

令和4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ミ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. I practice on Monday, Wednesday, and Friday every week.
 2. I practice very hard with other people in the tennis club.
 3. I practiced for two hours from 4 o'clock to 6 o'clock after school.
 4. I started practicing tennis two months ago.

- No.2
1. I don't have time to study English today.
 2. I don't know when you finished your homework.
 3. I can help you this weekend.
 4. My friend can help me study English in the library.

- No.3
1. My friend told me about the new restaurant.
 2. I want to know where it is.
 3. I have never been to the restaurant.
 4. The food was wonderful.

(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 Naoto?**

1. He lived in Australia for a year because his father worked there.
2. He went to Australia, and that experience improved his English.
3. He was going to talk about his favorite movies in his next English class.
4. He visited his mother in Australia and made friends with a boy there.

No.2 質問: **What will Naoto do?**

1. He will play tennis with Mary and her brother on Saturday and Sunday.
2. He will visit his grandmother on Saturday if it's not rainy.
3. He will play tennis if he doesn't visit his grandmother on Sunday.
4. He will play tennis with Mary and her brother if it's not rainy on Saturday.

(ウ) マリコのクラスで、ヒル先生が読書週間 (Book Week) に向けて説明します。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>

● Read one of the books during Book Week.

Names of the books	From the book, you can learn . . .
Zoo Animals	about the <input type="text" value="①"/> of animals in the zoo.
Using Math	it can be <input type="text" value="②"/> to use math.
Let's Learn about Basketball	about the <input type="text" value="③"/> of basketball.

- | | | |
|--------------|-------------|-----------|
| 1. ① number | ② necessary | ③ history |
| 2. ① life | ② popular | ③ work |
| 3. ① problem | ② necessary | ③ future |
| 4. ① life | ② fun | ③ history |
| 5. ① number | ② fun | ③ future |
| 6. ① problem | ② popular | ③ work |

No. 2 Book Week のあとで、マリコが読んだ本について次の<レポート>を書きました。, 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 1~3 の中から一つ選び、その番号を答えなさい。

<レポート>



The book I read was "Using Math". I've learned that . For example, if you want to know how tall a *building in the next city is, you don't have to go there. You can find the answer by using math. There is one more thing I've learned from the book. In math, to solve a problem. My way and your way to solve a problem may be different, but it's OK. These are the things I've learned from the book.

- | | |
|--|------------------------------------|
| 1. ④ it is hard to use math to get answers | ⑤ everyone has to use the same way |
| 2. ④ answers are found by going to places | ⑤ there is always only one way |
| 3. ④ math can help us in many ways | ⑤ you may find two or more ways |

* building : 建物

問2 次の英文は、高校生のマサル (Masaru) と留学生のソフィア (Sophia) の対話です。対話文中の(ア)~(ウ)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。

Masaru: I'm going to go to Australia this summer. I'm very excited but I'm also worrying about the trip because this is my first trip to a different country.

Sophia: Where will you stay in Australia?

Masaru: In *Sydney. I'm going to stay with a boy called Mike, his father, and his mother. They will (ア) () me when I arrive in Australia.

Sophia: That's good. You'll need some people who will help you, especially on your first day in Australia. How will you (イ) () them when you arrive?

Masaru: They will write my name on a big piece of paper, and show it to everyone who arrives with me. And we will go to their house by car. When I get to their house, what should I do?

Sophia: Well, you should learn how to use things in their house. And don't forget to ask them how to use the (ウ) ().

Masaru: You say that because I need to let my family in Japan know I have arrived, right?

Sophia: That's right. You can also read news about Japan in Australia.

Masaru: OK. Thank you.

- | | | | |
|-----------------|-------------|-----------|------------|
| (ア) 1. send | 2. give | 3. meet | 4. keep |
| (イ) 1. find | 2. like | 3. speak | 4. imagine |
| (ウ) 1. Internet | 2. hospital | 3. street | 4. train |

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) This book is not mine. () book is this?

- | | | | |
|--------|----------|----------|----------|
| 1. How | 2. Whose | 3. Which | 4. Where |
|--------|----------|----------|----------|

(イ) My sister and I () good at playing the piano.

- | | | | |
|-------------|-------|-------|--------|
| 1. has been | 2. is | 3. am | 4. are |
|-------------|-------|-------|--------|

(ウ) () other people is a good thing.

