

令和2年度

神奈川県公立高等学校入学者選抜学力検査問題

共通選抜 全日制の課程

## I 外国語 (英語)

## 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。

受 検 番 号								番
---------	--	--	--	--	--	--	--	---

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ユ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. We want to visit the lake again.
  2. We have never been to the lake in Hokkaido.
  3. We will watch birds around the lake.
  4. We walked around the lake and ate lunch.

- No 2
1. I practice the piano for one hour.
  2. I practice the piano every Friday.
  3. I've practiced the piano since I was four.
  4. I'm going to practice the piano this afternoon.

- No 3
1. Let's talk about it with Rika later.
  2. We have played tennis three times.
  3. We started to play at ten o'clock.
  4. A group of four is good for playing tennis.

(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 can we say about Jack ?**

1. He wanted to talk about the cake he made.
2. He was able to finish his homework easily.
3. He thought his homework was very difficult.
4. He ate a piece of cake after doing his homework.

No 2 **Question : Which is true about Miho ?**

1. She was taught Japanese history by Jack.
2. She will ask her friend to take Jack to the city museum.
3. She will learn Japanese from her friend in London.
4. She worries about talking about Japanese history in English.

(ウ) かもめ高校に来週から来る留学生について、英語部のアキコが全校生徒に紹介するスピーチを行います。次の<スライド>はスピーチのためにアキコが用意したものです。アキコのスピーチを聞いて、あとのNo.1とNo.2の問いに答えなさい。

<スライド>

A new student from the U.S. will come !

- Emma will come to Kamome High School on Monday,  ① 20.
- She speaks  ② languages.
- She will start to play  ③ in Japan.
- She will leave our school on December 20.

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 August | ② two   | ③ basketball |
| 2. ① June   | ② three | ③ basketball |
| 3. ① July   | ② two   | ③ basketball |
| 4. ① August | ② three | ③ soccer     |
| 5. ① June   | ② two   | ③ soccer     |
| 6. ① July   | ② three | ③ soccer     |

No.2 アキコのスピーチを聞いたあと、生徒たちはそれぞれ留学生に歓迎のメッセージを書きました。フミヤ (Fumiya) が書いた<メッセージ>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。

<メッセージ>

Dear Emma,

I'm glad you will join our school! I know a good ( \_ \_ \_ \_ \_ ) near our school. I want you to eat sushi there. I think you will like it.

Fumiya

問2 次の英文は、タク (Taku) と留学生のキャシー (Cathy) 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。

Taku : We are going to make speeches about our future jobs in our English class tomorrow.  
What do you want to do in the future, Cathy?

Cathy : I want to work in a zoo because I'm interested in taking care of lions. I like lions.

Taku : Oh, do you? Lions kill and eat large animals, so I'm (ア) ( a \_ \_ \_ \_ \_ ) of lions. Why do you like them?

Cathy : Because they are cool! Lions are big. Also, they always work together and catch a lot of other animals. So, I believe they are the (イ) ( s \_ \_ \_ \_ \_ ) of all the animals. Now, tell me about your future job, Taku.

Taku : I want to be a musician and sing songs for a lot of people.

Cathy : That's great! I'm sure you'll be a good musician because you have a beautiful (ウ) ( v \_ \_ \_ \_ ).

Taku : Thank you, Cathy. Good luck tomorrow.

Cathy : You, too.

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) Whose pencils are ( ) ?

1. that                      2. those                      3. them                      4. yours

(イ) Can Mt. Fuji ( ) from your classroom?

1. see                      2. seen                      3. be seen                      4. be seeing

(ウ) Mr. Suzuki ( ) us to bring lunch this week.

1. told                      2. said                      3. spoke                      4. talked

(エ) This is a camera ( ) is popular in Japan.

1. what                      2. it                      3. who                      4. which

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番目に来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: Can I see that picture, please?

B: Sure. Look! This is one of ( 1. most 2. in 3. mountains 4. picture 5. the 6. beautiful ) the world.

