

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（追検査）

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

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ナオ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. It'll be a great club.
 2. We should continue dancing.
 3. The club members meet on Sundays.
 4. The club members practice in the dance room.

- No 2
1. It's a good concert.
 2. I like the sound of it.
 3. I bought a new one.
 4. It's my guitar.

- No 3
1. We left there in August.
 2. It took about two hours to get there.
 3. We stayed there for five days.
 4. There were many friends.

(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 will Simon and Chika do tomorrow?**

1. They will visit the museum for the report.
2. They will decide which museum to visit.
3. They will meet at the museum at 9:30 a.m.
4. They will receive the report from the guide.

No 2 質問: **What did Chika do yesterday?**

1. She told the woman the way to go home.
2. She talked to Simon to become friends.
3. She showed the woman the way to the station.
4. She helped the woman with Simon.

(ウ) 英語の授業で、今日の話し合いのテーマについて、田中先生が次の<ワークシート>を用いて説明します。説明を聞いて、あとのNo.1とNo.2の問いに答えなさい。

<ワークシート>

Today's topic: Clothes

○ What are young Japanese people using their money for? (複数回答)

Group 1: Late teens (10歳代後半)			Group 2: Twenties (20歳代)		
1	①	69.1%	1	Food	71.2%
2	②	50.2%	2	Fashion	52.1%
3	Sports events, Movies, Concerts	34.6%	3	Going out with friends	45.2%

(消費者庁ウェブサイト掲載資料をもとに作成)

○ How expensive were clothes in the past?
 ・ Clothes were more expensive ③ .

No.1 <ワークシート>の 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 Fashion | ② Food | ③ in 1991 than in 2017 |
| 2. ① Fashion | ② Food | ③ in 2017 than in 1991 |
| 3. ① Fashion | ② Food | ③ in 2017 than in 1919 |
| 4. ① Food | ② Fashion | ③ in 1991 than in 2017 |
| 5. ① Food | ② Fashion | ③ in 2017 than in 1991 |
| 6. ① Food | ② Fashion | ③ in 2017 than in 1919 |

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

質問: What is one thing Mr. Tanaka tells his students to do?

1. To find ways to solve the problem about clothes.
2. To understand fashion is more important than food.
3. To buy more clothes to solve the problem.
4. To remember fashion will not be necessary in the future.

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) When a new () was introduced in the story, I was so excited. It was a boy who could communicate with animals.

1. drill 2. earthquake 3. language 4. character

(イ) Many people put their messages on *SNS now. It's an easy and () way of telling an opinion to the world.

1. effective 2. few 3. national 4. thick

(ウ) The plan isn't working, so the city is now trying to () a new one with a group of researchers.

1. develop 2. break 3. burn 4. mean

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: Here is an umbrella someone left. Do you know () umbrella it is?

B: It's mine.

1. what 2. where 3. which 4. whose

(イ) A: I've found the book which I was looking (). How about you?

B: I need more time to decide which book I should buy.

1. in 2. from 3. for 4. with

(ウ) A: Can I watch a movie on TV, Mother?

B: Yes, you can. But you () stop watching it when dinner is ready. I want to talk with you while we are eating.

1. wouldn't 2. may not 3. must 4. shouldn't

(エ) A: Did your brother have much to do during summer vacation?

B: Yes, he did. He () himself busy.

1. became 2. kept 3. was 4. looked

* SNS : ソーシャル・ネットワーキング・サービス

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: Will (1. me 2. answer 3. give 4. I 5. you 6. your) to this question between one and three o'clock?

B: Yes, I will. I'll tell you at two o'clock.

(イ) A: Excuse me. I don't know where to find a book in this library. The *title of the book is *Kamome City*.

B: Let me check it on the computer. Oh, (1. won't 2. until 3. be 4. it 5. returned 6. someone) tomorrow.

(ウ) A: Can you tell me an interesting fact about this city?

