

令和3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 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

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. It took a long time to find it.
  2. I need it to write my name.
  3. It may be hard to leave school.
  4. I think I used it in the music room.

- No.2
1. I will make a video for her with my family.
  2. Her birthday party will be exciting.
  3. It's my sister's birthday today.
  4. I'm sure she was happy to see us.

- No.3
1. We will meet our friends at 9:00 so I can wait for an hour.
  2. We have to leave here at 9:15 so I can stay for fifteen minutes.
  3. You can wait for fifteen minutes but we will arrive late at the library.
  4. We can run to my house together if you want to get your dictionary.

(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 are Peter and Aki talking about?**

1. Their favorite animals.
2. Their favorite places.
3. Aki's dream.
4. Peter's work.

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

1. Aki will play the guitar at the music festival on Sunday at noon.
2. Aki will not be at the music festival on Sunday evening.
3. Aki will go to the music festival on the first day.
4. Aki will not have time to see Peter's sister at the music festival.

(ウ) マリコのクラスの英語の授業で、ジョーンズ先生が宿題の内容について説明します。説明を聞いて、次のNo 1 とNo 2 の問いに答えなさい。

No.1 説明を聞いてマリコが作った次の<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>

**An interesting place in our city**

- I will write three things.
  1. Where and why
  2.
  3.
- I need to .

- |                      |              |                    |
|----------------------|--------------|--------------------|
| 1. ① The best season | ② People     | ③ go to the place  |
| 2. ① The old stadium | ② Classmates | ③ show famous food |
| 3. ① The coldest day | ② History    | ③ go to the place  |
| 4. ① The best season | ② History    | ③ find a picture   |
| 5. ① The coldest day | ② Classmates | ③ show famous food |
| 6. ① The old stadium | ② People     | ③ find a picture   |

No.2 説明を聞いてマリコが書いた次の<発表原稿>の( )の中に適する1語を英語で書きなさい。ただし、答えは( )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。

<発表原稿>

Hi, everyone. In our city, there is a place called Minato-machi. It is a very beautiful place. Please look at this picture. I am sure that people from other ( c \_ \_ \_ \_ \_ ) will think Minato-machi is interesting because there are many old \*temples there. These temples are about 500 years old. Fall is the best time to visit the temples in Minato-machi. Thank you.

\* temples : 寺

問2 次の英文は、ルーシー (Lucy) とタケル (Takeru) 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。

Lucy: What did you do this weekend, Takeru ?

Takeru: I went \*fishing with my father yesterday. My father is good at fishing and I also did well yesterday. I (ア) ( c \_ \_ \_ \_ ) a lot of \*fish with my new fishing \*rod. My father made it for me.

Lucy: That's great. How was the \*weather ?

Takeru: Yesterday was cloudy in the morning. Some people say that fishing is easier when it's not (イ) ( s \_ \_ \_ \_ ).

Lucy: Did you take all the fish home ?

Takeru: No. We took some fish home. I cooked the fish for my family.

Lucy: Did your family have the fish for dinner last night ?

Takeru: No. We ate the fish for (ウ) ( l \_ \_ \_ \_ ) yesterday. We went fishing very \*early in the morning, so we came home before noon.

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) He doesn't play the piano ( ) night.

1. for                      2. at                      3. in                      4. on

(イ) ( ) drinking a lot of water on a hot day good for us ?

1. Is                      2. Don't                      3. No                      4. Has

(ウ) ( ) all the people leaving the park taken their \*trash with them ?

1. Do                      2. Are                      3. Can                      4. Have

(エ) What are things ( ) you happy ?

1. make                      2. made                      3. that make                      4. will make

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: I'm so sad because Kenji has left our school.

B: Well, ( 1. during 2. when 3. about 4. how 5. him 6. visiting ) our summer vacation starts?

(イ) A: Please tell ( 1. start 2. me 3. of 4. to 5. cleaning 6. when ) the \*classroom.

B: At 3:30, please.

(ウ) A: Do you ( 1. the 2. is 3. museum 4. when 5. know 6. where )?

B: Yes. It's near the station.

(エ) A: Can you go to the movies this weekend?


B: No, I can't. I ( 1. care 2. about 3. my 4. must 5. of 6. take ) little sister.

