

第 4 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 15 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/T04.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テッド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 want to go with you next time.
 2. I'm going to visit Australia next year.
 3. No. I've never been to Okinawa.
 4. Well, I'd like to go to Osaka.

- No. 2
1. Yes. I will borrow it after you.
 2. Yes. I want to work with you.
 3. No. I don't think I can help you.
 4. No. I have never worked at the library.

- No. 3
1. It is important for us to practice longer.
 2. I'm glad that you agree with me.
 3. I think we have enough time to practice now.
 4. It has been a long time since I met you.

(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 Jim ?**

1. He learns about Japan by reading old Japanese comic books.
2. He often buys old Japanese comic books in bookstores.
3. He has a problem with reading old Japanese comic books.
4. He only reads old Japanese comic books on the Internet.

No. 2 **Question : What can we say from the *conversation ?**

1. Emi and Jim are playing the violin in the music club.
2. Emi and Jim are watching a video of the concert by the music club.
3. Emi and Ken are playing the piano together.
4. Jim and Ken are playing soccer after the music club.

* conversation : 対話

(ウ) 図書委員のナオヤが留学生たちに新しい図書室について説明しています。ナオヤの説明を聞いて、次の No. 1 と No. 2 の問いに答えなさい。

No. 1 次の〈案内〉は図書委員たちが作ったものです。この〈案内〉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。

〈案内〉

<p style="text-align: center;">About our new school library</p> <p>Open : 12:00～12:45, 15:30～17:00 (Monday to Friday)</p> <p>★ Our new school library is next to the <input type="text"/>① room.</p> <p>★ It has about <input type="text"/>② books.</p> <p>★ You can borrow three books for <input type="text"/>③ weeks.</p>
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- | | | |
|----------------|---------|---------|
| 1. ① teachers' | ② 800 | ③ two |
| 2. ① computer | ② 1,200 | ③ two |
| 3. ① teachers' | ② 2,000 | ③ two |
| 4. ① computer | ② 800 | ③ three |
| 5. ① teachers' | ② 1,200 | ③ three |
| 6. ① computer | ② 2,000 | ③ three |

No. 2 ナオヤの説明を聞いたあと、留学生たちはそれぞれ図書委員会のアンケートに答えました。サム(Sam)が書いた次の〈アンケート〉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。

〈アンケート〉

<p><u>Name : Sam Brown</u></p> <p>Question 1 How do you like our school library ?</p> <p>I like it because it's very clean and large. But there were a lot of people when I visited it, so I couldn't <input type="text"/>④ quietly.</p> <p>Question 2 What kind of books do you want in our school library ?</p> <p>I am <input type="text"/>⑤, so I want more books about them.</p>

- | | |
|--------------------|---------------------------------|
| 1. ④ ask the staff | ⑤ very busy on weekends |
| 2. ④ enjoy reading | ⑤ interested in Japanese sports |
| 3. ④ find books | ⑤ in the music club |

問2 次の英文は、リク(Riku)と留学生のアグネス(Agnes)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。

Riku : Hi, Agnes. What website are you visiting ?

Agnes : Hi, Riku. Look at this website. It's a report about *drinking water *around the world.

Riku : What does it say ?

Agnes : It says about 30% of people in the world cannot get clean drinking water at home. And most of them (ア) drinking water outside, for example, from a river.

Riku : Do they have to carry water from there to their (イ) every day ?

Agnes : Yes. It's hard work. And usually water there is not clean. It often makes those people (ウ) , but they can't even go to see a doctor.

Riku : Oh, *I'm shocked. We should know and think more about this problem.

- | | | | |
|---------------|--------------|------------|-----------|
| (ア) 1. visit | 2. change | 3. collect | 4. decide |
| (イ) 1. houses | 2. parks | 3. lakes | 4. cars |
| (ウ) 1. fine | 2. beautiful | 3. heavy | 4. sick |

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) Is this the train () to Yokohama ?

- | | | | |
|-------------|---------------|--------------|-------------|
| 1. who goes | 2. that going | 3. that goes | 4. which go |
|-------------|---------------|--------------|-------------|

(イ) Let me () if you find the book.

- | | | | |
|------------|-----------|---------|---------|
| 1. looking | 2. to ask | 3. know | 4. told |
|------------|-----------|---------|---------|

(ウ) The castle () "Shirasagi-jo" is in Himeji.

