

平成 26 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9 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^{らん}に、はっきり書き入れなさい。
- 4 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。
- 5 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スーザ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、その番号を書きなさい。

- | | | |
|-------|--------------------------------|------------------------------------|
| No. 1 | 1. I lived near the mountain. | 2. I like sunny days very much. |
| | 3. I stay home and read books. | 4. I watch birds when it is sunny. |
| No. 2 | 1. I like Japan. | 2. Next summer. |
| | 3. My friends are. | 4. For three years. |
| No. 3 | 1. It's a CD of English songs. | 2. I don't remember her birthday. |
| | 3. I will buy it tomorrow. | 4. It's not a birthday present. |
| No. 4 | 1. You were going to Hokkaido. | 2. I was taking this picture. |
| | 3. You were here. | 4. I didn't go to 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、その番号を書きなさい。

No. 1 **Question : Why will Naomi and Peter go to the teachers' room after lunch ?**

1. To ask their science teacher about their homework.
2. To do their English homework with Mr. Suzuki.
3. To eat lunch with their science teacher.
4. To help their science teacher.

No. 2 **Question : Which movie will Naomi and Peter watch tomorrow ?**

1. The movie starting at eleven in the morning.
2. The movie starting at one in the afternoon.
3. The movie starting at one thirty in the afternoon.
4. The movie starting at two in the afternoon.

No. 3 **Question : What can we say about Peter ?**

1. He has a brother, and he doesn't have any sisters.
2. He has two sisters, and he doesn't have any brothers.
3. He is younger than his brother and sisters.
4. He is older than his brother and sisters.

(ウ) 先生が生徒に伝えた言葉を聞いて、次の〈先生から生徒への注意〉を完成させるとき、文中の
----- 線の部分に適する日本語を書きなさい。ただし、「だれが、何をしているか」を具体的に書くこと。

〈先生から生徒への注意〉

生徒の皆さんが忘れてはいけないのは、毎週土曜日に

----- ということです。この公園をきれいに使いましょう。

問2 次の英文は、高校生のマサルが英語の授業で書いた作文の一部です。あとの の中の日本語を参考にし、英文中の(ア)、(イ)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。

Last month, I went to a kindergarten to take care of children. When I sang songs, the children (ア) (b _ _ _ _) to sing together. Their smiles made me happy. These days, I often think about my future career. I like singing songs and playing the guitar, so I wanted to be a (イ) (m _ _ _ _ _ _ _ _). But now I want to work at a kindergarten to make children happy.

先月、私は幼稚園へ行って子どもたちの世話をしました。私が歌を歌うと、子どもたちも一緒に歌い始めました。その笑顔を見て私はうれしくなりました。最近、私はよく将来の職業について考えます。私は歌を歌ったりギターを弾いたりするのが好きなので、音楽家になりたいと思っていました。でも今は、幼稚園で働いて子どもたちを幸せにしたいと思っています。

問3 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、その番号を書きなさい。

(ア) Have you ever () her before?

1. see 2. saw 3. seen 4. seeing

(イ) Will you tell me how () to the station?

1. get you 2. getting 3. can get 4. to get

(ウ) The game those students are playing now () exciting.

1. look 2. looks 3. are looking 4. look at

問4 次の(ア)~(エ)の対話文が完成するように、()内の六つの語の中から五つを選んで正しい順番に並べかえ、その順に番号を書きなさい。(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 am very sad because Mr. Smith is going to leave Japan.

B : Me, too. I (1. am 2. write 3. to 4. a 5. like 6. would) letter to him in English.

(イ) A : I need another large box like this one.

B : Well, I (1. is 2. that 3. think 4. box 5. as 6. than) large as this one.

(ウ) A : Do you remember this book ?

B : Of course, I do. This is (1. when 2. I 3. to 4. the 5. liked 6. book) I was a child.

(エ) A : This tree is very tall. Do (1. it 2. which 3. know 4. old 5. you 6. how) is ?