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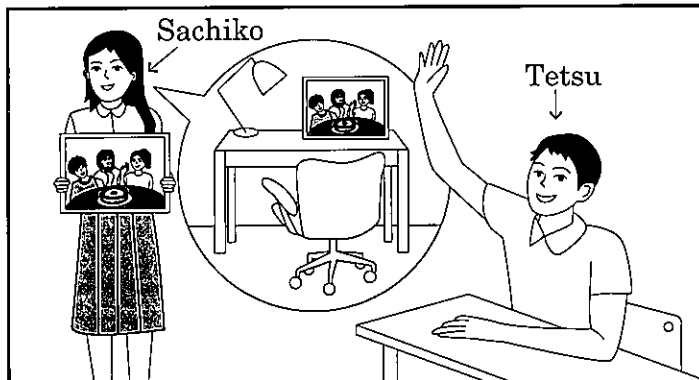
\* classroom : 教室

問5 次のA～Cのひとつづきの絵と英文は、高校生のサチコ (Sachiko) のある日の出来事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

	<p>&lt;最初の英文&gt;</p> <p>Sachiko showed her favorite thing to her classmates in her English class. It was a picture of her with her friends.</p>
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B

	<p>Sachiko said, "I keep this picture on my desk at home, so I can always remember my friends." One student, Tetsu, asked, "<input type="text"/></p>
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C

	<p>"About a year ago," Sachiko answered. She also said, "My friends sang for me on my fifteenth birthday. We had a good time."</p>
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<条件>

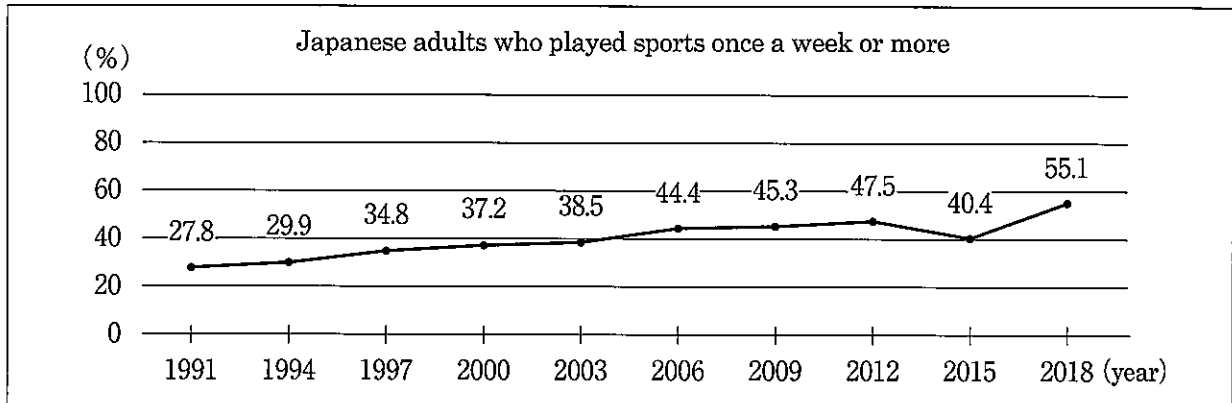
- |   |
|---|
| <p>① taken を形を変えずに用いること。</p> <p>② ①に示した語を含んで、全体を4語以上の1文で書くこと。</p> <p>③ 文末は「?」で終わること。</p> <p>※ 短縮形 (I'm や don't など) は1語と数え、符号 ( , や ? など) は語数に含めません。</p> |
|---|

問6 次の英文は、中学生のユウジ (Yuji) が英語の授業でクラスの生徒に向けて行ったスピーチ (speech) 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 Yuji. Today I will talk to you about sports. Sports are important in my life. I play soccer on our junior high school's team and I learn important things from being on the team. I learn how to work with other people. \*Communication skills are important for everyone. They are important for students and \*adults. I hope you will start to play sports after listening to my speech.

I want more people to play sports in Japan. Please look at the \*graph. In 2018, 55.1% of Japanese adults played sports \*once a week or more. When you look at the first number, 27.8% in 1991, and the last number, 55.1% in 2018, you can see that more adults started to play sports. But 55.1% is not great. ( ① ) For adults, it is important to have good communication skills to work with other people. I think they need sports in their lives.

