

神奈川県入試直前予想演習

I 外国語(英 語)

第 1 回

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。



この QR コードを
読み取ることで、
この回の放送音声
を再生できます。

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ユ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. We have been playing tennis since this morning.
 2. We usually play tennis on Mondays, Tuesdays, and Fridays.
 3. We will play the next matches this Saturday morning.
 4. We played tennis and won first place yesterday.

- No.2
1. I wrote an essay about one of the famous movies in Japan.
 2. I have just finished writing a speech for the contest.
 3. I helped Mr. Yamada with the speech contest last year.
 4. I'll read one of the Japanese comics in English.

- No.3
1. I'd like to. I think I can go to the park then.
 2. I'd like to. I want to know when I will have a dog from you.
 3. Yes. If I had a dog, I would walk my dog every morning.
 4. Yes. I always make my dog happy.

(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 Kenta?

1. He finds a beautiful painting he has never seen, but he doesn't know who painted it.
2. He will show Emma the pictures of the artist she likes at the art room.
3. He wants to paint a picture like other members of the art club.
4. He and the members of the art club will tell Emma how to paint a good picture.

No.2 質問：What can we say about Emma and Kenta?

1. Emma and Kenta are talking about their favorite pizza for lunch next Sunday.
2. Emma helped Kenta's brother do his homework at the library last Saturday.
3. Kenta checked the movie schedule and Emma called the restaurant to ask for the table for two.
4. Kenta supported Emma's idea of seeing a movie and having pizzas this Saturday.

(ウ) 市の動物園でのボランティア活動について、生物部のアミが留学生のマーク (Mark) とカイル (Kyle) に説明します。説明を聞いて、次のNo.1 とNo.2 の問いに答えなさい。

No.1 説明を聞いてマークが作った次の<メモ>を完成させるとき、 ① ~ ③ 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1つずつ選び、その番号を答えなさい。

<メモ>

About Our *Volunteer Activities at the City Zoo

- We do our volunteer activities on the fourth Saturday from 10:00 to 16:00.
(The city zoo opens from 9:00 to 18:00 every day, but the ① is its holiday, so it closes.)
- We can ask the *staff members with the zoo ② us if we can't talk with the visitors.
- We can ③ some food to the animals if we join the third activity.
- We need to tell Ami what to do as a volunteer in the zoo by Monday of the week we do the activities by e-mail.

- | | | |
|--------------------|------------------|---------|
| 1. ① first Monday | ② hat after | ③ buy |
| 2. ① second Sunday | ② jacket between | ③ cook |
| 3. ① third Monday | ② cap around | ③ bring |
| 4. ① first Monday | ② jacket between | ③ buy |
| 5. ① third Monday | ② hat after | ③ cook |
| 6. ① second Sunday | ② cap around | ③ bring |

No.2 説明を聞いた翌日にマークがカイルにあてて書いた次の<メッセージ>を完成させるとき、 ④ , ⑤ 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。

<メッセージ>



Hi, Kyle! Have you been to the city zoo? I haven't, and I don't know what it's like, so why don't we ④ at the zoo after school? Yesterday, I *downloaded it from the website of the zoo, but I found that the one at the zoo has a plan for the year, so that one will be more useful than the downloaded one. With that one, we can also ⑤ before the volunteer day at the city zoo.

- | | |
|----------------------------|---------------------------------|
| 1. ④ get the map | ⑤ be ready for the activities |
| 2. ④ see one of the events | ⑤ take care of the animals |
| 3. ④ practice Japanese | ⑤ communicate with the visitors |

* Volunteer Activities : ボランティア活動 staff members : スタッフ
downloaded : download (ダウンロードする) の過去形, 過去分詞形

問2 次の英文は、山田先生(Mr. Yamada)とイギリスからの留学生のキャシー(Cathy)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。

Mr. Yamada : Cathy, did you enjoy the (ア) () trip in this city? What did you do?

Cathy : Well, I visited some of the (イ) () Japanese *gardens, and they are so beautiful. So, I wanted to know more about them.

