

令和4年度

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。Jack と Naomi が話をしています。まず Jack が話し、次に Naomi が話し、その後も交互に話します。対話の最後で Naomi 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 Naomi 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 [Jack:] Naomi, how was your birthday party last week? What did you get?
[Naomi:] It was good, Jack. My brother gave me a guitar! I wanted a new one, so I'm very happy.
[Jack:] What a nice present! When do you usually play the guitar?
[Naomi:] (チャイム) [間 2 秒]
[Jack:] Naomi, how was your birthday party last week? What did you get?
[Naomi:] It was good, Jack. My brother gave me a guitar! I wanted a new one, so I'm very happy.
[Jack:] What a nice present! When do you usually play the guitar?
[Naomi:] (チャイム) [間 4 秒]
- No. 2 [Jack:] Naomi, have you finished Ms. Brown's English homework?
[Naomi:] No, not yet. We have to write about a country we want to visit. After that, we'll make a speech in the next English class, right?
[Jack:] Yes. I want to go to India, so I'll write about it. How about you?
[Naomi:] (チャイム) [間 2 秒]
[Jack:] Naomi, have you finished Ms. Brown's English homework?
[Naomi:] No, not yet. We have to write about a country we want to visit. After that, we'll make a speech in the next English class, right?
[Jack:] Yes. I want to go to India, so I'll write about it. How about you?
[Naomi:] (チャイム) [間 4 秒]
- No. 3 [Jack:] Naomi, I want to make a video about our school.
[Naomi:] Oh, that's interesting, but why do you want to make it?
[Jack:] Well, I want my friends in my country to know about my school life. Can you help me?
[Naomi:] (チャイム) [間 2 秒]
[Jack:] Naomi, I want to make a video about our school.
[Naomi:] Oh, that's interesting, but why do you want to make it?
[Jack:] Well, I want my friends in my country to know about my school life. Can you help me?
[Naomi:] (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 Emily と Ken 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 [Emily:] Ken, I've read the book that you're reading now. I think the story is very interesting.
[Ken:] Oh, have you read it, Emily? I started reading this last week. I like reading about this high school baseball team that has a dream to be the best team in Japan.
[Emily:] Well, do you know there is a movie about this story? We can see it next month.
[Ken:] Really? I'm sure that the movie will be great.
[Emily:] I'm going to see the movie with my friends. Do you want to come with us?
[Ken:] Sure. Thank you, Emily. I can't wait! [間 4 秒]
- [Emily:] Ken, I've read the book that you're reading now. I think the story is very interesting.
[Ken:] Oh, have you read it, Emily? I started reading this last week. I like reading about this high school baseball team that has a dream to be the best team in Japan.
[Emily:] Well, do you know there is a movie about this story? We can see it next month.
[Ken:] Really? I'm sure that the movie will be great.
[Emily:] I'm going to see the movie with my friends. Do you want to come with us?
[Ken:] Sure. Thank you, Emily. I can't wait! [間 5 秒]

(裏面へ続く)

- No. 2 [Emily:] **Ken, I will go shopping with some of our classmates this Saturday. Would you like to come with us?**
[Ken:] I'll have time this Saturday. Where are you going to go?
[Emily:] **We will go to a shop near the station to buy something for Tom. Have you heard he will go back to Australia next month?**
[Ken:] Yes, I have. I'm very sad. OK. I'll go with you. What will be a good present for Tom?
[Emily:] **How about buying something to help him remember his time in Japan?**
[Ken:] That sounds good! I think we should write a message to Tom, too. [間 4 秒]
- [Emily:] **Ken, I will go shopping with some of our classmates this Saturday. Would you like to come with us?**
[Ken:] I'll have time this Saturday. Where are you going to go?
[Emily:] **We will go to a shop near the station to buy something for Tom. Have you heard he will go back to Australia next month?**
[Ken:] Yes, I have. I'm very sad. OK. I'll go with you. What will be a good present for Tom?
[Emily:] **How about buying something to help him remember his time in Japan?**
[Ken:] That sounds good! I think we should write a message to Tom, too. [間 5 秒]

最後に、問題(ウ)に入ります。問題(ウ)では、学校の図書館について、図書委員のミホが留学生のマイクとジョーに行った説明を放送します。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]

Hi, Mike. Hi, Joe. This is the library at our school. There are about 20,000 books. You can read and borrow books, and you can also study here. You can use the library from 9:00 in the morning to 4:45 in the afternoon from Monday to Friday. But, on the first Wednesday of every month, the library teacher is not here. If she isn't here, you can't use the library. Don't eat or drink in the library. You can study with your friends after school here, but, of course, you cannot speak with a big voice. You can usually borrow ten books for two weeks, but, during vacations, you can borrow more books if you want. The library has some dictionaries. You can use them only in the library. You can find the books you want by using the computer in the library. The books in the library will help you learn more about things you are interested in. For example, if you want to learn about Japan, you can find some books about Japanese art, festivals, or history here.