(イ) A: What do ( 1. do 2. watching 3. going 4. you 5. to 6. before ) bed?

B: I usually watch news on TV.

(ウ) A: Has your family ( 1. where 2. been 3. to 4. decided 5. during 6. go ) summer vacation?

B: Yes. We will visit Okinawa.

(エ) A: Why do you look so happy?

B: I received an ( 1. a 2. message 3. enjoyed 4. e-mail 5. with 6. special ) from my grandmother.

問5 次のA～Cのひとつづきの絵と英文は、チカ（Chika）のある二日間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>&lt;最初の英文&gt;</p> <p>Chika was studying hard at night. She wanted to listen to music to *relax after studying.</p>
--	---

B

	<p>The next day at school, she said to her friend, Ken, "I want to listen to some music after studying. <input type="text"/> when you want to relax?"</p>
--	---

C

	<p>He answered, "American popular music. I'll tell you my favorite *band." "Thank you," Chika said.</p>
--	---

\* relax : くつろぐ    band : バンド

<条件>

- music と listen を必ず含んで、文末が when you want to relax? で終わる1文となるように、内を6語以上で書くこと。

※ 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。

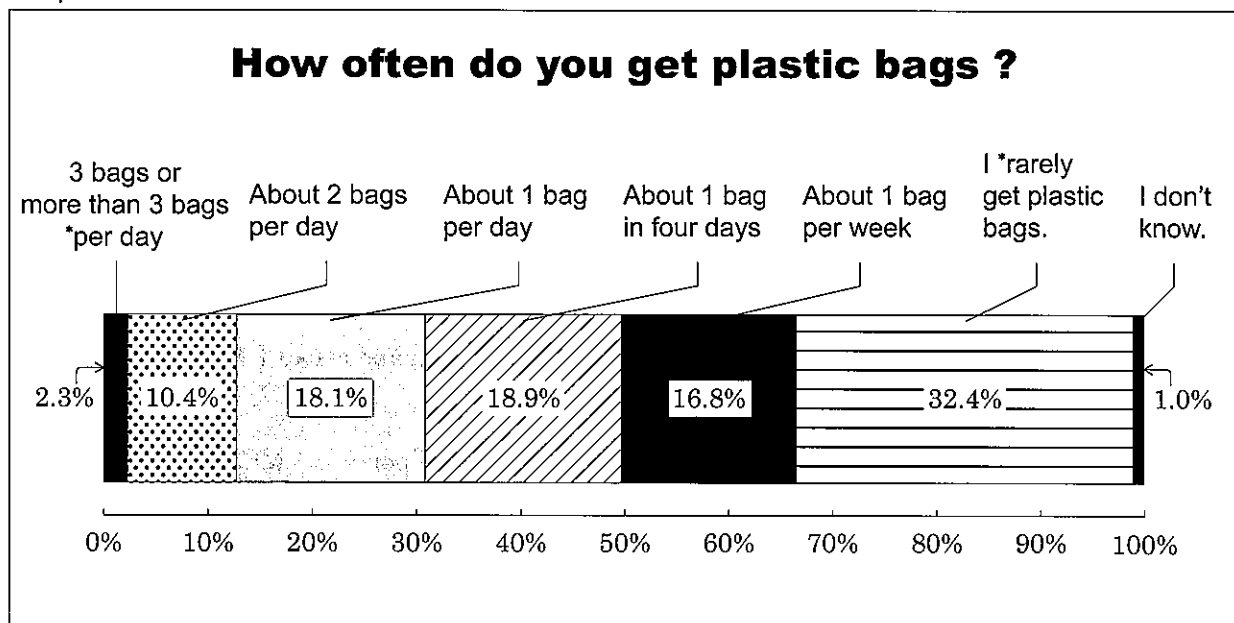
問6 次の英文は、高校生のリョウ (Ryo) が英語の授業でクラスの生徒に向けて行った発表の原稿です。英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

Hi, I'm Ryo. Three months ago, I read a story about a girl on the Internet. She made a speech at an international \*conference. In the speech, she said, "Young people can do a lot of things for the earth." She gives power to young people around the world. I believe her words. I am a student and I was able to do a small thing for the earth. Today, I'm going to talk about something I did with my family and I hope you will also believe her words after my speech.

