

# リスニングテスト放送台本

注：[ ] 内の文字は音声として入っていません。

(チャイム音) [間 2 秒]

これから、問1のリスニングテストの放送を始めます。問題冊子の1ページを開けてください。[間 2 秒]

問題は(ア)・(イ)・(ウ)の三つに大きく分かれています。放送を聞きながらメモをとってもかまいません。

それでは、問題(ア)に入ります。問題(ア)は、No.1～No.3まであります。SarahとAkiraが話をしています。まずSarahが話し、次にAkiraが話し、その後も交互に話します。対話の最後でAkiraが話す言葉のかわりに(チャイムの音)というチャイムが鳴ります。そのチャイムのところに入るAkiraの言葉として最も適するものを、問題(ア)の指示にしたがって答えなさい。まず、問題(ア)の指示を読みなさい。[間 7 秒] それでは、始めます。対話は2回ずつ放送します。[間 2 秒]

- No. 1 [ Sarah: ] I want to go to the city library after school, Akira. I'm going to learn about the history of our city there. Do you know where the library is?  
[ Akira: ] Yes, Sarah. It's not near our school. It's by the hospital. It has a lot of interesting books about our city. I like the library.  
[ Sarah: ] That's nice! How can I get there from school?  
[ Akira: ] (チャイム) [間 2 秒]  
[ Sarah: ] I want to go to the city library after school, Akira. I'm going to learn about the history of our city there. Do you know where the library is?  
[ Akira: ] Yes, Sarah. It's not near our school. It's by the hospital. It has a lot of interesting books about our city. I like the library.  
[ Sarah: ] That's nice! How can I get there from school?  
[ Akira: ] (チャイム) [間 4 秒]
- No. 2 [ Sarah: ] Akira, let's take your little brother to the zoo tomorrow.  
[ Akira: ] Oh, but it will be rainy tomorrow. Let's visit another place.  
[ Sarah: ] OK. Where will we go?  
[ Akira: ] (チャイム) [間 2 秒]  
[ Sarah: ] Akira, let's take your little brother to the zoo tomorrow.  
[ Akira: ] Oh, but it will be rainy tomorrow. Let's visit another place.  
[ Sarah: ] OK. Where will we go?  
[ Akira: ] (チャイム) [間 4 秒]
- No. 3 [ Sarah: ] I heard you got a dog. Are you happy, Akira?  
[ Akira: ] Yes, I am. He is very cute. My grandmother gave him to me yesterday.  
[ Sarah: ] That's wonderful! I want to meet him soon. Does he have a name?  
[ Akira: ] (チャイム) [間 2 秒]  
[ Sarah: ] I heard you got a dog. Are you happy, Akira?  
[ Akira: ] Yes, I am. He is very cute. My grandmother gave him to me yesterday.  
[ Sarah: ] That's wonderful! I want to meet him soon. Does he have a name?  
[ Akira: ] (チャイム) [間 4 秒]

次に、問題(イ)に入ります。問題(イ)は、No.1とNo.2があります。それぞれ同じ高校に通うPaulとMikiの対話を放送します。対話の内容を聞いて、問題冊子に印刷されているそれぞれの質問の答えとして最も適するものを、問題(イ)の指示にしたがって答えなさい。まず、問題(イ)の指示を読みなさい。[間 7 秒] それでは、始めます。対話は2回ずつ放送します。[間 2 秒]

- No. 1 [ Paul: ] Miki, what is your class going to do at the school festival?  
[ Miki: ] We are thinking about it. How about your class, Paul?  
[ Paul: ] Our class is making a movie. My classmates and I like to watch movies. We have some good ideas for our movie.  
[ Miki: ] That's cool! It's hard to make movies, right?  
[ Paul: ] Yes, but it's interesting. We always talk about our ideas. I enjoy it.  
[ Miki: ] I hope your movie will be good. I want to watch it at the festival. [間 4 秒]
- [ Paul: ] Miki, what is your class going to do at the school festival?  
[ Miki: ] We are thinking about it. How about your class, Paul?  
[ Paul: ] Our class is making a movie. My classmates and I like to watch movies. We have some good ideas for our movie.  
[ Miki: ] That's cool! It's hard to make movies, right?  
[ Paul: ] Yes, but it's interesting. We always talk about our ideas. I enjoy it.  
[ Miki: ] I hope your movie will be good. I want to watch it at the festival. [間 5 秒]