- | | | | |
|------------|-----------|----------|---------|
| 1. Helping | 2. Helped | 3. Helps | 4. Help |
|------------|-----------|----------|---------|

(エ) It's necessary () people who work here to use computers.

- | | | | |
|----------|--------|-------|---------|
| 1. about | 2. for | 3. to | 4. with |
|----------|--------|-------|---------|

* Sydney : シドニー

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: Why (1. look 2. he 3. does 4. exciting 5. excited 6. so) ?

B: Because his basketball team won an important game.

(イ) A: A (1. build 2. will 3. new 4. be 5. stadium 6. built) near the station !

B: That's right. I learned about it on the news last night.

(ウ) A: I like summer because I like swimming. How about you ?

B: The (1. best 2. like 3. than 4. I 5. the 6. season) is winter because I like *skiing.

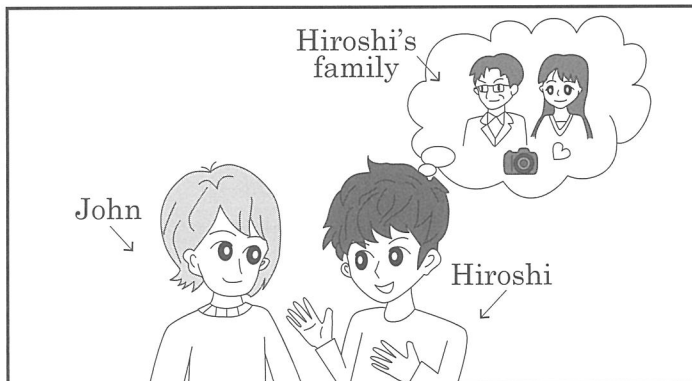
(エ) A: Can you (1. me 2. talk 3. found 4. where 5. tell 6. you) my bag ?

B: It was on the table.

* skiing : スキー

問5 次のA～Cのひとつづきの絵と英文は、ジョン（John）とヒロシ（Hiroshi）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。

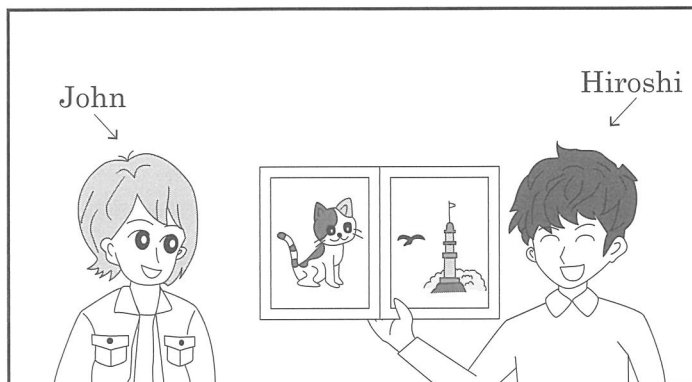
A



<最初の英文>

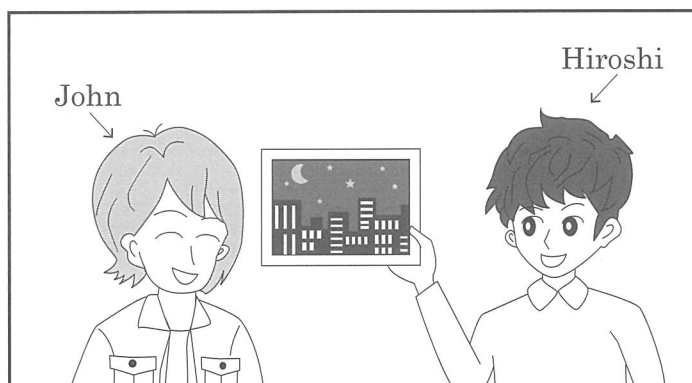
John said, "I've heard you like taking pictures." Hiroshi said, "Yes. My father and sister also like it. We go to many places to take pictures. Do you want to see some of them?" John said, "Yes."

B



The next day, Hiroshi showed John some pictures, and said, "This is a picture my sister took, and this is a picture my father took."

C



When John saw the next picture, he said, "How beautiful! of the night *sky?" Hiroshi said, "I took it. I learned how to take pictures at night from my father."

