

令和5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ケン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, he went there alone.
  2. Yes, I went there with my family.
  3. No, my sister and I went there.
  4. No, he stayed in Australia.

- No.2
1. I've been practicing soccer for ten years.
  2. I practiced very hard with my club members.
  3. I practice soccer five days in a week.
  4. I practice for two hours in a day.

- No.3
1. I was excited when I visited Kyoto with my friends.
  2. I'm going to visit a museum with my group members.
  3. I liked the temple the best because it had a beautiful garden.
  4. My favorite restaurant was not in Kyoto.

(イ) 対話の内容を聞いて、それぞれの質問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 質問: **What can we say about Mike?**

1. He will arrive at Akiko's house at 6:00 p.m. this Sunday.
2. He will make some Japanese food with his family this Sunday.
3. He will start cooking with Akiko's family at 4:00 p.m. this Sunday.
4. He will visit Akiko's house in the morning this Sunday.

No.2 質問: **What can we say about Akiko?**

1. She has been playing the guitar since she was five years old.
2. She took Mike to a guitar concert with her mother.
3. She has been teaching Mike how to play the guitar for five years.
4. She played the guitar with Mike in a concert.

(ウ) 高校生のケイタ (Keita) が英語の授業でスピーチを行います。スピーチを聞いて、次の<ワークシート>を完成させるとき、あとのNo.1 とNo.2 の問いに答えなさい。

<ワークシート>

**Keita's Speech**

- Keita usually  on weekends if it's not rainy.
- Last Saturday, he .
- Last Sunday, his family .

Question : What is Keita's message to the students in the class ?

No.1  ~  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1~9の中から一つ選び、その番号を答えなさい。

- |                                  |                                    |
|----------------------------------|------------------------------------|
| ① A. reads books                 | B. plays tennis                    |
| C. does new things               |                                    |
| ② A. cooked lunch for his family | B. practiced tennis at school      |
| C. read books at home            |                                    |
| ③ A. ate the lunch he cooked     | B. went to a restaurant in Okinawa |
| C. played tennis together        |                                    |

- |                |                |                |
|----------------|----------------|----------------|
| 1. ①-A ②-A ③-C | 2. ①-A ②-B ③-A | 3. ①-A ②-B ③-B |
| 4. ①-B ②-A ③-C | 5. ①-B ②-C ③-A | 6. ①-B ②-C ③-B |
| 7. ①-C ②-A ③-B | 8. ①-C ②-B ③-A | 9. ①-C ②-C ③-A |

No.2  の中に入れる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. You should practice harder than other people if you want to be a good tennis player.
2. You should try something different when you can't do the things you want to do.
3. You should stay home and read books when it's rainy on weekends.
4. You should cook lunch for your family when it's rainy on weekends.

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) I can't carry the table because it's very ( ). Will you help me ?

1. bright                      2. deep                      3. heavy                      4. glad

(イ) I hope the ( ) will be sunny tomorrow because I'm going to go fishing.

1. company                      2. festival                      3. health                      4. weather

(ウ) Let me ( ) my friend. His name is Taro. He is from Kamome Junior High School. He likes playing basketball.

1. communicate                      2. improve                      3. introduce                      4. respect

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 : Tom, you speak Japanese well.

B : I ( ) in Japan with my family for three years when I was a child.

1. lived                      2. have lived                      3. live                      4. lives

(イ) A : Which would you like to drink, apple juice or orange juice ?

B : Well, it's difficult for me to choose because I like ( ) apple juice and orange juice.

1. between                      2. about                      3. both                      4. than

(ウ) A : I want to be a doctor and help many people. How about you ?

B : I haven't decided ( ) I want to do in the future.

1. whose                      2. what                      3. when                      4. why

(エ) A : Why do you like your English class ?

B : Because I can learn a lot of things by ( ) with my friends in English.

1. to talk                      2. have talked                      3. talked                      4. talking

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: We're going to watch a soccer game this Sunday. Is ( 1. to 2. anything 3. I 4. there 5. should 6. bring )?