\*Plastic bags are very useful. They are \*light, waterproof, and cheap. ( ① ) For example, animals and fish die because of \*plastic waste. Many countries are now trying to find the answers to these things. I think we should \*reduce the number of plastic bags we use. I hope everyone will try to live without plastic bags.

Now I have a question. \*How often do you get plastic bags? Please look at \*Graph 1. It shows how often people got plastic bags in Japan in 2014.

Graph 1



(内閣府政府広報室「『循環型社会形成に関する世論調査』の概要」をもとに作成)

About 30% of the people got one plastic bag or more than one plastic bag per day, and some of them got three or more plastic bags per day. But about 50% of the people only got about one plastic bag per week or rarely got plastic bags. This means that about half of the people didn't get a lot of bags. ( ② ) I wanted to find something I could do, too. I didn't know the number of plastic bags I used at that time, but I wanted to know that. So, I talked with my family.

In January this year, my family started a \*four-week \*project to reduce the number of plastic bags we got. In Graph 2, you can see the number of plastic bags we got each week. My mother usually used her \*own shopping bag, so she only got two plastic bags during the project. My sister and I started to carry our own shopping bags when we started the project. In the first, second, and third week, I sometimes forgot to carry my shopping bag to stores and got some plastic bags, but I got no plastic bags in the last week. My father got one plastic bag every day until the end of the second week. He got plastic bags when he bought coffee or tea at stores. At the end of the second week, my sister and I gave him a \*reusable bottle. He started to use it to take coffee or tea from home, and the number of plastic bags he got became smaller the next week. In the last week, my family only got two plastic bags !

I have used too many plastic bags in my life. I think the project was a good chance to learn that. Before I started the family project, I didn't even think about the number of plastic bags my family got every day. Now, we carry our own shopping bags, so we rarely get plastic bags. ( ③ ) My mother makes shopping bags from our family's old clothes, and she enjoys it very much. My father's \*company works with a \*volunteer group that \*protects a river. Now he is working hard on that project. My sister and I have started to talk with other people about the future of the earth.

When you think about what to do for the earth, some of you may try to do a big and difficult thing. But you don't have to. Please do a small and easy thing first. Your small idea may become a big one and it may save the earth in the future. I want to say the girl's words again, "Young people can do a lot of things for the earth."

\* conference : 会議 Plastic bags : レジ袋 light, waterproof, and cheap : 軽くて耐水性があり安い  
 plastic waste : プラスチックごみ reduce ~ : ~を減らす  
 How often ~ : どのくらいの頻度で~ Graph : グラフ per ~ : ~につき  
 rarely ~ : めったに~ない four-week : 4 週間の project : 企画 own : 自分の  
 reusable bottle : 水筒 company : 会社 volunteer : ボランティア  
 protects ~ : ~を保護する

(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. They did something to reduce the number of plastic bags they got.

