

平成 30 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 13 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クミ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, I like reading Japanese books.
 2. Yes, I'd like to read another book.
 3. No, you don't need to buy an English book.
 4. No, you didn't give me a book as a present.

- No. 2
1. We're going to have the game this weekend.
 2. You didn't have the basketball games today.
 3. Our team has already finished all of our games.
 4. You'll show me how to play basketball next time.

- No. 3
1. I have stayed with them since I was born.
 2. They are always fine when I see them.
 3. I visit them every winter.
 4. They had a good time with her in Hokkaido.

(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 Nami ?**

1. Nami has not decided which country she will visit yet.
2. Nami thinks that visiting a Chinese friend last March was fun.
3. Nami says that she speaks the Chinese language well.
4. Nami thinks that she will learn many things from her experience in China.

No. 2 **Question : What can we say about Nami and Jim ?**

1. Nami and Jim will write about their towns.
2. Nami and Jim have decided what they are going to be in the future.
3. Nami will write about her family and Jim will write about his future dream.
4. Nami has decided what she will write about, but Jim hasn't decided yet.

(ウ) 高校生のショウタが、自分のクラスで「この夏休みにやりたいこと」についてのアンケートを実施し、生徒 40 人が一人一つずつ答えました。＜表＞はアンケート結果をまとめている途中のものです。＜表＞を見ながらショウタの発表を聞いて、あとのNo.1とNo.2の問いに答えなさい。

＜表＞

“What do you want to do during this summer vacation?”	
Answer	The Number of Students
To play sports	
To read books	①
To watch movies	
To learn new things	
To travel ②	4
Other things	8
Total (合計)	40

No.1 ① の中に入れるのに最も適するものを、次の 1～8 の中から一つ選び、その番号を答えなさい。

- | | | | |
|------|------|------|------|
| 1. 1 | 2. 2 | 3. 3 | 4. 4 |
| 5. 5 | 6. 6 | 7. 7 | 8. 8 |

No.2 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、エリ (Eri) と留学生のアレックス (Alex) 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。

Eri : Hi, Alex. What are you doing now ?

Alex: Hi, Eri. I'm doing my homework. I'm learning about (ア) (t _ _ _ _ _) Japanese events like *Setsubun* and *Hinamatsuri* for my speech next week.

Eri : Oh, you'll talk about events that have a long history.

Alex: I will. Well, I'd like to know what some Japanese words mean.

Do you have a (イ) (d _ _ _ _ _) ?

Eri : Yes. Here you are.

Alex: Thank you. This will be very (ウ) (u _ _ _ _) to finish my homework.

Can I use it at home today ?

Eri : Sure. I hope it will help you. Good luck, Alex.

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) That house with large windows () built ten years ago.

- | | | | |
|----------|-------|--------|---------|
| 1. lives | 2. is | 3. was | 4. were |
|----------|-------|--------|---------|

(イ) Yoshio has two brothers and he is the () of the three.

- | | | | |
|-----------------|-------------|----------|-------------|
| 1. younger than | 2. youngest | 3. young | 4. as young |
|-----------------|-------------|----------|-------------|

(ウ) My grandfather sent me a shirt () in India.

- | | | | |
|---------|-------------|-----------|---------|
| 1. make | 2. was made | 3. making | 4. made |
|---------|-------------|-----------|---------|

(エ) We can get new ideas by () with a lot of people.

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

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: Atsushi, (1. like 2. better 3. which 4. you 5. have 6. do), spring or fall?

B: I like fall better.

(イ) A: Do you (1. as 2. do 3. what 4. know 5. to 6. should) a volunteer this afternoon?

B: Yes. We need to clean the park.

(ウ) A: What do you want to do when you become a high school student?

B: Well, I want to (1. things 2. I've 3. every 4. never 5. done 6. try) in junior high school.

(エ) A: Do you know (1. how 2. is 3. be 4. will 5. the 6. weather) tomorrow?

B: Yes, I do. It'll be sunny and warm.