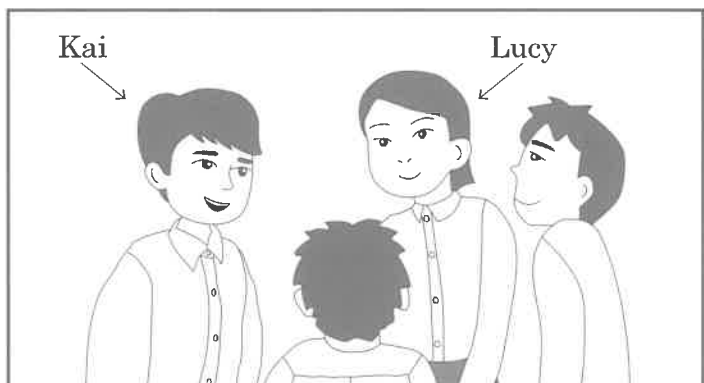
B: Sure. This (1. has 2. famous 3. is 4. for 5. city 6. its) big fish *market.

(エ) A: I want you to tell me what (1. does 2. think 3. my 4. about 5. idea 6. you) for the new game.


B: I think your idea is great.

問5 次のA～Cのひとつづきの絵と英文は、カイ（Kai）とルーシー（Lucy）の会話を順番に表しています。C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。

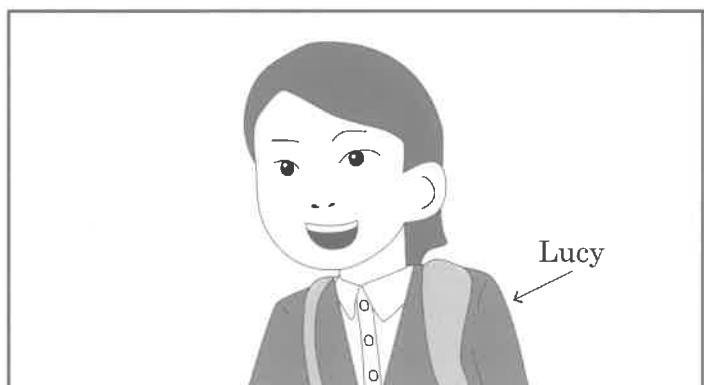
A

 <p>Kai and Lucy are new high school students. Kai introduced himself to Lucy and two other students. He said, "I played basketball for seven years. I like watching tennis games though I have never played tennis."</p>	<p>Kai and Lucy are new high school students. Kai introduced himself to Lucy and two other students. He said, "I played basketball for seven years. I like watching tennis games though I have never played tennis."</p>
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B

 <p>Let's play tennis!</p> <p>Let's play basketball!</p> <p>Kamome High School</p> <p>Kamome High School</p> <p>Kai</p> <p>Lucy</p>	<p>After school, Kai asked Lucy, "Please look at these two clubs' *posters. I'm interested in both clubs. I want to know your opinion. Which should I join?"</p>
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C

 <p>Lucy</p>	<p>"If I were you, <input type="text"/> I think you will do well because you played the sport for many years," Lucy answered.</p>
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<条件>

- ① join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 文頭のIf I were you,に続く1文となるように書くこと。
- ④ 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。

* posters : ポスター

問6 次の英文は、高校生のタクヤ (Takuya) が、「住み続けられるまちづくり」をテーマにした校内スピーチコンテストで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。

Hi, everyone. To start, I'd like to ask you two questions. (①) Please raise your hand. Next, is your bus sometimes *late? If you think yes, please raise your hand. Thank you, everyone. Many hands were raised for these two questions. In Kamome High School, there are many students who come to school by bus. And their buses are sometimes late.

Let me tell you my story. I'm in the track and field club. Last week, my club had an important event at the stadium, but we were late because our bus *ride took too long. We didn't have enough time to practice before the first *race. The bus was late because there were too many cars on the *road in the morning on that day.