[間 4 秒]

Hi, Mike. Hi, Joe. This is the library at our school. There are about 20,000 books. You can read and borrow books, and you can also study here. You can use the library from 9:00 in the morning to 4:45 in the afternoon from Monday to Friday. But, on the first Wednesday of every month, the library teacher is not here. If she isn't here, you can't use the library. Don't eat or drink in the library. You can study with your friends after school here, but, of course, you cannot speak with a big voice. You can usually borrow ten books for two weeks, but, during vacations, you can borrow more books if you want. The library has some dictionaries. You can use them only in the library. You can find the books you want by using the computer in the library. The books in the library will help you learn more about things you are interested in. For example, if you want to learn about Japan, you can find some books about Japanese art, festivals, or history here.

[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 56 秒]

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ナオミ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 have been to my guitar lesson three times.
 2. I play the guitar with my brother on weekends.
 3. I usually play the guitar in the park.
 4. I got a nice guitar last Saturday.

- No 2
1. I have already made my speech about India.
 2. I live in Japan to learn about the Japanese language.
 3. I'll write about Australia because I want to see its animals.
 4. I want to listen to other students' speeches.

- No 3
1. Sure. Your friends in your country will help you.
 2. Sure. My friends said the video was interesting.
 3. OK. I told you why I wanted to make it.
 4. OK. I think I have some good ideas.

(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 Ken?**

1. He wants to see the movie about the high school baseball team.
2. He has a dream to be the best baseball player in Japan.
3. He knows the story in the book, so he won't read it.
4. He started reading the book because Emily said it was a good book.

No 2 質問: **What can we say about Emily and Ken?**

1. Emily and Ken are talking about seeing Tom with their classmates this Saturday.
2. Emily feels sad because Ken will go back to Australia.
3. Ken has agreed to go shopping with Emily and her classmates this Saturday.
4. Ken is going to write a message to Emily, and she will write back to him.

(ウ) 学校の図書館について、図書委員のミホが留学生のマイク (Mike) とジョー (Joe) 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 説明を聞いてマイクが作った次の<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の中から一つ選び、その番号を答えなさい。

<メモ>


About Our Library

- We can use the library from 9:00 in the morning to 4:45 in the afternoon.
- We can use the library when the library teacher is there.
(On the first Wednesday of every month, she is ① .)
- The number of books we can usually borrow is ten ② , but we can borrow more books during vacations.
- We can't ③ dictionaries.

- | | | |
|-----------|-----------------|----------|
| 1. ① in | ② for two weeks | ③ find |
| 2. ① late | ② for one month | ③ borrow |
| 3. ① out | ② on weekends | ③ use |
| 4. ① in | ② for one month | ③ find |
| 5. ① out | ② for two weeks | ③ borrow |
| 6. ① late | ② on weekends | ③ use |

No.2 説明を聞いた翌日にマイクがジョー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, Joe! How about going to the library after school? Let's ④ when we do our homework there. The library is the best place to study together. Yesterday, we talked about visiting Kamakura, Kyoto, and many other places in Japan. In the library, we can also ⑤ of the places we want to visit.

- | | |
|----------------------|------------------------|
| 1. ④ make a speech | ⑤ take some pictures |
| 2. ④ get the answer | ⑤ try some famous food |
| 3. ④ help each other | ⑤ learn the histories |

問2 次の英文は、鈴木先生 (Mr. Suzuki) とアメリカからの留学生のソフィア (Sophia) の対話です。対話文中の(ア)~(ウ)の () の中に入れるのに最も適するものを、あとの1~4の中からそれぞれ一つずつ選び、その番号を答えなさい。

Mr. Suzuki : Sophia, I heard you arrived in Japan two weeks ago. Why did you decide to come to Japan ?

Sophia : Well, I have some Japanese friends in my country. They told me many interesting things about Japan. So, I wanted to know more.

Mr. Suzuki : What are you interested in ?

Sophia : Japanese culture. I think I can learn many important things from it. I (ア) () it a lot. I'm especially interested in practicing *kendo*, wearing a *kimono*, and writing *haiku*.