B: You'll need something to drink because it will be hot.

(イ) A: Please tell ( 1. will 2. goes 3. you 4. come 5. me 6. when ) back home.

B: Sure. I'll be at home at 7:00 p.m.

(ウ) A: Eri, ( 1. have 2. we 3. milk 4. are 5. any 6. do ) left in the \*bottle?

B: No, I drank it all.

(エ) A: Don't ( 1. afraid 2. asking 3. be 4. to 5. questions 6. of ) if you have something you don't understand.

B: Thank you.

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\* bottle : 瓶

問5 次のA～Cのひとつづきの絵と英文は、ケイコ (Keiko) がオーストラリアを訪れていたとき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。

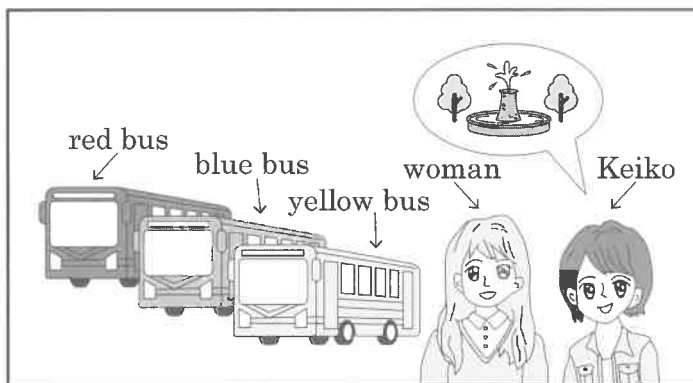
A



<最初の英文>

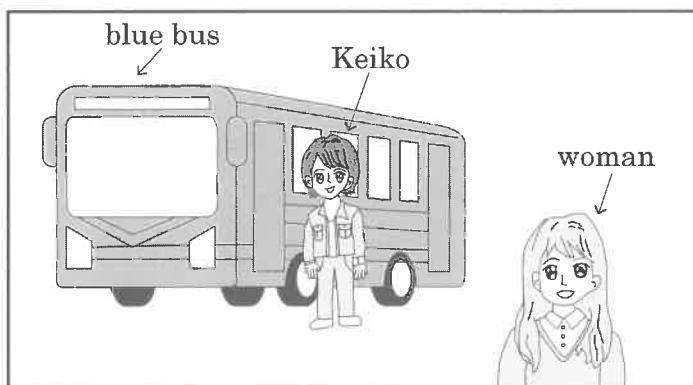
One day, Keiko tried to go to ABC Park alone. At the station, she asked a man, "Where is the \*bus terminal?" The man answered, "It's by the \*west exit of the station."

B



When she got to the bus terminal, there were three buses, a red one, a \*blue one, and a \*yellow one. Keiko asked a woman there, "I want to go to ABC Park.  the park?"

C



"Yes, I do. The blue one. The fifth \*stop from here is ABC Park. Have a nice day," the woman answered. "Thank you very much," Keiko said.

<条件>

- ① bus, goes と know を必ず用いること。
  - ② ①に示した語を含んで、内を7語以上で書くこと。
  - ③ the park?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、高校生のカイト（Kaito）が英語の授業で行った人工知能についての発表の原稿です。英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Hi, I'm Kaito. Today, I will talk about AI \*devices. We use many kinds of AI devices like \*robots, \*drones, and \*smartphones. AI devices collect a lot of information, remember it, and use it to do work given by humans. I think AI devices can make our lives better. There is still a lot of work AI devices cannot do, but they can do some work to make our lives easier. Through my speech, I want you to learn more about AI devices and to imagine how we can live with them in the future.

I didn't know anything about AI devices before I joined an event about them this summer. It \*was held by Kamome City. At the event, I learned about many kinds of AI devices. I saw a robot that worked like a doctor. When a woman told the robot that she had some problems with her body, it asked her some questions, and gave her \*suggestions to make her feel better. A man from Kamome \*City Office said to me, "Though this robot can work like a doctor, ( ① ). It cannot \*replace a doctor. But there will be more robots working in hospitals in the future." At the event, I started thinking about the ways to make AI devices that can help humans.

