

平成 31 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
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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ケンジ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. Sure. Let's visit him at lunch time.
 2. Yes. He is good at teaching tennis.
 3. OK. I like teaching math to students at school.
 4. I see. I finished it last night.

- No.2
1. He is happy to hear that you are in the United States.
 2. He isn't studying but he will work in the United States.
 3. He is going to go there to learn about music history.
 4. He is interested in making movies and is learning how to make movies.

- No.3
1. We'd like to cook and sell food at the school festival.
 2. We sang some popular songs in front of a lot of people.
 3. We have some good ideas about food to sell at the event.
 4. We are going to make a movie about our school events.

(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 Miki's brother, Taro ?**

1. Taro wants to visit the museum with his sister this spring.
2. Taro wants his sister to know more about the science club at school.
3. Taro is interested in the stars and often watches them at school.
4. Taro would like to join the science club when he is in junior high school.

No.2 **Question : What can we say about Miki ?**

1. Miki doesn't think her team has to practice before class every day.
2. Miki wants Frank to watch the soccer game on TV this weekend.
3. Miki didn't watch the soccer game on TV and she went to bed early.
4. Miki is in the soccer club which had an important tournament last night.

(ウ) かもめ高校の新入生に、学校行事についてのアンケートを実施し、生徒 300 人が一人一つずつ選びました。〈メモ〉はアンケート結果をまとめている途中のものです。アンケートの結果について生徒会長が行う新入生へのあいさつを聞いて、あとのNo.1 とNo.2 の問いに答えなさい。

〈メモ〉

“What school event do you want to enjoy the most ?”	
Answer	The Number of Students
The running event	
The music event	<input style="width: 80px;" type="text" value="①"/>
The school trip	85
The sports festival	
The school festival	<input style="width: 80px;" type="text" value="②"/>
Other things	10
Total (合計)	300

If the is not good on that day, the date of the sports festival will be changed.

No.1 と の中に入れる数字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 40 | ② 60 |
| 2. ① 25 | ② 75 |
| 3. ① 45 | ② 60 |
| 4. ① 55 | ② 50 |
| 5. ① 45 | ② 75 |
| 6. ① 25 | ② 135 |

No.2 の中に適する 1 語を英語で書きなさい。

問2 次の英文は、ショウヘイ (Shohei) と留学生のボブ (Bob) 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。

Shohei: I hear you can speak Chinese very well. Did you live in China ?

Bob : Yes, I was ^(ア)(b _ _ _) in China and I lived there until I was ten years old.

Shohei: What do you remember about living in China ?

Bob : I enjoyed a lot of things with my friends. For ^(イ)(e _ _ _ _ _) , we played soccer, baseball, and games. We had a lot of fun.

Shohei: You had a lot of good friends there, right ?

Bob : That's right. We still ^(ウ)(c _ _ _ _ _) to send e-mails in Chinese to each other.

Shohei: Oh, you've been good friends for a long time. That's great !

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) One of the birds I bought yesterday () singing now.

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

(イ) When did the cat become as () ?

1. the big cat 2. big as its mother
3. bigger than its mother 4. the biggest of the three

(ウ) When Takuya was ten years old, he () a book written by a famous soccer player.

1. read 2. reads 3. is read 4. has read

(エ) The city is visited by many people () a famous festival in February.

1. when 2. which 3. between 4. during

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: Sayaka, (1. eat 2. what 3. you 4. food 5. like 6. do) the best?

B: I like *sushi* the best.

(イ) A: How was your weekend?

B: I went to the zoo with my family. My sister (1. the 2. see 3. at 4. looked 5. happy 6. to) animals there.

(ウ) A: Happy birthday, Ayako! This is a present for you.