問5 次のA～Cのひとつづきの絵と英文は、ユリ（Yuri）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の英文を書くと、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。

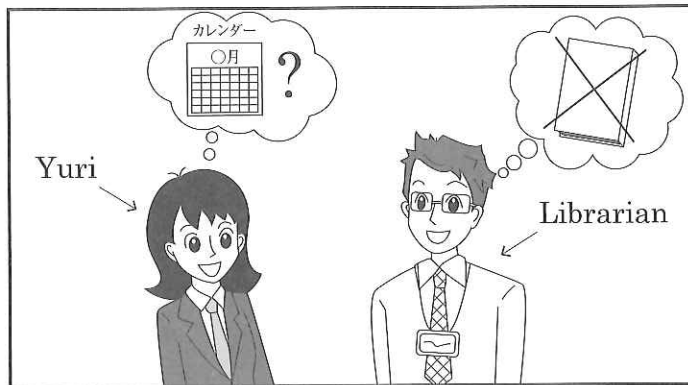
A



＜最初の英文＞

One day, Yuri went to a library to look for the history book she wanted to read, but she couldn't find it.

B



She asked a *librarian about the book and he said, "I'm sorry, we don't have it now. Someone has borrowed it."

So, she asked the librarian, "

C



He looked at the computer and answered, "Next Thursday. After that, you can borrow it."

"OK, I'll come here again," Yuri said.

* librarian : 図書館司書

＜条件＞

① returned を必ず含んで、全体を 5 語以上の 1 文で書くこと。

② 文末は「?」で終わること。

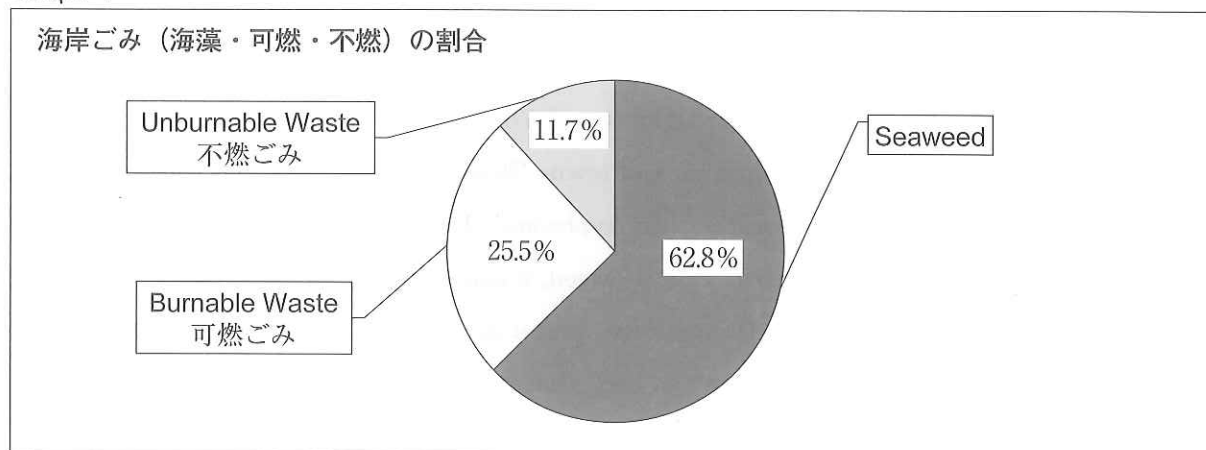
※ 短縮形（I'm や don't など）は 1 語と数え、符号（, や ? など）は語数に含めません。

問6 次の英文は、高校生のアキ（Aki）が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 Aki. Today, I want to talk about the *waste on the *beach. Have you ever joined a beach *cleanup? I joined one with my mother last month and it was my first experience. It began at eight o'clock on a Saturday morning. We worked hard for about two hours and *picked up a lot of waste on the beach. I became very tired, but I enjoyed the beach cleanup on that beautiful day in October. In the afternoon, I visited Nagisa Museum near the beach. (①) I learned a lot of things there, and I'd like to share them with you.

Now, I'll show you some pictures of the waste I picked up then. You can see *seaweed, *wood, *leaves, *plastic bags, and *PET bottles. Why were they on the beach? Where did they come from? Did people who came to the beach during summer *leave all of the plastic bags and PET bottles? Look at *Graph 1. It shows what kinds of waste are on the beach.