- | | | | |
|---------|------------|------------|-----------|
| 1. call | 2. to call | 3. calling | 4. called |
|---------|------------|------------|-----------|

(エ) I visited Hokkaido and had a () time there.

- | | | | |
|-----------|----------|---------|------------|
| 1. really | 2. great | 3. many | 4. amazing |
|-----------|----------|---------|------------|

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: I want (1. like 2. bag 3. a 4. small 5. yours 6. you).

B: Oh, really? I found this on the Internet.

(イ) A: Were there many people in the soccer stadium?

B: Yes. It (1. people 2. were 3. of 4. was 5. watching 6. full)
the game.

(ウ) A: I have some pictures (1. animals 2. lives 3. live 4. of 5. which
6. interesting) in Australia.

B: Show me, please.

(エ) A: Can you (1. to 2. me 3. have 4. when 5. where 6. tell) the
next meeting?

B: I think Monday afternoon is the best.

問5 次のA～Cのひとつづきの絵と英文は、マイ(Mai)とビル(Bill)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>〈最初の英文〉</p> <p>One day, Mai got an e-mail from her friend in Canada. It said, "I'm coming to Tokyo next month."</p>
B		<p>The next day, Mai told Bill about it and asked, "If your friends come to Tokyo, <input type="text"/>?"</p>
C		<p>Bill said, "Asakusa. I think it's an interesting place for many people from other countries."</p> <p>Mai said, "OK. I will go there with her. Thank you."</p>

〈条件〉

- | |
|--|
| <p>① want と take を形を変えずに用いること。</p> <p>② ①に示した語を含んで、<input type="text"/>内を7語以上で書くこと。</p> <p>③ If your friends come to Tokyo, で始まり文末が?で終わる1文となるように書くこと。</p> <p>※ 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。</p> |
|--|

問6 次の英文は、高校生のケン(Ken)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 Ken. Today, let me talk about using *SNS. I think that most of you have used it. However, my mother thinks that it is dangerous for students to use it too long. She says to me, "You are using SNS too long! You must not use it for more than one hour a day." I'm not happy with that. One hour is too *short for me. I wanted to show my mother that I am right, so I asked students in my class and other classes about their SNS lives. I finally got 100 students' answers. Mr. Yamada helped me write this report.

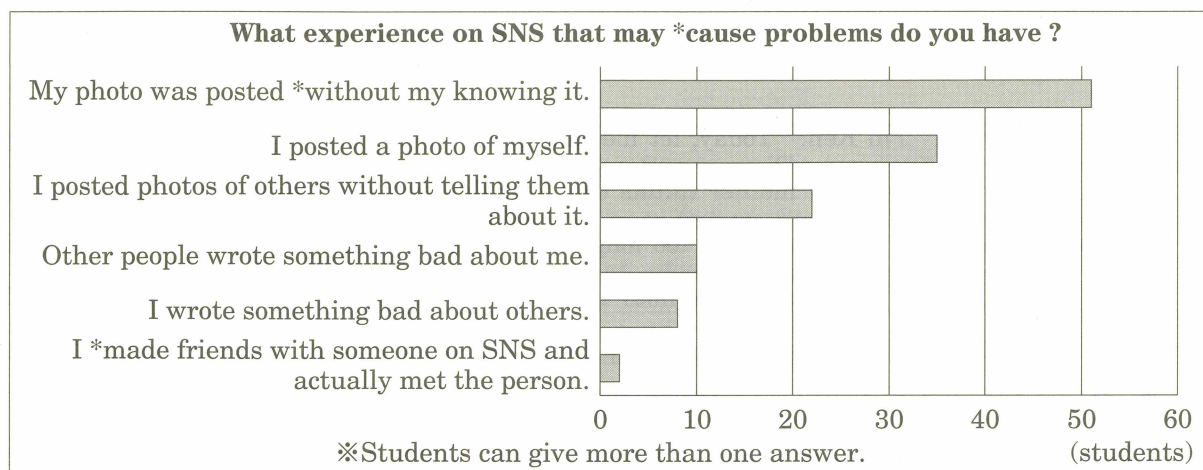
First, I asked, "How long do you use SNS each day?" Graph 1 shows the numbers of students.