Mr. Yamada : What is especially beautiful?

Cathy : The space in the gardens is so beautiful and clean. The gardens in our country have many flowers with almost no space, but you don't have many things in your gardens.

Mr. Yamada : I'm glad to hear that you felt something from our gardens. They *connect with *Buddhism. The *monks *meditate in a *hallway in front of the gardens. So, these places should be quiet.

Cathy : The guide told me so.

Mr. Yamada : I think that the Japanese gardens help us (ウ) () the things in nature we easily forget. For example, the clean air, and the sound of the wind or the *leaves that are moving.

Cathy : That's right, Mr. Yamada. I'll study about them more.

- | | | | |
|------------------|--------------|---------------|----------------|
| (ア) 1. degree | 2. field | 3. future | 4. mission |
| (イ) 1. abroad | 2. difficult | 3. successful | 4. traditional |
| (ウ) 1. introduce | 2. miss | 3. realize | 4. trust |

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) My sister () the math questions with no *hints for many hours.

- | | | | |
|-----------|--------------|--------------------|---------------------|
| 1. solved | 2. is solved | 3. has been solved | 4. has been solving |
|-----------|--------------|--------------------|---------------------|

(イ) Tom went to Okinawa with his friends () the winter vacation.

- | | | | |
|----------|-----------|------------|---------|
| 1. among | 2. during | 3. between | 4. when |
|----------|-----------|------------|---------|

(ウ) Do you know what language is () in that country?

- | | | | |
|----------|-----------|-------------|-----------|
| 1. speak | 2. speaks | 3. speaking | 4. spoken |
|----------|-----------|-------------|-----------|

(エ) I wish I () a *roller coaster in the park without being afraid of.

- | | | | |
|--------------|-------------|---------------|---------|
| 1. am riding | 2. can ride | 3. could ride | 4. ride |
|--------------|-------------|---------------|---------|

* gardens : 庭 connect with ~ : ~とつながりがある Buddhism : 仏教 monks : 僧侶 meditate : 瞑想する
hallway : 廊下 leaves : leaf(葉)の複数形 hints : ヒント roller coaster : ジェットコースター

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 : Jack, (1. you 2. for 3. why 4. on 5. were 6. late) school today?

B : Well, I couldn't get up early in the morning, because I was watching *Olympic games last night.

(イ) A : Yumi, having heavy books makes you tired. I'll give you a hand.

B : Thanks, Tony. Please (1. these 2. carried 3. me 4. books 5. help 6. carry) to the library.

(ウ) A : Do you know what the story of this book is about? The book is (1. interesting 2. to 3. too 4. of 5. me 6. for) stop reading.

B : Really? I will read it.

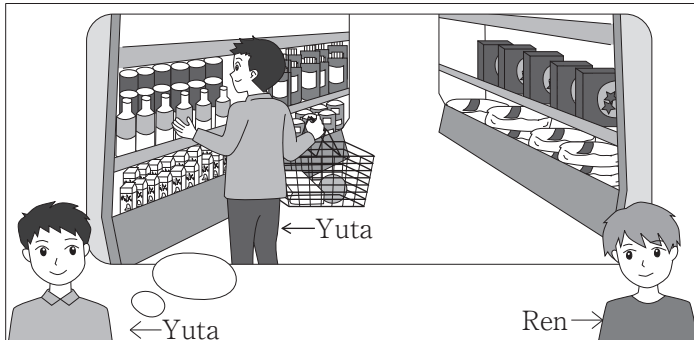
(エ) A : I want to speak Japanese well. Please let me know your advice.

B : Well, I think trying to talk with many people in Japanese is (1. of 2. best 3. more 4. ways 5. one 6. the) to learn it.