After I went to the event, I started to learn more about AI devices. I've learned that AI devices are used in many different ways. For example, AI devices help farmers. Look at this \*graph. It shows the \*changes in the number of farmers in 2010, 2015, and 2020 in Japan and how old they were in each year. The number of farmers became smaller, and the \*percentage of the farmers who were 60 years old and older than 60 years old became larger. And now, AI devices \*are expected to be a great help to farmers.

I went to another event to learn how AI devices actually help farmers. One robot I saw there helped farmers pick tomatoes. The robot has a \*camera on it to collect a lot of information about the tomatoes. It remembers the shapes and \*colors of \*ripe tomatoes and decides when to pick the tomatoes. When it decides to pick the tomatoes, it picks them with its arms. Farmers send the tomatoes that the robot has picked to the stores. At this event, I talked with a farmer who used the \*tomato-picking robot. I asked him, "What do you think about working with the robot?" He said, "I don't think robots and humans can do all of the same work. But ( ② ). Today, robots have become very important. The number of young people who want to be farmers has become smaller, because a farmer's work is hard and needs much experience. If robots can do the hard work for farmers, they will improve farmers' lives. I hope more young people will want to become farmers."

AI devices are used in our lives in many ways. I've learned that it is difficult for us to live without AI devices in today's world. However, we need to remember AI devices are not perfect. AI devices can remember all the information they collect, but ( ③ ). So, we always have to think about effective ways of using them. I hope that more AI devices will be used to help people. AI devices, like the doctor robot and the tomato-picking robot, can improve our lives. So, I want to make AI devices that can work well with humans to make our lives better in the future. That's my dream. Thank you for listening.

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\* devices : 機器    robots : ロボット    drones : ドローン    smartphones : スマートフォン

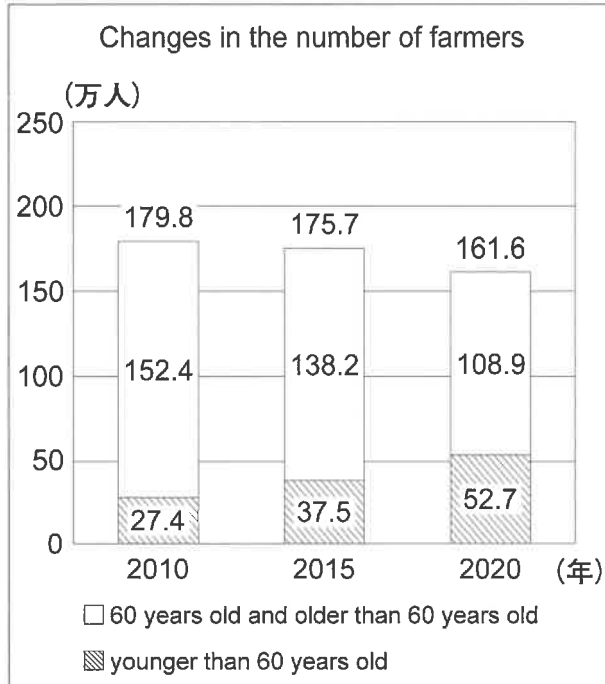
was held : 開催された    suggestions : 提案    City Office : 市役所    replace ~ : ~に取って代わる

graph : グラフ    changes in ~ : ~の変化    percentage : 割合    are expected to ~ : ~とされている

