

令和6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 解答用紙の決められた欄に解答しなさい。
- 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、選んだ番号の○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エリカ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. That's the only way.
 2. I did it last year.
 3. Math was my favorite subject.
 4. Ms. Sato did.
- No. 2
1. She's going to be with us for six months.
 2. She has never been to our house in Japan.
 3. She has been studying Japanese for a year.
 4. She will come back to Japan to stay with us.
- No. 3
1. We haven't decided yet.
 2. We bought it yesterday.
 3. I'll get there soon.
 4. It's next Sunday.

(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 Janet's and Ken's weekend ?**

1. Janet went to her friend's house, and Ken traveled to Chiba.
2. Janet and Ken visited their Japanese friend's house.
3. Janet and Ken learned different ways to respect food.
4. Janet and Ken learned how to cook Japanese food.

No. 2 **Question : Which is true about Janet and Ken ?**

1. Janet and Ken are walking home together because they lost their bike keys.
2. Janet and Ken are going to check another classroom to find Ken's bike key.
3. Janet thinks Ken should stop worrying and get a new bike.
4. Ken thinks Janet's idea about his bike key may be right.

(ウ) 留学生のベス (Beth) が友だちのユミの留守番電話にメッセージを残しました。メッセージを聞いて、次のNo. 1 とNo. 2 の問いに答えなさい。

No. 1 メッセージを聞いてユミが作った次の<メモ>を完成させるとき、 ~ 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>

<p><u>Trip with Beth</u></p> <p>Meeting:</p> <p>At 9:45 a.m. on <input type="text" value="①"/> at Ueno Station</p> <p>Beth's plan:</p> <p>The art museum → <input type="text" value="②"/> → The temple</p> <p>The second place is <input type="text" value="③"/> the first place.</p> <p style="text-align: right;">Call back !</p>

- | | | |
|---------------|----------------------|----------|
| 1. ① Saturday | ② The science museum | ③ inside |
| 2. ① Saturday | ② The science museum | ③ near |
| 3. ① Saturday | ② The zoo | ③ inside |
| 4. ① Thursday | ② The science museum | ③ near |
| 5. ① Thursday | ② The zoo | ③ inside |
| 6. ① Thursday | ② The zoo | ③ near |

No. 2 次の **Question** の答えとして最も適するものを、あとの1~4の中から一つ選び、その番号を答えなさい。

Question : Why did Beth leave the message ?

1. To recommend a science event.
2. To make an idea to save money.
3. To change a place they will go to.
4. To decide how to go to Ueno.

問2 次の(ア)~(ウ)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) Someone moved in the house next to mine. The new () came to my house this morning to say hello.

1. course 2. degree 3. neighbor 4. theater

(イ) When you share your opinions on the Internet, you must remember that your words may () someone's feelings.

1. fall 2. fold 3. hurt 4. miss

(ウ) Kamome Computer became a very () computer company because it made fast computers with powerful batteries and sold them at a low price.

1. careful 2. official 3. similar 4. successful

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) A: Can you put that table by the door?

B: The table looks heavy, so () it without your help will be difficult.

1. move 2. moving 3. has moved 4. is moved

(イ) A: Dad, let's try () different tonight! How about having dinner on the floor?

B: Sounds great. It's like a picnic at home.

1. another 2. a thing 3. one 4. something

(ウ) A: Happy birthday, Mr. Johnson. This is a party for your thirtieth birthday!

B: Oh, thank you, everyone. Let me () a short speech.

1. make 2. made 3. making 4. to make

(エ) A: What do you think about the new Japan national baseball team?

B: I think the members are amazing, but we don't know much about the team because it has played only two games () teams of other countries.

1. against 2. during 3. than 4. until

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: That's my favorite fruit. Jessica, (1. do 2. you 3. what 4. is 5. it 6. call) in English?

B: It's a watermelon.

(イ) A: When are we going to practice for this weekend's concert? Sam, (1. better 2. day 3. which 4. popular 5. for 6. is) you, today or tomorrow?