B. But do you know that there are many problems with plastic bags ?

C. Each of us has also started to do other things for the earth.

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

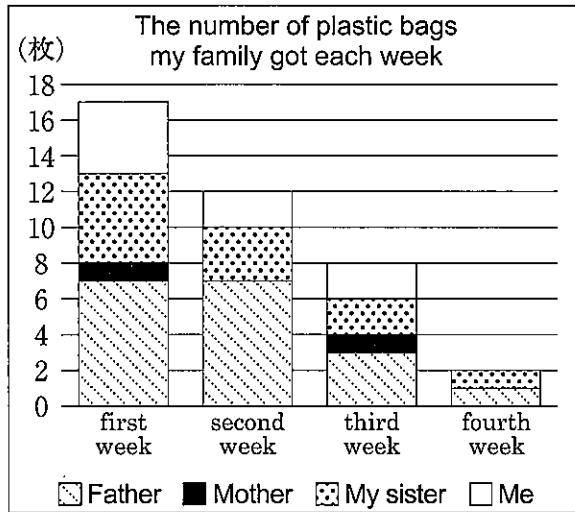
5. ①-C ②-A ③-B

6. ①-C ②-B ③-A

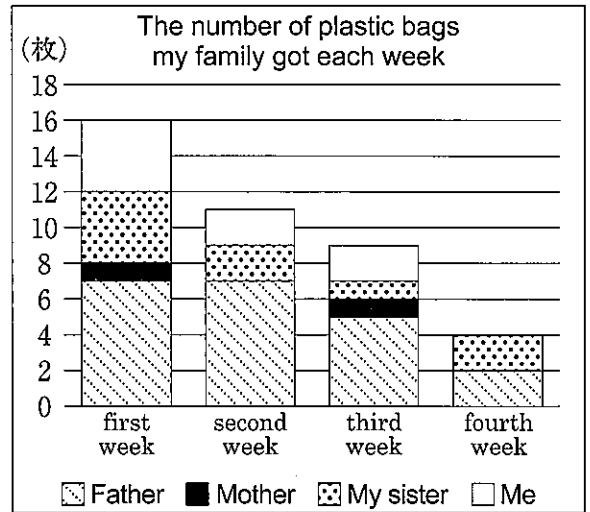


(イ) 本文中の——線部を表したものとして最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

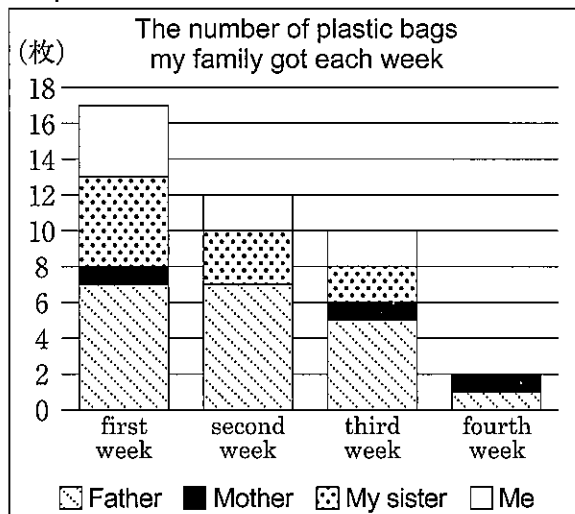
1. Graph 2



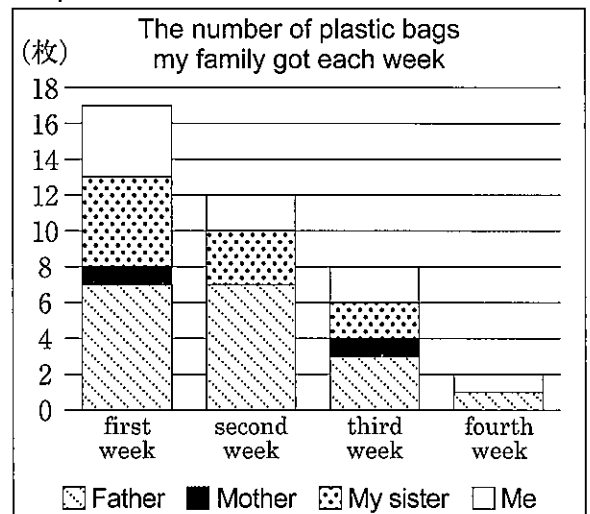
2. Graph 2



3. Graph 2



4. Graph 2



(ウ) 次のa～fの中から、リョウ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. Ryo wants his classmates to listen to the speech that the girl will make at a conference.
- b. Ryo asked his classmates about the number of plastic bags they got in a week and made a graph.
- c. During the family project, Ryo's father bought his own reusable bottle for coffee or tea.
- d. Before the family project, Ryo didn't know how many plastic bags he got.
- e. Ryo is going to give his classmates the shopping bags his mother made.
- f. Ryo wants his classmates to start doing a small and easy thing for the earth.