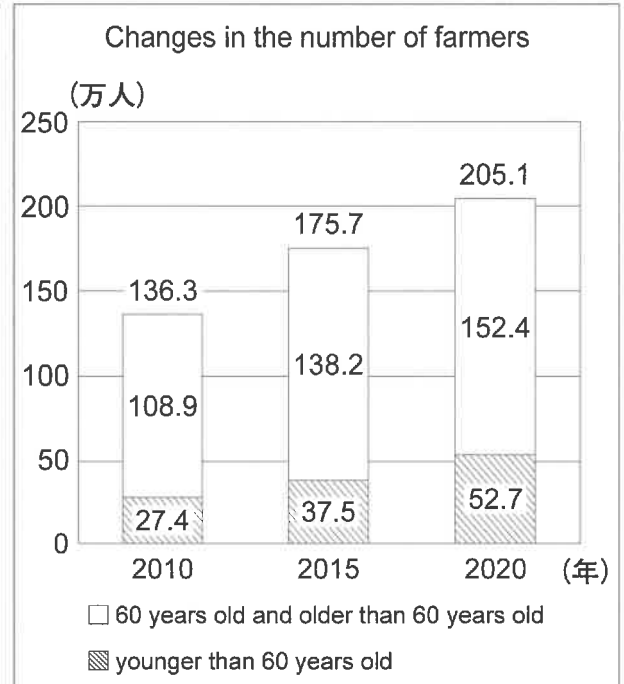
camera : カメラ    colors : 色    ripe : 熟した    tomato-picking robot : トマト摘みロボット

(ア) 本文中の——線部が表す内容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。

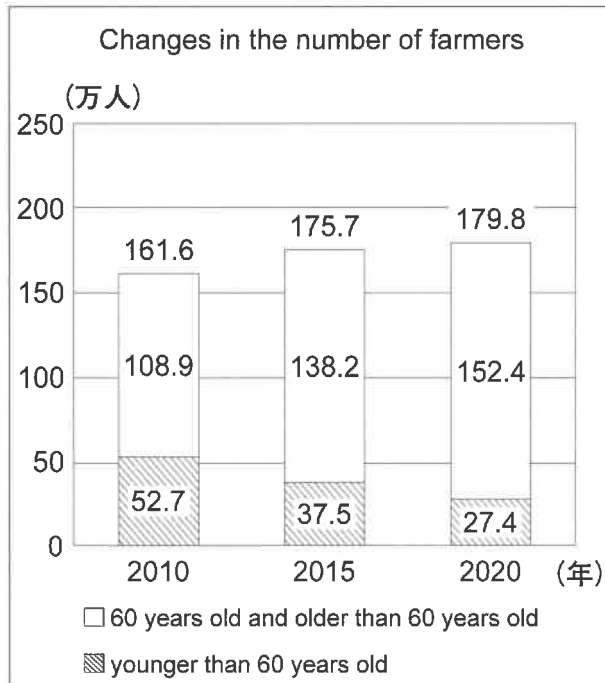
1.



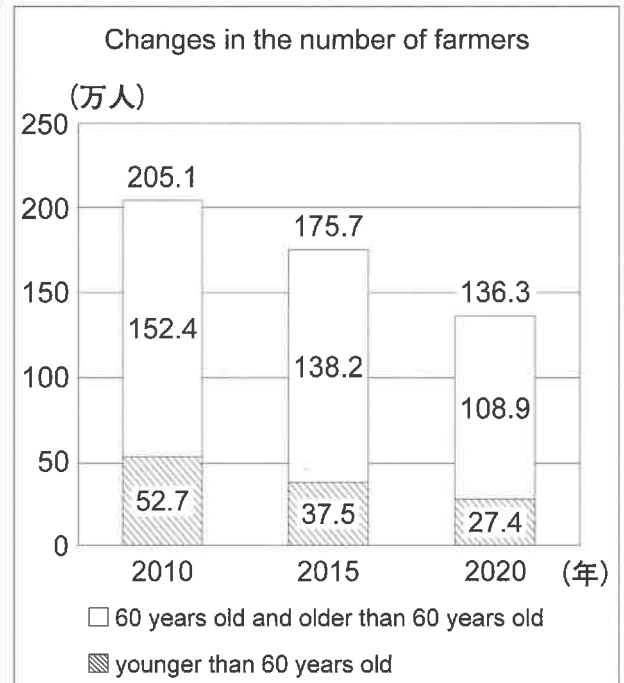
2.