- No. 2
- [ Paul:] Miki, what did you do on Saturday ?  
[ Miki:] I went to Kamome Stadium to watch a baseball game with my family.  
[ Paul:] Really? I watched that game on TV at home! There were a lot of people in the stadium, right ?  
[ Miki:] Yes. I enjoyed watching the game with all of the people around us.  
[ Paul:] That's nice! I hope we can watch a game at the stadium together.  
[ Miki:] Sure, let's do that! [間 4 秒]
- [ Paul:] Miki, what did you do on Saturday ?  
[ Miki:] I went to Kamome Stadium to watch a baseball game with my family.  
[ Paul:] Really? I watched that game on TV at home! There were a lot of people in the stadium, right ?  
[ Miki:] Yes. I enjoyed watching the game with all of the people around us.  
[ Paul:] That's nice! I hope we can watch a game at the stadium together.  
[ Miki:] Sure, let's do that! [間 5 秒]

最後に、問題(ウ)に入ります。問題(ウ)では、オーストラリアへの研修旅行についてのブラウン先生の説明を放送します。放送を聞き、問題(ウ)の指示にしたがって答えなさい。このあと、20 秒後に放送が始まりますので、それまで問題(ウ)の指示を読みなさい。[間 20 秒] それでは、始めます。英文は 2 回放送します。[間 2 秒]

Hello, everyone. The school trip will start next Monday. We are going to leave Japan at seven in the evening and arrive in Australia on the morning of the next day. After we arrive, we will do some exciting things. We will go to a new art museum first, and then we will go to a large beautiful park. Please take some nice pictures in the park and show them to your families later. On Wednesday, you will start to go to school. You will have classes for three days. On Wednesday and Thursday, all of you will study English, history, and music. On Friday, you will study one more subject together. What subject do you want to study? Let's talk about it tomorrow. We will leave Australia on Saturday morning and arrive in Japan in the evening.

[間 4 秒]

Hello, everyone. The school trip will start next Monday. We are going to leave Japan at seven in the evening and arrive in Australia on the morning of the next day. After we arrive, we will do some exciting things. We will go to a new art museum first, and then we will go to a large beautiful park. Please take some nice pictures in the park and show them to your families later. On Wednesday, you will start to go to school. You will have classes for three days. On Wednesday and Thursday, all of you will study English, history, and music. On Friday, you will study one more subject together. What subject do you want to study? Let's talk about it tomorrow. We will leave Australia on Saturday morning and arrive in Japan in the evening.

[間 5 秒]

これで問 1 のリスニングテストの放送を終わります。解答を続けてください。  
(チャイム音) [計 9 分 51 秒]

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

## 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アキラ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 ask the people working there about history.
  2. You can learn about the history of our city there.
  3. You can use the train to go to the library.
  4. The city library is not near the hospital.

- No. 2
1. Let's meet at nine thirty tomorrow.
  2. How about going to a museum?
  3. It will be fine tomorrow morning.
  4. Shall we go to the zoo tomorrow?

- No. 3
1. Yes. I am happy to meet your new dog.
  2. Yes. You need to call me when you get there.
  3. No. You have to keep the dog in the house.
  4. No. I am thinking about what to call him.

(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 Paul?**

1. He has fun when he talks about the movie with his classmates.
2. He says that it is very easy to make movies.
3. He wants to make a movie with Miki for the school festival.
4. He made a movie for the festival with his classmates last year.

No. 2 質問: **What can we say about Paul and Miki?**

1. Miki was happy to hear that Paul enjoyed playing the baseball game.
2. Paul and Miki went to the stadium to watch baseball together.
3. Paul and Miki watched a baseball game on Saturday.
4. Paul asked Miki to watch his baseball game at the stadium.

(ウ) ケイタ (Keita) の高校で行われるオーストラリアへの研修旅行 (School Trip) について、ブラウン先生が生徒に説明します。説明を聞いて、次のNo 1 とNo 2 の問いに答えなさい。

No 1 説明を聞いてケイタが作った次の<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の中から一つ選び、その番号を答えなさい。

<メモ>

The School Trip to Australia

- We will get to Australia next  ① .
- We can  ② in the park.
- We are going to study  ③ subjects at school.
- We will arrive in Japan on Saturday.

- |                |                 |         |
|----------------|-----------------|---------|
| 1. ① Monday    | ② take pictures | ③ three |
| 2. ① Tuesday   | ② watch birds   | ③ three |
| 3. ① Wednesday | ② look at art   | ③ three |
| 4. ① Monday    | ② look at art   | ③ four  |
| 5. ① Tuesday   | ② take pictures | ③ four  |
| 6. ① Wednesday | ② watch birds   | ③ four  |

No 2 説明を聞いてケイタがクラスメートのリエ (Rie) にあてて書いた次の<メッセージ>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\_には1文字が入るものとします。

<メッセージ>



Keita

Hi, Rie. We will talk about the last day of the school in Australia tomorrow. I want to study ( s \_ \_ \_ \_ \_ ). I want to learn about the \*stars that can be seen from Australia. I also hope to learn about animals that are from Australia.