<条件>

- ① this と took を必ず用いること。
 - ② ①に示した語を含んで、内を4語以上で書くこと。
 - ③ of the night sky?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。

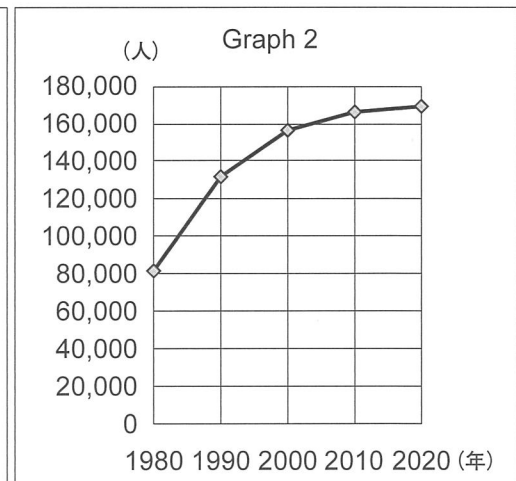
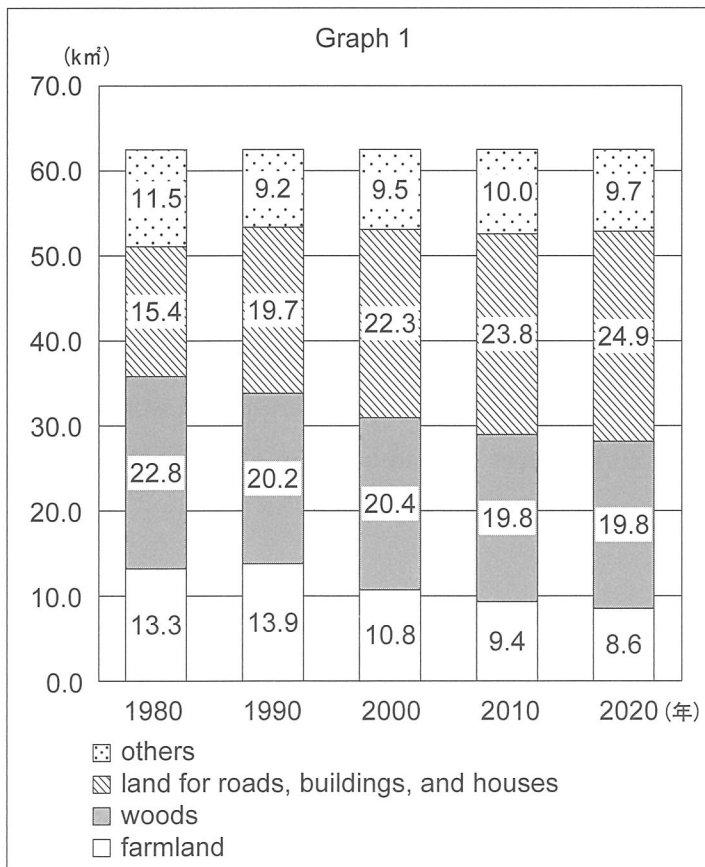
* sky : 空

問6 次の英文は、高校生のタケシ (Takeshi) 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。

Hello, everyone. I'm Takeshi. I live in Kamome City. Today, I'm going to talk about things I learned from a *volunteer *program I joined last summer. I've learned what we can do to live in this city and enjoy *peace of mind.

What is "enjoying peace of mind"? I thought about it when I visited my grandmother in Hokkaido last summer. My grandmother lives in a beautiful place. From her house, I saw a lot of *farmland and *woods. I enjoyed reading books under the *trees in her *garden, and thought, "It's good to live with *flowers, trees, and *nature. They give me peace of mind."

When I came home from Hokkaido, I said to *myself, "The farmland and woods in Hokkaido were beautiful!" Then I asked myself, "How much *land is farmland and woods in Kamome City? Has the *amount of farmland and woods become larger or smaller?" I found the answer on the Internet. Look at *Graph 1. It shows the amount of farmland, woods, land for *roads, *buildings, and houses, and others. I can see the amount of farmland and woods has become smaller. Then look at Graph 2. It shows how the *population of Kamome City has changed. From Graph 1 and Graph 2, I can say that since 1980, .