Mr. Suzuki : Great ! I think it's a good idea to join the *kendo* club at our school because I want you to have some great (イ) () in Japan.

Sophia : That sounds nice !

Mr. Suzuki : I think learning about (ウ) () cultures will help you understand people living in other countries.

Sophia : I think so, too, Mr. Suzuki. I'll try many things in Japan.

- | | | | |
|------------------|----------------|--------------|------------|
| (ア) 1. collect | 2. create | 3. have | 4. respect |
| (イ) 1. doors | 2. experiences | 3. schools | 4. seasons |
| (ウ) 1. different | 2. few | 3. necessary | 4. same |

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) One of the boys you met at the park yesterday () my brother.

- | | | | |
|-------|-------|--------|---------|
| 1. am | 2. is | 3. are | 4. were |
|-------|-------|--------|---------|

(イ) Which school event do you like () ?

- | | | | |
|---------|---------|----------------|-------------|
| 1. good | 2. well | 3. better than | 4. the best |
|---------|---------|----------------|-------------|

(ウ) This is a school which () in 1980.

- | | | | |
|----------------|----------|--------------|------------------|
| 1. is building | 2. built | 3. was built | 4. were building |
|----------------|----------|--------------|------------------|

(エ) I have been reading this book () 10 o'clock this morning.

- | | | | |
|-------|-----------|--------|----------|
| 1. at | 2. before | 3. for | 4. since |
|-------|-----------|--------|----------|

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: A lot of people use English all over the world.

B: Yes. English is (1. by 2. people 3. as 4. many 5. uses 6. spoken) their first language.

(イ) A: What (1. work 2. be 3. you 4. did 5. to 6. want) when you were a child?

B: A doctor. I was interested in helping many people.

(ウ) A: I'd like to buy a new computer, but I can't (1. should 2. I 3. one 4. to 5. which 6. decide) buy.

B: Oh, let me help you.

(エ) A: Can you play the piano?

B: Just a little. But I (1. better 2. wish 3. were 4. I 5. could 6. at) playing it.

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のユキコ (Yukiko) とレイカ (Reika) 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>Yukiko said, "I visited my grandfather last Sunday. He lives in Kamome *Village." Reika said, "I have never been to that village. How did you get there?"</p>
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B

<p>Usually</p>	<p>This time</p>	<p>Yukiko said, "I usually go to my grandfather's house with my family by car. But this time I went *by myself by train and bus." Reika asked, "<input type="text"/> get there when you used the train and the bus?"</p>
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C

	<p>Yukiko said, "Two hours. I enjoyed seeing the beautiful mountains from the bus. I talked about my trip with my grandfather. Next time, we can visit Kamome Village together." Reika said, "Oh, I'd like to!"</p>
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<条件>

- | |
|---|
| <p>① itとlongを必ず用いること。</p> <p>② ①に示した語を含んで、<input type="text"/>内を6語以上で書くこと。</p> <p>③ get there when you used the train and the bus?につながる1文となるように書くこと。</p> <p>※ 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。</p> |
|---|

* Village : 村 by myself : ひとりで

問6 次の英文は、高校生のハルカ (Haruka) が夏休み後、地元の商店街 (shopping district) の取り組み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 Haruka. I did *research during summer vacation. Today, I want to *share the things I learned in my research.

My research was about the *trash problem in the shopping district in Kamome City. There are some famous places in Kamome City, so many *tourists visit our city. A lot of people, tourists and people living in our city, enjoy buying many kinds of things in the shopping district. But some of them were leaving a lot of trash on the streets. On the news, I learned that there were people who were working to solve the problem, and I decided to do research about it.

Some people who came to the shopping district were leaving *PET bottles, *cans, paper, and other things on the streets. So there was a large *amount of trash. *Volunteers from the shopping district, for example, the *shop owners, sometimes *picked up the trash. They usually collected more than 20kg of trash in one day. They said that (①). They worked hard but there was always trash on the streets.

So people from the *City Hall and the shop owners met and talked about the problem. They met many times, and after that, they had an idea for a *project. They called it the Kamome Clean Project.

The Kamome Clean Project used *crowdfunding. Crowdfunding is a way to collect money from many people who like a project and want to help it. Please look at this *flyer.

Flyer



Kamome Clean Project (June 1 ~ August 31 in 2021)

~ Make the shopping district clean with crowdfunding ! ~



We want tourists to enjoy visiting our clean shopping district !