問2 次の英文は、リク (Riku) とアメリカからの留学生のアン (Ann) 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。

Riku : Good morning, Ann.

Ann : Hi, Riku. I saw you in the park yesterday.

Riku : Oh, I usually run there on the weekend. I want to play basketball in the \*U.S. \*someday.  
There are a lot of (ア) ( f \_ \_ \_ \_ ) teams there.

Ann : Yes. Many people around the world know about the basketball teams in the U.S.

Riku : I practice basketball with my \*teammates after school. We also try other sports to become better basketball players. For example, I like (イ) ( s \_ \_ \_ \_ \_ ). I always \*move legs a lot in the water because I want to run faster.

Ann : Wow, you try other sports, too ! That's interesting.

Riku : What do I need to do before I play in the U.S., Ann ?

Ann : I think you need to study English hard. People from \*different countries play together on one team in the U.S.

Riku : I see. English is the (ウ) ( l \_ \_ \_ \_ \_ ) everyone on the team speaks.

Ann : That's right. I hope you will become a good basketball player !

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) ( ) do you have for breakfast, rice or \*bread ?

- |         |          |        |        |
|---------|----------|--------|--------|
| 1. When | 2. Which | 3. Why | 4. How |
|---------|----------|--------|--------|

(イ) The new library near the station ( ) great.

- |          |         |          |          |
|----------|---------|----------|----------|
| 1. looks | 2. sees | 3. gives | 4. takes |
|----------|---------|----------|----------|

(ウ) She ( ) cold water when she arrived at school.

- |           |                |          |              |
|-----------|----------------|----------|--------------|
| 1. drinks | 2. is drinking | 3. drank | 4. has drunk |
|-----------|----------------|----------|--------------|

(エ) My grandfather lives in Osaka, and I ( ) him for two months.

- |              |               |             |                 |
|--------------|---------------|-------------|-----------------|
| 1. don't see | 2. was seeing | 3. was seen | 4. haven't seen |
|--------------|---------------|-------------|-----------------|

---

\* U.S. : アメリカ合衆国    someday : いつか    teammates : チームメート    move ~ : ~を動かす  
different : 異なる    bread : パン

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: Who is ( 1. tennis 2. the 3. of 4. best 5. in 6. player ) the five?

B: Aya is. She won the city \*tournament last month.

(イ) A: Do you know the ( 1. been 2. and 3. guitar 4. playing 5. girl 6. the ) singing \*over there?

B: Yes. That is Rumi, my sister's friend.

(ウ) A: Why do you like the book?

B: Because it ( 1. written 2. the 3. reading 4. eyes 5. through 6. is ) of a little dog.

(エ) A: Do you ( 1. that 2. think 3. want 4. to 5. me 6. open ) door?

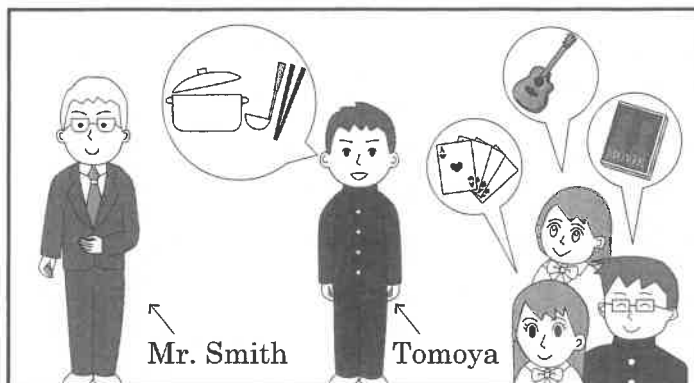
B: Thank you. You are very kind.