Graph



(スポーツ庁「平成30年度「スポーツの実施状況等に関する世論調査」について」をもとに作成)

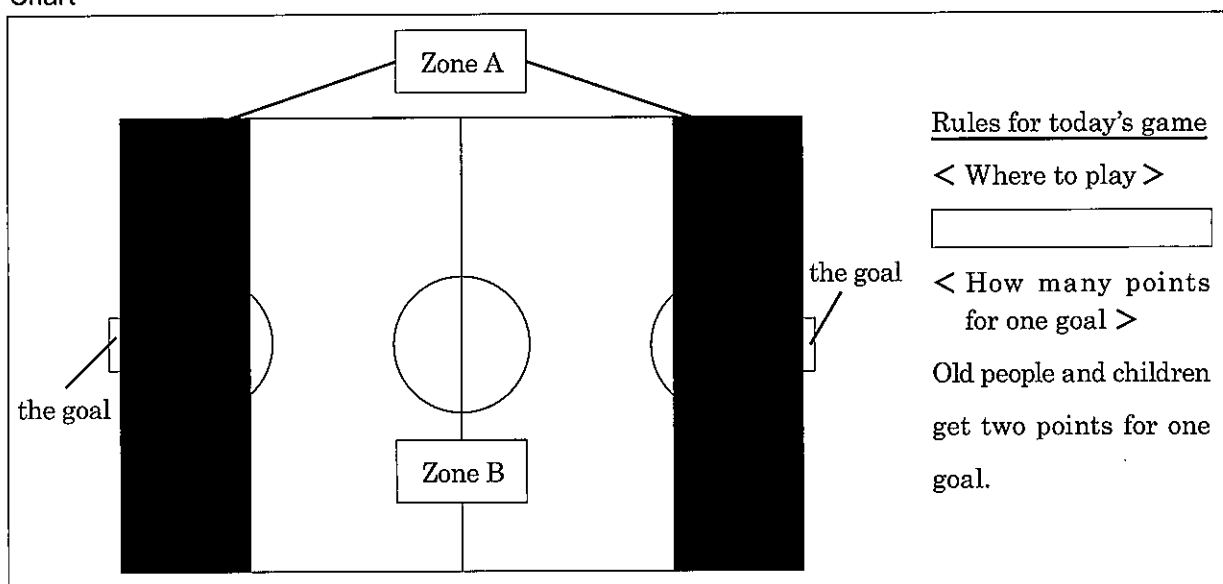
Soccer is a team sport. ( ② ) When we play a game, we try to understand what our team needs to do to \*score \*goals. After the game, we all talk about the things we did well and the things we can do better. At the next game, we sometimes try new things. We learn how to work together from playing soccer. We learn communication skills.

Last month, our junior high school's soccer team \*organized a soccer game at the sports event in our city. The event was for people living in our city. People came to enjoy sports. Two teams were made. There were four old people, four junior high school students, and three children on \*each team.

\* Communication skills : コミュニケーション能力    adults : 成人    graph : グラフ    once a week : 週一回  
 score ~ : ~を勝ち取る    goals : ゴール    organized ~ : ~を準備した    each : それぞれの

Some of my school friends and I changed the \*rules of soccer a little for this game. Please look at the \*chart we showed at the event. The \*field had two \*zones, Zone A and Zone B. Old people only played in Zone A. Junior high school students only played in Zone B. Zone B was not near the goals. Junior high school students \*passed the \*ball to old people. It was easier for old people to score a goal from Zone A because it was near the goals. Children played in any zone. We also had a \*different rule about the number of points you can get for one goal.

Chart



All players worked together at last month's event. Everyone enjoyed this new kind of soccer a lot and wanted to play it again. After the game, we talked. All of us thought having two zones was a good idea. Some people had some other new ideas.

First, we all said children \*should not play in Zone A. Old people will feel \*safer if children don't run near them. Second, we will have a smaller field. Everyone thought the field was too big this year. Third, we will use a \*softer ball because it's safer. We want to try these new rules at next year's event.

We all worked together to make these new rules. We hope everyone will enjoy playing soccer again at next year's event.

I learn how to work with other people because I play soccer. You can learn communication skills from sports. Now, everyone, come out of the \*classroom and play sports! ( ③ ) The communication skills you learn will always help you. Thank you.