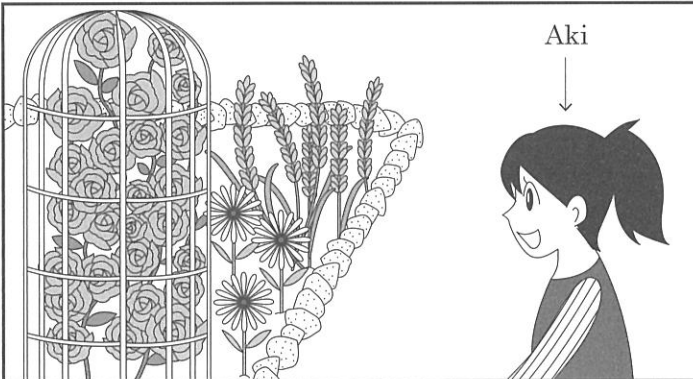
B: Thank you, Mom. It's wonderful. I've wanted (1. something 2. watch 3. a 4. like 5. have 6. to) this.

(エ) A: Do you know the (1. the 2. girl 3. tall 4. of 5. name 6. about) singing under the tree?

B: Yes. Her name is Maiko.

問5 次のA～Cのひとつづきの絵と英文は、アキ（Aki）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

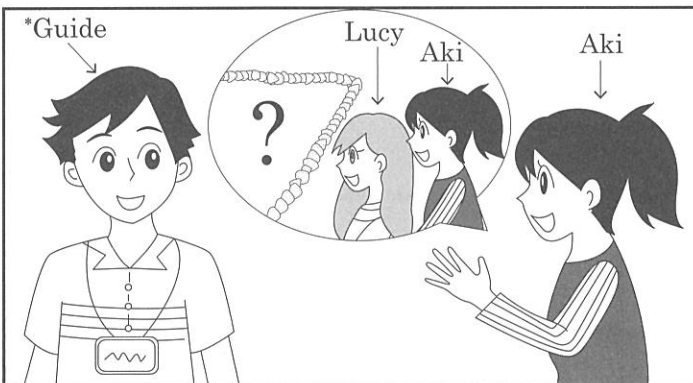


Aki
↓

<最初の英文>

Aki was enjoying the flowers in Kana Park. She wanted her friend, Lucy, to see them. Lucy was going to come from Australia the next week.

B



*Guide
↓
Aki
↓
Aki
↓
Aki

Aki said to a guide, “I have a question about these flowers. I’d like to come here again with my friend. Next week, ”

C



Guide
↓
Aki
↓
Aki
↓
Aki

He answered, “Yes, you will. They will be beautiful until next week.” Aki said, “We will come here then. Thank you.”

* Guide : 案内者

<条件>

- ① able, see と we を必ず含んで、文頭の Next week, に続く 1 文となるように 内を 7 語以上で書くこと。
- ② 文末は「?」で終わること。
- ※ 短縮形 (I'm や don't など) は 1 語と数え、符号 (, や ? など) は語数に含めません。

問6 次の英文は、高校生のサチ (Sachi) が出席した高校生議会 (the city assembly for high school students) について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。

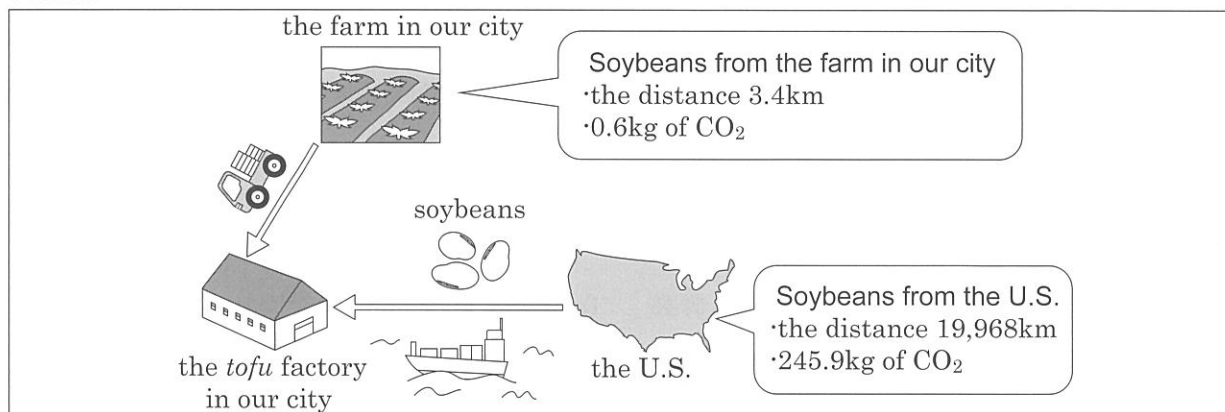
Hello, everyone. I'm Sachi. This summer, I joined the city assembly for high school students. It is an event my city has every summer, and I joined it last year, too. Every year, about 30 students from the high schools in my city join the event for three days. This year, we made three groups, and each group talked about how to make our city better. I was in the *agriculture group. Today, I want to talk about the event.