The number of students who use SNS for more than 2 and *up to 3 hours a day is as large as the number of students who use it for more than 3 and up to 4 hours a day. The *total number of students in those two groups is 46, and it is almost half of all the 100 students. I usually use SNS for about 3 hours each day, so I don't think that (①). I want to show my mother these numbers. The number of students using SNS for up to one hour every day is the smallest. It is just half the number of students using SNS for more than 5 hours. Even I think 5 hours is very long. What do they do on SNS? My next question is about that. I asked, "What kind of SNS do you use?" The most popular *service among the students is the *chat service. By using this service, we can easily *exchange messages with some other people at the same time. I use it to tell my friends about things like my plans for the next weekend. It is very useful and a lot of fun, so I often forget about time when I use it. The photo service is *next.

By the way, while I was asking the students about SNS, I heard some *worries about SNS from some students. For example, a girl *posted her friend's photo on SNS without telling her friend about it. The girl thought the friend looked very cute in that photo, so she just wanted to show it to other students. However, when the friend heard about the photo from another friend, she got very angry and she hasn't talked with the girl since then. I was surprised to hear this story. I have posted photos of my friends before, too, and I didn't think they *might get angry. Then I decided to ask about the problems with SNS. Please look at Graph 2.

*SNS：ソーシャル・ネットワーキング・サービス short：短い up to ～：～まで total：合計の
service：サービス chat：チャット, おしゃべり exchange ～：～を交換する next：次のもの
worries：心配, 不安 posted ～：～を投稿した might ～：～かもしれない

Graph 2

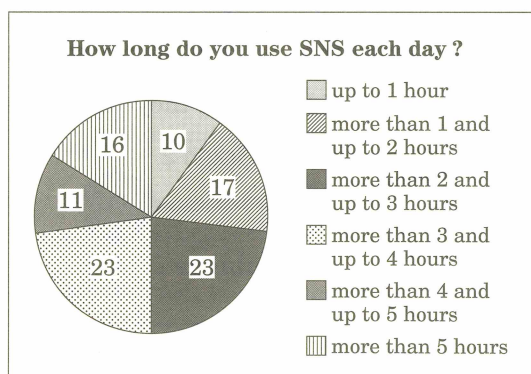


Graph 2 shows that (②). Mr. Yamada says, “Photos are very important information about a person, so you shouldn’t post even a small one on SNS. And if you need to post your friend’s photo for some reasons, you should be very careful and tell the friend about it before posting it.” Two students made friends with someone on SNS and actually met the person. Mr. Yamada says that this is the most dangerous thing. By using SNS, we can talk with different kinds of people. They may give you a lot of good information, and you may think that they are very nice people. Of course, some people are really nice, but some other people may be bad. They may do bad things to you, your friends, or your family.

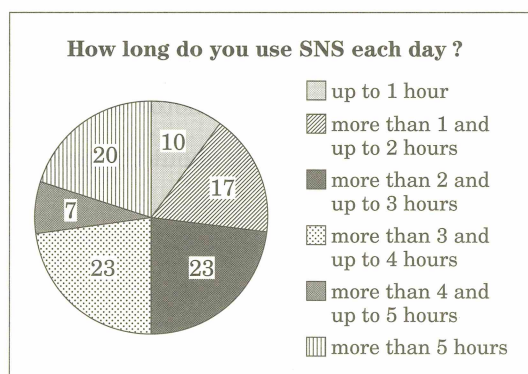
Now I can understand my mother’s worry. I think that (③). It is important for us to understand that well and use it in the right ways. Then, our SNS lives will be better.

(ア) 本文中の——線部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. Graph 1



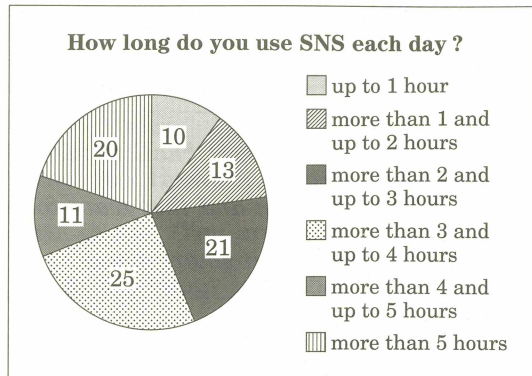
2. Graph 1



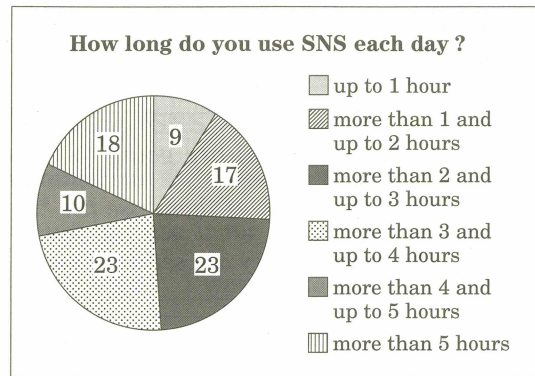
* **cause** ～：～を引き起こす without my knowing it：私が知らないうちに

made friends with ～：～と友達になった

3. Graph 1



4. Graph 1



(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. I use it much longer than other students in our school