\* rules : ルール    chart : 表    field : グラウンド    zones : ゾーン    passed ~ : ~をパスした  
 ball : ボール    different : 違った    should ~ : ~すべきである    safer : より安全な  
 softer : より柔らかい    classroom : 教室



(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. Also, don't forget to play sports when you become adults.

B. We have to work together as a team.

C. More adults must play sports.

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) Chart 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. Only children and junior high school students play soccer in Japan, so old people have to start playing soccer, too.

2. Old people do not play near the goals. Junior high school students play near the goals. Children play in any zone.

3. Zone A is for old people. Zone B is for junior high school students. Children can go to any zone on the field.

4. Only old people play in Zone A. Junior high school students and children play in Zone B.

(ウ) 次の a ~ f の中から、ユウジ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. In his speech, Yuji asked other students to play sports and to make a new kind of sport.

b. Yuji thinks Japanese adults need to know the rules of soccer and play soccer more.

c. Yuji thinks winning the game is more important than talking with other players.

d. The rules for next year's event were made by all of this year's players.

e. There will be two zones again in next year's game because all players liked having them.

f. The smaller ball in next year's game will be good for old people because they will feel safer.

1. a と c

2. a と e

3. b と d

4. b と f

5. c と d

6. c と f

7. d と e

8. d と f

問7 次の(ア)の英文と家具の配置計画図 (The plan for my furniture), (イ)の英文とウェブサイト (Website) や電子メール (E-mails) 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)

*Saori and Amy are talking at school.*

Saori: Hi, Amy. What are you doing?

Amy: I'm making a plan for my furniture. Do you remember my room?

Saori: Yes. I remember there was a bed by the door.

Amy: I will put the bed by the large \*window. The bed will be in the \*corner \*across from the door.

Saori: Where will you put the books? I know you have a lot of books.

Amy: I'll put the \*bookshelf by the large window, too. It must be put near the desk because I usually use some books when I study.

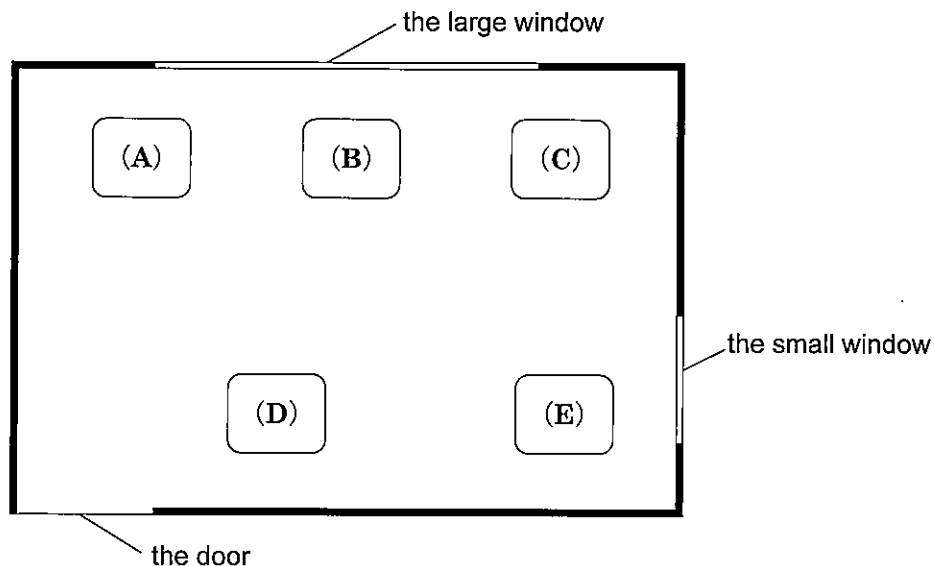
Saori: Do you mean the desk will be by the large window, too?

Amy: No. It will be near the small one. I can see the mountain from there.

Saori: Where will you put your table?

Amy: I will put it \*next to the bed. And I'll have the \*sofa by the door.

The plan for my furniture



質問: Where will Amy put the desk?

1. (A)      2. (B)      3. (C)      4. (D)      5. (E)

\* window : 窓    corner : 隅    across from ~ : ~の向こう側に    bookshelf : 本棚    next to ~ : ~の隣に  
sofa : ソファ

(イ)

Mr. Smith looks at \*Studio Dream's website because he wants to \*print some pictures. He sent an e-mail to Studio Dream to ask a \*question. He got an e-mail from the studio and sent another e-mail to the studio.