---

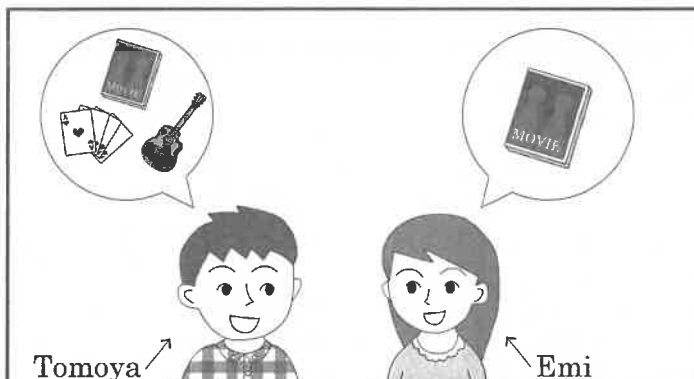
\* tournament : トーナメント      over there : 向こうで

問5 次のA～Cのひとつづきの絵と英文は、トモヤ (Tomoya) のある日のできごと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>Mr. Smith asked everyone in class, "What do you do with your family at home on weekends?" Tomoya answered, "I cook lunch with my family."</p>
---	---

B

	<p>After coming home, Tomoya talked to his sister, Emi, about his friends' answers. Tomoya said, "The most popular answer was watching movies." Emi asked, "<input type="text"/> with their families at home on weekends?"</p>
--	--

C

	<p>"Fifteen students," Tomoya answered. He also said, "I want to try it, too." "OK. Let's try it next weekend," Emi said.</p>
---	---

<条件>

- ① students と watch を形を変えずに用いること。
  - ② ①に示した語を含んで、内を5語以上で書くこと。
  - ③ with their families at home on weekends?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。



問6 次の英文は、高校生のハナコ（Hanako）が英語の授業でクラスの生徒に向けて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。

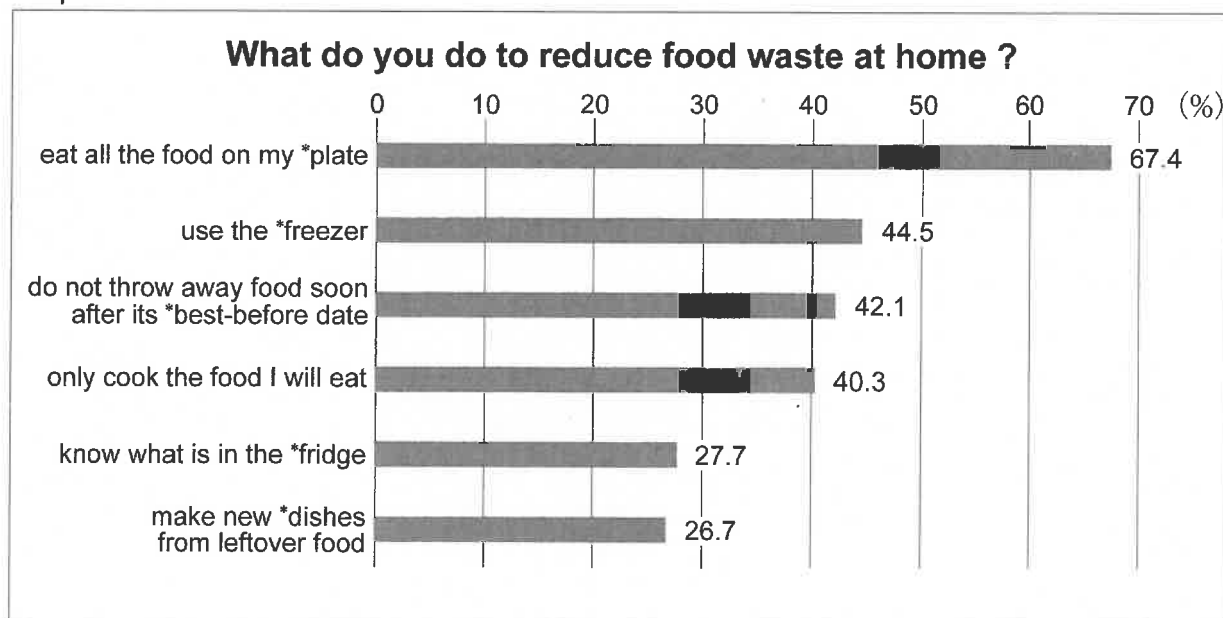
Hello, everyone. I am Hanako. Today, I am going to talk about food \*waste. A lot of food that can \*still be eaten is \*thrown away at \*convenience stores every day. I felt sad when I learned that.

On the New Year's Day this year, I visited my grandmother's house with my family. My father's brother and his family were there, too. We enjoyed a special dinner together. We couldn't eat all the food. My grandmother said to me, "There is ( ① ). Hanako, you can take it to your house and eat it tomorrow." I said, "Thank you," and I \*brought the food to my house. I ate it with my family the next day. I was happy because we didn't \*throw away the \*leftover food.