B: Tomorrow is perfect. I will bring my guitar.

(ウ) A: Excuse me. I forgot where I put my shoes when I entered the temple. That was about an hour ago.

B: All the (1. visitors 2. were 3. shoes 4. off 5. took 6. the) are on that shelf over there.

(エ) A: Did you enjoy playing soccer?

B: Yes. Though it (1. difficult 2. some 3. was 4. understand 5. I 6. to) of the rules, I had so much fun.

問5 次のA～Cのひとつづきの絵と英文は、ミチコ (Michiko) とアン (Anne) の会話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>

Michiko talked to Anne about the wheelchair basketball game she watched at the Kamome Sports Center last weekend.

B



Michiko said, "The game was really exciting. The players moved very fast, and the wheelchairs hit each other. I'm now a fan of this sport." Anne said, "Sounds exciting," and she asked, " a wheelchair basketball game?"

C



"Twice," Michiko answered, and she said, "Once with my family and once with my friend. Would you like to watch a game with me this weekend, Anne?" Anne said, "Sure! I can't wait!"

<条件>

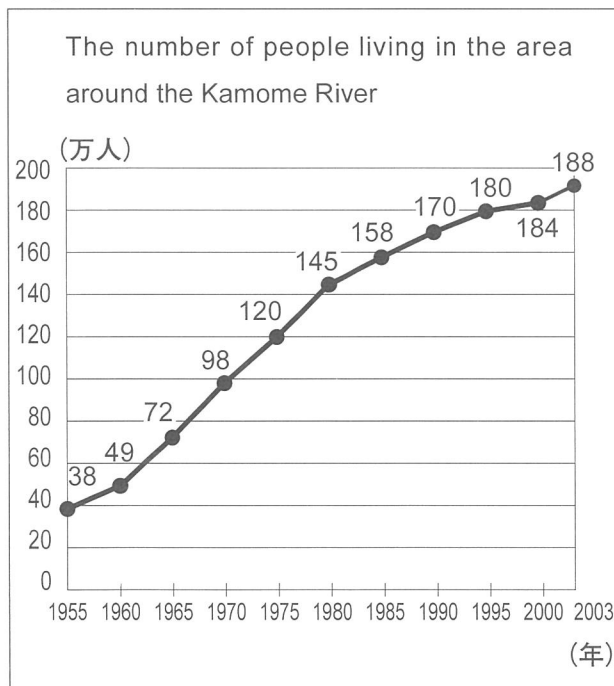
- ① times と watched を必ず用いること。
 - ② ①に示した語を含んで、内を6語以上で書くこと。
 - ③ a wheelchair basketball game?につながる1文となるように書くこと。
- ※ 短縮形 (I'm や don't など) は1語と数え、符号 (, など) は語数に含めません。

問6 次の英文は、高校生のチナツ（Chinatsu）が英語の授業でクラスの生徒に向けて行ったスピーチの原稿です。英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

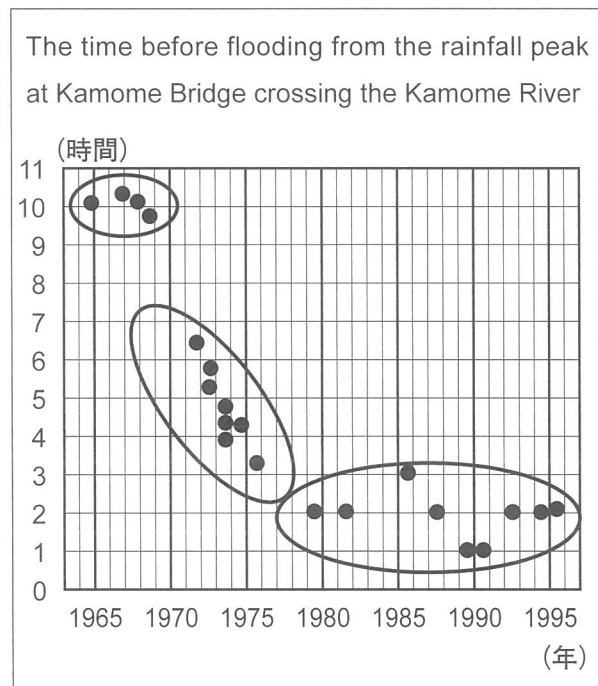
Green or *gray? Nature or *concrete? Living together with trees and plants or without them? Which should we choose? Today, I will talk about green *infrastructure. In a city, we need different kinds of *buildings or services like hospitals, parks, or train systems to support modern human life. These things are examples of infrastructure. Green infrastructure is a way of supporting and protecting modern human life by using nature.