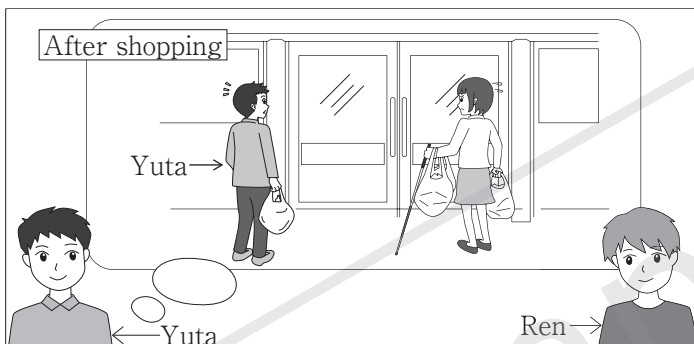
* Olympic : オリンピックの

問5 次のA～Cのひとつづきの絵と英文は、ある日のできごとについてユウタ (Yuta) とレン (Ren) の会話を表しています。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>＜最初の英文＞</p> <p>Yuta said, "I went to a store to buy some food for making curry. At first, I couldn't find my favorite *curry cubes. Then, a lady with a *white cane gave me some of hers." Ren said, "She is so kind. What did you say?"</p>
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B

	<p>Yuta said, "I really thanked her. After shopping, I saw her again at the door, but she couldn't open it. This time, I wanted to *give her back." Ren said, "You asked her, '<input type="text"/>' open the door when you go out? Right?"</p>
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C

	<p>Yuta said, "Yes. I opened it and she said, 'You made my day.' She *continued, "Thanks to you, I have a wonderful day. It is another way to say thank you." Ren said, "Great. You made my day, too, Yuta!"</p>
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＜条件＞

- ① **me** と **you** を必ず用いること。
 - ② ①に示した語を含んで、内を **5 語以上**で書くこと。
 - ③ open the door when you go out?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。

* curry cubes : カレールー white cane : 白杖 give her back : 彼女に恩返しをする
continued : continue(続ける)の過去形 Thanks to ~ : ~のおかげで

問6 次の英文は、高校生のアキオ(Akio)がある授業の後、メディア(media)について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 am Akio. I did *research after Mr. Tani's class. Today, I want to *share the things I learned in my research.

Mr. Tani told us about the ways of *media. He said, “(①) People who make newspapers put the most important news they want to tell people on the first *page and use effective pictures to send the information about the news.” I didn't think about how the media give us the information before this class.

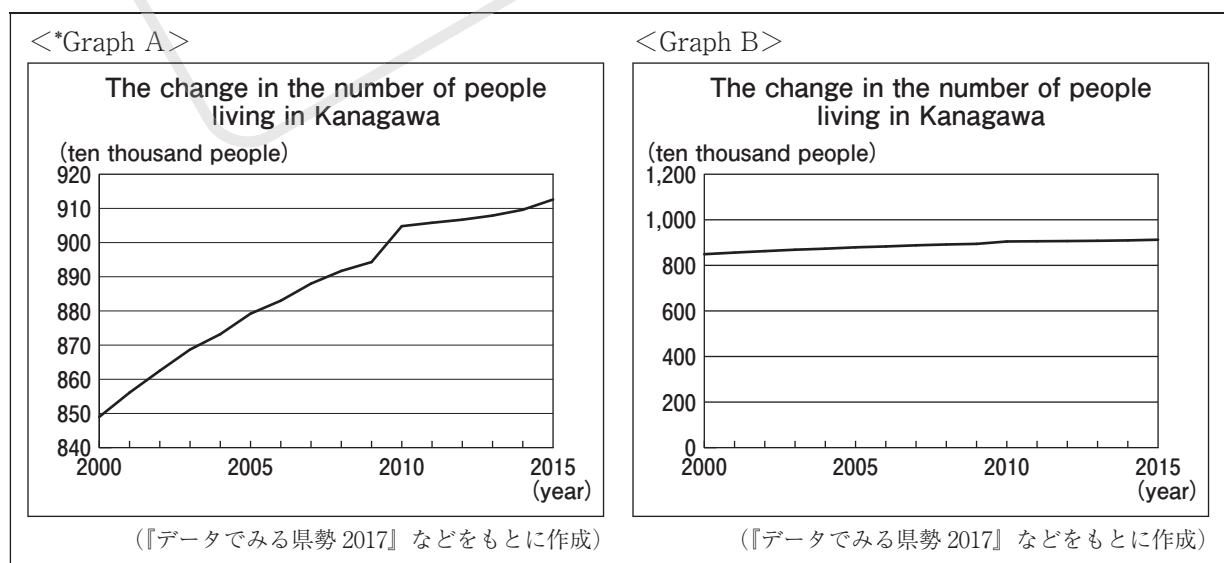
Mr. Tani also said, “I think many of you often watch TV. Have you ever thought about the information you get through TV? Today, you'll learn some things by doing an *activity as people who send information through TV.”