* volunteer : ボランティア program : プログラム peace of mind : 心の安らぎ farmland : 農地
woods : 森林 trees : 木 garden : 庭 flowers : 花 nature : 自然 myself : 自分自身 land : 土地
amount of ~ : ~の総計 Graph : グラフ roads : 道路 buildings : 建物 population : 人口

The amount of farmland and woods has become smaller, and I felt sad about it. Then I thought, “What kind of things is Kamome City doing for the *environment?” To find the answer, I *called the *City Hall, and spoke to a woman. Her name was Ms. Hori. I said, “I felt good when I had a lot of nature around me at my grandmother’s house in Hokkaido. I also liked seeing the farmland from her house. These things gave me peace of mind. How can I enjoy the same peace of mind in Kamome City?” Ms. Hori said, “Of course, enjoying peace of mind is important. But it is difficult to make an environment like Hokkaido in this city. *Instead, Kamome City has some programs to help its people enjoy living in the city. For example, we are making more parks.” “Parks?” I said. “Yes. Parks are not farmland or woods, of course, but they also give people peace of mind. In some places in our city, for example, near the station, there are a lot of buildings. The parks in those places can give people places to *relax. People can play with their children, or enjoy talking under the trees. (①) And we are working with volunteers to clean the parks in the city,” Ms. Hori said.

That weekend, I joined the volunteer program called the Flowers in the City. About 20 volunteers and I met in a park near the station. First, we collected *trash and *fallen leaves in the park. Then we started to *plant new flowers. When we finished it, the park looked more beautiful than before. One volunteer said, “It’s important to clean places around us. We feel good if they are clean.” I thought he was right. The volunteer also told me an idea about having more flowers and trees in the city. He said, “*Rooftops of some buildings are used as gardens with flowers and small trees,” and I thought it was interesting.

Through the volunteer program, I’ve learned there is more than one way to enjoy peace of mind in the city. (②) And there are many things we can do to live with peace of mind. Before speaking to Ms. Hori and joining the Flowers in the City, I thought, “ (③)” Now I like living in Kamome City. I’m happy that the city is trying to make our life better by making more parks, and working with volunteers to clean the parks in the city. If you are interested in working with the Flowers in the City, please join us. Let’s make places around us clean and beautiful, and enjoy peace of mind! Thank you.

* environment : 環境 called ~ : ~に電話した City Hall : 市役所 Instead : その代わりに

relax : リラックスする trash : ごみ fallen leaves : 落ち葉 plant ~ : ~を植える Rooftops : 屋上

(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. all of the land that the city has for roads, buildings, and houses has become smaller every year
2. the city has created more land for roads, buildings, and houses, but the population hasn't changed
3. more people have lived near farmland and woods because land for their houses has become smaller
4. the population has become larger, and the people have used more land for roads, buildings, and houses

(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. Having clean and beautiful parks is one of the ways.
B. I want to live in a place like Hokkaido.
C. So we think it's good to have more parks in the city.

- | | | |
|----------------|----------------|----------------|
| 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、タケシ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. There is a lot of nature in Hokkaido because many volunteers are taking care of it.
b. Takeshi doesn't think that there is only one way to enjoy peace of mind.
c. Ms. Hori thinks creating parks is more important than having more farmland and woods.
d. Takeshi thinks it's good to take care of places like parks to enjoy living in the city.
e. Takeshi joined the Flowers in the City to plant flowers on the rooftops of some buildings.
f. People living in Kamome City cannot see flowers in places that have many buildings near the station.

- | | | | |
|--------|--------|--------|--------|
| 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)の英文とビデオレター (video letter) の作成計画, (イ)の英文と作成途中の予定表 (schedule) 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)

Amy is an *exchange student from Australia. She wants to *introduce her school in Japan to her friends in Australia in a video letter. Taro, Amy's classmate, is interested in making it. Amy and Taro are talking about a *plan for the video letter.

Amy: Let's start the video letter with our school's *basic information, for example, the number of students. Then, we will introduce our classes, school events, and *club activities. I want to *end the video letter with a special message from you and me!

Taro: Oh, you want five parts in the video letter. Good idea. How long will the video letter be?

Amy: It shouldn't be too long, so I think 15 minutes will be good. I want to make the part about our club activities the longest, because it is the most interesting part.

Taro: I agree. How about giving six minutes to the part about our club activities?

