

平成 25 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 10 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 解答用紙にマス目（例：

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）がある場合は、句読点などもそれぞれ 1 字と数え、必ず 1 マスに 1 字ずつ書きなさい。なお、行の最後のマス目には、文字と句読点などを一緒に置かず、句読点などは次の行の最初のマス目に書き入れなさい。
- 5 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。
- 6 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2 次の英文は、ハワイに住んでいるスミスさんが、日本に住んでいる友人にあてて書いた手紙の一部です。下の□の中の日本語を参考にし、英文中の (ア)(m) , (イ)(M) の中に入れるのにそれぞれ最も適する1語を英語で書きなさい。ただし、答えはすべて()内に指示された文字で書き始めなさい。

I'm happy to hear that you are going to come to Hawaii this August. I remember that you like surfing. It is very popular in Hawaii. August is a good (ア)(m) for enjoying it. What kind of surfboard do you have? (イ)(M) is a blue one with a rainbow. I'm looking forward to going surfing with you.

この8月にあなたがハワイに来ると聞いてうれしいです。あなたはサーフィンが好きでしたね。サーフィンはハワイではとても人気があります。8月はサーフィンを楽しむのに良い月です。あなたはどんなサーフボードをもっていますか。私の虹が描かれた青いサーフボードです。あなたといっしょにサーフィンに行くのを楽しみにしています。

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) This machine () by many people in the future.
 1. will be used 2. use 3. uses 4. is using
- (イ) Every child () a different dream.
 1. having 2. are having 3. have 4. has
- (ウ) Who () this picture of the beautiful mountains?
 1. taking 2. took 3. taken 4. do it take

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 : Does (1. songs 2. these 3. brother 4. like 5. likes 6. your)?
 B : Yes, he often sings them in his room.
- (イ) A : Please show us (1. to 2. used 3. do 4. using 5. what 6. by) a computer.
 B : OK, I will.
- (ウ) A : Can (1. trains 2. you 3. which 4. train 5. see 6. the) is leaving the station?
 B : Yes, I can. I think it is going to Tokyo.
- (エ) A : Who (1. listening 2. the 3. listened 4. is 5. girl 6. tall) to music over there?
 B : She is my sister's friend.

問5 次の(ア), (イ)の問いに答えなさい。

- (ア) 次の英文は、教室で佐藤先生 (Mr. Sato) が、ある場面の英語表現について、クラスの生徒たちに話したものです。英文を読んで、() の中に適する英語を書きなさい。ただし、あとの<条件>①, ②にしたがうこと。

Mr. Sato says :

It is important for you to help people. For example, you see an old man at a station. He has some large bags. He is going to go up the *stairs with his large bags, but you don't think he can do it. Then, you say to him, "Excuse me. ()?" If he needs your *help, he will say, "Yes, please. Thank you."

*stairs : 階段 help : 助け

<条件>

- ① Shallで書き始め、そのあとを3語以上6語以内で書くこと。
② 短縮形 (I'm や don't など) や符号 (, / . / ? / ! など) は使わないこと。

- (イ) 次の表は、中学生の明男 (Akio) と里香 (Rika) が、それぞれ自分のクラスの生徒40人全員に、野球、バスケットボール、サッカー、テニスの4つのうち、好きなスポーツを一つ答えてもらい、その人数をまとめたものです。また、表の下の [] 中の英文は、(B) と (C) に入る人数を説明したものです。表と英文について、あとの問いに答えなさい。

表

	baseball	basketball	soccer	tennis	*Total
Akio's class	7	11	(A)	(B)	40
Rika's class	10	(C)	9	(D)	40

英文

(B) is *the same as the number of the students who like soccer in Rika's class.
(C) is the same as the number of the students who like baseball in Akio's class.

*Total : 合計 the same as ~ : ~と同じ

- 問い 次の(1)と(2)の質問に対する答えを英文で書くとき、(a), (b) 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。

- (1) 質問：明男のクラスでは、サッカーとテニスを比べると、どちらがより人気がありますか。

答え：(a) in Akio's class.

- (2) 質問：里香のクラスでは、どのスポーツがいちばん人気がありますか。

答え：(b) sport in Rika's class.

<条件>

- ① (a), (b) どちらも popular を必ず含んで、(a) は6語、(b) は5語で書くこと。
② 短縮形 (I'm や don't など) や符号 (, / . / ? / ! など) は使わないこと。

問6 次の英文は、高校1年生のサキ (Saki) が英語の授業で行っ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。

Last year in July, Kate came to Japan from Australia to study in a Japanese high school, and she joined our class. It was the first time for her to visit Japan. Since then, we have had a lot of fun. Next week she will go back to Australia. I have known her for only *half a year, but I learned a lot of things from her. *Through talking with Kate, I have learned that it is important to *make friends with people from other countries. Today I am going to talk about it.