On the first day, our group visited a *farmer in our city. We *helped the farmer with the *farm work and talked with him. We had a chance to eat the *vegetables he grew. They were really *fresh and delicious. He works hard to grow delicious food, and he hopes that more people in our city will eat *local food.

After talking with the farmer, we became interested in the *production and consumption of local food. This means we buy and eat food which is grown and made in our city. There are many good things about the production and consumption of local food. When we buy food at a *farmer's market, we can know who grew it. If we have a chance to talk with farmers, we can learn how they grow food and how we can cook it. That *helps us feel *safe about the food we eat. Now, I want to know where our food comes from and how farmers grow it. We should be more interested in the food we eat every day.

The farmer also talked about the *distance which food travels. (①) This uses a lot of energy and is not good for the earth. Please look at the picture. This picture shows two different distances that *soybeans travel. In the picture, the distance between the U.S. and the *tofu* *factory in our city is 19,968km, and this *produces 245.9kg of CO₂. The distance between the farm in our city and the *tofu* factory is 3.4km, and this produces 0.6kg of CO₂. That is better for the earth because traveling from the farm in our city produces *less CO₂ than traveling from the U.S. (②) I think so. When we eat local food, the distance between *the place where the food is grown and the place where it is eaten is shorter. For our future, I want to eat food which produces less CO₂.

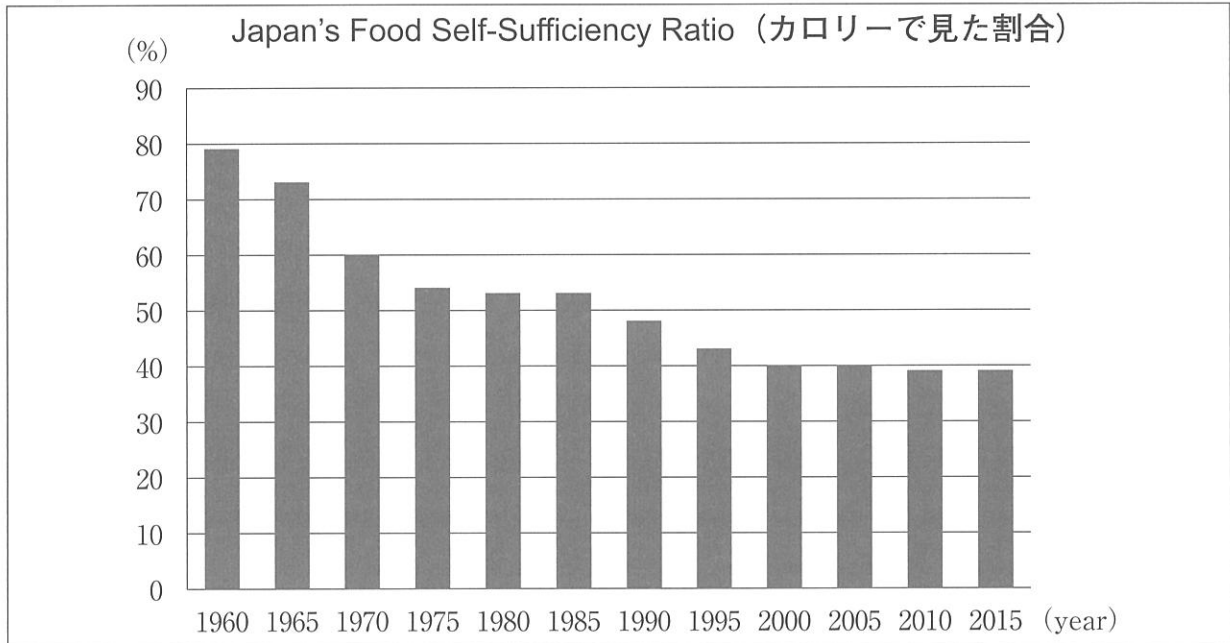
Picture



(農林水産省ウェブサイト掲載資料をもとに作成)

Next, please look at the *graph. This graph is about Japan's *food self-sufficiency ratio. This graph shows that in 1960, Japan's food self-sufficiency ratio was about 80%. In 2015, it was about 40%. The *rest comes from other countries ! Japan's food self-sufficiency ratio has gone down. If we become interested in local food and eat it more, Japan's food self-sufficiency ratio may go up.