Website

*Size	*Price for *each picture when you *order at the studio	Price for each picture when you order from the website
*L-size picture	25 *yen	20 yen
2 L-size picture	35 yen	30 yen
A4-size picture	100 yen	90 yen

☆ If you order thirty pictures or more at one time, you can get five other L-size pictures \*for free.

☆ If you order before 1 \*p.m., the pictures will be \*ready after 4 p.m. on the \*same day at the studio.

☆ If you cannot come and get your pictures at the studio, we will send them to you \*by mail. \*Delivery \*costs 300 yen. It takes four or five days. If you need the pictures sooner, you also have to \*pay 200 yen for fast delivery. Please send us an e-mail if you have a question.

E-mails

E-mail No. 1: Monday, November 30, 2020, 9:30 \*a.m. from Mr. Smith to Studio Dream

Hello, my name is Joe Smith. I am going to order fifteen L-size pictures, seven 2L-size pictures, and three A4-size pictures from the website. I want to get the pictures on Wednesday this week, but I cannot go to the studio. When will I get my pictures if I use fast delivery?

E-mail No. 2: Monday, November 30, 2020, 10:00 a.m. from Studio Dream to Mr. Smith

Thank you for your e-mail, Mr. Smith. You will get the pictures tomorrow with fast delivery. Please order before 1 p.m. today.

E-mail No. 3: Monday, November 30, 2020, 11:40 a.m. from Mr. Smith to Studio Dream

I will order the pictures before 1 p.m. today and I will pay for fast delivery. Thank you.

質問: How much will Mr. Smith pay?

1. 980 yen.      2. 1,220 yen.      3. 1,280 yen.      4. 1,370 yen.      5. 1,420 yen.

\* Studio : 写真工房    print ~ : ~を印刷する    question : 質問    Size : サイズ    Price : 料金  
each : それぞれの    order ~ : ~を注文する    L-size ~ : Lサイズの~    yen : 円    for free : 無料で  
p.m. : 午後    ready : 用意ができた    same : 同じ    by mail : 郵便で    Delivery : 配達  
costs ~ : ~がかかる    pay ~ : ~を支払う    a.m. : 午前

問 8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

*Noboru and Aiko are Kamome High School students. They are talking in the \*classroom after school. Mr. Davis, their English teacher, is talking to them.*

**Mr. Davis:** Hi, Aiko and Noboru, what are you doing ?

**Noboru:** We are talking about \*robots. We learn about robots in our science class now. The next class is tomorrow and we have to talk about robots that will be \*useful in the future.

**Mr. Davis:** Are you \*ready ?

**Aiko:** No. We must \*research more.

**Noboru:** I want a robot that does my \*schoolwork.

**Aiko:** Don't be a \*bad student, Noboru. I don't want a robot to do my schoolwork. I like doing schoolwork with you. Knowing what other students think is important. I can learn a lot from you.

**Noboru:** Thank you, Aiko. You are right. Schoolwork is for students. If robots do it, students won't learn.

**Mr. Davis:** Some robots can hear and write what people say. At some \*workplace \*meetings, people only listen and talk, and the robots write. After the meetings, people can read what the robots wrote.

**Noboru:** Oh, writing robots are cool. If they are used in that way, robots really help people. There may be some robots that can really help students, too. I think that . I hope students can really learn at school and people can work well in the workplace.

**Mr. Davis:** I hope so, too.

**Aiko:** My friend says that robots will do all kinds of jobs and people will not have jobs in the future, but I don't think he is right. My dream is to be a math teacher. I'm sure that people will \*teach math in the future.

**Mr. Davis:** I'm sure that people will teach. But they will teach in a new way. Life is changing. School life will change, too. After ten years, people will use \*digital devices more every day. Teachers will use them more at school, too.

**Noboru:** Our history teacher showed us a video from the Internet today. In last week's English class, you used a computer as a phone, Mr. Davis. We had a \*chance to talk with your friend in \*Singapore.