3.



4.





(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. there are things it cannot do

B. humans have to teach the devices how to use it

C. robots can do some work humans do

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、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. Kaito wants his audience to imagine a future with AI devices in his speech.

b. Kaito found at the event he joined that the doctor robot couldn't give a woman suggestions.

c. Kaito learned at the event he joined that Japanese farmers didn't like using AI devices.

d. The tomato-picking robot does a lot of work such as sending tomatoes to the stores.

e. Robots will improve farmers' lives by doing the hard work that farmers do.

f. Kaito's dream is to make AI devices that can replace humans.

1. a と c

2. a と e

3. a と f

4. b と d

5. b と e

6. c と d


7. c と f


8. d と e


問7 次の(ア)の英文とリスト (List), (イ)の英文とポスター (Poster) やリストについて, それぞれあとの質問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)


Becky is a high school student in Australia. She is going to stay at Miki's house in Kamome City. Miki and Becky are sending messages to each other on their \*smartphones.


Miki  
 5:30 p.m. I'm excited to see you here in Japan! You said you wanted to eat *tempura*. I've just sent a list of the *tempura* restaurants in my city. Will you go to one with me on Saturday or Sunday?


Becky  
 5:40 p.m. Sure. How about going for lunch on Sunday?


Miki  
 6:00 p.m. OK. Let's choose a restaurant!

Becky  
 6:20 p.m. I want to go to the one with the \*cheapest lunch. If the lunch is cheap, I can use my money for other activities. I want to try many things in Japan.






Miki  
 6:30 p.m. OK. Look at the list. We can use a \*discount at \*lunchtime. What kind of *tempura* would you like?

Becky  
 6:40 p.m. I'd like to eat vegetable *tempura*. I want to go to the restaurant which uses local vegetables.

Miki  
 7:00 p.m. I see. Let's go to .

Becky  
 7:10 p.m. Sure. After we eat, please show me around your city.

List

Restaurant	*Business hours	*Price of lunch	Discount at lunchtime	Miki's opinion
 Wakaba	It's closed on Sundays.	1,600 yen	Everyone can get a 20% discount.	The vegetable <i>tempura</i> is very good. The *chef makes <i>tempura</i> in front of us.
 Momiji	It's closed on Tuesdays.	1,600 yen	Groups of four *or more get a 20% discount.	You can make your own <i>tempura</i> . You can eat very good fish <i>tempura</i> .
 Kaede	It's closed on Mondays.	1,500 yen	Everyone can get a 10% discount.	The fish <i>tempura</i> is very good. The chef makes <i>tempura</i> in front of us.
 Komachi	It's closed on Tuesdays.	1,500 yen	Groups of two or more get a 10% discount.	The vegetable <i>tempura</i> is very good. This restaurant uses vegetables from Kamome City.
 Sakura	It's closed on Mondays.	1,500 yen	Groups of four or more get a 10% discount.	The vegetable <i>tempura</i> is very good. This restaurant uses vegetables from Kamome City.

質問: What will be in  ?

1. Wakaba      2. Momiji      3. Kaede      4. Komachi      5. Sakura

\* smartphones : スマートフォン    cheapest : (値段が) 最も安い    discount : 割引    lunchtime : ランチタイム  
 Business hours : 営業時間    Price : 価格    chef : 料理人    ~ or more : ~以上

(イ)

Daisuke is a high school student. He is talking with Mr. Green at school.

Mr. Green : Hi, Daisuke. What are you doing ?

Daisuke : I'm looking at this poster. I'm going to join this speech \*contest.

Mr. Green : That's great ! You have one week before the \*deadline. Have you sent the things to take part in the first \*round ?

Daisuke : No, I haven't. I have just got an \*application form and I have decided the topic of my speech.

Mr. Green : Oh, what is the topic of your speech ?

Daisuke : I will talk about Japanese culture. I have already found some interesting books about it and I have read them. I'll write a \*summary of my speech next.

Mr. Green : Well, I think you should write your \*script first. When your script is finished, you can write the summary quickly.