- ☆ Please *donate money to the project !
(If you donate money, you will get a *special pass. When you buy something in the shopping district, you get a 10% *discount by showing the special pass.)
- ☆ You can *hand trash (PET bottles or cans, for example) to the shop owners in the shopping district. (They also *accept trash from people who don't donate money.)
- ☆ Kamome City and the shop owners use the money collected from crowdfunding for the trash *removal, making flyers, and things the volunteers need, for example, trash bags.

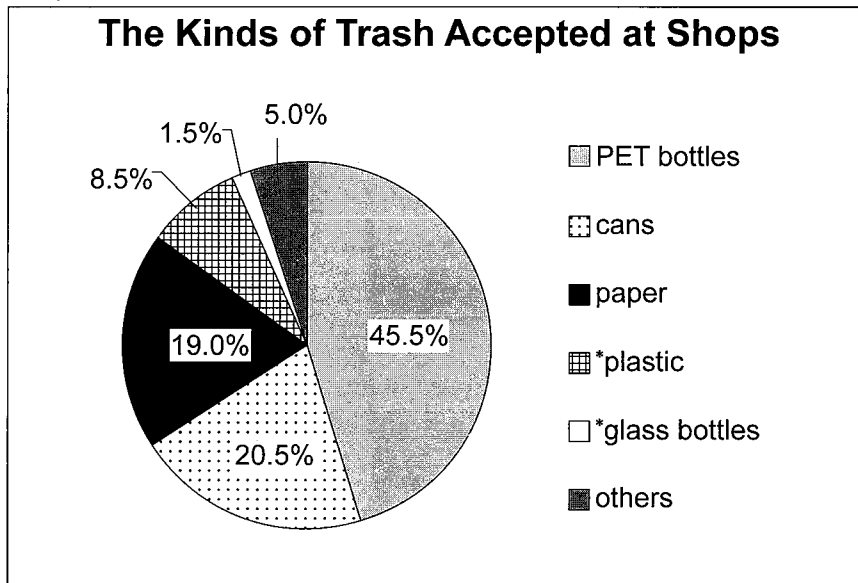


- * research : 調査 share ~ : ~を共有する trash : ごみ tourists : 観光客
- PET bottles : ペットボトル cans : 缶 amount : 量 Volunteers : ボランティア shop owners : 店主
- picked up ~ : ~を拾った City Hall : 市役所 project : 企画 crowdfunding : クラウドファンディング
- flyer : ちらし donate ~ : ~を寄付する special pass : 特別な券 discount : 割引
- hand ~ : ~を手渡す accept ~ : ~を受け取る removal : 撤去

The project started last June. During my research, I asked one of the shop owners about the project. She said, “After people drink something, (②). We accept the *empty PET bottles or cans from them. So they don’t have to carry their trash around the shopping district. Many people like the project.”

Next, look at this *graph. It shows the kinds of trash the shops accepted *by percentage for three months. More than 40 % of the trash was PET bottles, and about 20 % of the trash was cans.

Graph



I think some of you may ask, “Why did the shop owners agree to accept trash from everyone visiting the shopping district ?” Because it was also good for the shops ! Some people bought things at the shops after they handed their trash to the shop owners. Some people stayed for a little at the shops and talked with the shop owners.

I talked about this project with my family. They liked it, donated money, and got the special pass. Last month, I went shopping in the shopping district. I bought *a bottle of water. After I drank it, I took the empty PET bottle to a cake shop. I got a 10% discount on a birthday cake for my grandmother. The cake shop owner told me that (③). She also said, “*Thanks to this project, many people have learned that Kamome City and the shopping district are working hard to solve the trash problem. The shopping district is becoming cleaner now because more people have become interested in the trash problem.”

I want to tell you the most important thing I’ve learned from my research. To solve the trash problem, the people from the City Hall and the shop owners told each other *various ideas. Then, they had the idea for the Kamome Clean Project. Many people joined the project, and the shopping district has become cleaner. Now I think, “ When people work together, problems will be solved.” Thank you for listening.

* empty : 空の graph : グラフ by percentage : パーセンテージで plastic : プラスチック
 glass bottles : 瓶 a bottle of water : 一本の水 Thanks to ~ : ~のおかげで various : 様々な

(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. a PET bottle or can is left in their hand
- B. it was very difficult for them to clean the streets
- C. the shop accepted a lot of trash from many people

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. If we solve one problem, we will have another one.
2. If we share ideas and talk about them, we can find the answer.
3. If we meet and talk many times, more trash will be left on the streets.
4. If we start crowdfunding, the volunteers have to work harder than before.