B. SNS has many good points and bad points for us

C. many students worried about photos posted on SNS

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、ケ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. Ken's mother thinks that Ken should use SNS for more than one hour because it is very useful.

b. Ken sometimes tells his friends what he is going to do the next weekend by using the chat service.

c. A girl at Ken's school tried to do bad things to her friend and posted a photo of the friend on SNS.

d. When Ken posted photos of his friends, he didn't think that the friends could get angry about that.

e. Graph 2 shows that more than ten students have written bad things about others on SNS.

f. Mr. Yamada thinks that it is the most dangerous for students to post their photos on SNS.

1. a と b

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7 次の(ア)の英文と路線図(Route Map), (イ)の英文と料金表(Price List)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)

*John and Yui are going to the concert on Sunday. The concert *hall is near Sakura Station. Both of them use the *subway to go to Sakura Station and they want to meet on the train. They are sending messages to each other by using their smartphones.*

John Sorry, Yui. I've just *missed the train at Asahi Station. I'll get on the next one.

OK. I'm still at home. It's 8:50 now. When is the next one coming?

Yui

John 10 minutes from now.

Then I'll get on the same train at my station.

Yui

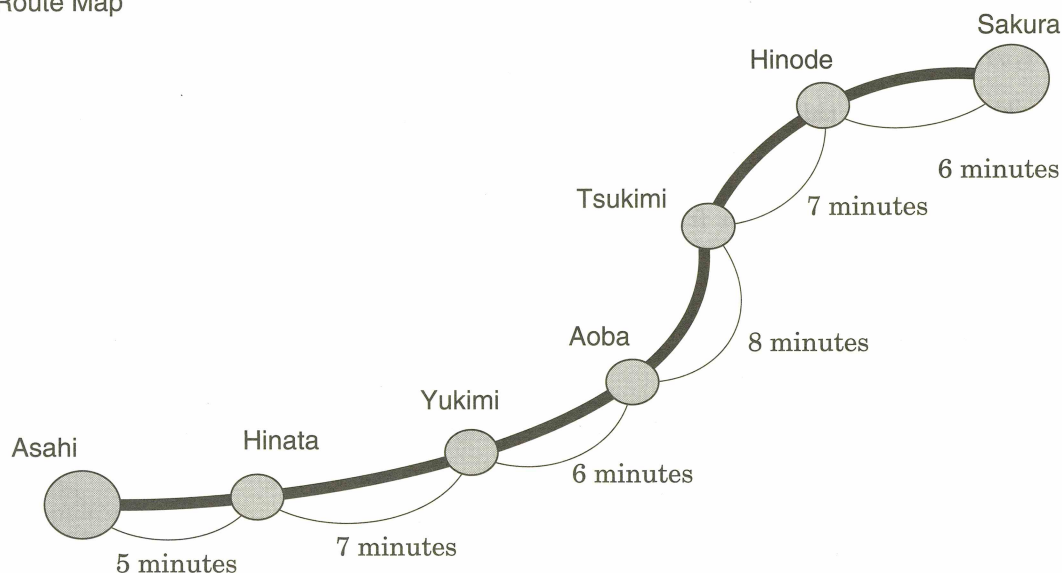
John All right. I will arrive at your station before 9:30.

No problem, John. We can get to Sakura Station *within 15 minutes from there. We won't be late for the concert.

Yui

John Thank you, Yui. See you.

Route Map



Question : Where will Yui get on the subway ?

1. At Hinata Station.
2. At Yukimi Station.
3. At Aoba Station.
4. At Tsukimi Station.
5. At Hinode Station.

*hall : ホール subway : 地下鉄 missed ~ : ~に乗り遅れた within ~ : ~以内に

(1)

One morning, a man from a *gas company comes to Anna's house to *check a *gas meter to see the *amount of gas used at Anna's house. Anna's mother is talking with him.

Price List

Gas *charge *depending on the amount of gas used at home.