Graph



(農林水産省ウェブサイト掲載資料をもとに作成)

The next day, our group talked about the production and consumption of local food. We want people living in our city to eat our local food more. What can we do for our local food? (③) So, we think it is good to make some events. We have some ideas. People living in our city will visit farmers in our city, work with them, and eat our local food. We will also have a food festival and sell the fresh local food there. We'll use the Internet to tell people good things about the production and consumption of local food.

On the last day, we went to the *city assembly and shared our ideas there. The *mayor of the city agreed with our ideas. He said, "I like your ideas very much and I'd like to use them. Please come to the city assembly next year, too." We were happy to hear that. I'd like to join this event next year again and try to do more to make our city better. Thank you for listening.

- * agriculture : 農業 farmer : 農場経営者 helped ~ with ... : ~が...するのを手伝った
- farm work : 農作業 vegetables : 野菜 fresh and delicious : 新鮮でおいしい
- local food : 地元産の食べ物 production and consumption : 生産と消費
- farmer's market : 農作物の直売所 helps ~ ... : ~が...するのを助ける safe : 安全な
- distance : 距離 soybeans : 大豆 factory : 工場 produces ~ : ~を産出する
- less : より少ない the place where ~ : ~する場所 graph : グラフ
- food self-sufficiency ratio : 食料自給率 rest : 残り city assembly : 市議会 mayor : 市長

(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. Do you think choosing local food is good for the earth ?

B. We want people in our city to know more about our local food.

C. If the food we eat comes from other countries, it travels a long distance.

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 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'd like to try food made from these two different soybeans.

2. I'd like to visit the U.S. to study how to make soybeans.

3. I think we should learn how soybeans travel from Japan to the U.S.

4. I think we should eat our local food made from the soybeans in our city.

(ウ) 次の a ~ f の中から、サチ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. This year, Sachi joined the city assembly for high school students for the first time.

b. Through the experience on the farm on the first day, Sachi became interested in the production and consumption of local food.

c. In 1995, Japan got about 40% of its food from other countries.

d. Sachi thinks that people should eat food which travels a long distance for the future.

e. On the second day, Sachi's group talked about local food in their city and thought about what to do.

f. The mayor of the city will use the Internet to understand the agriculture group's ideas.

1. a と c

2. b と d

3. c と e

4. b と f

5. a と d

6. b と e

7. c と f

8. d と e

問7 次の(ア), (イ)の英文と, ピアノのレッスンの案内 (Leaflet) や電車の乗換案内 (Route Search) 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)

Akari is a high school student and she is sixteen years old. Now, she is talking with her mother. Akari wants to start taking piano lessons.

Akari: Mom, I got this leaflet at the station and I want to take one of these piano lessons.

Mother: Oh, that's great. How often do you want to go?

Akari: I want to take a lesson every Thursday.

Mother: What time would you like?

Akari: I want to go after school from 4:30 to 5:00 p.m.

Mother: OK. Playing the piano will be a lot of fun!

Akari: Thank you, Mom.

Mother: When do you want to start?

Akari: Next month, in May.

Leaflet			
Piano Lessons *Monthly Price			
	Thursday or Friday Two lessons every month 30 minute lessons	Every Tuesday or Thursday 30 minute lessons	Every Monday, Thursday, or Saturday 60 minute lessons
3 ~ 6 years old	4,000 *yen	7,000 yen	10,000 yen
7 ~ 12 years old	4,500 yen	8,000 yen	12,000 yen
13 ~ 15 years old	5,000 yen	9,000 yen	14,000 yen
16 ~ 18 years old	5,500 yen	10,000 yen	16,000 yen
19 years old ~	6,000 yen	11,000 yen	18,000 yen
<ul style="list-style-type: none"> ・ You *pay only 50% of the first monthly price. ・ You need to pay 3,000 yen for the music book in the first month. 			