When Kate first joined our class, she didn't talk to us. So I said to her, "Are you OK? Please ask me anything if you have a problem." She said, "Thank you. Can I ask your name?" I answered, "My name is Saki. I'm glad to have you in this class." She looked happy to hear that. Then Kate and I became good friends. Two or three weeks later she said to me, "On the first day in this class, I didn't know what kind of things I should talk about with the other students, so I was very happy when you talked to me. After that, I talked to many people and made friends with them. Now I understand Japanese people better."

Kate and I talked about many things. One day in October I asked her, "Why did you come to Japan?" She answered, "I came to Japan to study Japanese *culture. When I was in Australia, I became interested in Japanese *manga* because I like the stories and the *main characters." "What do you think about the main characters in Japanese *manga*?" I asked. She said, "I thought that a main character should be a *perfect person. In some of the Japanese *manga* I read, the main characters often have *faults and make *mistakes like us, and they try to *overcome their faults. I like that." I have never thought about Japanese *manga* from that *point of view. I have found that people from other countries can teach us some important things about Japan. They often tell us something that Japanese people have not found.

Kate told me two good things about studying in *foreign countries. First, we understand the cultures of other countries better when we study there. Kate said, "When I was in Australia, I only knew about Japan through Japanese *manga*, but after I came to Japan, I learned more about Japan." Second, we can learn a lot from foreign people. She said, "[] One friend from another country can change our points of view of the world."

I am happy to hear those things from Kate because I have found what I should do in the future. I will study in other countries and make friends with many people there.

Before Kate leaves Japan, I want to say, "Thank you, Kate. I am happy because you taught a lot of important things to me."

Thank you for listening.

*half a year : 半年 Through ~ : ~を通して make friends with ~ : ~と友だちになる
culture : 文化 main characters : 主人公 perfect : 完璧な faults : 欠点
mistakes : 間違い overcome ~ : ~を克服する point of view : 視点 foreign : 外国の

- (ア) 本文の内容に合うように、次の書き出しの英語に続けるのに最も適するものを、あとの1～4の中から一つ選び、その番号を書きなさい。

When Kate first joined Saki's class, ...

1. Saki was happy because Kate often talked to Saki.
2. Kate talked to everyone and made many friends.
3. Saki asked Kate, "Why did you come to Japan?"
4. Kate had no idea of the things she should talk about.

- (イ) 本文の内容に合うように、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、その番号を書きなさい。

What did Kate say about Japanese *manga* ?

1. People can become perfect when they read it.
2. People should read it from different points of view.
3. She became interested in it before she came to Japan.
4. She likes it because the main characters are perfect.

- (ウ) 本文中の [] 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. But if we have friends in other countries, we can get different points of view from the friends.
B. By having such different points of view, we can understand other countries better.
C. Now some countries in the world are not good friends with other countries.

- | | | |
|----------|----------|----------|
| 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. Kate will go back to Japan because she learned a lot about Australia.
2. Saki says people from other countries teach her everything about Japan.
3. Kate didn't have anything to learn about Japan after she came to Japan.
4. Saki learned a lot of important things from Kate, so Saki feels happy.
5. Kate told Saki to read Japanese *manga* to learn about foreign countries.

問7 次の(ア)~(エ)の英文と、表や図について、それぞれあとの**Question**の答えとして最も適するものを、1~4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)

Yuki will *rent CDs and DVDs at Minato *Rental Shop. She will rent two CDs for two days and three DVDs for one week *at the lowest price. She will use a *discount coupon.

***Rental Fee for one CD or one DVD**

	1 day	2 days	1 week
CD	*¥150	¥200	¥350
DVD	¥400	¥450	¥550

Discount Coupon

If you use this discount coupon, you only need ¥1,000 to rent three DVDs for one week.

★ Show this discount coupon when you *pay.

*rent ~ : (お金を出して) ~を借りる Rental Shop : レンタル店
 at the lowest price : 最も安い価格で discount coupon : 割引券
Rental Fee : レンタル料金 ¥ : 円 (日本の通貨単位) pay : 支払う

Question : How much will Yuki pay at the rental shop ?

1. ¥1,400. 2. ¥1,600. 3. ¥2,050. 4. ¥2,250.