Today, I want to talk about a new *system to make our town better for everyone. (②) In this system, you can use the bus more easily because you can leave your bike at a parking lot near *main bus *stops on main roads. Our town is big, and it has only one train station. But there is a useful bus *network that we can use. If we *introduce this system, people won't need to use cars every day. To make life easier for everyone living in this town and to do something good for the environment, we should introduce the Bike and Bus Ride System in Kamome Town. After my speech, I hope you will all agree.

First, the bus will not be late if we introduce this system in our town. The bus can go more quickly because there will not be many cars on the road. In Kamome Town, many people go to Kamome Station by car, and they take a train there to go to their *destinations. How about your family members? (③) I think there are too many cars on the road now, especially in the morning, and people cannot get to the station quickly. That makes many people's lives difficult in our town. However, if people can use the bus more easily by introducing the Bike and Bus Ride System in our town, the bus will not be late and it will be easier to go to their destinations.

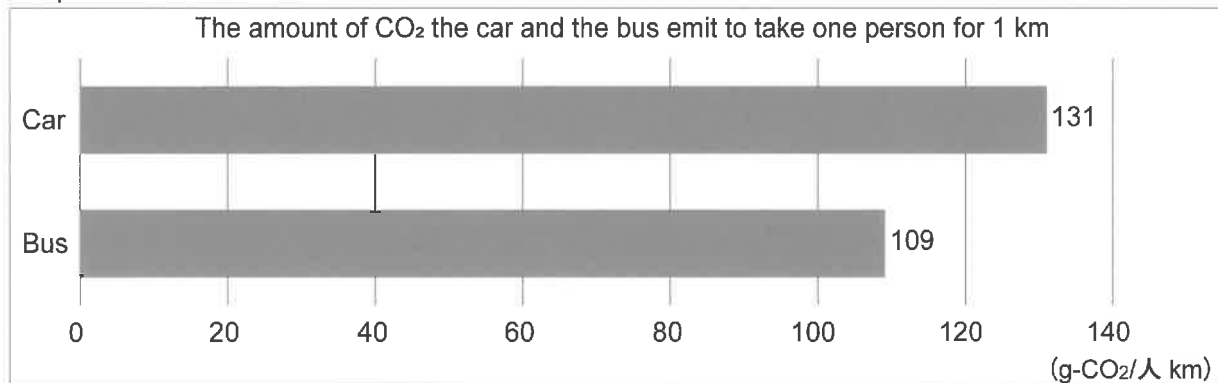
Second, this system helps the bus companies continue their useful service in Kamome Town. The bus is necessary especially for people who don't have a car. Old people, children, and students often use the bus in Kamome Town, but if the number of people who use the bus becomes smaller, the bus will come only a few times every day, and the lives of people who don't have a car in our town will become difficult. We should introduce the Bike and Bus Ride System in our town to continue the bus service for a long time.

Third, this system is good for the environment. The bus *emits some *CO₂, but please look at the *graph. It shows the *amount of CO₂ the car and the bus emit. I found this information on the

* late : 遅れて ride : 乗車 race : 試合 road : 道路 system : システム main : 主要な
stops : 停留所 network : ネットワーク introduce ~ : ~を導入する destinations : 目的地
emits ~ : ~を排出する CO₂ : 二酸化炭素 graph : グラフ amount : 量

Internet. From the graph, we can say to take one person for 1 km. Though the bus emits some CO₂, a bus can carry more people than a car *at one time. Too much CO₂ *causes *global warming and weather problems. In the news, we often hear about the weather problems around the world. For example, last summer, we had a lot of hot days in Kamome Town. Many sports clubs at our high school *were not able to practice because of the hot weather. You may remember it. So, we should choose to introduce this new system, the Bike and Bus Ride System, to protect the environment.

Graph



(国土交通省ウェブサイト掲載資料をもとに作成)

In the Bike and Bus Ride System, you can ride your bike to the bus stop and take the bus to your destination. This system makes many people's lives easier. If we introduce this system in Kamome Town, we can reach Kamome Station faster, and we can continue to use the bus service. We can take action to protect the environment, too. Everyone, choose to go by bike and bus for a better future. Thank you for listening.