* Monthly Price : 月謝 yen : 円 pay ~ : ~を払う

Question : How much will Akari pay for May ?

1. 5,500 yen. 2. 5,750 yen. 3. 8,000 yen. 4. 11,000 yen. 5. 13,000 yen.

(1)

Mari and Yumi are going to go to a *concert at Kamome Stadium. It is near Kamome Station. They are going to go there by train. There are five *routes. They will start from Kita Station.

Mari: I found five routes to go to Kamome Station from Kita Station on the Internet. Which route will we take?

Yumi: How about Route A?

Mari: Well, it takes about an hour, and we have to change trains three times.

Yumi: If we *miss the *transfer, it will take more time.

Mari: That's right. So, let's take another route. Which route is the easiest for us to change trains?

Yumi: I think this one. We only need to change trains once, but it *costs about 800 *yen.

Mari: Oh, let's see *the other three routes. We need to change trains two times. Have you ever been to these transfer stations? I have been to Sakura Station only once.

Yumi: I've been to Kawa Station. I often change trains there.

Mari: Oh, that's good. Let's take this route. It doesn't cost more than 600 yen and you know how to change trains.

Yumi: OK.

Route Search		Route A	Route B	Route C	Route D	Route E
10:32	Kita Station	↓ Shin *Line	10:43 ↓ Shin Line	10:47 ↓ Shin Line	10:44 ↓ Shin Line	10:56 ↓ AB Line
10:42 10:46	Higashi Station	↓ Yume Line	11:00 11:05 ↓ Machi Station	11:02 11:07 ↓ Yama Station	10:54 10:59 ↓ Higashi Station	↓ Midori Station
10:58 11:03	Minami Station	↓ Hana Line	11:08 11:12 ↓ Sakura Station	11:21 11:25 ↓ Kawa Station	11:12 11:21 ↓ Kawa Station	11:06 11:10
11:14 11:20	Nishi Station	↓ Hikari Line	↓ Shima Line	↓ Mizu Line	↓ Shima Line	↓ Mizu Line
11:30	Kamome Station	58 minutes / 550 yen	11:33 Kamome Station	11:32 Kamome Station	11:29 Kamome Station	11:36 Kamome Station
			50 minutes / 580 yen	45 minutes / 580 yen	45 minutes / 610 yen	40 minutes / 780 yen

* concert : コンサート routes : ルート miss ~ : ~をしそこなう transfer : 乗り換え

costs ~ : (~の費用が) かかる yen : 円 the other : その他の Line : 路線

Question : Which route are they going to take ?

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

問 8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

Three students, Naoto, Keiko, and Mari are Kamome High School students. They are talking in the classroom after school. Then, Mr. Brown, their English teacher from Australia, comes into the classroom and talks to them.

Mr. Brown: Hello, everyone. What are you doing ?

Naoto: We are doing our homework about *disaster prevention.

Mr. Brown: Oh, tell me more.

Keiko: We were just talking about an *emergency drill.

Mr. Brown: Last weekend, I joined an emergency drill at a junior high school in my *neighborhood. I walked to the school with the people in my neighborhood and learned how to *prepare for *disasters.

Keiko: Many cities have this kind of event at schools for the people living near the school. I also joined one last year.

Naoto: Really ? I've heard about emergency drills, but I've never joined one. What did you do at the event, Keiko ?

Keiko: I made an *emergency kit. We put things like medicine, water, food, and a *radio into it.

Mr. Brown: After a *flood or an *earthquake, *relief goods may not be sent quickly. We should have an emergency kit to live without *help for a few days. In an *emergency, the radio is useful. It can give us *information about our city when we can't watch TV or use the Internet.

Mari: I joined the Kamome City Emergency Drill last month. It taught me ways to *survive *dangerous *situations like a flood or an earthquake. I join it with my family every year.

Mr. Brown: Great ! You also learn important things there, right ?

Mari: Yes. This year, we made a *hazard map at the event.

Keiko: I also made one at a different event last year.