The amount of gas used at home in a month	Charge (*yen)/m ³
0~20 m ³	140 yen/m ³
21~80 m ³	126 yen/m ³
81~200 m ³	123 yen/m ³
201~500 m ³	120 yen/m ³
501~800 m ³	111 yen/m ³
801 m ³ ~	104 yen/m ³

※ *Basic charge : 1,056 yen (needed for *anyone)

The man : Good morning. May I check your gas meter ?

Anna's mother : Oh, yes, please. The gas meter is in the *backyard. Come in.

The man comes in and checks the gas meter.

The man : Oh, you have used a lot ! The meter showed 1,921 m³ a month ago, and it shows 2,016 m³ now. The *difference is the amount of gas used since last month.

Anna's mother : Oh, that's a lot. It is because of our *gas heater.

The man : I *guess so. Well, this is the *bill for this month. Here you are.

Question : How much will Anna's mother *pay for the gas bill for this month ?

1. 11,685 yen.
2. 12,741 yen.
3. 13,026 yen.
4. 13,300 yen.
5. 14,356 yen.

*gas company : ガス会社 check ~ : ~を調べる gas meter : ガスメーター amount : 量

charge : 料金 depending on ~ : ~による yen : 円 Basic charge : 基本料金

anyone : だれにも backyard : 裏庭 difference : 差 gas heater : ガスストーブ

guess : 思う, 推測する bill : 請求書 pay ~ : ~を支払う

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Kana and Fumiya are high school students, and Matt is a student who came to their school from the U.S. last week. They are walking in their school buildings.

Kana : We've walked a lot around our school. Let's sit down here.

Matt : Well, thank you very much for today. I have understood this school very well. This school is very clean. I like it.

Fumiya : You're welcome, and thank you, Matt. We love our school, too. Hey, do you want anything to drink? We can buy a drink here.

Matt : That sounds good. I'm very thirsty. I want something cold.

*The three students buy small *cartons of juice.*

Matt : Oh, this juice is good. I have already finished drinking it. Where is the *garbage can?

Kana : Look over there. There are seven garbage cans in the corner. We *separate the *garbage into seven kinds, and put each kind of garbage into the right garbage can.

Matt : Seven kinds? So many!

Kana : Yes, but this work is very important for recycling. School *staff members separated the garbage before, but each student does this work now. *Through this work, each of us can learn a lot about garbage problems and recycling.

Fumiya : The seven kinds are *burnable and *non-burnable garbage, *plastics, *plastic bottles, *glass bottles, *cans, and *wastepaper.

Matt : I see. This juice carton is made of paper, so I should put it into the garbage can for wastepaper, right?

Fumiya : Well, that's not right, actually. Juice or milk paper cartons usually have special plastics on them. *City office staff members have to *take off the plastics from the paper for recycling. In our city, cartons like that are collected with plastics. So, put the carton into that red garbage can for plastics.

Matt : It's a little difficult rule, but I'll try to remember. Is there anything else to remember?

*cartons : 紙パック garbage can : ごみ箱 separate ~ : ~を分別する garbage : ごみ
staff members : 職員 Through ~ : ~を通して burnable : 可燃の non-burnable : 不燃の
plastics : プラスチック(製品) plastic bottles : ペットボトル glass bottles : ガラスびん
cans : 缶 wastepaper : 古紙 City office : 市役所 take off ~ : ~をはがす

Kana : You have to remember the *collection day for each kind of garbage. Some students take the *garbage bags out of those garbage cans and take the bags to the right place behind the school buildings on *the day before the collection day. Each kind of garbage has its collection day.

Matt : Which students do the work ?

Kana : All the students in our school *take turns to do the work. Maybe you will have to do it soon.

Matt : That means I have to remember seven kinds of garbage and seven different collection days. I'm not sure I can do that right away.

Fumiya : Don't worry, Matt. ① We have the same trouble, and we have *posters to show the system. We also have one written in English over there. Let's go there and see.

*The three students go to *where the poster is.*

Fumiya : Look at ② this poster. It shows us the kinds of garbage and their collection days.

Matt : It's very useful. I can easily understand because it has some pictures. For example, we take the garbage bags out of non-burnable garbage cans on Tuesday, right ?

Fumiya : That's not right, Matt. This poster was made for people living in this city by the city office, so the day on this poster means that the *garbage truck comes and collects garbage on that day. The garbage truck usually comes at eight or nine in the morning, so we have to take the garbage after school on the day before the collection day.