Daisuke : OK. I'll do that. After that, I will practice how to \*gesture during my speech. I think gesturing well is important in an English speech.

Mr. Green : I think that is important, too. But speaking well is more important. So, you should practice speaking English before the voice \*recording. You should practice gesturing after sending the voice recording for the second round.

Daisuke : Thank you. I'll make a list of the things to do for the speech contest now.

Mr. Green : That's good ! Good luck !

Poster

### Kamome City English Speech Contest 2022



Rounds	Things to send	*Details	Deadlines
First round	An application form	Get from our website. Write the speech topic.	*By September 12
	A summary of your speech	50 ~ 60 words	
	A script of your speech	400 ~ 500 words	
Second round	A voice recording of your speech	5 minutes	By September 26
*Final		Give your speech in front of the audience at Kamome Hall on October 9.	

List

Things to do by September 12	Things to do by September 26	Things to do by October 9	
<input type="checkbox"/> ( ① )	<input type="checkbox"/> ( ③ )	<input type="checkbox"/> ( ⑤ )	(ア) To practice speaking English.
<input type="checkbox"/> ( ② )	<input type="checkbox"/> ( ④ )		(イ) To write a summary.
			(ウ) To practice gesturing.
			(エ) To make a voice recording.
			(オ) To write a script.

質問 : What will be in ( ① ), ( ② ), ( ③ ), ( ④ ), and ( ⑤ ) on the list ?

- ① - (イ) ② - (オ) ③ - (ア) ④ - (エ) ⑤ - (ウ)
- ① - (イ) ② - (オ) ③ - (ウ) ④ - (エ) ⑤ - (ア)
- ① - (オ) ② - (イ) ③ - (ア) ④ - (ウ) ⑤ - (エ)
- ① - (オ) ② - (イ) ③ - (ア) ④ - (エ) ⑤ - (ウ)
- ① - (オ) ② - (イ) ③ - (ウ) ④ - (エ) ⑤ - (ア)

\* contest : コンテスト    deadline : 締め切り    ~ round : ~回戦    application form : 応募用紙

summary : 概要    script : 原稿    gesture : 身振りで示す    recording : 録音    Details : 詳細

By ~ : ~までに    Final : 本戦

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Ayumi and Masao are Kamome High School students. One day in June, they are talking in their classroom after school. Then, Ms. White, their English teacher, talks to them.*

**Ms. White:** Hi, Ayumi and Masao. What are you doing?

**Ayumi:** We are talking about the school festival in September. Masao and I are in the cooking club, and our club is going to do something about the future of Japanese rice.

**Ms. White:** Rice? That's interesting. Why are you so interested in rice?

**Masao:** Because we think we should eat more rice. My grandfather \*grows rice in Tohoku and sends his delicious rice to my family every year. He is always happy when my family says we enjoy eating his rice, but he worries about the future of Japanese rice.

**Ms. White:** Oh, why does he worry about it?

**Masao:** He said, "The rice \*consumption in Japan has been \*decreasing a lot because of \*changes in our \*eating habits."

**Ms. White:** Oh, really?

**Masao:** Yes. After I heard that, I used the Internet and found ① this \*graph. It shows the \*amount of rice one person ate in a year in Japan from 1962 to 2020. In 1962, one person ate 118.3 kg of rice. In 2000, one person ate about 55 % of the amount in 1962, and, in 2020, one person ate a smaller amount of rice than in 2000.

**Ayumi:** After Masao showed me this graph, I became interested, too. So we decided to do something about the future of Japanese rice at the school festival. We wanted everyone to become more interested in Japanese rice.

**Ms. White:** Then, what are your ideas?

**Masao:** I joined a \*volunteer activity to grow rice last month. The activity began in May and will finish in August. I've been learning how to grow rice. At the school festival, I want to make a presentation about Japanese rice by using the graph and the pictures I took during my volunteer activity.