Naoto: What's a hazard map ?

Keiko: It is a map which shows us dangerous places or important places in a disaster. I think because there is important information on it for us to survive dangerous situations together.

Naoto: Can you show me how to make it, Mari and Keiko ?

Mari: Sure. We need a map around our school.

Keiko: Let's go to the computer room to get it from the Internet.

They get the map in the computer room. Mari and Keiko show Naoto how to make a hazard map.

Naoto: Look, my house is here. When I walk from school, it takes ten minutes. So, what should we do first ?

Mari: We have to find dangerous places around our school. What do you see ?

Naoto: Well, the Suzume River is near our school. When it rains a lot, it is dangerous to walk

along the river.

Keiko: Look at this *bridge. It may break in a flood or a strong earthquake.

Mr. Brown: That's right. We can't use this way then.

Keiko: There are a lot of buildings along Kaede Street, and some buildings are very old. They may break in a strong earthquake, too.

Mari: Put black *stickers on these dangerous places, Naoto.

Naoto: I see.

Mari: Next, let's put white stickers on important places like hospitals, and *safe places like parks.

Naoto: We have a hospital along Sakura Street, and Tsubame Park is near my house.

Keiko: Tsubame Park is a large park, so many people can stay there in an emergency.

Naoto: It's also a good place to meet my family in an emergency because it is an *evacuation point, and it only takes a few minutes to get there from my house.

Mari: That's a good idea. Also, there is a *water supply station at the park. It has an *underground water tank, so we can get water from it in an emergency. We should remember that and put a sticker on the park.

Keiko: Oh, there is a store in front of the park, too. It will be useful.

Naoto: OK. I'll put a white sticker on it.

Mari: Finally, choose the best way to take from our school when we are in a dangerous situation.

Keiko: Naoto, when you are at school and there is an earthquake, which way will you take? Will you find the best way and show it to us? You can use this pen.

Naoto: Well, I'll take this way to go to the park. I can meet my family there.

Mr. Brown: That's right. Naoto, you should show ⁽⁴⁾this map to your family tonight. It is very important to talk with your family about what to do in a dangerous situation.

Naoto: Sure. I will talk about it tonight.

Keiko: I think there are other dangerous places around our school. How about walking around our school and finding them together?

Naoto: That's a good idea! Then we can make a better map.

Mari: When we are in a difficult situation, we should help each other. I think students like us can do something for the people living in our city.

Mr. Brown: That's true. When we take lessons at such an event like the Kamome City Emergency Drill, we can start thinking about how to help each other. That will make our *community stronger. I want you to think about the things you need in an emergency and talk with your family, friends, and the people in your neighborhood about disaster prevention. Please share your ideas.

Mari: Let's join the Kamome City Emergency Drill together next time.

Naoto: I'm sure that I'll join it next time. I learned a lot of things today.