In the class, we did an activity for making a short video for TV about the *international exchange event in our school. Our event was like this. “Some people who are from other countries come to our school and tell us about food in their countries and we make it together.” First, to make the video, we talked about the message we wanted to send. We decided to send this message : “International exchange is important and it makes us happy.” And then, we took a video of the event and some *interviews. After taking the video, we needed to *edit and make our video short for TV. We chose some *scenes of the students who were enjoying the event with some of the people from other countries. And we used the interview of a student saying, “I enjoyed this international exchange very much.” We also used the interview of a woman from other country because she said, “This kind of event is important to understand other cultures.” We felt these two interviews were effective to send our message. I think that using the effective music also made the video more *attractive. Through this activity, I learned this. “ ”

We didn't use several scenes. (②)

After this class, I thought about the ways to show the information to other people. Information looks different when it is shown in different ways. Here is an easy example. Look at the *Slide *below.

Slide



* research : 調査 share ~ : ~を共有する media : メディア page : ページ activity : 活動
international exchange : 国際交流 interviews : インタビュー edit : 編集する scenes : シーン
attractive : 魅力的な Slide : スライド below : 下の Graph : グラフ

I made these two graphs from the same *data about the number of people living in Kanagawa in the last fifteen years. That means these two graphs should be the same, but these graphs show the information in different ways. Let's *compare the two graphs. Look at the *range of numbers on the *vertical axis in each of the graphs. Graph A has a smaller range than Graph B. So we feel the number of people living in Kanagawa has gotten much larger in Graph A, but we don't feel big changes in Graph B.

Through this *difference, we can see that the message sent with Graph A and the message sent with Graph B are different. However, we see that these two graphs are made from the same data if we look at them *carefully. (③) We need to remember this when we get information through the media. Thank you for listening.

(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 . This kind of way is sometimes used when information is sent through the media.

B . Many ways are used by the people who send information through the media.

C . It is important for us to know that there are also things that are not sent to us as information.

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. Our activity is very important because we can learn how important it is to learn about cultures.
2. The things we see through the media are the things edited by the people who sent them.
3. To use many interviews is a good way to make our activity more effective for the people to see it.
4. We should think about the information that wasn't chosen because it was not good enough as the information.

* data : データ compare ~ : ~を比較する range : 幅 vertical axis : 縦軸 difference : 違い
carefully : 注意深く

(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. Akio wants more people to use the effective ways to send their own messages through the media.
- b. Mr. Tani told the students to join the event because he wanted the students to tell the people about the effective ways to show their information.
- c. Before taking the video of the international exchange event, the students talked about the message of their video.
- d. The students enjoyed talking with people in the event and became interested in Japanese food.
- e. Akio made two graphs to tell that it is very important to show the information we have.
- f. Akio thinks that when we get information through the media, we should think about it carefully.

1. a と c

2. a と e

3. b と d

4. b と c

5. c と e

6. c と f

7. d と e

8. e と f

Sample

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)

*John and Taku are high school students. John is going to go to Taku's house. They are talking about the way to go to Taku's house from the station on the *smartphone.*

John: Hi, Taku. I've just arrived at the station. How should I go from here to your house?

Taku: Hi, John. I think that you can see three streets in front of the station. Do you know which street you are on now? Can you see something *specific?