Amy: Well, I want to make it longer because there are 28 clubs in our school. How about giving one more minute to the part about our club activities?

Taro: OK. Now let's think about the other parts.

Amy: How about giving three minutes to *each of the parts about our classes and school events?

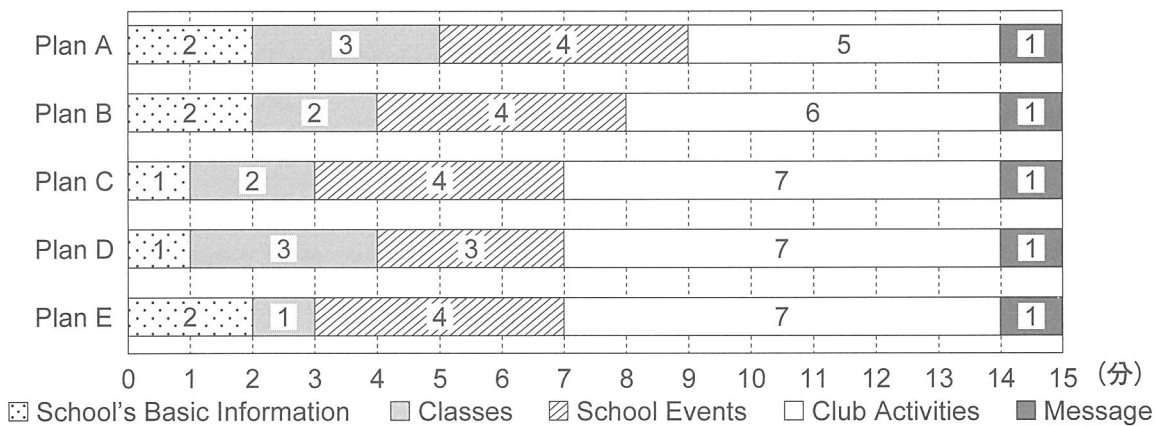
Taro: I think our school events are very interesting, too. So let's give four minutes to the part about our school events. Then the part about our classes will be two minutes.

Amy: OK. So, each of the parts for our school's basic information and our special message will be one minute. Do you think one minute will be OK for our school's basic information? Should it be two minutes?

Taro: I think one minute will be OK. I like this plan.

Amy: I do, too. I'm excited to make the video letter!

The plan for the video letter



質問: Which is the plan Amy and Taro have made?

1. Plan A. 2. Plan B. 3. Plan C. 4. Plan D. 5. Plan E.

* exchange student : 留学生 introduce ~ : ~を紹介する plan : 計画 basic information : 基本的な情報
club activities : 部活動 end ~ : ~を終える each of ~ : それぞれの~

(1)

Kamome City is going to *hold a big sports event called “Kamome Sports Day” next month, and *invite famous players who will play five different sports for the event. The five sports are basketball, soccer, tennis, *table tennis, and *volleyball. The schedule must be made *according to *Conditions.

Conditions

- All five sports should be played *once on Saturday and once on Sunday.
- Different sports should start at different times during the day. Two sports can't start at the same time on the same day. So, people can watch two or more sports in one day.
- Basketball should start at 10 a.m. on Saturday and on Sunday.
- Soccer should start at the same time on Saturday and on Sunday.
- Volleyball, tennis, and table tennis should start at different times on Saturday and on Sunday.
- Tennis should start in the morning (8 or 10 a.m.) or at 5 p.m.

Schedule

The sport will start at . . .	Saturday	Sunday
8 a.m.	Table tennis	Tennis
10 a.m.	Basketball	Basketball
1 p.m.	Volleyball	②
3 p.m.	①	
5 p.m.		③

質問 : Which sport will be at ①, ②, and ③ on the schedule ?

1. ① - Tennis ② - Soccer ③ - Table tennis
2. ① - Soccer ② - Soccer ③ - Volleyball
3. ① - Soccer ② - Volleyball ③ - Soccer
4. ① - Tennis ② - Table tennis ③ - Soccer
5. ① - Soccer ② - Table tennis ③ - Volleyball

* hold ~ : ~を開催する invite ~ : ~を招待する table tennis : 卓球 volleyball : バレーボール
according to ~ : ~に従って Conditions : 条件 once : 1回

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Takuya, Yuri, and Ryo are Kamome High School students. They are talking in the *classroom after school. Then, Ms. Green, their English teacher, talks with them.*

Ms. Green: Hi, Takuya, Yuri, and Ryo. What are you doing?