* at one time : 一度に causes ~ : ~を引き起こす global warming : 地球温暖化
 were not able to ~ : ~できなかった

(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. Have you ever heard about the Bike and Bus Ride System ?

B. Do some of them go to the station by car ?

C. Who comes to school by bus ?

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. the amount of CO₂ the bus emits is not as much as the amount of CO₂ the car emits

2. how much CO₂ the bus emits and how much CO₂ the car emits are the same

3. going by car is better for the environment than going by bus

4. why the car is better than the bus for the environment

(ウ) 次の a ~ f の中から、タクヤ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. Many students in Kamome High School take the bus to school though the bus is sometimes late.

b. People will have to use cars every day if the Bike and Bus Ride System is introduced in Kamome Town.

c. The students read and talk to their friends on the bus more than on the car or on the train.

d. People who don't have a car, such as old people, children, and students, need the bus service in Kamome Town.

e. Sports clubs at Kamome High School were able to practice even on hot days last summer because of the Bike and Bus Ride System.

f. The Bike and Bus Ride System has good points only for people who take the bus in Kamome Town.

1. a と c

2. a と d

3. b と e

4. b と f

5. c と d

6. c と e

7. d と e

8. d と f

問7 次の(ア)の英文と電子メール、(イ)の配付物 (Handout) と英文について、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)

Judy is a high school student in *California. Kanako is a high school student in Japan. They are sending each other e-mails.

E-mails

Monday, December 12, 2022

Hi Judy,

Let's have a *video call next week. Japan is 17 hours *ahead of California. I won't be at home from 7 a.m. to 7 p.m., from Monday to Friday. So, from Monday to Friday, I can only have a video call before 7 a.m. in Japan if you are free in the early afternoon in California. Next Saturday, I'll leave home at 8 a.m. and be home at 3 p.m. (*Japan time). I don't know about Sunday yet because I'll go out with my family. Let me know what day and time you are free.

Love, Kanako

Monday, December 12, 2022

Dear Kanako,

We can have a video call at 6 a.m. on Monday (Japan time) if you want. I'll be free then. Is 6 a.m. too early for you?

Let me tell you about my week. From Monday to Friday, I will only be free after 4 p.m. (*California time). I go to bed at 10 p.m. from Monday to Thursday, but 11 p.m. on Friday. So, I think 10 p.m. on Friday (California time) is also good. Next weekend, I'll visit my grandmother and stay there for one night. I'll leave home at 8 a.m. on Saturday and be home at 8 p.m. on Sunday. I hope we can find a good time.

Love you, Judy

Tuesday, December 13, 2022

Hi Judy,

I think the best day and time for us is because I will not be free next Monday morning (Japan time).

Love you so much, Kanako

Tuesday, December 13, 2022

Hi Kanako,

I like your plan. I think we'll have about one hour.

See you soon, Judy

質問: Which day and time will be in ?

1. 6 a.m. on Monday (Japan time) / 1 p.m. on Sunday (California time)
2. 1 p.m. on Monday (Japan time) / 8 p.m. on Sunday (California time)
3. 10 a.m. on Saturday (Japan time) / 5 p.m. on Friday (California time)
4. 3 p.m. on Saturday (Japan time) / 10 p.m. on Friday (California time)
5. 8 a.m. on Sunday (Japan time) / 3 p.m. on Saturday (California time)

* California : カリフォルニア video call : ビデオ通話 ahead of ~ : ~より先 Japan time : 日本時間

California time : カリフォルニア時間

(1)

Handout

Summer English *Lessons

We will have summer English lessons for two days on August 2 and 3. If you are interested, please *circle the *codes, write your name, and give this handout to your teacher before July 15.