Graph 1

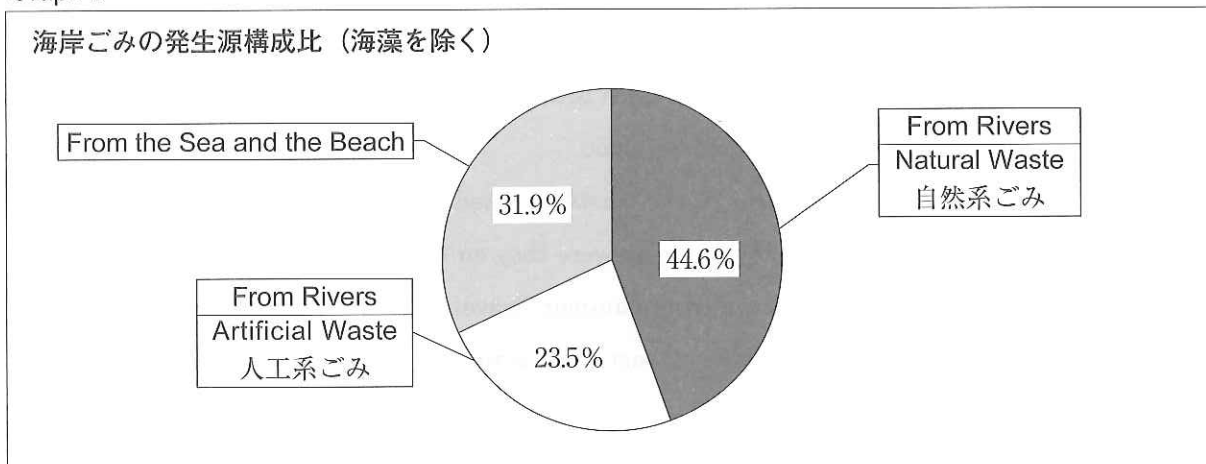


(公益財団法人かながわ海岸美化財団ウェブサイト掲載資料をもとに作成)

We can see that 62.8% of the waste is seaweed. Seaweed on the beach isn't a *serious problem for the *environment because it is a *natural thing which grows in the sea and comes to the beach. If it *is buried under the beach, it will *go back to nature *in about six months. (②) Where does it come from?

Now, look at Graph 2. It shows where the waste on the beach *other than seaweed comes from. When I was picking up a lot of PET bottles and plastic bags, I thought that people coming to the beach during summer left all of them on the beach. But I was not right. The waste from the sea and the beach is 31.9%. Where is the *rest of the waste from? It is from rivers!

Graph 2



（公益財団法人かながわ海岸美化財団ウェブサイト掲載資料をもとに作成）

I asked a man who worked at Nagisa Museum, “Why does a lot of waste come from rivers?” He said to me, “The waste from mountains and towns *flows into the rivers and comes to the beach. We see a lot of waste after bad weather like *typhoons.” I said to him, “I see. Natural waste from rivers is wood, *bamboo, and leaves. Like seaweed, it can go back to nature, right?” “Yes, it can,” he answered and said, “（ ③ ） Do you know what it is?” I answered, “Well, I think that we must *reduce artificial waste because it can’t go back to nature.” “That’s right. It’s important to do the things we can do now,” he said.

There are rivers in our town and all the water flows into the sea. If the waste *is thrown into the river or the waste on the streets *is blown into the river by the wind, it will flow into the sea and finally arrive on the beach. What can we do now? Of course, it’s a good thing to clean the beach, but we can say, “” It’s important to talk about things we should do for the natural environment with our family and friends. If you have some good ideas, let’s share them with each other.

* waste : ごみ beach : 海岸 cleanup : 清掃 picked up ~ : ~を拾った seaweed : 海藻
 wood : 木材 leaves : 葉 plastic bags : ビニール袋 PET bottles : ペットボトル
 leave ~ : ~を置き去りにする Graph : グラフ serious : 深刻な environment : 環境
 natural : 自然の ~ is buried : ~が埋められる go back to nature : 自然にかえる
 in ~ : ~のうちに other than ~ : ~以外の rest : 残り flows : 流れる
 typhoons : 台風 bamboo : 竹 reduce ~ : ~を減らす ~ is thrown : ~が投げられる
 ~ is blown : ~が吹かれる

(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. So, let's think about 37.2% of the waste.