**Aiko:** That was exciting. Mr. Davis, she is a teacher, right ?

**Mr. Davis:** Yes. She teaches in Singapore. She and I are researching how to use digital devices for schoolwork.

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\* classroom : 教室    robots : ロボット    useful : 役に立つ    ready : 準備ができた    research : 調査する  
schoolwork : 学校の勉強    bad : 悪い    workplace : 職場    meetings : 会議    teach : 教える  
digital devices : デジタル機器    chance : 機会    Singapore : シンガポール

- Aiko:** I remember that she asked us two \*questions. “Do you use digital devices to research for schoolwork \*outside of school almost every day ?” and “Do you use digital devices to \*communicate with other students for schoolwork outside of school almost every day ?”
- Noboru:** I want to know what the answers were, Mr. Davis.
- Mr. Davis:** OK. Please look at this \*graph. We asked a hundred students from this school in Japan, a hundred students from a school in Singapore, and a hundred students from a school in the \*U.S.
- Aiko:** Only six students from our school said yes to the first question. Twenty-eight said yes to the second question. So, using digital devices to communicate is more popular than using digital devices to research in Japan. Using digital devices to communicate is also more popular than using digital devices to research in Singapore. But in the U.S., more students used digital devices to research.
- Noboru:** The students in the U.S. and Singapore used digital devices more than the Japanese students.
- Aiko:** That’s \*true. We need to use digital devices more in Japan.
- Mr. Davis:** There are many good things about using digital devices for schoolwork but there are bad things, too. For example, students will find too many answers to their questions on the Internet. Some students may not understand what is true and what is not true. Some students may say bad words on \*SNS, too.
- Noboru:** Students in Japan need to learn how to use the Internet in the right way. Students have to know what they can say on SNS. Aiko, we need to think a lot about how to use digital devices in the right way.
- Mr. Davis:** I am sure that Japanese students will use more digital devices soon. In the future, we may have useful robots in the classroom, too.
- Aiko:** Noboru, for tomorrow’s science class, let’s research robots that are useful in the classroom.
- Noboru:** That’s a great idea, Aiko. Let’s find a robot that will help you in the future when you are a math teacher.