Matt : Now I understand. We have to take the bag for non-burnable garbage on Monday.

Kana : That's right. Well, look at ③ the *notice next to the poster now. Some students made it. It shows the colors of the garbage cans, so we can learn the right garbage cans from it.

Matt : I see. For example, we should put old notebooks into the green ones.

Kana : Perfect !

Matt : Then I have some other questions. What will happen if I forget to take the garbage bags on the right day ?

Fumiya : Some problems will happen because we must wait until the next collection day. In most cases, the problems are not so big, but if we leave too much garbage in the can, we can't put other garbage into it. Actually, I forgot this once in the summer, and

*collection day : 収集日 garbage bags : ごみ袋 the day before ~ : ~の前日

take turns to ~ : 順番に〔交替で〕~をする posters : ポスター

where the poster is : ポスターのあるところ garbage truck : ごみ収集車 notice : 掲示

the burnable garbage *smelled bad. It was a very *annoying experience. I have been more careful since then.

Matt : I see. How many garbage cans are there in all the buildings ?

Fumiya : There are five garbage *stations *in all, and *one set of seven garbage cans in each station.

Kana : We don't have any garbage cans in each classroom, so we have to take our garbage to one of the stations. That is a little annoying, but because of that we try to reduce our garbage. I also enjoy talking with my friends when we go to the station with garbage together after school.

Matt : That sounds great. I like this school more now.

(ア) 本文中の——線①の内容を表したものと最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1. Japanese students often forget a garbage bag at home.
2. It is difficult for Japanese students to remember the rules.
3. Japanese students aren't good at writing in English.
4. Carrying a lot of heavy garbage bags is tough work.

*smelled ～ : ～な臭いがした annoying : いら立たしい, 面倒な stations : ステーション, 置き場所
in all : 全部で one set of ～ : 1組の～

- (イ) 本文中の——線②と——線③が表す内容を、②はア群、③はイ群の中からそれぞれ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1～6の中から一つ選び、その番号を答えなさい。

ア群

A.

Please take out the garbage on the morning of the right days !

	Kinds of garbage	Collection days
	Burnable	Tuesday and Friday
	Non-burnable	Monday
	Plastics	Wednesday
	Plastic bottles	Wednesday
	Glass bottles	Thursday
	Cans	Thursday
	Wastepaper	Thursday

B.

Please take out the garbage on the morning of the right days !

	Kinds of garbage	Collection days
	Burnable	Monday and Thursday
	Non-burnable	Tuesday
	Plastics	Thursday
	Plastic bottles	Thursday
	Glass bottles	Friday
	Cans	Friday
	Wastepaper	Friday

C.

Please take out the garbage on the morning of the right days !

	Kinds of garbage	Collection days
	Burnable	Monday and Thursday
	Non-burnable	Tuesday
	Plastics	Wednesday
	Plastic bottles	Wednesday
	Glass bottles	Friday
	Cans	Friday
	Wastepaper	Friday

イ群

X.

Notice

	The colors of the cans
Burnable	Yellow
Non-burnable	Brown
Plastics	Red
Plastic bottles	White
Glass bottles	Blue
Cans	Green
Wastepaper	Black

Y.

Notice

	The colors of the cans
Burnable	Brown
Non-burnable	Yellow
Plastics	Red
Plastic bottles	White
Glass bottles	Blue
Cans	Black
Wastepaper	Green

Z.

Notice

	The colors of the cans
Burnable	Brown
Non-burnable	Green
Plastics	Yellow
Plastic bottles	Blue
Glass bottles	White
Cans	Black
Wastepaper	Red

1. ② : A ③ : Y
2. ② : A ③ : Z
3. ② : B ③ : X
4. ② : B ③ : Z
5. ② : C ③ : X
6. ② : C ③ : Y

(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。

- a. Matt felt cold after walking around the school buildings, so he wanted a hot drink.
- b. Kana thinks the school staff members should separate the garbage because they know a lot about recycling.
- c. Every student takes turns to take garbage bags to the place behind the school buildings.
- d. Some teachers at their school made the garbage poster for foreign students in English.
- e. Fumiya has been very careful about garbage bags, so he has never forgot to take the garbage bags on the right day.
- f. There are 35 garbage cans in all the school buildings, but there aren't any garbage cans in the classrooms.
- g. It is really boring for Kana to take garbage to a garbage station with her friends after school.

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

(問題は、これで終わりです。)