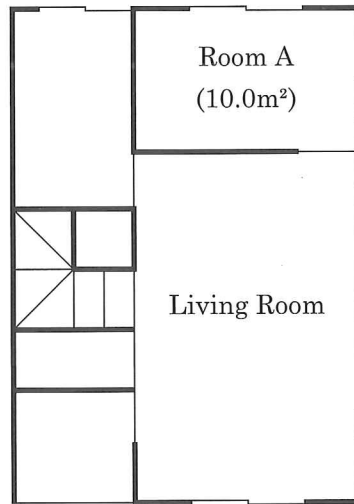
(イ)

There are four rooms and one *living room in Masao's house.

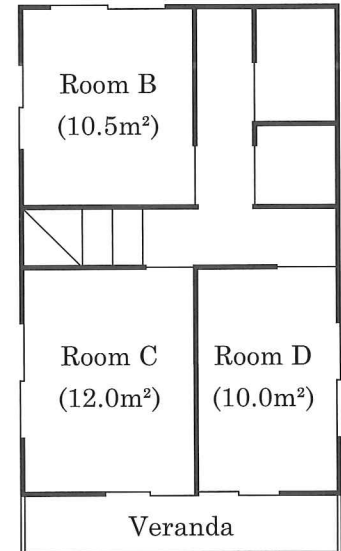
His sister has her *own room and he also has his own room.

His room is *not as large as his sister's.

He really likes his room because he can *get out of his room onto the *veranda and enjoy looking at the beautiful mountains.



1 *F



2 F

*living room : 居間 ~ own : ~自身の not as ~ as ... : ...ほど~でない
 get out of ~ onto ... : ~から...に出る veranda : ベランダ ~ F : ~階

Question : Which is Masao's room ?

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

(ウ)

Ken studies science at home every day. This week he studied it at home for 30 minutes on Monday and 30 minutes on Tuesday. On Wednesday he studied it at home for 20 minutes, and for one hour the next day. He wanted to study it for one hour again on Friday, but he studied it at home for only forty minutes because he had to do his English homework. He usually studies science at home for one hour every Saturday, but he studied it at home for two hours this Saturday for the test next Monday. Today is Sunday and he studied it at home for one hour.

Question : How long did Ken study science at home from Monday to Sunday of this week ?

1. Five hours.
2. Five hours and twenty minutes.
3. Six hours.
4. Six hours and twenty minutes.

(エ)

One day, Amanda, a high school student in America, read an e-mail from her friend Sachie.

Hi, Amanda,

How are you ? Thank you for your e-mail last week. I'm happy to hear that you will come to Japan again. We had a good time when you visited my school last year.

In your e-mail, you say that you will come to Japan with your family and stay for one week. If you have time to meet me, what do you want to do ?

Sachie

Two days later, Sachie got an e-mail from Amanda.

Hi, Sachie,

Thank you for writing me back so soon. My family and I will visit Osaka on the first day and then stay in Kyoto for two days. After that, I will go to Kanagawa and can meet you. I want to see a popular Japanese movie with you. Are you interested in movies ? If there is a popular one, please tell me about it.

Amanda

Question : What can we say from these two e-mails ?

1. Sachie asked Amanda to tell Sachie about a movie Amanda wants to see.
2. Amanda asked Sachie to tell Amanda about a popular Japanese movie.
3. Sachie is happy to know Amanda is going to visit Sachie's school again.
4. Amanda is happy to know Sachie is going to see Amanda in Osaka.

問 8 次の英文を読んで、あとの(ア)~(エ)の問いに答えなさい。

*Brian is a high school student from America. He joins a *volunteer club at school. Last Sunday he went to a *nursing home with his friends to teach the old people living there about computers. Mr. Doi, one of the old people there, is talking with Brian in a room at the nursing home.*

Mr. Doi: Hello, I am Kazuo Doi. Nice to meet you. Thank you for coming today.

Brian: Nice to meet you, too. My name is Brian. What can I do for you, Mr. Doi?

Mr. Doi: Can you teach me how to *send e-mails, Brian?

Brian: Of course, I can. Do you want to send an e-mail to anyone?

Mr. Doi: Yes. One of my friends lives in a nursing home in Hokkaido. I have not seen her for a long time, but she sent me a *postcard last summer. She wrote her *e-mail address on the postcard. I want to send her an e-mail to say “Hello,” but I don’t know how to do it.

Brian: Don’t worry, Mr. Doi. It is not difficult to send an e-mail.

Two days later, Brian and his friend Yumi are talking in their classroom.

Yumi: Brian, I hear you went to a nursing home last Sunday, right?

Brian: Yes. I went there to do *volunteer work with my friends.