I learned about food waste on TV last week. There are about one \*billion hungry people in the world. More than 30% of the food made in the world is thrown away. I wanted to learn more about the food waste \*problem to help hungry people in the world.

Food waste is a problem in Japan, too. We have to \*solve it. In 2015, the \*amount of food waste \*per person in Japan was about 51kg. We \*should \*reduce food waste in our country. What can we do? Please look at the \*graph.

Graph



(消費者庁「令和元年度 消費者の意識に関する調査 結果報告書」をもとに作成)

\* waste : 廃棄物    still : まだ    thrown away : 捨てられる    convenience stores : コンビニエンスストア  
 brought ~ : ~を持って行った    throw away ~ : ~を捨てる    leftover : 残り物の    billion : 10 億  
 problem : 問題    solve ~ : ~を解決する    amount : 量    per person : 一人あたりの  
 should ~ : ~すべきである    reduce ~ : ~を減らす    graph : グラフ    plate : 皿    freezer : 冷凍庫  
 best-before date : 賞味期限    fridge : 冷蔵庫    dishes : 料理

This graph shows what three \*thousand people in Japan did to reduce food waste at home in 2019. 67.4% of the people answered that they didn't leave ( ② ). I think that everyone can start doing that today. Now, let's look at the other answers. About 45% of the people used the freezer to keep their food at home. About 40% of the people said that they only cooked the amount of food they could eat. 27.7% of the people said that knowing what was in the fridge was important. I think that's a good idea. I have started to \*check what food we have in the fridge and write it on the fridge door every day. If we eat, keep, and cook our food at home in a better way, we will \*be able to reduce food waste.

We have to know how we should buy our food. There is too much food in \*supermarkets. \*Retailers keep a lot of food in stores because they think it is important to give us ( ③ ) at any time. I think retailers should stop doing that. Before we ask them to change, we should change now. We should buy our food in a better way. For example, if I don't find the food I want to buy, I will look for it next time. We should wait for two or three days. We may be able to buy it when retailers get the food again. They should reduce the amount of food they keep in stores.

You may say that , but I think we can. I think we will be able to change the world in the future. We should start doing small things. It is important for us to find new ideas that we can try.

(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. the food we want
- B. food on their plates
- C. a lot of food left on the table

- |                |                |                |
|----------------|----------------|----------------|
| 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 can't ask retailers to keep a lot of food in stores
- 2. we can't solve the food waste problem around the world
- 3. we can't find a new way to throw away food
- 4. we can't throw away the leftover food from a special dinner

---

\* thousand : 千の      check ~ : ~を調べる      be able to ~ : ~することができる

supermarkets : スーパーマーケット      Retailers : 小売業者

(ウ) 次の a ～ fの中から、ハナコ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. Hanako says that people shouldn't buy the food at convenience stores if they want to reduce food waste.
- b. Hanako ate the food from the special dinner at her grandmother's house and at her house, too.
- c. Hanako says that the amount of food that was thrown away per person in the world in 2015 was 51 kg.
- d. The graph shows that more than 30 % of the people cooked new dishes from leftover food.
- e. Hanako has started checking the food in the fridge to send it to hungry people in the world.
- f. Hanako thinks that retailers will change how much food they keep in stores if people change how they buy food.

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. a と c | 2. a と e | 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7 次の(ア)の英文と地図 (Map), (イ)の英文と記事 (Article) や表 (Chart) 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)

*Hiroto is working as a \*volunteer at Kamome Station. He helps people visiting Kamome City. Emily is a \*tourist from Australia. She is talking to Hiroto now.*

Emily : Excuse me. I want to have lunch and go to the city museum.

Hiroto : OK. What do you want to eat ?

Emily : I want to eat Japanese food.

Hiroto : How about sushi ? There is a good sushi restaurant near the museum.

Emily : Sure. I want to try it. Please tell me the way to get there.

Hiroto : Well, can you see the guitar school \*over there ?

Emily : Yes, I can see it from here.

Hiroto : Please walk to the guitar school and turn right. There is a cake shop \*next to the hospital. Turn left at the cake shop. The restaurant will be on your right.

Emily : OK. Then, how can I get to the city museum after lunch ?

Hiroto : There is a \*bridge by the restaurant. The museum is on your left after you go \*across the bridge.