Today, towns and cities have changed because of gray infrastructure. Please look at *Graph 1. This shows 1,500,000 more people started to live in the area around the Kamome River during these 48 years. Gray infrastructure was developed for people living there, and this area is now covered with concrete. In the past, when towns and cities had lots of green areas, *flooding didn't happen quickly because rain water stayed in the ground during heavy rain. However, when nature is lost because of gray infrastructure, rain water runs into the river very fast during heavy rain. Graph 2 shows the time before flooding from the *rainfall peak in the area around the Kamome River. It was about 10 hours between 1965 and 1969, and it was about 2 hours between 1979 and 1996. From the information in Graph 1 and Graph 2, you will realize that because the time before flooding from the rainfall peak became shorter.

Graph 1



Graph 2

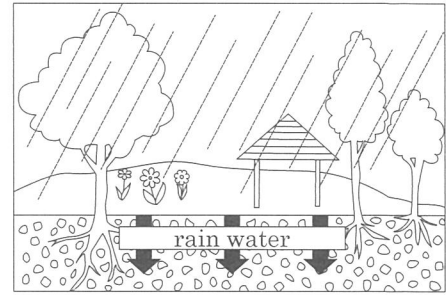


(国土交通省関東地方整備局ウェブサイト掲載資料をもとに作成)

* gray : 灰色の concrete : コンクリート infrastructure : インフラストラクチャー (社会の基礎となる施設)
 buildings : 建物 Graph : グラフ flooding : 洪水 rainfall peak : 降雨の最盛時

Now I will show you an example of green infrastructure that will protect our cities during heavy rain. Please look at this picture of a rain garden. It's a water system. It holds rain water in the ground. Its ground is covered with trees and plants, and broken *stones are put in the ground. Concrete covers most areas in our cities, but flooding won't happen quickly if we have rain gardens in many places in our cities. (①)

Picture



Green infrastructure helps people have active lives in cities. Now, I will introduce the *Singapore Green Plan 2030. Singapore plans to *plant 1,000,000 more trees across the country. In Singapore, green infrastructure is built in the city or near the city, so people can walk to green areas like parks and gardens from their houses easily. Trees create air for humans, and trees clean the air in the city. They also create a cool environment in the city because some of the light from the sun doesn't reach the ground. People can use those green areas in the way they like. They can enjoy the view of beautiful flowers, have a picnic with family members, and play sports with friends. (②) People become more active in cities by spending time in green areas.

Finally, I'd like to introduce my plans for green infrastructure in our school. I believe green infrastructure will make our school life better. I hope to make green areas between the school gate and the school building. Under the trees, the students will enjoy time with friends. Also, I want to create a cool environment in our school by covering the school buildings with *goya* *vines. (③) If you like my idea, please join me.

Green or gray? I don't think that's the right question. Now we have to ask this. How can we all work together to live with nature? Green infrastructure is the key to improving our lives.

(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. towns and cities in this area became larger, and many people there may get into dangerous situations faster than before during heavy rain
2. this area's infrastructure is weak when flooding happens, and the number of people living in this area went down
3. more people started to live in this area, and no one there needs to gather information about protecting their towns and cities from flooding
4. the number of people living in this area continued to rise, and people do not need to worry about losing their houses even during heavy rain

* stones : 石 Singapore : シンガポール plant ~ : ~を植える vines : つる

(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. Living together with nature is good for our health.