Code	August 2	Lesson	What to do
A	9:00-10:20	*Vocabulary	Learn vocabulary through movies.
B	10:40-12:00	*Grammar	Practice grammar.
C	13:00-14:20	Listening	Practice listening to *everyday *conversations.
D	14:40-16:00	Reading	Read opinions about problems students have at school.

Code	August 3	Lesson	What to do
E	9:00-10:20	Listening	Practice listening to everyday conversations.
F	10:40-12:00	Writing	Write a speech about problems students have at school.
G	13:00-14:20	Speaking	Practice speaking with Matt, an American student.
H	14:40-16:00	Reading	Read opinions about problems students have at school.

Name : _____

Matt and Eri are Kamome High School students. Matt is an American student, and Eri is a Japanese student. They are looking at the handout from school.

Matt : Which English lessons are you going to take, Eri ?

Eri : Writing ! I will choose this lesson because I will make a speech in English class after summer vacation. The speech topic is problems students have at school, so I'll be ready if I take that lesson.

Matt : I'm going to help the teacher give the speaking lesson. Are you also interested in practicing speaking ?

Eri : Wow ! That's exciting. I wish I could take that lesson, but I'm busy in the afternoon on that day.

Matt : That's OK. On the first day, I hear some of my friends are going to take the vocabulary lesson and the grammar lesson. Are you going to take those lessons, too ?

Eri : No, I'm not. I want to learn those two alone.

Matt : If you have time on the first day, I think reading some opinions about problems students have at school is a good idea to help you write an interesting speech.

Eri : You're right, Matt. I will take that lesson.

質問 : Which lessons is Eri going to take ?

1. A, B, and F. 2. C, F, and H. 3. D and F. 4. F and G. 5. F and H.

* Lessons : レッスン circle ~ : ~を丸で囲む codes : 記号 Vocabulary : 語彙 Grammar : 文法
 everyday : 毎日の conversations : 会話

問8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

*Aiko, Karl, and Masaki are members of the English speaking club at Kamome High School. Aiko and Masaki are Japanese students, and Karl is a student from *Germany. They talk about one topic every Tuesday. Aiko has chosen today's topic.*

Aiko: I found some interesting information about the *rate of Japanese companies that let their *workers work outside of the *office from March 2020 to March 2021. Look at ① Graph 1. I learned many office workers didn't work in the office in Japan then.

Karl: The rate was under 20% in early March, 2020, and about one year later, it was about 40%.

Masaki: Actually, my mother usually *works from home. She works for a Japanese company and her office is in Yokohama, but she only goes there a few times every month.

Aiko: How about the people in Germany, Karl?

Karl: My mother and father live in Germany, and they usually work from home now. I know some of their friends in Germany do so, too.

Aiko: I see. Now, please look at ② Graph 2. This graph tells about companies in five different countries. It shows the rate of companies that let their workers work outside of the office in three different years.

Masaki: From Graph 2, we can say that the rate in the U.S. was very high and the rate in Germany was just a little higher than the rate in Japan. The rate in Japan was higher than the rate in *France.

Karl: Some people work and take a vacation *at the same time in Germany. In Germany, many office workers take a long vacation to enjoy time away from home. Last summer, my family stayed in the mountains for about a month. My mother and father worked on some days, but they also enjoyed fishing and walking in the mountains with my brother and me when they didn't work.

Aiko: That sounds great, Karl!

Masaki: There are some places for people who work outside of the office in Japan, too. My sister spent one week at a place near Kamome *Beach. At that place, visitors can use the Internet while they are working, and before and after work they can enjoy their free time in nature. My sister said she could create new ideas there because of its working environment. I wanted to visit her there, but I couldn't.

Aiko: I like the idea of working and taking a vacation at the same time. I can travel around the world in the future if I can work while I am traveling. Well, Masaki and Karl, how do you want to work in the future?

* Germany : ドイツ rate : 割合 workers : 職員 office : 事務所 Graph : グラフ

works from home : 在宅で働く France : フランス at the same time : 同時に Beach : ビーチ

Masaki: You may say it's not exciting, but I like the idea of working in an office. I want to have a few minutes to talk with people *face to face in the office every day.