**Ms. White:** That's great!

**Ayumi:** Ms. White, look at ② these two graphs. To know what the students in my school like to eat, I asked 40 students, "Which do you like the best, bread, noodles, or rice?" Bread is the most popular among them, and more than 80 % of them like bread or noodles better than rice. Bread and noodles are \*made from \*wheat flour. Then, I started to think about making something by using \*rice flour \*instead of wheat flour.

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\* grows ~ : ~を育てる    consumption : 消費量    decreasing : 減っている    changes in ~ : ~の変化  
eating habits : 食生活    graph : グラフ    amount : 量    volunteer activity : ボランティア活動  
made from ~ : ~で作られた    wheat flour : 小麦粉    rice flour : 米粉    instead of ~ : ~の代わりに

**Masao:** Ms. White, look at the other graph. I asked the 40 students, “What do you eat for breakfast?” More than 50 % of them eat bread for breakfast. So, our club decided to make rice flour bread. I think eating bread made from rice flour will \*increase rice consumption in Japan.

**Ayumi:** So, our club will talk about Japanese rice in Masao’s presentation and sell rice flour bread at the school festival. We hope everyone will be more interested in Japanese rice and like our rice flour bread.

**Ms. White:** I think that is a very good idea. I can’t wait to listen to Masao’s presentation and eat your rice flour bread !

*One day in September, after the school festival, Ayumi and Masao are talking in the classroom after school. Then, Ms. White talks to them.*

**Ms. White:** Hi, Ayumi and Masao. The rice flour bread was wonderful, and everyone enjoyed Masao’s presentation.

**Masao:** Thank you. After the school festival, I used the Internet and learned more about rice and \*wheat. Japan \*imports about 90% of the wheat it uses. What will happen if enough wheat doesn’t come from foreign countries ?

**Ms. White:** I think bread, noodles, and other food made from wheat flour will become very expensive.

**Ayumi:** But I don’t think Japanese people can  because their eating habits have changed a lot, and many Japanese people eat food made from wheat flour.

**Ms. White:** You may be right. How about rice ?

**Masao:** Oh, we grow enough rice in Japan, and we should eat more rice. Let’s find ways to increase our rice consumption.

**Ayumi:** Let’s do that ! We can create new \*recipes to use rice flour.

**Ms. White:** When your club members cook next time, please let me know !

**Ayumi:** Sure.

(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

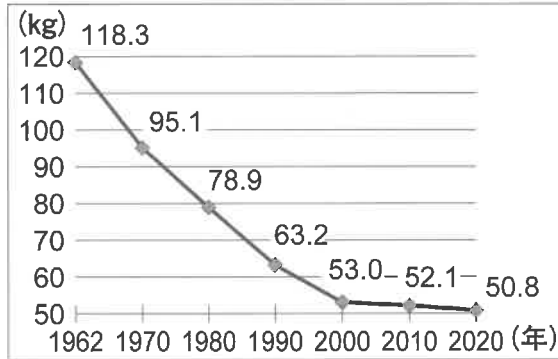
The amount of rice one person ate in a year

イ群

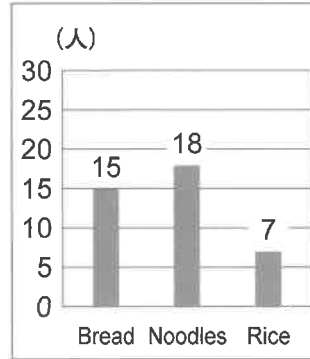
(a) Which do you like the best, bread, noodles, or rice?

(b) What do you eat for breakfast?

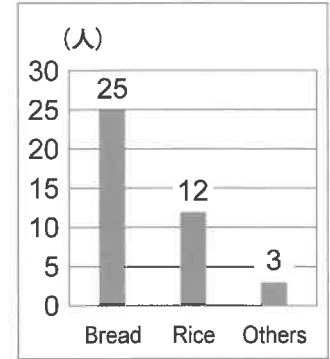
A.