B. By doing these things, I hope to start my green infrastructure movement here.

C. I'm sure that green infrastructure will make our cities safe.

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、チナツのスピーチ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. Hospitals, stations, or schools built only with concrete are examples of green infrastructure.

b. Flooding didn't happen quickly in the past because most rain water was used for cleaning and washing.

c. The rain garden is a water system that can collect rain water and keep it in the ground for some time.

d. The Singapore Green Plan 2030 helps people in Singapore find many creative ways to use gray infrastructure.

e. Chinatsu wants to create green areas in her school because she thinks it will improve students' lives.

f. Chinatsu doesn't know how to live without trees and plants in a town or city, so she wants to find a way.

1. a と c

2. a と e

3. b と d

4. b と e

5. c と d

6. c と e

7. d と f

8. e と f

問7 次の(ア)の英文と地図, (イ)の記事 (Article) とポスターについて, 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)

Toru and Rod are friends. They have just arrived at a zoo, and they are looking at the map at the front gate.

Toru : This map shows us what animals we can see at each place.
 Rod : We can see many animals in this zoo !
 Toru : Where do you want to go first ?
 Rod : We are here at the front gate now. How about going to the elephant area first ?
 Toru : That's a good idea, but how about going this way instead ? It's already eleven, and we will be hungry soon. Let's take the fastest way to the restaurant.
 Rod : You're right. We can see the pandas along the way.
 Toru : Oh, this map tells us that we cannot go this way because of the *roadwork.
 Rod : OK. Then, let's go that way and see the animals along the way. Let's see the pandas after lunch.
 Toru : Good ! What will we see after the pandas ?
 Rod : This map tells us that we can *feed the *giraffes ! Let's do it !
 Toru : That sounds interesting ! It starts at three o'clock. So, it's a little early to go straight there. Let's see the lions and then the *penguins before feeding the giraffes.
 Rod : Perfect ! I'm so excited now. We also shouldn't forget to see the elephants before we leave the zoo.
 Toru : OK ! Let's go !

Map

Kamome Zoo

△ You cannot go between the front gate and the panda area because of the roadwork.
 🦒 You can feed the giraffes.
 [Time] 3:00 p.m.

Question : What is the fifth animal area Toru and Rod will visit at the zoo ?

1. Elephants. 2. Giraffes. 3. Lions. 4. Pandas. 5. Penguins.

* roadwork : 道路工事 feed ~ : ~に餌をやる giraffes : キリン penguins : ペンギン gorillas : ゴリラ
 tigers : トラ

(1)

Ryoji is a high school student. He reads the article of an event on his city's website and makes a poster for the event. He is going to put the poster on Kamome Elementary School's website.

Article

Come to Kamome Beach ! You will have a good time there, and you can save the *earth. Kamome City is going to have an event. It's called Cleaning Kamome Beach. On Sunday, March 5, 12, 19, and 26, you will pick up the trash on the beach from 1 p.m. to 3 p.m.

Joining this event is easy. You don't have to bring anything like trash bags or gloves. You can just come to the event, and you will find everything you need there. During the event, you can join the Trash Picking Contest each day. The person who picks up the most trash wins the contest and gets a special ticket from the Kamome Shopping Mall. With that ticket, you can take singing lessons, Spanish lessons, or swimming lessons at the mall. There are other good points. If you take part in Cleaning Kamome Beach with someone or with more than one person, each person can get a T-shirt. It is designed for this event, and it is made from *recycled plastic. Finally, people who come to this event every Sunday in March can get a special ticket. You can eat "Today's Breakfast" at the Kamome Beach Restaurant with that ticket. Let's save the earth at Kamome Beach !

Poster

Cleaning Kamome Beach

~ Pick up the trash, and let's save the earth. ~

Time: 1 p.m. to 3 p.m.

Date: Every Sunday in March

From March 5

Place: Kamome Beach

Just come to the beach !