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

問7 次の(ア), (イ)の英文と, 路線図 (Route Map) や価格表 (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)

*Mayumi and Saki are going to visit the city stadium to watch a baseball game on Sunday. The stadium is near Kamome Station and they want to meet there. They are sending messages to each other by using their \*smartphones.*

**Mayumi**  
Saki, I've got on the Orange Line at Momiji Station. Where are you now?

**Saki**  
I've just got on a train at Ayame Station.

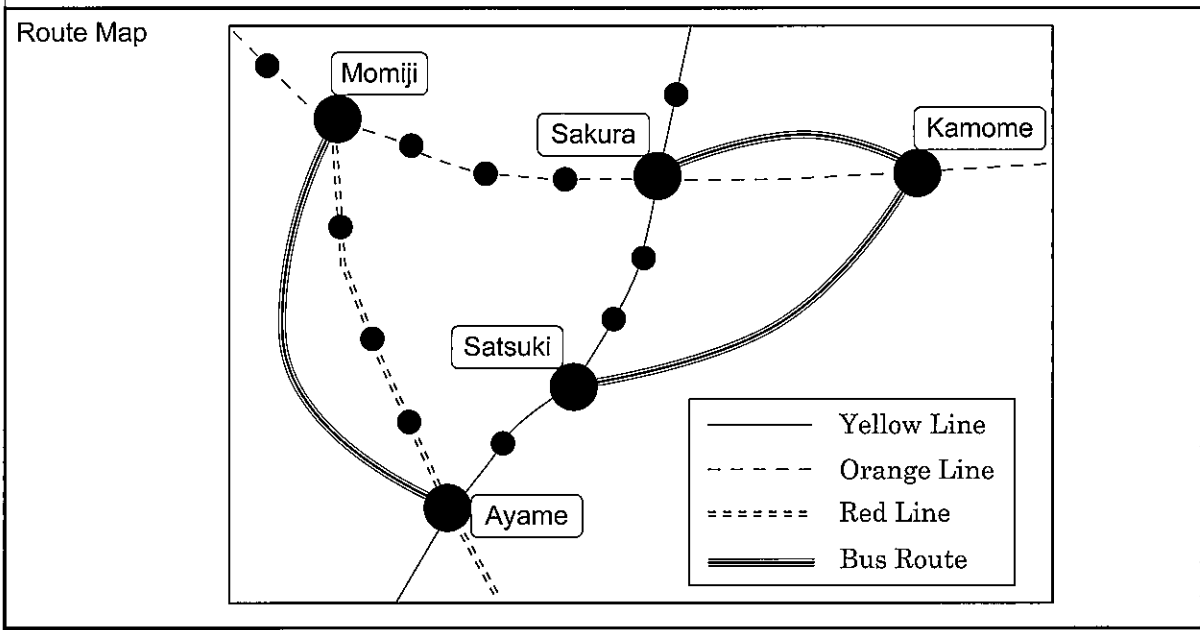
**Mayumi**  
The Orange Line is stopped between Sakura Station and Kamome Station because of a \*train inspection.

**Saki**  
Really? Then, we can't use trains between the two stations. How about going by bus? I think I'll get on the bus from Satsuki Station. Will you go by bus, too?

**Mayumi**  
Yes, I will. I think you should use a different bus, because there are many cars on the bus \*route you are going to take. It may take a long time.

**Saki**  
I see. Then, I'll get on the bus with you.

**Mayumi**  
OK. I'll arrive at the station soon, so call me when you get there.



\* *smartphones* : スマートフォン      *train inspection* : 車両点検      *route* : 経路


**Question : Where will Mayumi and Saki get on the bus ?**


1. At Kamome Station.      2. At Sakura Station.      3. At Momiji Station.
4. At Satsuki Station.      5. At Ayame Station.