John: Well, I can see a restaurant and a bank. I'm *probably on the Take Street.

Taku: I see. Then, go straight along the Take Street, and you will see a convenience store on the second corner. Turn right at the convenience store. Next ...

John: Oh! Please wait for a minute, Taku. I think that it's not the Take Street I'm walking along. I don't know where I am now.

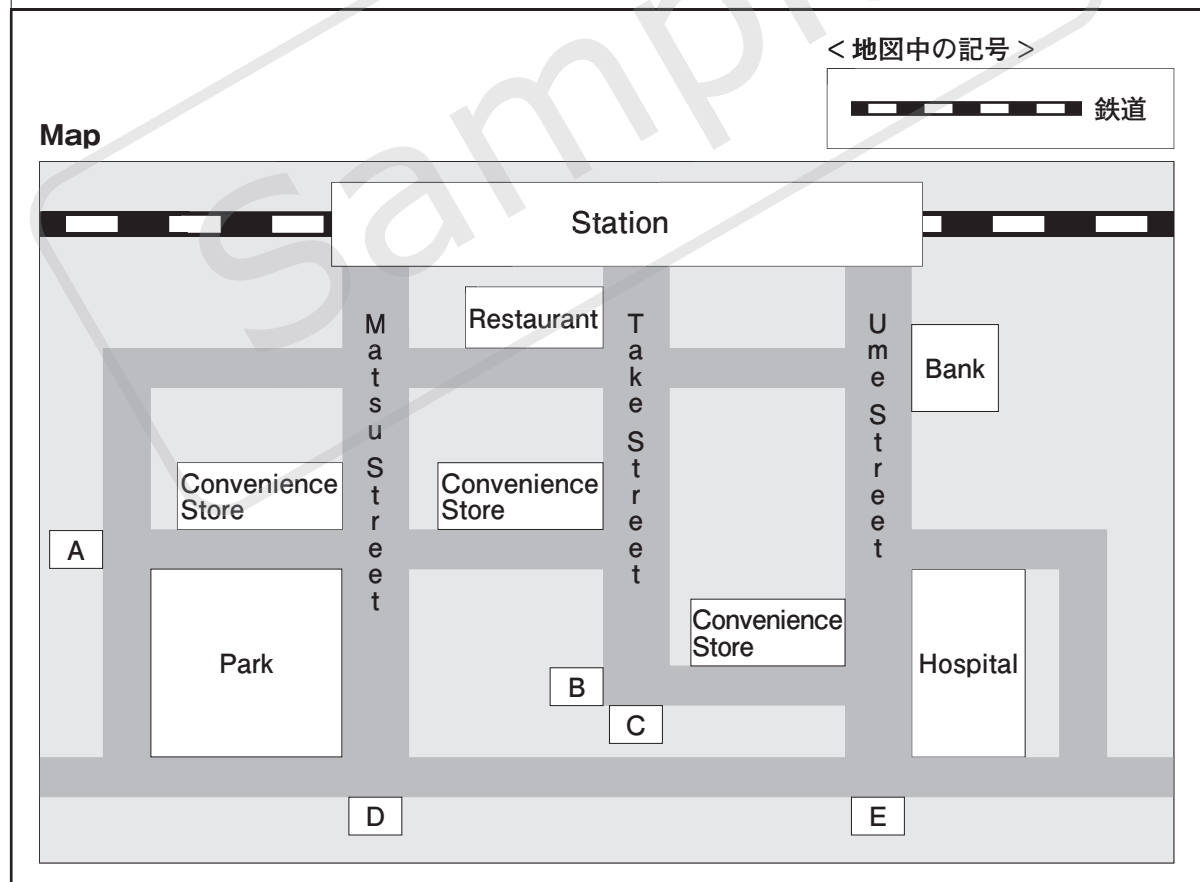
Taku: Really? But don't worry, John. Which can you see, the hospital, or the park?

John: I can see the park on my right.

Taku: Oh, you are lucky, John.

John: What do you mean?

Taku: Now, you'll just go straight along the street. You can see my house across the street.