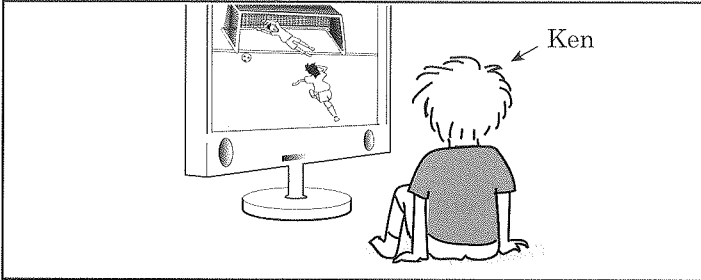
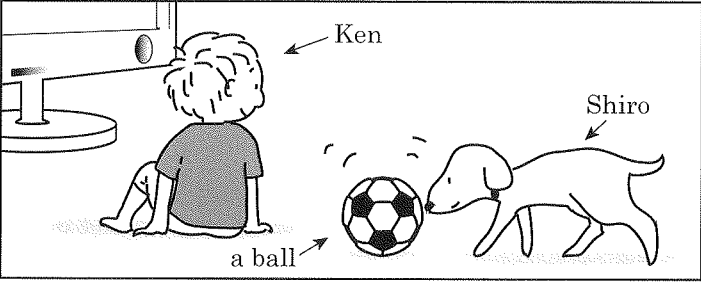
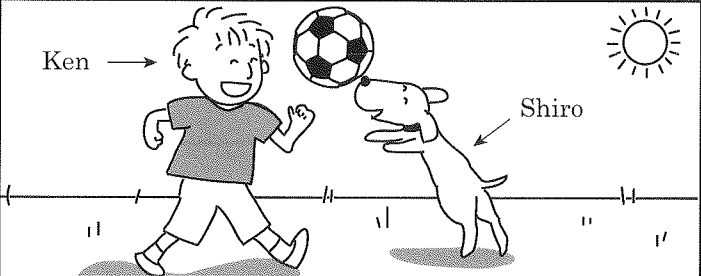
B : No, but my grandmother knows it.

問5 次の英文は、カオリが英語の授業で書いた作文の一部です。英文を読んで、()の中に適する英語を書きなさい。ただし、**Japanese**を必ず含んで、5語以上で書くこと。なお、短縮形(I'mやdon'tなど)を使う場合や符号(、や?など)を使う場合は、短縮形は1語と数え、符号は語数に含めません。

I have a friend from *New Zealand. Her name is Cathy. She will visit my house next week. She likes Japanese food, and I want to cook Japanese food for her. Yesterday I called her and asked, "What ()? I want to cook it for you." Then she answered, "I like *sushi* very much, but I want to try *sukiyaki*." So, I will cook *sukiyaki* for her next week.

*New Zealand : ニュージーランド

問6 次のA～Cのひとつづきの絵は、先週の日曜日における、ケン(Ken)と彼の犬のシロ(Shiro)の一連の様子を表しています。Aの場面を表す<最初の文>に続けて、Bの場面とCの場面を表す英文を書くとき、(ア)、(イ)の中にそれぞれ適する英語を書きなさい。ただし、あとの<条件>①、②にしたがうこと。

A		<p><最初の文></p> <p>Last Sunday, Ken watched a soccer game on TV.</p>
B		<p>(ア)</p>
C		<p>(イ)</p>

<条件>

- | |
|---|
| <p>① (ア)、(イ)どちらも Ken と Shiro を必ず含んで、(ア)は 6 語以上、(イ)は 5 語以上で書くこと。</p> <p>② 英文は(ア)、(イ)についてそれぞれ 1 文で書くこと。1 文は大文字で書き始め、文末は「.」「?」「!」のいずれかの符号で終わること。</p> <p>※ 短縮形 (I'm や don't など) は 1 語と数え、符号は語数に含めません。</p> |
|---|

問7 次の英文を読んで、あとの(ア)~(エ)の問いに答えなさい。

*Miho is a junior high school student in Japan. Her school will have a *long-distance running event next week. One day she was talking about it with her friend, Jane, a student from Australia at Miho's junior high school.*

Miho : Hello, Jane.