(1)

Mike wants to buy some \*bags of rice from Kamome Rice Store. He is looking at the price list and talking to the \*staff on the phone.

Price List

 Sunny Rice	*1-kg bag	2-kg bag	5-kg bag	10-kg bag
Price	1,000 *yen	1,800 yen	4,250 yen	8,000 yen

 Flower Rice	1-kg bag	2-kg bag	5-kg bag	10-kg bag
Price	800 yen	1,500 yen	3,500 yen	6,500 yen

- The \*delivery charge to one place is 1,000 yen. You don't need to \*pay it if you spend more than 12,000 yen for the rice \*in total.
- You'll get a special present when you \*order rice from our store for the first time !

Mike: Hello. My name is Mike Brown. I'd like to order some rice.

Staff: Sure. Is this your first time to order rice from us ?

Mike: Yes, it is.

Staff: OK. What would you like ?

Mike: I want a 10-kg bag and two 2-kg bags of Sunny Rice.

Staff: All right, Mr. Brown. If you order one more bag of rice, you won't have to pay a delivery charge.

Mike: Oh, really ? Then I'll also buy a 1-kg bag of Flower Rice.

Staff: Thank you very much, Mr. Brown. We'd like to give you a 1-kg bag of Sunny Rice as a present. So, we'll send you 16 kg of rice in total. Is that OK ?

Mike: Yes, of course. Thank you.

\* bags : 袋    staff : 店員    1-kg ~ : 1kg 入りの ~    yen : 円    delivery charge : 配達料  
pay ~ : ~を支払う    in total : 合計で    order ~ : ~を注文する

Question : How much will Mike pay in total ?

1. 11,600 yen.    2. 12,000 yen.    3. 12,400 yen.    4. 13,400 yen.    5. 14,400 yen.

問8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

*Manabu, Ryoko, and Kazuki are learning about how to have a good \*discussion in Ms. Green's class. They are talking in the same group.*

**Ms. Green:** You are going to \*plan a city today. Let's have a good discussion.

**Manabu:** Ryoko and Kazuki, what do you want in a city?

**Ryoko:** I think the city should have a \*mall.

**Kazuki:** If we have a mall in the city, there may be too many cars around it. That's not good.

**Manabu:** If the city has a mall, a lot of people will enjoy shopping there. They may not buy things at small old shops near their houses. I worry about those shops.

**Kazuki:** Oh, we all have different ideas. There are many different groups of people living and working in the city. They all want and need different things.

**Ryoko:** You are right. I will be happy if the city has a mall, . So, to plan a good city, we should look at the city from different \*points of view.

**Ms. Green:** Have you shared your ideas? Use these \*sticky notes to have a better discussion. You can share ideas easily by using them.

**Kazuki:** All right. How about writing things we need for the city on sticky notes and putting them on this paper? Let's write one idea on one sticky note.

*The three students write their ideas on sticky notes.*

**Ryoko:** I'll tell you my ideas first. I want a mall. I also think it's a good idea to have a big \*company in the city.

**Manabu:** I think we need a \*nursery school. A big park will also be good.

**Kazuki:** Do you know that about \*one in four people in Japan is older than sixty-five now? In 2060, about 40% of the people in Japan will be older than sixty-five. So, we need a large hospital. I also think we should build a \*wide street.

**Ms. Green:** Your group has six different ideas. Move the sticky notes and put \*similar ideas into one \*box.

**Ryoko:** All right. If we have a mall and a company, many people will have jobs in the city. Then, there will be more people who \*pay taxes, and the city will become \*rich. So, these two things should be put in the same box.

**Manabu:** I think a nursery school and a hospital are similar because both of them help people who need \*support.

**Kazuki:** I agree. So, let's put those two things in one box. I think that a park has a lot of trees and flowers, and it is good for the \*environment.