質問 : Where is Taku's house?

1. A.

2. B.

3. C.

4. D.

5. E.

* *smartphone* : スマートフォン *specific* : 具体的な *probably* : おそらく

(イ)

Kenji and his friends, Tony, Daichi, Yumi, Lisa and Julia, are going to *apply for the *volunteer work this summer. They are looking at a poster about volunteers for the YOKOHAMA *Marathon.

Kenji and all his friends want to do the same volunteer work. At first, they all *intended to help the runners get water. But the poster says that the marathon needs only three people. They can't do the volunteer work all together. So they tried to apply for “*Course” next, but they found that the course volunteer must be over sixteen years old. Lisa, a friend of Kenji, is fifteen years old. She said, “If I were sixteen years old, everyone would join that work.” Then, Kenji decides to join the volunteer work of “Start Line” with Lisa. And the other members of his friends decide to apply for “Course.”

Poster

YOKOHAMA Marathon Volunteers Needed! ～ Let's Work Together! ～ Date : Sunday, August 5, 20XX We need some volunteers for YOKOHAMA Marathon.		
*Types of volunteer	Things to do	The number of volunteers
*Water Stations	Give water to the runners	3
Start Line	Show the runners where to wait before the race	5
Course	*Keep people away from the course	10
Course volunteer must be over 16 years old. If you are interested in this event, *call YOKOHAMA Marathon Office at XX-XXXX.		

質問 : How many people will apply for “Course”?

1. Zero. 2. Two. 3. Four. 4. Five. 5. Six.

* apply for ～ : ～に応募する volunteer : ボランティア Marathon : マラソン intended to ～ : ～するつもりだった
Course : (マラソンの)コース **Types** : 種類 Water Stations : 給水ポイント
Keep ～ away from … : ～を…に近付けないようにする call ～ : ～に電話する

問 8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Haruto, Mei, and Koharu are Aoba High School students. They are talking in the *classroom after school. Then, Ms. Brown, their English teacher, talks with them.*

Ms. Brown : Hi, everyone. What are you talking about?

Haruto : Hello, Ms. Brown. We are talking about the *increase of the number of people living longer in the world.

Mei : Look at this ^①graph. I made this from the *table of the *data of the *United Nations. This shows how the number of people who are sixty-five years old or older by *geographic *region will change from 2019 to 2050. In this graph, I chose the *total number of people who are sixty-five years old or older, and that of the two regions that I especially wanted to know. The data shown in 2050 is the *estimated number. The total number of the *elderly people who are 65 years old or over in the world in 2050 will be about two *or more times more than the number of that in 2019.

Ms. Brown : That's interesting.

Koharu : The number of the elderly people who are 65 years old or over was about 260 million in 2019 and will be about 570 million in 2050 in *Eastern and South-Eastern Asia. Also, please look at the data in *Sub-Saharan Africa. The number of these elderly people was about 30 million in 2019 and will be about 100 million in 2050 in the region.

Mei : In this *aging society, I hope that elderly people all over the world will have a good *quality of life.

Ms. Brown : I hope so, too. My grandparents in Singapore are still working as English teachers. I think they enjoy their life.

Koharu : That's good. Now, there are many elderly people who want to work, but it's sometimes hard for elderly people to find a job in Japan.

Haruto : My grandfather has looked for a job since he *retired, but he still can't find it. He always says, "I wish I were ten years younger than I am now." I'm sad to hear that.

Ms. Brown : Have you ever heard "Human Resource Centers for the Aged?" In Japanese, you call them "Silver Jinzai center."

Haruto : No. Can you tell me what it is?

Ms. Brown : Sure. There are many retired elderly people who want to work with their skills and experience, so the centers look for the job for the elderly people.

Haruto : I didn't know that. I will tell my grandfather about it. Thank you.

Ms. Brown : You're welcome.

Mei : Working for longer years is a good idea for the elderly, but I think that joining the events for fun will make the elderly *healthy.