Jane : Hi, Miho. You don't look well. Are you all right ?

Miho : Well, I am *nervous because we will have a long-distance running event next week. I don't like to *run long *distances.

Jane : But you like sports, right ? We will only run three *kilometers, and I don't think that is very long. I don't understand why you don't like to run.

Miho : I like team sports like basketball and baseball, but it's not fun to run long distances *alone. That's too hard for me.

Jane : I see, but listen, Miho. My *grandfather in Australia ran a *full marathon last month.

Miho : Really ?

Jane : Yes. He is seventy-three years old and enjoys running long distances. He has been in good *health since he started running long distances. (①) Some of them are older than him.

Miho : Wow ! That's great.

Jane : I learned a lot of things about running from my grandfather, so I can help you. (②)

Miho : Well, I don't know. I think I will *give up running soon.

Jane : Don't *worry. Let's run together. It's good for your health.

Miho : All right. I'll try.

Jane : Good. Let's start tomorrow. See you at 7:45 in the morning at Momiji Park.

Miho : OK.

The next morning, Miho and Jane ran in the park. When they were running, some other people were running, too, and said "Hello" to Miho and Jane. Miho and Jane didn't know them, but said "Hello" to them.

Miho and Jane were talking together after running.

Jane : How do you feel now ?

Miho : I feel good ! I liked saying "Hello" to people running in the park when we ran.

Jane : Me, too. *Actually, I didn't like running long distances before, but I like it now because my grandfather taught me some important things about running long distances.

Miho : What are they ?

Jane : He said, "When you run long distances, you don't have to try to run faster than other people. You can run *at your own pace." He also said, "When you run long distances, people around you are not your *opponents. They are like your *teammates, so you are not alone."

Miho : I see. Running long distances is like team sports. Then, you and I are teammates ! Thank you, Jane. (③)

Jane : I'm happy to hear that. Let's enjoy running long distances.

Miho : Yes. I will not forget the important things your grandfather said. Let's run again tomorrow morning.

Jane : Yes, of course !

* *long-distance running event* : 長距離走大会 nervous : 緊張して run ~ : ~を走る
distances : 距離 kilometers : キロメートル alone : ひとりで grandfather : 祖父
full marathon : フルマラソン (42.195キロメートルを走るマラソン) health : 健康
give up ~ : ~をあきらめる worry : 心配する Actually : 実は
at ~ own pace : ~のペースで opponents : 敵 teammates : 同じチームの仲間

(ア) 次の質問に対する答えを英文で書くとき、()の中に入れるのに最も適する英語1語を本文中より抜き出して書きなさい。

質問 : Before Miho talked with Jane, Miho didn't like to run long distances. Why ?

答え : Because Miho didn't like running long distances alone. It was very () for Miho to run long distances alone.

(イ) 本文中の (①) ~ (③) 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、その番号を書きなさい。

A. I didn't give up running because you ran with me.

B. How about running with me every morning ?

C. Also, he made a lot of friends through running long distances.

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) 本文中の —— 線部が表す内容として最も適するものを、次の 1～6 の中から二つ選び、その番号を書きなさい。

1. When we run long distances, we can't say "Hello" to people running in the park.
2. When we run long distances, people around us are not opponents.
3. When we run long distances, we should try to run faster than other people.
4. When we run long distances, we should practice running every morning.
5. When we run long distances, people around us are strong because they are alone.
6. When we run long distances, we can run at our own pace.