Things to use for cleaning are at the beach.

There are nice presents !

- Win the Trash Picking Contest and enjoy learning singing, Spanish, or swimming at the Kamome Shopping Mall.
- Join this event as a group and .
- If you join this event , you can enjoy "Today's Breakfast" at the Kamome Beach Restaurant.



Question : What will be in , , and ?

- | | | |
|-------------|---------------------------|------------------------|
| 1. ① ready | ② receive special clothes | ③ for the earth |
| 2. ① useful | ② get a special ticket | ③ all Sundays in March |
| 3. ① ready | ② receive special clothes | ③ all Sundays in March |
| 4. ① useful | ② get a special ticket | ③ for the earth |
| 5. ① useful | ② receive special clothes | ③ all Sundays in March |

* earth : 地球 recycled : 再生された

問8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

Aoi, Kyoko, and Jiro are Kamome High School students. One day, they are talking in the classroom after school. Then, Ms. White, their English teacher, talks to them.

Ms. White: Hi, Aoi, Kyoko, and Jiro. What are you doing?

Aoi: We are talking about a *discussion event *on *political issues. We will join the event in the *city office next week. Students from three high schools in our city and some foreign students visiting our city will talk about *voting.

Ms. White: Very interesting!

Kyoko: I am excited to talk with students from other countries. Ms. White, I have a *graph here. Researchers asked young people in four countries, “How much are you interested in political issues?” In ① Graph 1, we can say that about 70% of young people in *Germany were interested or very interested in political issues. The *rate of young people in Japan who were not so interested or not interested was almost 50%. I think that’s a problem.

Jiro: Young people don’t *vote because they are not interested in political issues. In some countries, people must *pay a fine if they don’t vote.

Ms. White: Great job, Jiro! Did you learn anything else?

Jiro: Yes. I found this interesting graph when I did my homework given from the city office. ② Graph 2 shows the voting rate in the national *elections from 2010 to 2022 in Japan. The voting rate of people *in their sixties was always above 60%. However, the rate of *teenagers never reached 50%. Now I really think voting is an interesting topic.

Ms. White: Aoi, for the discussion, what question are you going to ask?

Aoi: It’s “What should the *government do to raise the voting rate of young people?”

Ms. White: What are your ideas, Aoi?

Aoi: I think our government should use more money for young people. If an election topic is how to use government money for them, more young people will vote for their own future.

Ms. White: That’s an amazing idea. Please enjoy the discussion, everyone.

* discussion : 議論 on ~ : ~について political issues : 政治的な問題 city office : 市役所
voting : 投票 graph : グラフ Germany : ドイツ rate : 割合 vote : 投票する
pay a fine : 罰金を払う elections : 選挙 in their sixties : 60歳代の teenagers : 10歳代の人
government : 政府

About a week later after the discussion event, Aoi, Kyoko, and Jiro talk to Ms. White.

Jiro: Hello, Ms. White. The discussion event was great! Do you have time to talk?

Ms. White: Sure. You talked about the things the government should do, right? Have you found an answer?

Jiro: Yes. I asked one student from Australia about paying a fine when people didn't vote in Australia. He said that was not the right message the government should send. At first, I thought paying a fine was a good idea, but now I don't think so. Instead, the government should make voting fun. I think the government should create a new holiday on an election day and have a festival near the voting places.

Kyoko: I said the government should listen to young people's opinions. The government should have meetings with young people before deciding what actions to take.

Aoi: I think that the government should help young people learn about political issues because young people don't know how the system works. Our school had a *mock election last year, and I learned a lot. I think the government should tell all high schools in Japan to have mock elections.

Ms. White: Did anyone help your discussion?

Aoi: Yes. A *social studies teacher from the U.S. asked us many questions that helped us continue the discussion. For example, she asked Jiro why paying a fine wasn't as good as other ideas. We learned how to have a good discussion from her. Now, Ms. White, , and we need to decide when to have it. We'll do that because we hope that other students will be more interested in political issues.