Karl: I want to live in nature. If I become an office worker in the future, I want to work from home in the mountains. We will *be able to work from any place in the future. Now, Aiko and Masaki, ?

Aiko: I think people will travel around the world more often in the future. Many people will not stay in one country.

Karl: That's an interesting idea, Aiko. Also, if we work from home, we won't have to ride a train or *drive a car for a long time every day. So, we can spend more time for the things we want to do.

Masaki: Aiko and Karl, I think your ideas are true. I also think that people will be able to work for any company all over the world. For example, people can work for a *German company and still work from home in Japan.

Karl: We can choose to live in many different ways in the future if we can work from any place.

Aiko: What kind of working environment do we want in the 21 *century? Masaki and Karl, let's talk about this topic again next Tuesday. As young people, we can design our future. I'm excited about that.

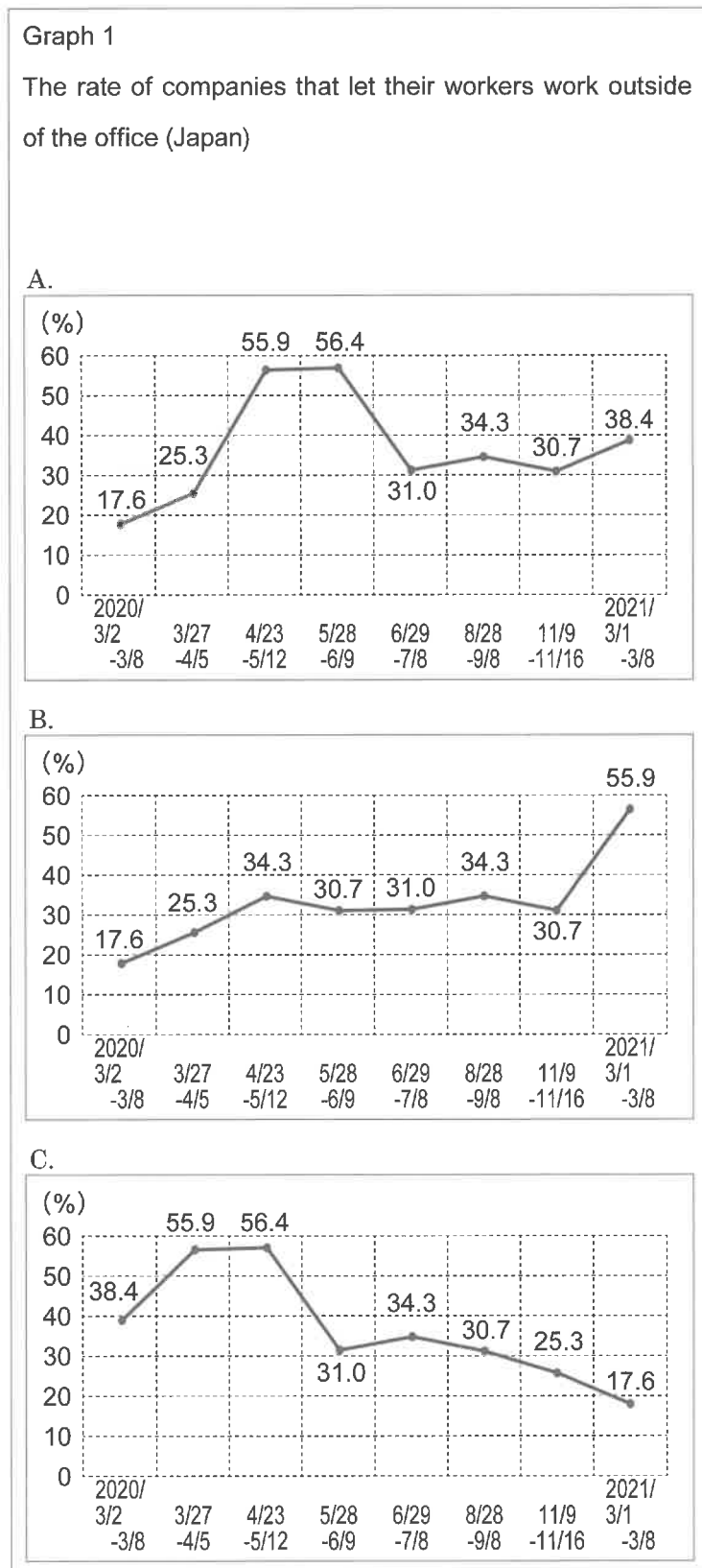
Masaki: Sure.