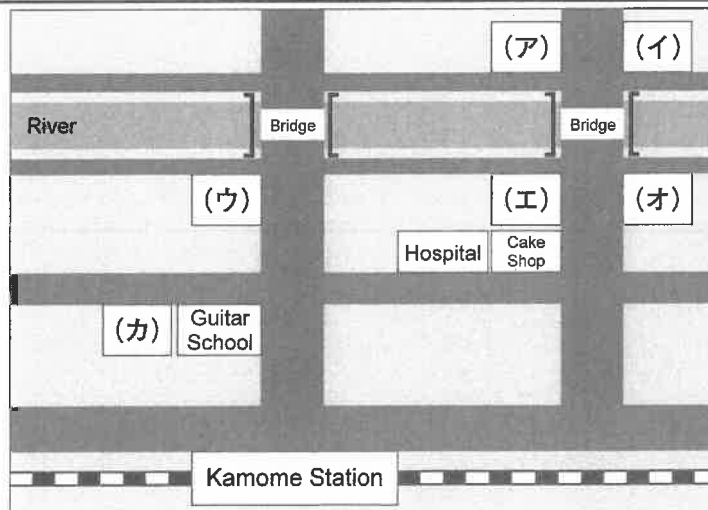
Emily : Thank you. And I want to buy special things in Kamome City for my family in Australia.

Hiroto : You can get nice things for your family at the shop next to the guitar school.

Emily : I see. So, I'll go there after the museum. Thank you very much.

Hiroto : You're welcome. Have a good day !

Map



質問 : Which places will Emily visit on the map ?

1. (エ) → (ア) → (ウ)
2. (エ) → (イ) → (カ)
3. (オ) → (ア) → (ウ)
4. (オ) → (ア) → (カ)
5. (オ) → (イ) → (カ)

\* volunteer : ボランティア    tourist : 旅行者    over there : 向こうに    next to ~ : ~の隣に    bridge : 橋  
across ~ : ~を越えて

(イ)

Yumiko wants to be a \*professional soccer player in the future. She is looking at the article and the chart about her favorite soccer player, Kanagawa Taro, on the Internet.

Article

Kanagawa Taro started to play soccer on a team when he was nine. His team had a great \*coach. Taro enjoyed playing soccer with his friends. His dream was to \*teach soccer to children in the future. When he was in his third year of high school, he was \*chosen as the best high school player in the city. When he was 23, he became a professional player and started to play for the \*Kamome Victories. He became a popular player in the team. He played for Japan's \*national team. In 1999, his daughter \*was born. When he was 32, he had his last game as a professional player. In the \*same year, his son was born. Two years later, his dream\*came true. The children on the team he \*taught liked soccer. His son also\*joined the Kamome Victories this March. Taro wrote a book about how to teach soccer this May.

July 8, 2020

Chart

Year	Event in Taro's life
1969	He was born in Kamome City.
1978	He started to play soccer.
1987	He was chosen as the best high school soccer player in the city.
1992	He joined the Kamome Victories.
1996	He played in an *international tournament in the *U.S. as *captain of Japan's national team.
2001	He stopped playing as a professional player.
2003	
2020	His son became a professional soccer player.

April 20, 2020

質問 : What is the event in Taro's life in 2003 ?

1. His son was born.
2. His daughter was born.
3. He wrote a book.
4. He left the team in the U.S.
5. He became a soccer coach.

\* professional : プロの      coach : コーチ      teach ~ : ~を教える      chosen : 選ばれた

Kamome Victories : カモメビクトリーズ      national : 国を代表する      was born : 生まれた      same : 同じ

came true : 実現した      taught ~ : ~を教えた      joined ~ : ~に加入した

international tournament : 国際大会      U.S. : アメリカ合衆国      captain : 主将

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Naoto, Saori, and Mika are Kamome High School students. They are talking in the \*classroom after school. Then, Ms. Green, their English teacher, talks to them.*

**Ms. Green:** Hi, everyone. What are you doing?

**Naoto:** Hello, Ms. Green. We are talking about our \*volunteer work at the city library.

**Saori:** This weekend, we are going to work at the city library. We have some jobs to do, and our most important job is the \*program for children.

**Ms. Green:** That's interesting. Please tell me more.

**Mika:** The people working at the library think that children \*should read more books.

**Naoto:** I think many children like the Internet and video games more than books.

**Saori:** I think so, too. To change that, the city library has a program for children every weekend. The people working there give children good \*experiences with books.

**Ms. Green:** What do they do?

**Naoto:** They read some \*stories to children. They hope that many children will \*become interested in books.

**Ms. Green:** That's nice! When I was small, my mother read stories to me every night. I loved a story about a little girl and a big bird.

**Saori:** My father read to me, too!

**Mika:** We will work from 9:00 \*a.m. to 3:00 \*p.m. Our important job is to read stories to children, but we will have more things to do. Please look at ① the \*timetable.