(エ) 本文の内容に合うものを、次の 1～5 の中から一つ選び、その番号を書きなさい。

1. Miho likes running long distances, but she doesn't like team sports.
2. Miho and Jane started to run in the morning after they finished a long-distance running event.
3. Miho had to give up running because she had no time to run in the morning.
4. Miho and Jane didn't see any people running in the park when they were running in the morning.
5. Miho learned some important things about running long distances from Jane's grandfather through Jane.

問8 次の(ア)～(エ)の英文やグラフについて、それぞれあとの質問や Question の答えとして最も適するものを、1～4の中からそれぞれ一つずつ選び、その番号を書きなさい。

(ア)

This is a *passage that Yurie found in a book.

Today, people don't have much time to have *conversations. *However, having conversations is (A) if you want to have a good *relationship with other people. There are two *main actions in a conversation. One main action is to talk to the other person. You need to say what you think to him or her *clearly. The other main action is to (B) to the other person. You need to understand what he or she says and think what is the best in the *situation. In this way, you can start a good relationship with other people.

* passage : 一節 conversations : 会話 However : しかしながら
 relationship with ~ : ~との関係 main actions : 主な行動 clearly : はっきりと
 situation : 状況

質問: 本文の (A), (B) に入るものの組み合わせとして最も適するものはどれですか。

- | | |
|------------------|------------|
| 1. A : easy | B : speak |
| 2. A : important | B : listen |
| 3. A : difficult | B : hear |
| 4. A : useful | B : tell |

(イ)

Last week, Tim's father went to Minato Restaurant three times to have lunch.

On Monday, he ate *Sashimi* *Set Meal, and he got one *point on his new point *card. The next day, he ate *Udon* Set Meal.

On Friday that week, he wanted to eat *Udon* Set Meal again, but he tried *Sushi* Set Meal.

He always showed his point card when he ate at the restaurant, so he got some points in the week.

Point Card

★ From Monday to Thursday, you can get 1 point when you eat a set meal which is more than 500 *yen.

★ Every Friday, when you eat a set meal which is more than 500 yen, you get 1 point and 2 *extra points.

1	2	3
4	5	6
7	8	9
10	⇒ Free Drink	

Minato's Lunch Set Meals

- One *Udon* Set Meal ∙ ∙ ∙ 400 yen
- One *Sashimi* Set Meal ∙ ∙ ∙ 600 yen
- One *Sushi* Set Meal ∙ ∙ ∙ 700 yen

* Set Meal : 定食 point : ポイント card : カード yen : 円 extra : 追加の

Question : How many points did Tim's father get at the restaurant last week ?

1. Two points. 2. Three points. 3. Four points. 4. Five points.

(7)

This is a *leaflet you got in Kamome *Shopping Center.

Answer the questions and get a nice present!

A new shop will open in Kamome Shopping Center on March 1st. Please write the name of the new shop on this paper and put it into the box in Kamome Shopping Center during the month of February. If you answer *correctly, you will get a nice present. The name has three *letters.

The new shop's name :

[*Hints]

Letter① : In Japan, which season comes after "winter" and before "summer"? Write the first letter of the season.

Letter② : If you *add four and four, what number do you get? Write the first letter of the number.

Letter③ : Which month comes after "March" and before "May"? Write the first letter of the month.

* leaflet : ちらし Shopping Center : ショッピングセンター correctly : 正しく

letters : 文字 Hints : ヒント add ~ and ... : ~と...を足す

Question : What is the name of the new shop ?