Takuya: We are talking about our *work experience during the summer. We worked at a *ryokan hotel called “Kamome Ryokan”.

Ms. Green: Really? I stayed there when my father and mother visited me in Japan six years ago from Australia. We enjoyed staying there together.

Yuri: It is one of the oldest *ryokan* hotels in our city. My grandfather and grandmother stay there every year. It was very interesting to work there and learn about the *ryokan* hotel.

Ms. Green: Oh, tell me about your experience. What did you do?

Ryo: We cleaned the *tatami rooms for *guests.

Takuya: We also *brought *meals to the guests in the restaurant. Before and after meal times, we cleaned the tables and *chairs there.

Ms. Green: I’ve heard that in old Japanese *ryokan* hotels, guests sit on the *tatami floor to eat their meals, and they don’t use chairs. Why does Kamome Ryokan have a restaurant with tables and chairs?

Ryo: Well, we also wanted to know why, so we asked the *manager about it.

Takuya: Kamome Ryokan has a restaurant with tables and chairs because some guests who stay there want to sit in a chair when they eat. Kamome Ryokan didn’t have the restaurant before, and the guests sat on the *tatami* floor in a large *tatami* room to eat their meals. But the manager and the *staff members decided to *introduce a restaurant with tables and chairs.

Yuri: The manager also told us why they did it. She showed us ① this *graph. It shows the number of guests who stayed at Kamome Ryokan *each year from 2012 to 2019. The number *increases from 2012 to 2015, but doesn’t change very much from 2015 to 2017. During those two years, Kamome Ryokan asked its guests some *questions about the *ryokan* hotel through *questionnaires.

Ryo: Through the questionnaires, it was found that some guests, for example, people from other countries, wanted to sit in a chair when they ate.

Takuya: The manager and the staff members of Kamome Ryokan talked about it, and decided to introduce a restaurant with tables and chairs. The restaurant *was opened in 2018.

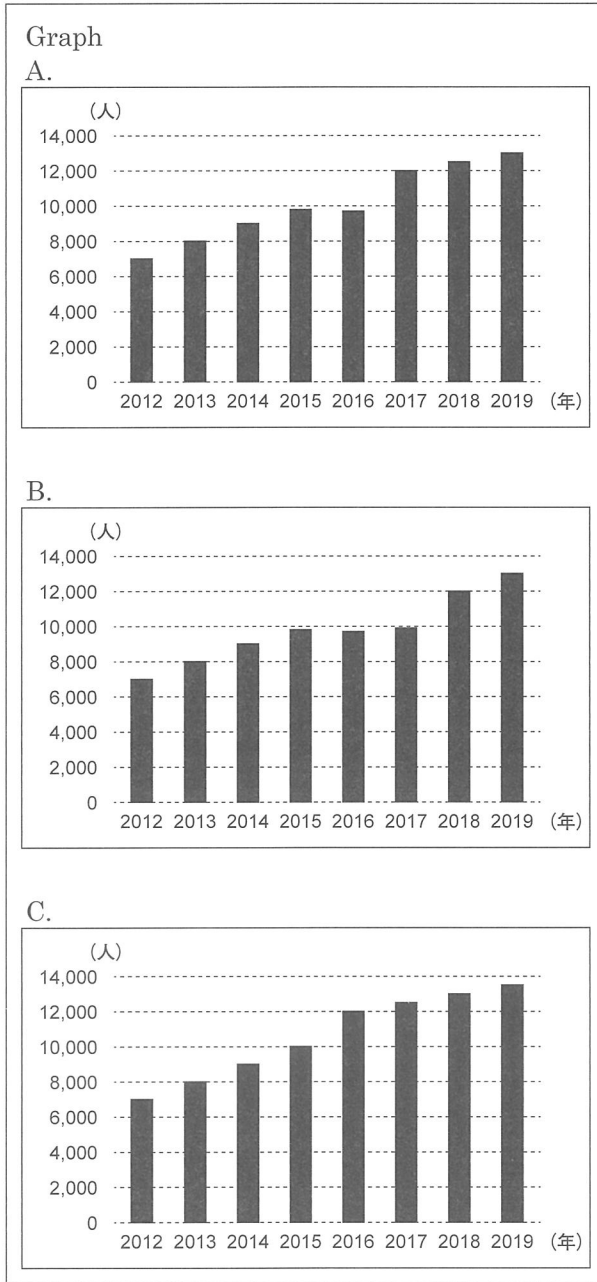
* *classroom* : 教室 work experience : 職場体験 *ryokan* hotel : 旅館 *tatami* rooms : 和室 guests : 客
brought ~ : ~を持って行った meals : 食事 chairs : 椅子 *tatami* floor : 畳 manager : 支配人
staff members : スタッフ introduce ~ : ~を取り入れる graph : グラフ each year : 毎年
increases : 増えている questions : 質問 questionnaires : アンケート was opened : オープンした