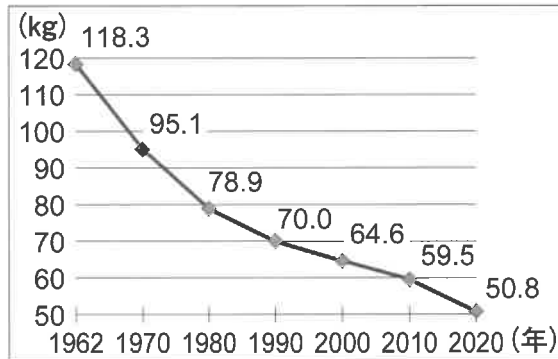
X. (a)



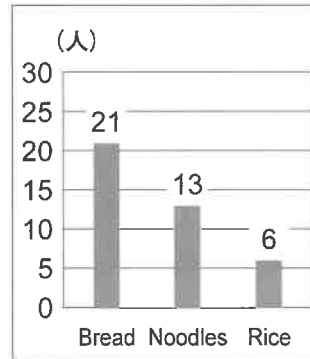
(b)



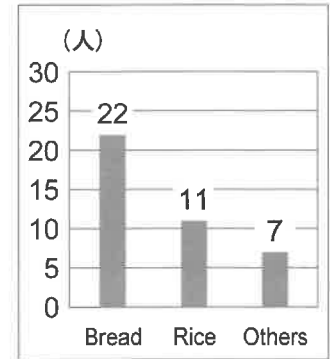
B.



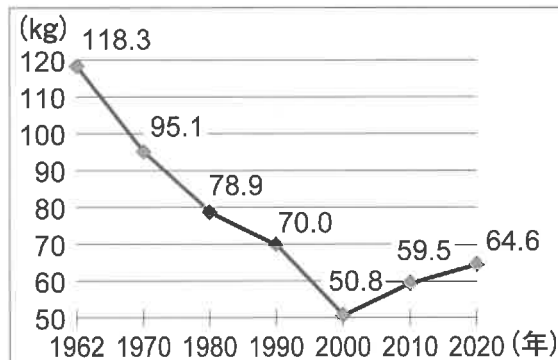
Y. (a)



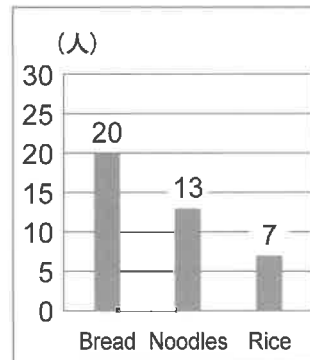
(b)



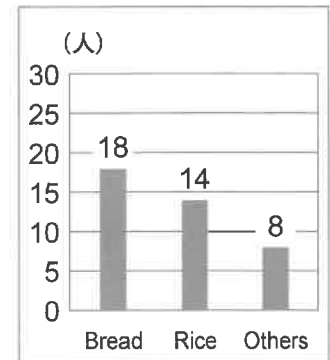
C.



Z. (a)



(b)



- |          |       |          |       |          |       |
|----------|-------|----------|-------|----------|-------|
| 1. ① : A | ② : X | 2. ① : A | ② : Y | 3. ① : A | ② : Z |
| 4. ① : B | ② : X | 5. ① : B | ② : Y | 6. ① : B | ② : Z |
| 7. ① : C | ② : X | 8. ① : C | ② : Y | 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. stop eating food made from wheat flour
2. continue to eat food made from wheat flour
3. increase their wheat consumption
4. eat more rice and stop using rice flour

(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. Masao's grandfather always sends his rice to Kamome High School for the school festival.
- b. Masao thinks that changes in people's eating habits have increased rice consumption in Japan.
- c. Masao decided to make a presentation about Japanese rice by using his experiences during his volunteer activity.
- d. Ayumi made bread by using wheat flour because bread was the students' favorite food.
- e. Masao thinks that eating more rice flour bread is a good way to increase rice consumption in Japan.
- f. Ayumi and Masao want to create new recipes that use wheat flour because rice is not popular.

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

(問題は、これで終わりです。)