B. It had many books and videos about the waste on the beach.

C. But we have a serious problem for the environment.

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. It is difficult for us to reduce artificial waste to make our town beautiful.

2. It is difficult to clean the rivers because there is a lot of artificial waste.

3. We should go to the beach to pick up seaweed with our family and friends.

4. We should also pick up waste in our town to make the beach clean.

(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. Aki talked about her experience from a beach cleanup in an English class in September.

b. Aki has learned that people coming to the beach during summer leave most of the waste.

c. Aki has learned that seaweed on the beach is not a serious problem because it will go back to nature.

d. Aki found some PET bottles which were from different countries during the beach cleanup.

e. Aki has learned that rivers bring waste from mountains and towns into the sea.

f. Aki decided to join a beach cleanup with her classmates to work together for a better future.

1. a と c

2. a と d

3. a と f

4. b と c

5. b と f

6. c と e

7. d と e

8. e と f

問7 次の(ア), (イ)の英文と, 駅の周辺の地図 (Map) やポスター (Poster) 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)

*Ken and Sam are going to the movies together on Sunday. They are talking on the *cellphone.*

Ken: Hello. Sam? This is Ken. Where are you now?

Sam: Hi, Ken. I'm at the *bus stop because we are going to take a bus.

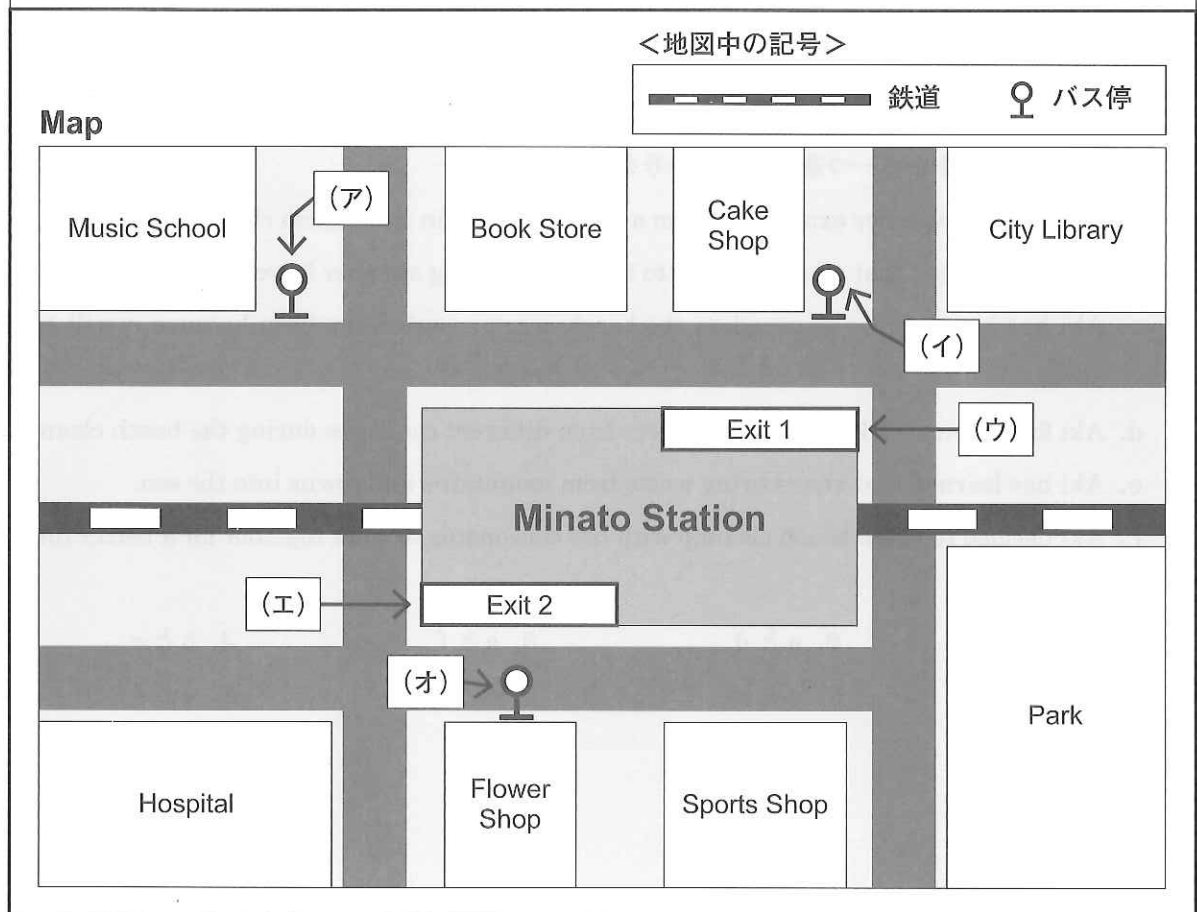
Ken: Oh, really? I'm at Minato Station now and I don't know where the bus stop is.