1. SEA.

2. TEA.

3. EAT.

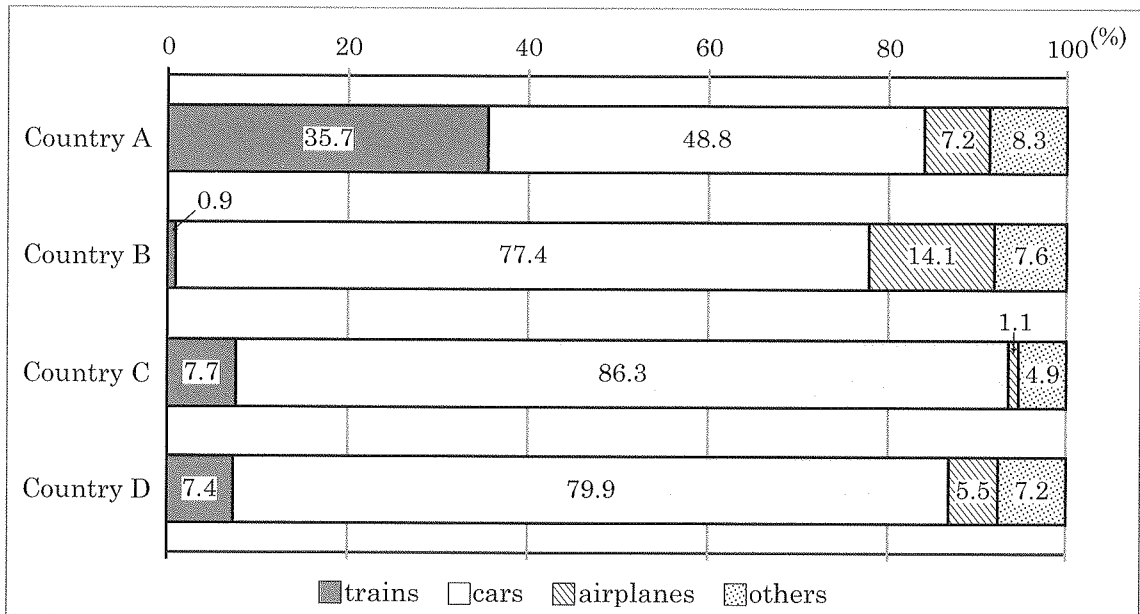
4. SET.

(エ)

This *graph shows what kinds of *transportation were used in 2008 to carry people in four countries — *the U.K., America, *Germany, and Japan.

The *percentage of car *usage is the highest in each country, and the percentage of car usage in the U.K. is the highest of these four countries. America is a large country, so the percentage of *airplane usage in America is higher than the percentages of airplane usage in the other countries. In Japan, train usage is more than 30% of the *total transportation usage.

Graph



(運輸政策研究機構「数字でみる鉄道2012」により作成)

* graph : グラフ transportation : 交通手段 the U.K. : イギリス Germany : ドイツ
percentage : 割合 usage : 使用量 airplane : 飛行機 total : すべての

Question : Which country is Germany ?

1. Country A. 2. Country B. 3. Country C. 4. Country D.

問9 次の英文は、高校生のタケシ (Takeshi) が英語の授業で発表したスピーチの原稿です。英文を読んで、あとの(ア)～(エ)の問いに答えなさい。

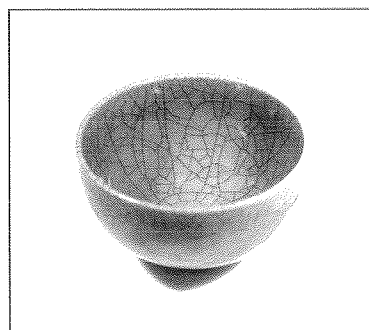
Hello, everyone. This summer, I had a *chance to think about traditional Japanese *culture when I met Emma, my mother's friend from *France. It was Emma's first time to come to Japan, and it was my first time to meet her. She stayed at my house for a week. Today, I will tell you the things that I learned through talking with her.

When Emma stayed at my house, I asked her, "What do you think about Japan?" She answered, "Before I came to Japan, I thought Japan was 'a country with traditional culture'. I thought, 'Japanese people wear *kimonos* and practice *karate*,' but I don't see those things here. Where can I find traditional Japanese culture?"

That night, I asked my mother to take Emma to Kyoto or Nara to show Emma traditional Japanese culture. My mother answered, "It is a good idea, but there are also traditional Japanese things around you." So, I tried to find traditional Japanese things in my house.

