs), (イ)の英文とちらし(Flyer)やスケジュール(Schedule)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)

*Emmy and Tomoya are talking in the classroom. Emmy is a member of the *newspaper club. Emmy shows the school newspaper to Tomoya.*

Emmy : This is the school newspaper we wrote. Look at these two graphs.

Tomoya : What are they about ?

Emmy : Every year, we ask 100 students at our school about their *dream jobs and make a graph. These graphs are from our *research in 2011 and 2021. We can see the difference between them.

Tomoya : Sounds interesting. I want to look at the graphs well.

Emmy : Here you are.

Tomoya : You want to work for sick people at a hospital, right ? Is your dream job in the graphs ?

Emmy : Yes. I can see it in both of the graphs, but it was more popular ten years ago.

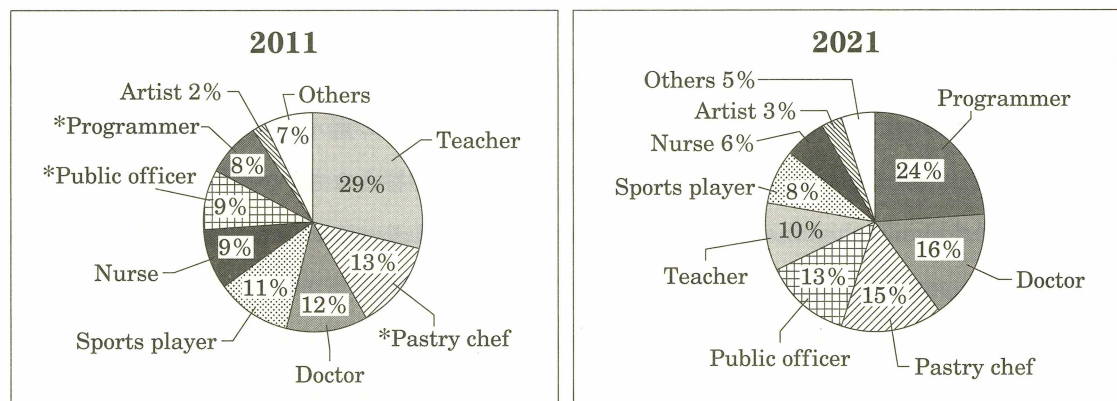
Tomoya : I see. Oh, look at this job. It became very popular.

Emmy : Yes. The number of the students with the dream job in 2021 is *three times as large as that in 2011.

Tomoya : Actually, it's the job I'm really interested in. I hope to get this job in the future.

Emmy : Good luck !

Graphs



Question : What do Tomoya and Emmy want to be in the future, *respectively ?

1. **Tomoya : Teacher Emmy : Doctor**
2. **Tomoya : Programmer Emmy : Nurse**
3. **Tomoya : Teacher Emmy : Nurse**
4. **Tomoya : Programmer Emmy : Doctor**
5. **Tomoya : Doctor Emmy : Programmer**

*newspaper : 新聞 dream jobs : 将来つきたい職業 research : 調査

three times as ~ as ... : ...の3倍~ Pastry chef : パティシエ, 菓子職人

Public officer : 公務員 Programmer : プログラマー **respectively** : それぞれ

(1)

Kate is a junior high school student in Japan. She is going to join the bus tour to *Wakaba Castle with her family. She is looking at the flyer and the schedule of the tour.

Flyer

The bus tour to Wakaba Castle

You will look around the two parts of the castle in the morning with a *guide, and visit the museum next to the castle in the afternoon.

The tour *includes some exciting experiences:

- You can take pictures *in *kimono* in the *west part of the castle.
- Japanese traditional music is played with the **koto* during lunch.
- A movie about the history of the castle is *shown in the museum.
- **Matcha* is *served for *teatime in the garden.

Before leaving the castle, you have time to enjoy shopping at the shop.