Sam: It's in front of a flower shop. Can you see it?

Ken: Well, no. Are you near a cake shop? I can see it from here.

Sam: No, I'm not. You are at a different *exit. Please come to *the other side, then you can find the bus stop.

Ken: Thank you, Sam. I'll be there soon.



* cellphone : 携帯電話 bus stop : バス停 exit : 出口 the other ~ : 反対の～

Question : Where is Ken now ?

1. (ア) 2. (イ) 3. (ウ) 4. (エ) 5. (オ)

(1)

Hiroki will *go on a bus trip with George, a classmate from Sydney, this weekend. Hiroki is looking at a poster about City Bus Trips in front of Kita Station. There are five *courses and he is going to choose the best one for George. George is interested in Japanese shrines. He likes fishing in the lake but he won't do it, because he did it last month. This time he would like to take pictures of beautiful birds in the mountain. He also wants to learn about the history of the city at the museum. George likes Japanese green tea better than orange juice, so he will be glad if he gets it as a present. Hiroki and George can *each spend *up to 3,000 yen for the trip.

Poster

Welcome to City Bus Trips !

Course	A.M. 午前	P.M. 午後	Places to Visit	Present
A	○		City Museum → Shrine → Flower Park	Orange Juice
B	○		Mountain → Shrine → City Museum	Green Tea
C		○	City Museum → Lake → Shrine	Orange Juice
D		○	Lake → Flower Park → Mountain	Green Tea
E	*One-Day Course		Mountain → Sushi Restaurant (Lunch) → City Museum → Shrine	Green Tea

*Price per Person

- ・ A.M. Course / P.M. Course (2,000 yen)
- ・ One-Day Course with Lunch (3,500 yen)

Starting Time

- ・ The One-Day Course and the A.M. Course start at 8:00 a.m.
- ・ The P.M. Course starts at 1:30 p.m.

For More *Information

- ・ Please call us. (☎ 〇〇〇 - 〇〇〇 - 〇〇〇〇)

* go on a bus trip : バス旅行に行く courses : コース each : それぞれ

up to 3,000 yen : 3,000 円まで One-Day ~ : 一日の~

Price per Person : 一人あたりの代金 Information : 情報

Question : Which course will Hiroki choose ?

1. Course A. 2. Course B. 3. Course C. 4. Course D. 5. Course 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, Ryoji, Maki, and Yosuke are talking in the classroom after school. Then Ms. Green, their English teacher from London, comes into the classroom and talks to them.

Ms. Green: Hi, everyone. What are you doing ?

Ryoji: Hello, Ms. Green. We are talking about *computer programming.

Ms. Green: That's interesting. What have you learned about it ?

Ryoji: *At first, we didn't know what it was. Now, I know that it is to write the *process of a *task in the language which computers understand. We call the written process of a task a "program." If we want computers to do something, we can use computer programming to give *instructions.

Maki: I don't understand it well. It's very difficult !

Yosuke: Yes, I also think it's difficult, but we have computer programs around us. For example, *air conditioners and *robot vacuum cleaners have computer programs in them. So, we can say that computer programs are very important to our lives.

Ryoji: We have also learned that in some countries, children have already started to study computer programming in *elementary school ! In Japan, we didn't learn it in elementary school, but children will learn it at school in the near future. I think that's great.

Ms. Green: I agree. In my country, young children learn computer programming at school because it will help them in the future.

Maki: , because it is too difficult for them, and before learning it, they should *spend more time on other *subjects.