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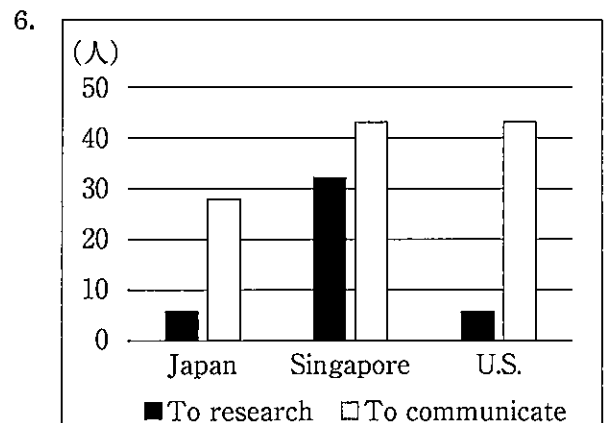
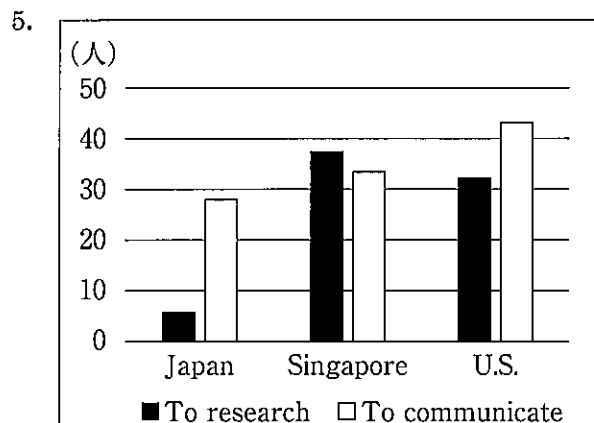
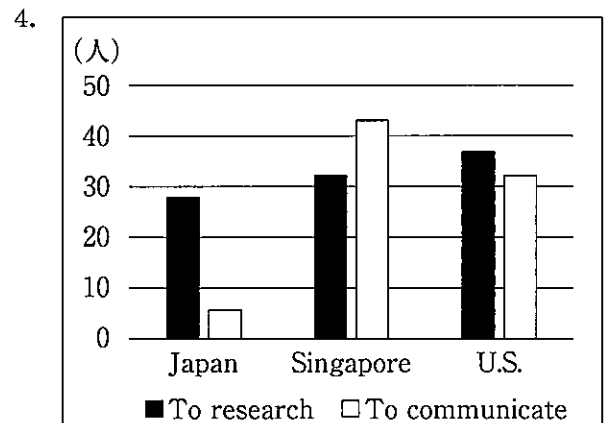
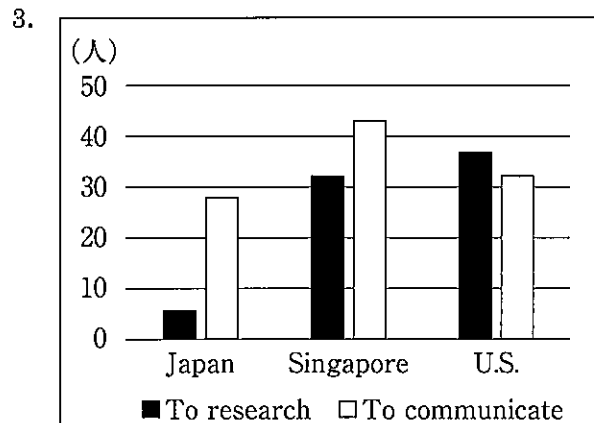
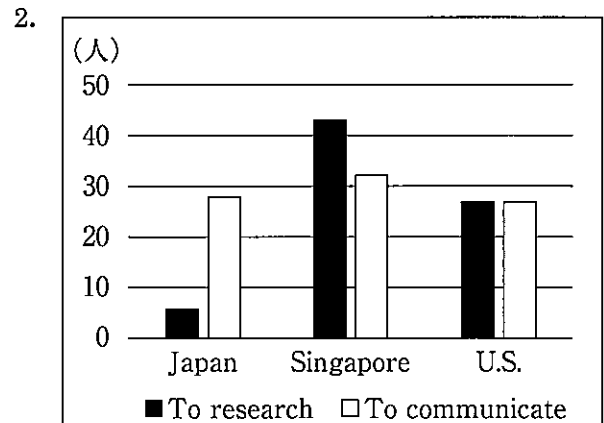
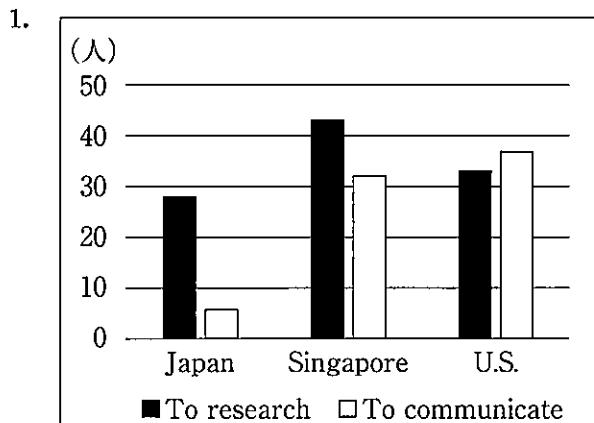
\* questions : 質問    outside : 外で    communicate : 連絡を取る    graph : グラフ

U.S. : アメリカ合衆国    true : 本当の    SNS : ソーシャルネットワーキングサービス

(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 have to meet the people in the workplace
2. we need many robots in the workplace but no robots at school
3. we have to do schoolwork for our science class by using robots
4. we need the right robots in the right places

(イ) 本文中の            線部を表したものと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。



(ウ) 本文の内容に合うものを、次の1～7の中から二つ選び、その番号を書きなさい。

1. Aiko thinks that students get a chance to learn from other students by doing schoolwork together.
2. Aiko hopes to teach math in the future but she is worried because there may not be math teachers in the future.
3. Mr. Davis thinks that people will use digital devices more every day in the future but he doesn't think that school life will change in the future.
4. Noboru liked his history class because he could talk with students in Singapore through digital devices.
5. Mr. Davis wants Japanese students to know that they have to use many kinds of digital devices to find good answers.
6. Noboru thinks that it's important for students in Japan to learn the right way to use digital devices.
7. After talking with Mr. Davis, Noboru and Aiko are sure that robots will not be useful in the future.

(問題は、これで終わりです。)