For more information, visit our website:

<https://wakaba-castle.com>

Schedule

Time	Activity
8:45 a.m.	Leave the station
9:30 a.m.	Arrive at Wakaba Castle
9:40 a.m. ~10:40 a.m.	Look around the west part of the castle
10:50 a.m. ~11:50 a.m.	Look around the *east part of the castle
12:00 p.m. ~1:00 p.m.	Lunch
1:10 p.m. ~2:10 p.m.	Visit the museum
2:15 p.m. ~2:45 p.m.	Teatime in the garden
3:00 p.m. ~3:45 p.m.	Enjoy shopping
4:00 p.m.	Leave the castle

Question : What can Kate and her family do between lunch and teatime ?

1. They can put on *kimono*.
2. They can play old Japanese music with the *koto*.
3. They can learn about the castle by seeing a movie.
4. They can look around the east part of the castle.
5. They can buy something to give to their friends.

*Wakaba Castle : 若葉城 わかばじょう guide : ガイド includes ~ : ~を含む, ~がある in ~ : ~を着て
 west : 西側の *koto* : 箏 こと shown : 上映される *Matcha* : まっ茶
 served : (食事・飲み物などが) 出される teatime : お茶の時間 east : 東側の

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Nami and Takuya are high school students. Bob is their classmate from Australia. They are talking in the classroom after school.

Nami : Bob, do you have any plans next Sunday ?

Bob : Nothing special. I'm free. Do you have any plans ?

Nami : Yes. Takuya and I are going to join an event held in Aoba City. In the event, we are going to pick up trash on the streets.

Bob : Pick up trash ? Is that a volunteer activity ?

Takuya : Well, it's like a volunteer activity, but also like a game. We'll *compete in collecting trash in a team. This event *has been held once a year for the *past four years. We joined it last year for the first time.

Bob : Oh, that sounds interesting. It's a good event because you can enjoy competing and cleaning the streets. I didn't know there was an event like that. I'd like to join it next time.

Nami : Do you really think so ? Then, why don't you join us next Sunday ?

Bob : Next Sunday ? This year ? Can I do that ?

Takuya : Well, actually, three people make a team in the event. Our friend, Miku, was going to compete with us, but her parents will work next weekend and she will have to take care of her sister. So we need your help. Can you join us ?

Bob : I'm not sure I can help you a lot. But I'll try.

Nami : Oh, thank you, Bob. Don't worry. This is just a fun event.

Takuya : Yes. I'm glad that you can join us. Now I'll tell you the rules. First, the team members must work together, not *individually. Second, we must *separate the trash *according to its kind. We can get *points according to the kind and *amount of trash we collect. For example, we can get 10 points if we collect 100 *grams of *burnable trash. *Plastic bottles are 40 points *per 100 grams and *cigarette butts are 50 points per 100 grams. The team that gets the largest number of *total points wins.

Bob : Wow, cigarette butts give us many points. Let's look for cigarette butts.

* compete : 競う, (競技などに)参加する has been held : 開催されてきた past : 最近の
individually : 個々に separate ~ : ~を分別する according to ~ : ~にしたがって
points : ポイント amount : 量 grams : グラム(重さの単位) burnable : 可燃の
Plastic bottles : ペットボトル per ~ : ~につき cigarette butts : たばこの吸いガラ
total : 合計の

Nami : Of course, we should, but the game isn't so easy. The game time is not long, so it is important to make a plan before the game starts.

Bob : Is the event *venue this year different from the venue last year ?

Takuya : Yes. It is changed every year, so we need to study the venue this year. Here is the map.

Takuya puts the map on the desk. The three students look at it.

Nami : All the teams will meet at City Library, and start the game from there at ten in the morning. We must return to City Library before eleven after collecting the trash. We have only one hour, so we need to walk around *effectively. Where should we go first ?

Bob : How about the places around stores ? I think people who buy things at stores often *throw trash on the *ground near the stores. There are lots of stores near City Library, so let's go there first.