The next day, I showed Emma my *bowl (Picture). I said, "I think this is one thing that shows traditional Japanese culture." She took it, looked at it and said, "Well, I'm sorry but I don't think so. It's just a bowl. Also, it has many *cracks on it. You should use it more *carefully."

Picture



So, I said to her, "I like this bowl and use it every day to eat *rice. It is traditional Japanese *pottery made by *craftsmen. You say it has many cracks, but they are something called '*crackle'. It is not a good thing for *Western pottery to have cracks. In Japanese pottery, craftsmen make 'crackle' on it and people enjoy seeing the 'crackle'."

Emma listened to me very carefully. After this, she said, "Thank you very much for telling me something about traditional Japanese culture that I didn't know. I love traditional Japanese culture more than before."

Since then, I have tried to learn more about traditional Japanese culture. Please look at this *table. It shows what the people in some *European countries want to know about Japan. For example, in the U.K., the *most people answered "Traditional Culture". "*Science and Technology" comes next, and "*History" comes the third.

Table

Countries	No.1	No.2	No.3
the U.K. (イギリス)	Traditional Culture	Science and Technology	History
Germany (ドイツ)	Science and Technology	Traditional Culture	History
France (フランス)	Traditional Culture	Pop Culture (大衆文化)	History
Italy (イタリア)	Economy (経済)	Traditional Culture	Science and Technology

(外務省「EU(欧州連合)4ヶ国における対日世論調査」により作成)

When I look at this table, I can say, “In these countries, there are people (①) about traditional Japanese culture.” So, we need to know more about traditional Japanese culture, and *explain it to people in other countries.

Now, everyone, please look around you. There are a lot of traditional Japanese things that we don't *notice. Before talking with Emma, I thought talking about traditional Japanese culture was difficult. [②]

Thank you for listening.

* chance : 機会 culture : 文化 France : フランス bowl : 茶碗^{ちやわん} cracks : ひび
carefully : 注意深く rice : ご飯 pottery : 陶磁器 craftsmen : 職人たち
crackle : (陶磁器の表面にできる) ひび模様 Western : 西洋の table : 表
European : ヨーロッパの most : 最も多くの Science and Technology : 科学技術
History : 歴史 explain ~ : ~を説明する notice ~ : ~に気づく

(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、その番号を書きなさい。

1. Emma doesn't think Takeshi's bowl shows traditional Japanese culture.
2. Takeshi doesn't think that Japanese people wear *kimonos* or practice *karate*.
3. Emma doesn't think Takeshi's mother will take Emma to Kyoto or Nara.
4. Takeshi doesn't think Japan is a country with traditional culture.

(イ) 本文中の (①) の中に適する英語を書きなさい。ただし、4 語以上 6 語以内で書くこととし、短縮形 (I'm や don't など) や符号 (, や ? など) は使わないこと。

(ウ) 本文中の [②] の中に次の A～C の三つの文を入れるとき、A～C を並べる順番として最も適するものはどれか。あとの 1～6 の中から一つ選び、その番号を書きなさい。

- A. Let's find traditional Japanese things around us, and try to talk about them to people in other countries.
- B. Then they will understand traditional Japanese culture better.
- C. But now I know it's not difficult.

- | | | |
|----------|----------|----------|
| 1. A→B→C | 2. A→C→B | 3. B→A→C |
| 4. B→C→A | 5. C→A→B | 6. C→B→A |

(エ) 本文の内容に合うものを、次の 1～5 の中から一つ選び、その番号を書きなさい。

1. Emma saw Japanese people wearing *kimonos* and practicing *karate* in Kyoto and Nara.
2. Takeshi says that Emma can enjoy seeing cracks in Western pottery.
3. Emma wanted to see traditional Japanese things, but Takeshi couldn't find anything.
4. Takeshi says that there are a lot of traditional Japanese things that we don't notice.
5. Emma says that Takeshi should know more about traditional Japanese culture.

(問題は、これで終わりです。)