* classroom : 教室 increase : 増加(する) graph : グラフ table : 表 data : データ

the United Nations : 国連 geographic : 地理的な region : 地域 total : 全ての, 合計 estimated : 推測された
elderly : 高齢の ~ or more times more than ... : ...の～倍以上に大きい

Eastern and South-Eastern Asia : 東および東南アジア Sub-Saharan Africa : サハラ以南のアフリカ

aging society : 高齢社会 quality of life : 生活の質 retired : retire(退職する)の過去形

Human Resource Centers for the Aged : 高齢者のための人材センター healthy : 健康的な

Koharu : I agree with you, Mei. I think that there are not only elderly people who want to work but also elderly people who want to join the events for fun. I would join the events for fun if I became the elderly.

Haruto : Do you know where we can find some events for elderly people around here?

Mei : Yes. Have you ever heard about the “mall walking?”

Haruto : No, I haven’t. Tell me what it is.

Mei : The mall walking for the elderly is a *special event that some *shopping malls *hold. In the events, elderly people walk around together in the shopping mall.

Ms. Brown : How nice!

Mei : I think so, too. Most shopping malls are large *enough to hold the events and the *participants don’t have to worry about the bad weather because the shopping malls are *completely indoor.

Koharu : That’s true. Actually, my grandmother sometimes joins the events near her house. Last week I joined the event with her, and I asked the *manager of the shopping mall about this events.

Haruto : What did he say?

Koharu : He said he wanted to help elderly people in the city and to build a community for making them healthier. He gave me ② this. He *interviewed some of them in the events. He asked them, “What is a good point about this event?”

Mei : Let me take a look. Most of them said they felt healthier after walking in the shopping mall, and some others said they made friends or learned useful things.

Haruto : Look at this. There were more people who said they felt healthier after mall walking than people who said they made friends or learned useful things.

Ms. Brown : How about you? How did you feel after mall walking, Koharu?

Koharu : I felt *awesome and healthier, too. In the beginning of the event, I was too nervous to talk to the participants because there were no younger people like me, but many of them talked to me. They told me many things about this town that I don’t know about. After mall walking, I was happy that I heard some useful stories from them, and my grandmother talked a lot about this town and felt the same way, too.

Haruto : That’s nice. I will tell my grandfather about this, too. I want him to join the events to make some new friends.

Koharu : I hope he will go there and like it. Now, the number of the participants in the events is increasing, so the manager asked me to do the *volunteer work for that event. How about doing the volunteer work with me?

Mei : That sounds good!

Haruto : And we’ll have a nice time there. Let’s *call the manager to tell that three of us will do it.

* special : 特別な shopping malls : ショッピングモール, 大型のショッピングセンター hold ~ : ~を開催する
 enough : 十分に participants : 参加者 completely indoor : 完全に屋内で manager : (売り場などの)責任者
 interviewed ~ : interview(～にインタビューする)の過去形 awesome : すばらしい volunteer : ボランティア
 call ~ : ~に電話する

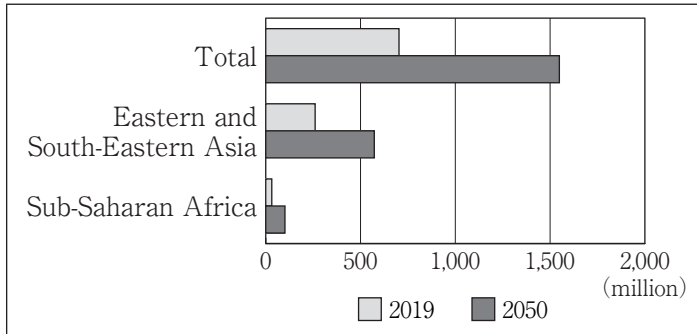
(ア) 本文中の 線①と 線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