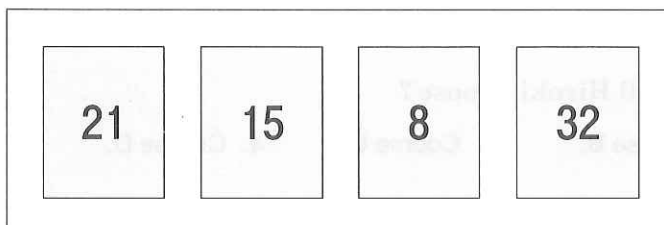
Yosuke: I don't think so. Computer *technology is growing very fast and we will have a lot of chances to use computers when we work in the future, so it is important for us to know how computers do tasks.

Ms. Green: That's true. I believe that you will *become aware of the process of thinking if you learn computer programming.

Maki: The process of thinking ? I don't understand what you mean. Can you tell me that in an easy way ?

Ms. Green: OK. I'll show you an example. We have four cards here. Look at the numbers on each card. < Picture >

Picture



Yosuke: They are 21, 15, 8, and 32.

Ms. Green: Now, I want you to put the cards from left to right *in ascending order.

Maki: That's easy.

Ms. Green: Yes, it's easy to do that, but can you tell me the process *one by one?

Maki: Well, I don't know how to tell you that.

Ms. Green: Now, let's try together. First, look at the number on the card *on the very left, and then *compare it with the number on its right. Which is smaller, 21 or 15?

Yosuke: Of course, 15 is smaller.

Ms. Green: Yes. Now we move the smaller one to the left, so let's *exchange the two cards. Then, look at the number that is the second from the left, and compare it with the one on its right. Which is smaller?

Ryoji: 8 is smaller, so we should exchange the two cards, OK?

Ms. Green: Yes. Next, let's see the number that is the third from the left. What should we do now?

Maki: We should compare it with 32. 32 is larger, and now the largest number is *on the very right, so we don't have to exchange the cards.

Ms. Green: That's right. You did a good job. But we have not finished yet. Now, let's do the same process. Look at the card on the very left again. What should we do this time?

Yosuke: We must exchange the cards. Now the smallest number is on the very left. OK, now, we don't have to exchange cards. I think we have finished.

Ms. Green: Perfect! Now all the cards are in ascending order from left to right. We did it *step by step. Computers do tasks in this way. If you know how computers do tasks, you will become aware of the process of thinking.

Maki: I have never thought about the process of thinking. Now I understand some *parts of the process of thinking, so I can tell you how to put the cards in ascending order.

Ms. Green: That's good. To learn computer programming and understand the process of thinking will help you when you *solve problems or finish tasks.

Ryoji: I see. Now I'm more interested in computer programming.

* computer programming : コンピュータプログラミング At first : 最初は
 process : 過程 task : 作業 instructions : 命令 air conditioners : エアコン
 robot vacuum cleaners : ロボット掃除機 elementary school : 小学校
 spend ~ on ... : ~を...に費やす subjects : 教科 technology : 科学技術
 become aware of ~ : ~を意識するようになる in ascending order : だんだん大きくなる順に
 one by one : 一つずつ on the very left : 一番左の, 一番左に
 compare ~ with ... : ~を...と比較する exchange ~ : ~を交換する
 on the very right : 一番右に step by step : 段階的に parts : 部分 solve ~ : ~を解決する

(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. I think it's early for young children to learn computer programming
2. Many children in Japan should learn a lot of subjects at school
3. I think it's important for young children to learn computer programming
4. Many children in Japan like to study all the subjects without computers

(イ) 本文中の —— 線部のとき、カードが並んでいる順番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. 8 21 15 32 | 2. 8 15 21 32 | 3. 15 8 21 32 |
| 4. 15 21 8 32 | 5. 21 15 8 32 | 6. 21 8 15 32 |

(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. Ryoji, Maki, and Yosuke are asking Ms. Green some questions about the things she taught them in her class.
- b. Ryoji learned computer programming in elementary school, but Maki didn't.
- c. Yosuke doesn't think children should learn computer programming because they have a lot of things to do at school.
- d. Maki couldn't tell the process of putting the cards in ascending order, but now she understands how to tell it to other people.
- e. Ms. Green thinks that her students will be able to think and do things step by step if they learn computer programming.
- f. Ryoji is interested in computer programming because he has a lot of difficult problems to solve.

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

(問題は、これで終わりです。)