Nami : That isn't a bad idea, but store staff often cleans the places around the stores. We may not find so much trash there. We should go there, but not first.

Bob : Oh, I didn't know that. Then, how about parks ? Many people drink or eat something, and some of them throw trash on the ground there.

Takuya : That's a good idea. I'm sure we can pick up a lot of trash there. There are two parks in the venue. We should go to this park near the post office, and then go to the other.

Nami : I agree. Just a minute. Now I remember. We found a lot of cigarette butts at some *bus stops last year.

Takuya : Yes, Nami ! I remember, too. But ① it was a good thing and a bad thing. We were able to collect a lot of trash, but I thought the *scene was terrible.

Nami : Me, too. I couldn't believe some people didn't have any bad feelings about throwing trash on the ground like that.

Bob : I understand you. I hope we can make it a little better by picking up trash in the event.

Takuya : Yes. Let's do our best. There are four bus stops in the venue. How can we go to all of them effectively ?

Bob : How about this ? We will go to this bus stop before the first park, and these two bus stops after the first park, and then the *final bus stop after the second park.

Nami : Well, that looks good. If we have time after the final bus stop, we should go to this place around the stores.

*venue : 会場 effectively : 効率的に throw ~ : ~を投げ捨てる ground : 地面
bus stops : バスの停留所 scene : 光景 final : 最後の

Takuya : I agree. ② This plan looks perfect. I'm sure we can do a good job.

Bob : I hope so. Do we have to bring anything to the event ?

Nami : We only need to bring *work gloves. *Trash bags and *tongs will be provided.

Bob : What shall we do for lunch ?

Takuya : All the teams will get *coupons that can be used at some food shops and restaurants in the city after the event. We can enjoy a nice meal.

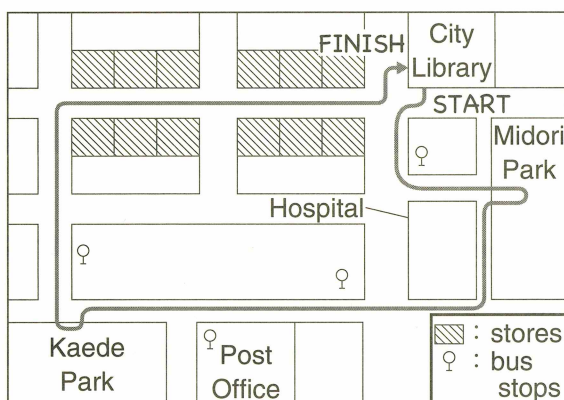
Bob : That's wonderful !

(ア) 本文中の——線①の内容を表したもの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。

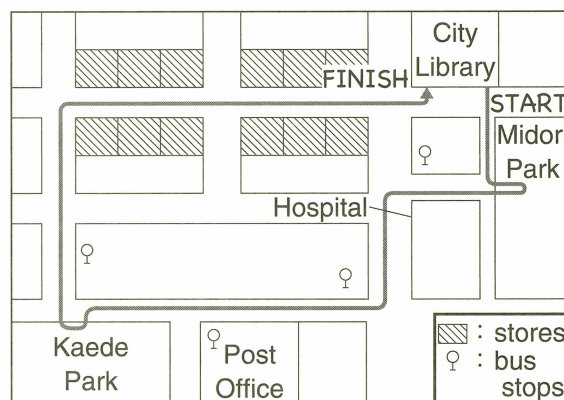
1. The team got a lot of points, but Takuya was sad to see the trash.
2. The team found a lot of trash, but they didn't have time to pick it up.
3. Takuya was happy to find a lot of trash, but the other members weren't.
4. The team collected a lot of burnable trash, but they didn't collect many cigarette butts.