Yumi: That’s great. What did you do there?

Brian: We taught the old people living there about computers. They were very glad to learn how to use computers.

Yumi: What did you teach them about computers?

Brian: I taught some old people how to send e-mails. Mr. Doi was one of them and his English was good. Read this e-mail from him. He sent it to me yesterday.

Brian and Yumi are reading the e-mail from Mr. Doi.

Hello, Brian,

Thank you for coming last Sunday. Do you remember my friend who sent me a postcard with her e-mail address? After I sent her an e-mail, she sent me an e-mail back soon. Using e-mail is a lot of fun.

In her e-mail she said, “Now I am trying a new thing in my nursing home. I am *in charge of an announcement over the PA system for 10 minutes in the morning. During this time, I read the *newspaper of the day and make some *comments. Many people living here enjoy it. I am sending this e-mail with a picture of me *in front of a microphone.”

Her e-mail was *encouraging to me. Now I have found an important thing to me. It is to try new things. When I find a new thing to try, I will send you an e-mail again.

Kazuo Doi

After reading the e-mail from Mr. Doi, Yumi and Brian are talking again.

Yumi : Mr. Doi enjoys *communication by e-mail.

Brian : Yes. I'm very happy to hear that.

Yumi : You did a good thing, Brian.

Brian : Thank you, Yumi. I went to the nursing home to teach the old people there about computers, but I also learned something there.

Yumi : What is it, Brian ?

Brian : Mr. Doi knew his friend was in charge of an announcement over the PA system, and then he started to think about trying a new thing, too.

Yumi : I know. Mr. Doi says, "encouraging" in his e-mail.

Brian : Right. When I taught him how to send e-mails, he said, "I have wanted to learn a lot of things. Using e-mail is one of them."

Yumi : I see. You want to say the e-mail from his friend made him more *positive, right ?

Brian : That's right. First, Mr. Doi learned how to send e-mails and wrote an e-mail to his friend. Next, he got an e-mail from his friend and knew his friend was trying a new thing. Now Mr. Doi () to him. Mr. Doi thinks that it is to try new things. We can say it is good to know how our friends are doing.

Yumi : It is wonderful to *communicate with other people, Brian.

Brian : I think so, too. Communicating with other people can make people more positive. I learned that from volunteer work in the nursing home.

Yumi : I hope that Mr. Doi can find a new thing to try. Please tell me when you get an e-mail from him again.

* *volunteer club* : ボランティアクラブ *nursing home* : 老人ホーム send ~ : ~を送る

postcard : 絵はがき e-mail address : 電子メールアドレス

volunteer work : ボランティア活動

in charge of an announcement over the PA system : 館内放送を担当して newspaper : 新聞

comments : コメント in front of a microphone : マイクの前の encouraging : 励みになる

communication by e-mail : 電子メールによるコミュニケーション positive : 前向きな

communicate with ~ : ~とコミュニケーションをとる

- (ア) 本文の内容に合うように、次の書き出しの英語に続けるのに最も適するものを、あとの1～4の中から一つ選び、その番号を書きなさい。

When Brian went to a nursing home to do volunteer work with his friends, . . .

1. the old people living there were not interested in learning about computers.
2. Mr. Doi, one of the old people living there, asked Brian about sending e-mails.
3. he enjoyed teaching about computers because everyone there spoke only Japanese.
4. Yumi was there with her friends because she was interested in volunteer work.

- (イ) 本文の内容に合うように、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、その番号を書きなさい。

What can we say about Mr. Doi's e-mail to Brian ?

1. Mr. Doi said to Brian, "Thank you for coming last Sunday," because Mr. Doi got an e-mail from Brian.
2. Mr. Doi was in charge of an announcement over the PA system in his nursing home, and it was popular there.
3. Mr. Doi's friend sent Mr. Doi an e-mail with a picture, and Mr. Doi started to think about trying a new thing.
4. Mr. Doi started to think about trying a new thing, but he didn't want to write an e-mail to Brian about it.

- (ウ) 本文中の()の中に適する英語を書きなさい。ただし、important を必ず含んで4語以上6語以内で書くこと。なお、短縮形(I'm や don't など)や符号(, / . ! ? !! など)は使わないこと。

- (エ) 本文の内容に合うように、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、その番号を書きなさい。

What did Brian learn from volunteer work in a nursing home ?

1. People can become more positive by communicating with other people.
2. It is difficult for him to learn how to use e-mail from the old people.
3. Old people don't need to send postcards if they can send e-mails.
4. He needs a lot of time to teach the old people about sending e-mails.

(問題は、これで終わりです。)