- Yuri:** Since then, the number of guests has been increasing.
- Ms. Green:** But I think there are some people who may want to sit on the *tatami* floor and eat their meals.
- Yuri:** That's right. For those people, if they ask the *ryokan* hotel *before they arrive, they can eat their meals in their *tatami* rooms.
- Ryo:** And there is an interesting thing in the restaurant. It's ② the *menu! We borrowed one. Here, Ms. Green.
- Yuri:** The menu is written in Japanese and English. This is good for guests from other countries.
- Ryo:** And there are *symbols on the menu.
- Ms. Green:** What do you mean?
- Yuri:** They are symbols that tell you about the *dishes. For example, this symbol means that this dish has only *vegetables.
- Ms. Green:** Oh, that's a good idea. I didn't know that. So there is also a symbol for “*meat”, right?
- Ryo:** Well, the symbols of animals are used for “meat”. In this way, the guests can learn what kind of meat is used in each dish.
- Ms. Green:** You learned so many things.
- Yuri:** Yes, we did. It was a good experience. We remember many things the manager told us. She said, “We always think about the guests. When we learn that there is something they want us to change, we will talk about it and sometimes decide to change it.”
- Ms. Green:** I can tell that you had a really good time. I want you to *share your experience with other students and teachers.
- Takuya:** We also want to do that. So we are writing an *article for the school newspaper.
- Ryo:** We are writing in Japanese and in English because we want many people to know about our work experience.
- Ms. Green:** That's great!
- Takuya:** We will also write about the most important thing we have learned from our work experience.
- Ms. Green:** Oh, what is it?
- Yuri:** The manager of Kamome Ryokan often asked us, “” By asking that question, she wanted us to understand that we should think about other people and do nice things for them.
- Ms. Green:** That's wonderful! When the newspaper is finished, I will send it to my father and mother in Australia.
- Takuya:** Please tell us what they think about our work experience.
- Ms. Green:** I will. I'm sure you will write a great article.

* before ~ : ~前に menu : メニュー symbols : しるし dishes : 料理 vegetables : 野菜 meat : 肉
 share ~ : ~を共有する article : 記事

(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1～6の中から一つ選び、その番号を答えなさい。

ア群



イ群

Menu
X.

てんぷら Tempura	
和牛ステーキ Japanese Beef Steak	

Y.

てんぷら Tempura	
和牛ステーキ Japanese Beef Steak	

Z.

Tempura	
Japanese Beef Steak	

1. ① : A ② : X
2. ① : A ② : Y
3. ① : B ② : X
4. ① : B ② : Z
5. ① : C ② : Y
6. 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. If you were a guest, when would you want to arrive?
2. If you were a guest, what would you want us to do?
3. If you were the manager, what would you want to write about?
4. If you were a staff member, where would you want to work?

(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. Ms. Green has enjoyed hearing about the work experience of her students because she hasn't stayed in a *ryokan* hotel.
- b. The guests at Kamome Ryokan can sit in chairs or on the *tatami* floor when they eat their meals.
- c. The students were very busy during their work experience, so they didn't have time to talk to the manager at Kamome Ryokan.
- d. Kamome Ryokan introduced new dishes because the number of guests from other countries increased.
- e. Kamome Ryokan is one of the oldest *ryokan* hotels in the city, and it hasn't changed its way of helping its guests.
- f. The manager told the students during their work experience that it was important to make the guests feel good.

- | | | | |
|----------|----------|----------|----------|
| 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. d と f |

(問題は、これで終わりです。)