Ms. White: That's a great idea, Aoi. Kyoko, will you also tell us what kind of experience you had from the discussion?

Kyoko: I really enjoyed listening to other people's unique opinions and reasons. Each opinion and each reason was different. How about you, Jiro?

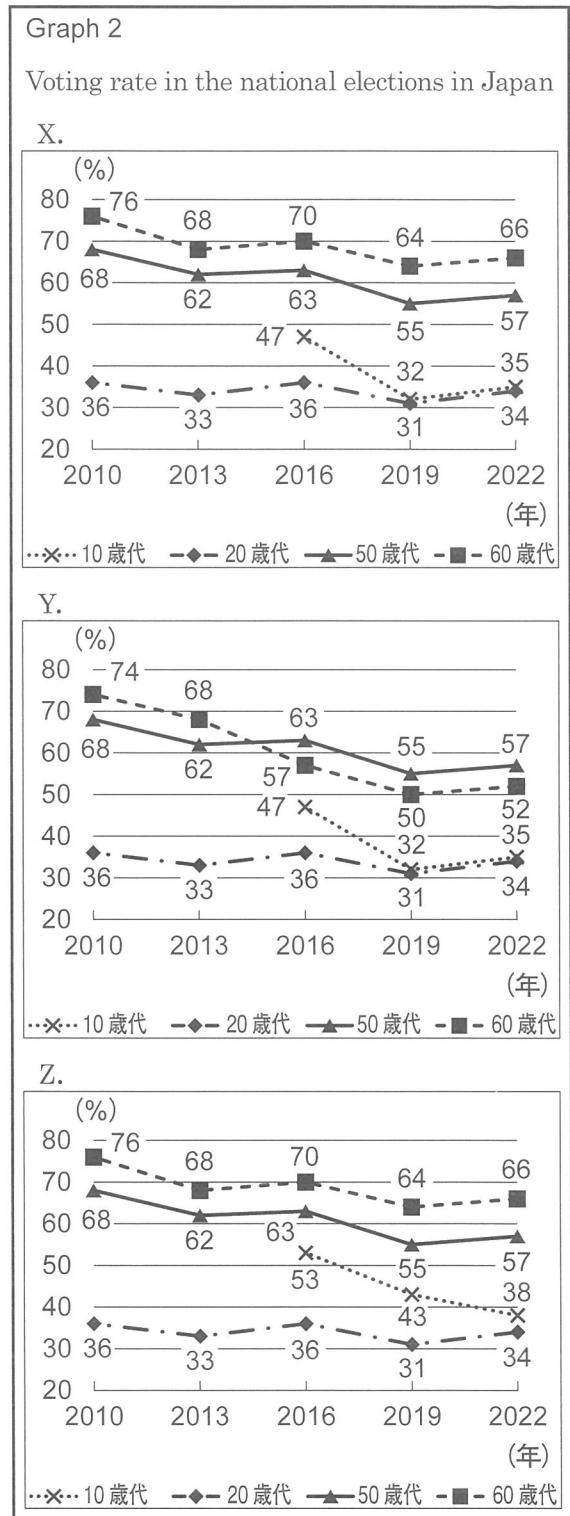
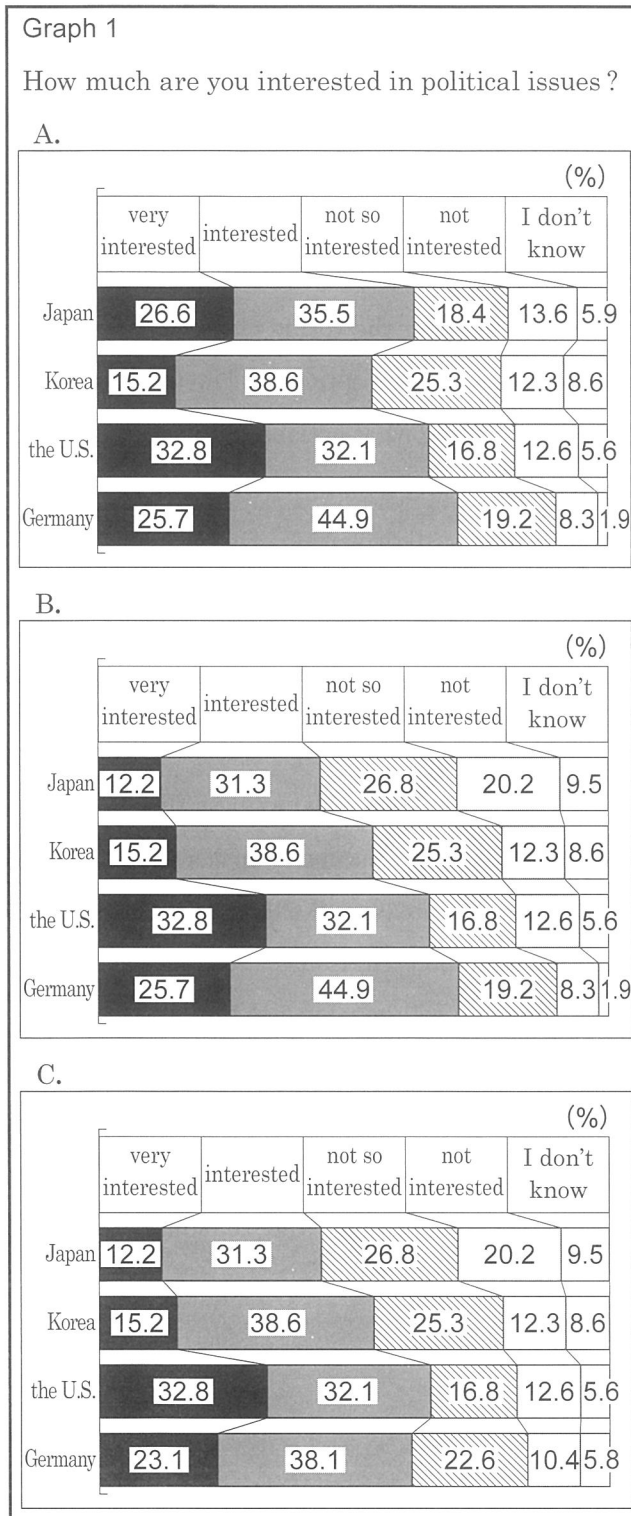
Jiro: I enjoyed talking to other people about my opinions and reasons. It helped me understand my own ideas well.