Karl: Of course.

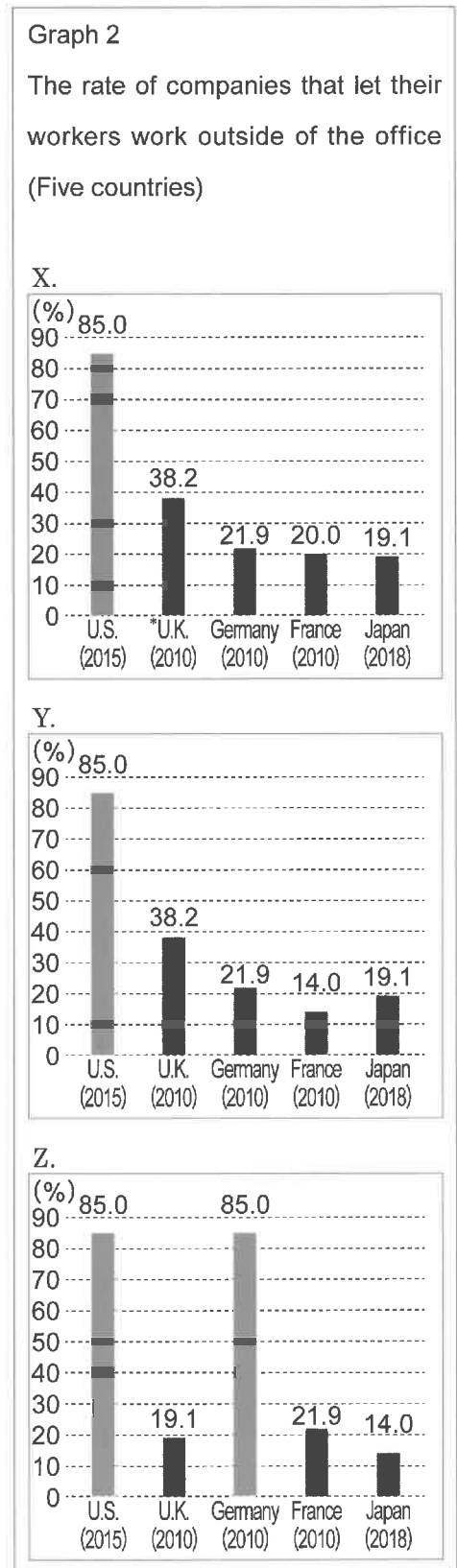
* face to face : 直接 be able to ~ : ~できる drive ~ : ~を運転する German : ドイツの
century : 世紀

(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



* U.K. : 英国

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. how do people communicate with each other
2. how will that create new jobs in the future
3. how do people work in other countries
4. how will that change our lives in the future

(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. Karl's mother and father work for the same German company, and they don't work from home.
- b. Karl's mother and father worked while they were staying with their family in the mountains.
- c. Masaki and his sister had a wonderful week near Kamome Beach because of its great nature.
- d. Aiko and Karl want to work outside of the office in the future, but Masaki wants to work in an office.
- e. Masaki thinks many people will stay in one country and spend more time in the office in the future.
- f. Aiko doesn't want to share more ideas with Masaki and Karl about the future working environment.

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|----------|----------|----------|----------|
| 1. a と b | 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. d と f |

(問題は、これで終わりです。)