**Ms. Green:** Oh, you have a lot of things to do in one day! You start your day by cleaning the library, and your last job is to \*return books to the \*bookshelves.

**Naoto:** Yes. Before lunch, we \*collect books that people return at the \*counter.

**Ms. Green:** I see. When will the program you talked about start?

**Mika:** After cleaning the library.

**Ms. Green:** Well, tell me about the program after lunch.

**Saori:** That is a reading \*lesson for \*parents. The people working at the library \*teach some good ways to read books with children.

**Naoto:** I thought the library was only a place to read books, but now I know that the library is also a place to learn how to enjoy reading with other people. We can have many experiences at the library.

**Mika:** I think so, too.

**Ms. Green:** That's great! When will you go there?

**Saori:** We will visit the library on Saturday.

**Ms. Green:** I hope you will enjoy it. Please tell me about it later.

---

\* classroom : 教室    volunteer : ボランティア    program : プログラム    should ~ : ~すべきである

experiences : 経験    stories : 物語    become interested in ~ : ~に興味をもつようになる    a.m. : 午前

p.m. : 午後    timetable : 予定表    return ~ : ~を戻す    bookshelves : 本棚    collect ~ : ~を回収する

counter : カウンター    lesson : 授業    parents : 親    teach ~ : ~を教える

*Next week, the three students visit the teachers' room, and they talk to Ms. Green.*

**Naoto:** Good afternoon, Ms. Green. We had a good day at the library.

**Mika:** We will visit the library this weekend, too. I can't wait !

**Saori:** The experience we had last weekend was wonderful.

**Mika:** There was an \*elementary school event in the morning, so the library changed the timetable.

**Ms. Green:** Oh, I see. How was the timetable changed ?

**Saori:** Here is ② the new timetable. First, we cleaned the library. And then, we watched the program for parents. It was very interesting.

**Ms. Green:** I remember you also had to collect returned books, right ?

**Mika:** Yes, we did that before our program. Our program started at two in the afternoon. We read three stories to the children.

**Naoto:** And we returned books to the bookshelves before lunch. We enjoyed the day very much, Ms. Green.

**Ms. Green:** That's good. What did you enjoy the most ?

**Naoto:** Reading to children was really fun !

**Saori:** I enjoyed it, too. And most children looked happy.

**Mika:** I'm a little sad because I didn't do well. It was difficult to read books to children. When I was reading, I was \*nervous, so I couldn't look at their faces. Some children started to talk to their friends.

**Saori:** From the program for parents, we learned that looking at children's faces was important, right ?

**Naoto:** Yes. If we don't look at them when we are reading, the children won't become interested in the story.

**Mika:** That's right. I learned that from the program.

**Saori:** I think we will do better this weekend.

**Mika:** I hope so. I really wanted to say, "You can learn a lot of things from books," but I couldn't. I will say it this weekend.

**Naoto:** I hope that the children that we will meet this weekend will enjoy reading books with us. When we don't do something well, we should change how we do it the next time. We should find what was not good, and then, we can try a \*different way.

**Mika:** You are right, Naoto.

**Ms. Green:** That is ③ an important thing to learn.

**Saori:** Yes. We can learn a lot from the volunteer work. I'm going to try another job in the library. I will help people who don't know how to use computers to find books in the library.

**Mika:** Oh, that's great, Saori !

**Naoto:** Tell us about your new job next time.

**Saori:** Sure, I will.

---

\* elementary school : 小学校    nervous : 緊張して    different : 異なる

(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

A.	
9:00 a.m.	Cleaning the library
10:00 a.m.	Collecting returned books
11:00 a.m.	Program for parents
	Lunch
1:00 p.m.	Program for children
2:00 p.m.	Returning books to the bookshelves
B.	
9:00 a.m.	Cleaning the library
10:00 a.m.	Program for children
11:00 a.m.	Collecting returned books
	Lunch
1:00 p.m.	Program for parents
2:00 p.m.	Returning books to the bookshelves
C.	
9:00 a.m.	Cleaning the library
10:00 a.m.	Program for children
11:00 a.m.	Collecting returned books
	Lunch
1:00 p.m.	Returning books to the bookshelves
2:00 p.m.	Program for parents