**Manabu:** That's good. If we have a wide street, it will be easier to move around the city.

**Ryoko:** OK. So, let's put the big park and the wide street in two different boxes. Now, we have put our ideas in four different boxes.

**Ms. Green:** Good. So, if all the things in the boxes are in the city, will it be perfect?

**Kazuki:** Let me see. That's difficult. I can't say yes.

**Ms. Green:** I agree. Now let's do one more thing on the paper. Look at \*Signs. I'll tell you how to use Sign A and Sign B. If the ideas in one box \*are in harmony with the ideas in another box, put Sign A between the two boxes. If the ideas in one box are not in harmony with the ideas in another box, put Sign B between the two boxes.

Signs

Sign A : 

Sign B : 

**Manabu:** OK. I think the wide street is in harmony with the nursery school and the hospital because each of the three things is a great support to many people in the city. People can take children to the nursery school or go to see a doctor easily by using the wide street.

**Ryoko:** Also, people can go shopping or go to work easily if they have the wide street, so it is in harmony with the mall and the company.

**Kazuki:** I agree with both of you, but cars are not good for the environment. I think the wide street is needed, but it is not in harmony with the big park.

**Ryoko:** I see. I think the park is not in harmony with the mall and the company. When the people in the mall and the company visit the park, they may leave \*trash in the park. I think it's bad.

**Kazuki:** I have a different idea, Ryoko. If I work in the company, I want to have lunch in the park. We must think about the trash problem because the park should be beautiful. I think the company can do something. For example, the people working there clean the park.

**Manabu:** That's interesting! Let's put both signs between the two boxes. I have one more idea about the park. It is good for children and old people because children can play in the park and old people can enjoy talking with their friends there. So, the park is in harmony with the nursery school and the hospital.

**Ryoko:** That's right. No more ideas? OK, we have finished putting signs on our paper.

**Ms. Green:** Good job! By looking at your paper, I can understand what your group has talked about.

**Manabu:** It is difficult to plan a good city for everyone, right?

**Kazuki:** Yes, I think so. But we had a good discussion because we could \*organize our ideas by using sticky notes.

**Ryoko:** When we had different ideas, we put both signs between the two boxes. I think that was a good way to share ideas.

**Manabu:** That's true. I've learned that it is important to share many different ideas when we have a discussion. By doing so, we will find better answers.

\* *discussion* : 話し合い    plan ~ : ~を設計する    mall : ショッピングモール

points of view : ものの見方    sticky notes : ふせん    company : 企業    nursery school : 保育園