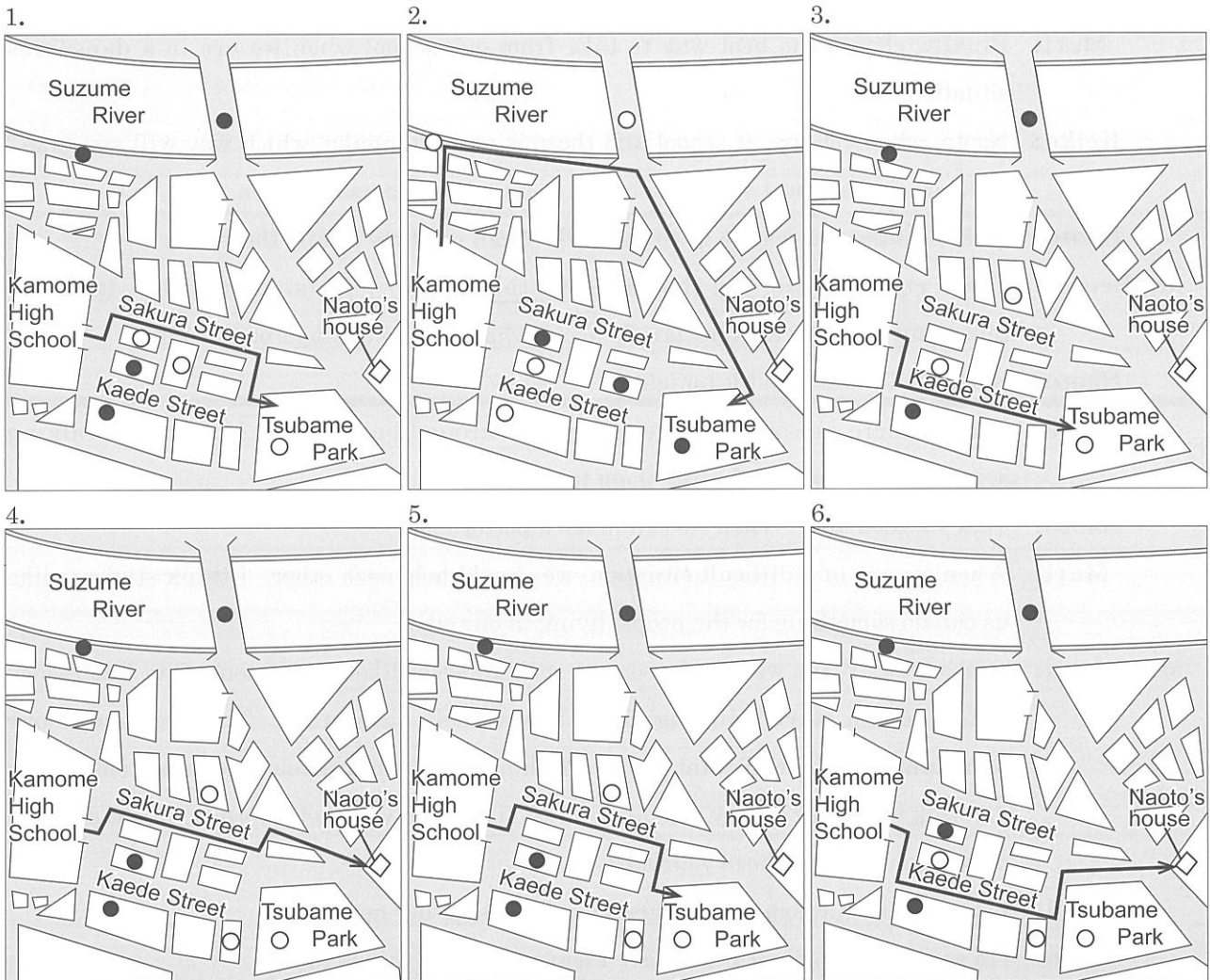
* disaster prevention : 防災 emergency drill : 防災訓練 neighborhood : 近所
 prepare for ~ : ~に備えて準備する disasters : 災害 emergency kit : 防災セット
 radio : ラジオ flood : 洪水 earthquake : 地震 relief goods : 救援物資 help : 援助
 emergency : 緊急事態 information : 情報 survive ~ : ~を生き残る dangerous : 危険な
 situations : 状況 hazard map : 防災地図 bridge : 橋 stickers : シール safe : 安全な
 evacuation point : 避難場所 water supply station : 給水所
 underground water tank : 地下にある貯水槽 community : 地域社会

(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 should learn ways to live without it
2. we should share it with the people living in our neighborhood
3. people should take a lesson for making an emergency kit
4. people should get information about our city from the radio

(イ) 本文中の——下線部(イ)を表したもの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。

● … black sticker ○ … white sticker



(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。

- a. Keiko and Mari joined the Kamome City Emergency Drill together and took a lesson to prepare for disasters.
- b. Mr. Brown says that relief goods may not arrive for a few days, and he also says that people have to make a hazard map to know where important places are.
- c. Keiko made an emergency kit at her city's event, and she says that she wants Naoto and Mari to make it to live without help.
- d. Naoto has learned the best way to go to the park from his school, so he will show it to his family and talk about what to do in an emergency.
- e. Keiko, Naoto, and Mari have found all of the dangerous places after walking around their school.
- f. Mr. Brown thinks that thinking about other people and helping each other will make their community stronger.

1. a と c

2. b と d

3. c と e

4. d と f

5. a と d

6. b と f

7. c と f

8. d と e

(問題は、これで終わりです。)