イ群

X.	
9:00 a.m.	Cleaning the library
10:00 a.m.	Program for parents
11:00 a.m.	Returning books to the bookshelves
	Lunch
1:00 p.m.	Collecting returned books
2:00 p.m.	Program for children
Y.	
9:00 a.m.	Cleaning the library
10:00 a.m.	Program for parents
11:00 a.m.	Collecting returned books
	Lunch
1:00 p.m.	Returning books to the bookshelves
2:00 p.m.	Program for children
Z.	
9:00 a.m.	Cleaning the library
10:00 a.m.	Returning books to the bookshelves
11:00 a.m.	Program for parents
	Lunch
1:00 p.m.	Collecting returned books
2:00 p.m.	Program for children

- ① : A      ② : Y
- ① : A      ② : Z
- ① : B      ② : X
- ① : B      ② : Z
- ① : C      ② : X
- ① : C      ② : Y



(イ) 本文中の——線③の内容を表したものと最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1. You should learn from your experiences.
2. You should know how to borrow books.
3. You should try a thing that you are not good at.
4. You should be kind to the people who help you.

(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. Children can have good experiences at the city library's weekend program.
- b. When Mika was a little girl, she often listened to stories before going to bed.
- c. Naoto says that he likes school better than the library because he can read books with other people at school.
- d. Naoto, Saori, and Mika showed the parents good ways to enjoy reading books with their children on Saturday.
- e. Naoto, Saori, and Mika learned that they had to look at children's faces when they were reading to children.
- f. Ms. Green asked Saori to get a new job and to have another good experience at the library.

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

(問題は、これで終わりです。)

# I 外国語(英語) 正答表並びに採点上の注意 (令和3年度)

問 1	(ア)	No. 1	3	3 点
		No. 2	2	3 点
		No. 3	4	3 点
	(イ)	No. 1	1	3 点
		No. 2	3	3 点
	(ウ)	No. 1	5	3 点
		No. 2	science	3 点

(ウ)No. 2 は正答例。

問 2	(ア)	famous	2 点
	(イ)	swimming	2 点
	(ウ)	language	2 点

問 2 は正答例。

問 3	(ア)	2	3 点
	(イ)	1	3 点
	(ウ)	3	3 点
	(エ)	4	3 点

問 4	(ア)	3 番目	1	両方 できて 4 点
		5 番目	3	
	(イ)	3 番目	6	両方 できて 4 点
		5 番目	2	
	(ウ)	3 番目	5	両方 できて 4 点
		5 番目	4	
	(エ)	3 番目	4	両方 できて 4 点
		5 番目	1	

問 5	How many students watch movies ( with their families at home on weekends ? )	5 点
-----	--	-----

問 5 は正答例。

問 6	(ア)	6	5 点
	(イ)	2	5 点
	(ウ)	4	5 点

問 7	(ア)	4	5 点
	(イ)	5	5 点

問 8	(ア)	3	5 点
	(イ)	1	5 点
	(ウ)	2	5 点

## 採点上の注意

### 【問題全般について】

- 中間点は、問 5 以外には設けないこと。
- 疑問点は複数の採点者及び点検者によって判断し、校内で統一すること。

### 【中間点のない記述問題について】

- 問 1 (ウ) No. 2 について
  - ・ 正答例以外であっても、与えられた条件をすべて満たし、文脈に即した英語ならば、正答として 3 点を与える。
- 問 2 について
  - ・ 正答例以外であっても、与えられた条件をすべて満たし、文脈に即した英語ならば、正答として 2 点を与える。

### 【中間点のある記述問題について】

- 問 5 について
  - ・ 正答例以外であっても、与えられた条件をすべて満たし、**得点項目 A** の条件を満たすならば、正答として 5 点を与える。
  - ・ 内容については、中間点を設けないこと。

指定語は students と watch である。

**得点項目 A** Emi が Tomoya に、何人の生徒が映画を見るかを尋ねていると読みとれること。

### 〔誤答とする場合〕

- ・ 文法・語法上の誤りがあるために、英文として成り立っておらず、文全体の内容理解に明らかに支障がある場合。(必要な主語や動詞がない等の文構造上の誤り、語順の誤り等)
- ・ 英文として成り立っているが、文脈に適さない場合。
- ・ 語数の条件を満たしていない場合。
- ・ 指定語を使用していない場合。
- ・ 2 文以上で書かれている場合。

### 〔減点とする場合〕

- ・ 文全体の内容理解に支障がないと判断できるが、文法・語法上の誤り（冠詞に係る誤り等）、指定語を含めた綴り字の誤りや大文字・小文字の誤り、符号（, / . / ? / ! 等）に係る誤り（符号の不適切な使用や脱落）がある場合については、その数にかかわらず 2 点減点とする。したがって、中間点は 3 点となる。