one in four people : 四人のうち一人    wide : 広い    similar : 似ている    box : 囲み

pay taxes : 税金を払う    rich : 裕福な    support : 支援    environment : 環境

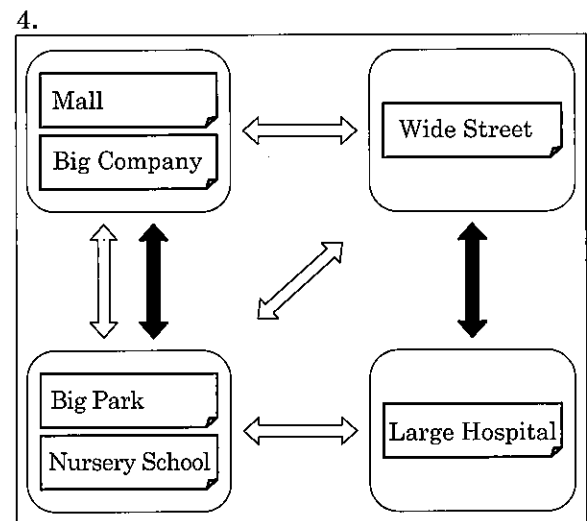
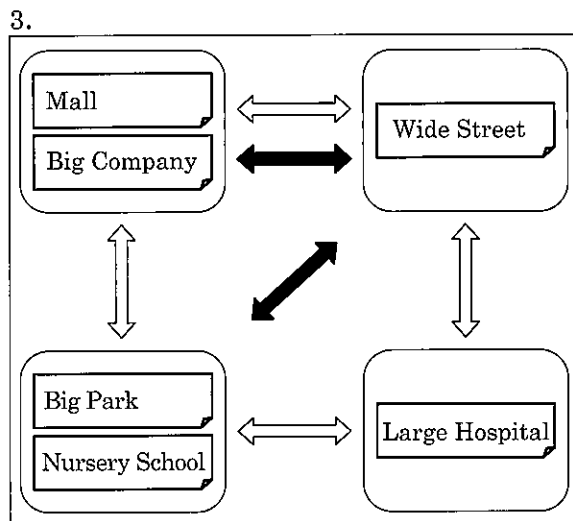
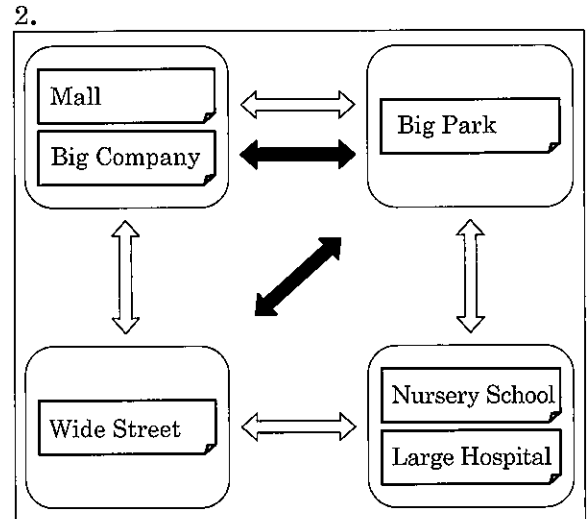
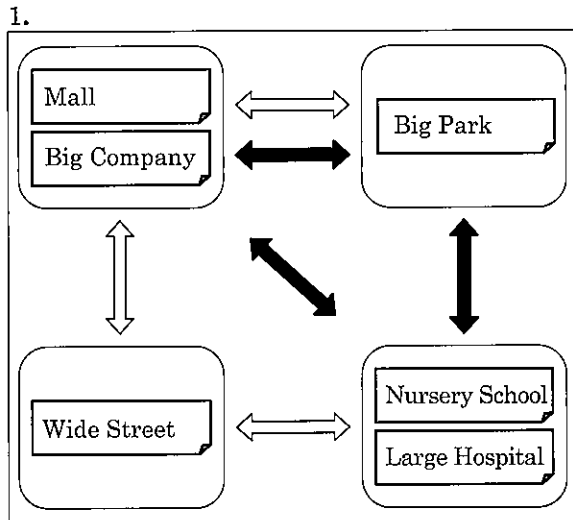
Signs : 記号    are in harmony with ~ : ~と調和する    trash : ごみ

organize ~ : ~を整理する

(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. but I know there are people who don't want it
2. but I will be sad if the city doesn't have a mall
3. and I believe that other people also want it
4. and I will buy a car to go to the mall easily

(イ) 本文中の —— 線部するとき、三人の生徒が作成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。



(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. Ryoko wants a mall but she worries that there may be too many cars around it.
- b. Manabu thinks that it may be difficult for small old shops to sell many things if there is a mall in the city.
- c. Kazuki says that about 40% of the people in Japan are older than sixty-five now.
- d. The three students agree that the city will become rich and it can build the wide street if there is a big company in the city.
- e. Ms. Green says that the city will be perfect if all six things the students want are in the city.
- f. Ryoko thinks the trash in the park is a problem, and Kazuki says the company can do something to make the park beautiful.
- g. Manabu thinks that the students should share ideas without using sticky notes to find good answers quickly.

1. a と c

2. a と e

3. b と d

4. b と f

5. c と d

6. e と f

7. e と g

8. f と g

(問題は、これで終わりです。)