(イ) 本文中の——線②について、この生徒たちがイベントでゴミ拾いをするときの順路を表した図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。

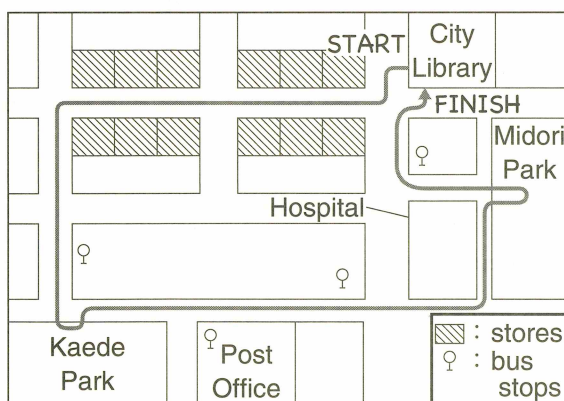
1.



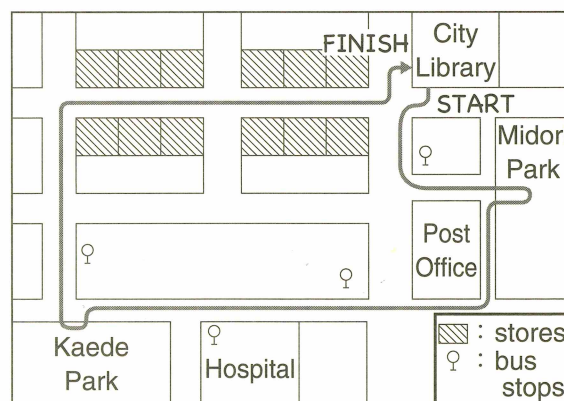
2.



3.

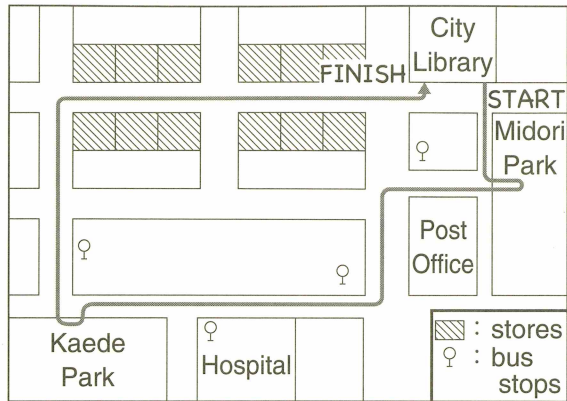


4.

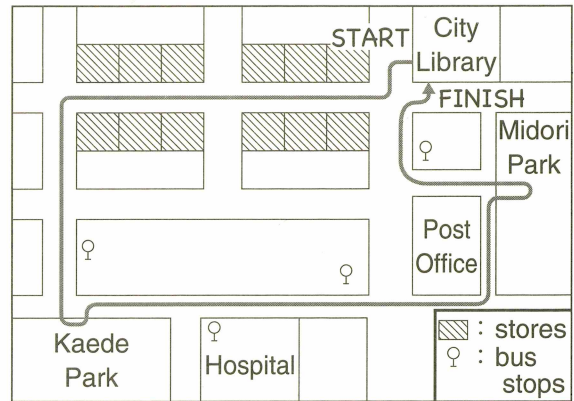


*work gloves : 作業用手袋 Trash bags : ごみ袋 tongs : トング coupons : クーポン券

5.



6.



(ウ) 次の a ～ f 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。

- The event that the three students will join next Sunday was held last year for the first time.
- Miku was a member of the team at first, but she can't join the event because she has something to do on that day.
- The team can get 360 points in all if they collect 400 grams of burnable trash and 400 grams of plastic bottles in the event.
- Takuya and Nami know some good places to look for trash because they competed at the same venue last year.
- The three students will bring their work gloves to the event, but they don't need to bring any other things for collecting trash.
- Only the team that wins the event will get lunch coupons, so the students will work hard.

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

(問題は，これで終わりです。)