Ms. White: I'm glad that you had a great experience!

(ア) 本文中の——線①と——線②が表す内容を、①はア群、②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1～9の中から一つ選び、その番号を答えなさい。

ア群

イ群



※小数第2位を四捨五入しているため、割合の合計が100%にならないことがある。

- 1. ① : A ② : X
- 4. ① : B ② : X
- 7. ① : C ② : X

- 2. ① : A ② : Y
- 5. ① : B ② : Y
- 8. ① : C ② : Y

- 3. ① : A ② : Z
- 6. ① : B ② : Z
- 9. ① : C ② : Z

(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. young people can actually find an answer if they have a little help
2. young people had a good discussion on voting and paying a fine with some help
3. we're planning to have a discussion event on political issues at our school
4. we had a good discussion on political issues with other students at our school

(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. Jiro found interesting information in his homework for the discussion and became interested in the topic of voting.
- b. By doing her homework for the discussion, Aoi learned that the Japanese government used enough money for young people.
- c. During the discussion, Jiro's opinion changed the opinion of the student from Australia about paying a fine.
- d. Kyoko said that all high schools in Japan should have mock elections, and Aoi said that the government should have meetings with young people.
- e. After the discussion event, Kyoko said that everyone had opinions and reasons that were not the same.
- f. After the discussion event, Jiro said that he couldn't understand his own ideas well by talking with other people.

1. a と c

2. a と e

3. b と d

4. b と e

5. c と d

6. c と f

7. d と e

8. e と f

(問題は、これで終わりです。)