ア群

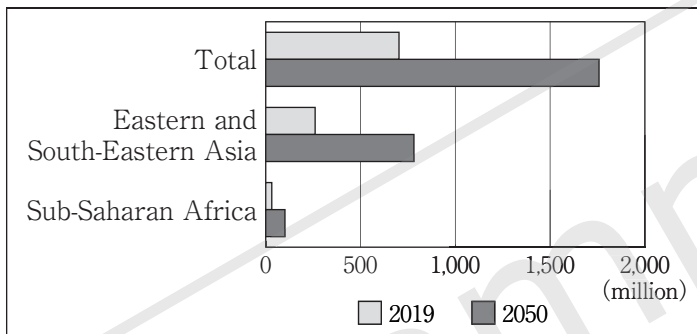
Graph 1

How the number of people who are 65 years old or older by geographic region will change from 2019 to 2050

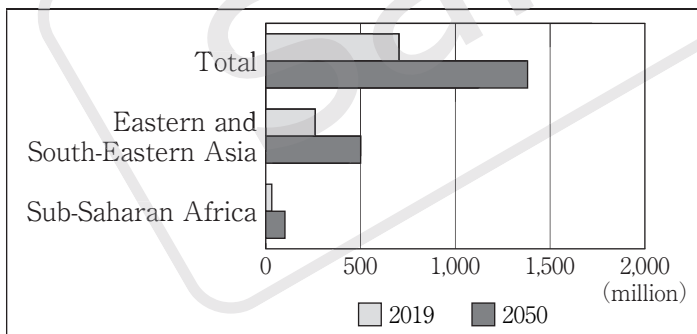
A.



B.



C.

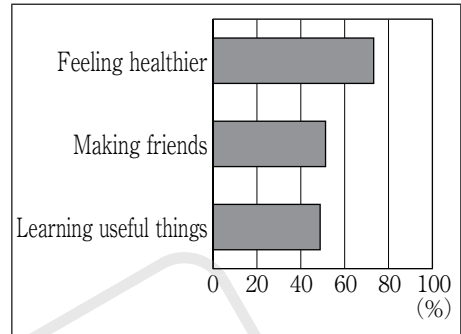


イ群

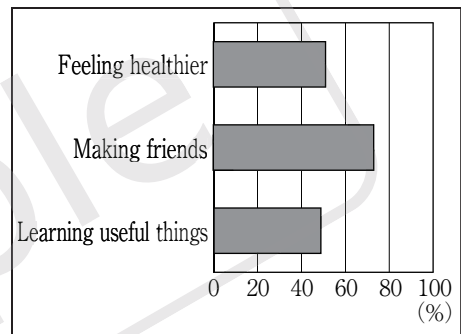
Graph 2

Good points participants felt after joining the event

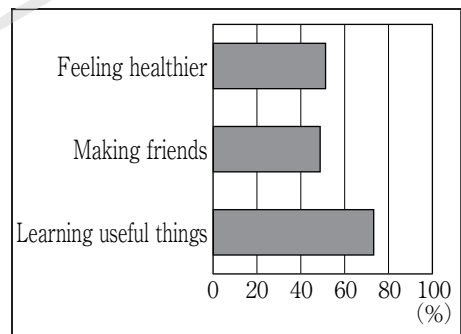
X.



Y.



Z.



1. ① : A ② : Y
2. ① : A ② : X
3. ① : B ② : Z
4. ① : B ② : X
5. ① : C ② : Z
6. ① : C ② : Y

(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. I think that the centers will make a job for the elderly people with the younger people.
2. I think that the centers will know my grandfather has many skills.
3. I think that the centers will let the elderly people learn new skills from the younger people.
4. I think that the centers will help my grandfather find a job.

(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. The number of people who are sixty-five years old or older will increase in the world.
- b. Mei thinks that the quality of life is necessary only for the Japanese people living longer.
- c. Human Resource Centers for the Aged help retired elderly people learn skills so that they can get a job easily.
- d. A lot of shopping malls are so large that they hold the events for the elderly people.
- e. Haruto has heard about “mall walking,” so he tells what it is for the other students and Ms. Brown.
- f. Koharu’s grandmother joined the event the shopping mall holds and was happy that she made some friends.

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

(問題は、これで終わりです。)