(ウ) 次の a ~ f の中から、ハルカ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. Many shopping districts in Kamome City worked hard to collect money for the trash removal.
- b. The trash problem was solved because some volunteers from the shopping district collected trash.
- c. The shop owners accepted PET bottles but they didn't accept paper.
- d. Only people who donated money could take their trash to the shops in the shopping district.
- e. The graph shows that more plastic was accepted at the shops than glass bottles by percentage.
- f. Haruka thinks that the Kamome Clean Project made more people learn about the problem her city had.

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. e と f

問7 次の(ア)の英文とウェブサイト (website) 上の価格表 (Price list), (イ)の英文と予定表 (schedule) について, それぞれあとの質問の答えとして最も適するものを, 1~5の中からそれぞれ一つずつ選び, その番号を答えなさい。

(ア)

Sho and Julia are high school students. They are in the same class and are talking about a T-shirt which the students in their class will wear at the school festival.

Sho: Julia, look! This is a website I found. We can buy T-shirts on it.

Julia: Wow, I think all of them look good. Which T-shirt will be the best for our class?

Sho: We want to draw pictures on the T-shirts *by ourselves, so let's buy one without a picture on it.

Julia: That's a great idea! We can make our T-shirts special by doing that!

Sho: Now, let's *choose a T-shirt. How many T-shirts will we buy?

Julia: Everyone in our class will wear one, so we will buy forty T-shirts. How about buying this one? This one is good because the *price for one T-shirt is the *lowest.

Sho: Look at the *delivery time! We can't wait for two weeks. The delivery time should be *less than seven days because the school festival will be next weekend.

Julia: You're right. Then, let's look at the other three T-shirts. Don't forget their *discounts because we will *order forty T-shirts.

Sho: How about this one? The *total amount is the lowest of the three.

Julia: OK. Let's tell our class.

Price list

T-shirt A		Price: 1,100*yen Delivery time: 10 days *Shipping fee: 400 yen 10% discount	T-shirt D		Price: 800 yen Delivery time: 3 days Shipping fee: 200 yen 20% discount
T-shirt B		Price: 900 yen Delivery time: 4 days Shipping fee: 800 yen 30% discount	T-shirt E		Price: 700 yen Delivery time: 6 days Shipping fee: 200 yen 5% discount
T-shirt C		Price: 600 yen Delivery time: 14 days Shipping fee: 400 yen 5% discount			

☆ "Price" means "the price for one T-shirt".

☆ If you order forty or more T-shirts, you'll get a discount.

☆ If you order ten or more T-shirts, you don't have to *pay the shipping fee.

質問: Which T-shirt did Sho and Julia choose?

1. **T-shirt A.** 2. **T-shirt B.** 3. **T-shirt C.** 4. **T-shirt D.** 5. **T-shirt E.**

* T-shirt : Tシャツ by ourselves : 私たち自身で choose ~ : ~を選ぶ price : 値段

lowest : (値段が) 最も安い delivery : 配達 less than ~ : ~より少ない discounts : 割引

order ~ : ~を注文する total amount : 合計金額 yen : 円 Shipping fee : 配送料 pay ~ : ~を払う

(1)

Kana and Mary are high school students. They are looking at their schedules for this summer.

Kana : Hi, Mary. Kamome Musuem is going to *hold a music festival from July 22 to August 11. Do you want to come with me ?

Mary : That sounds great !

Kana : Every morning at the music festival, they will hold a guitar *concert, a piano concert, and more. I'm especially interested in the popular *musical, *Singing Girls in *New York*. The musical is going to *show every Tuesday, Thursday, and Saturday during the music festival at 2:00 p.m.

Mary : I'd like to see it ! When should we visit the museum ?

Kana : Let me see. July 23 or August 10 is good for me.

Mary : I'm sorry, but I have plans on *both of those days. How about on August 1 or August 3 ?

Kana : I have a tennis lesson every Thursday afternoon. On August 3 and 4, I will go to Kamome *Lake.

Mary : We're really busy. We can't find a day that is good for our schedules.

Kana : Well, I will move one of my tennis lessons to the next day, so we can go to the music festival on that day.

Mary : Thank you. I'm also interested in the piano concert in the morning. How about meeting at 10:00 a.m. at the museum on that day ?

Kana : OK. I can't wait !

<Kana's schedule>

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7/22	23	24	25 Tennis Lesson	26	27 Visit Grandmother's House	28
29 Visit Grandmother's House	30	31	8/1 Tennis Lesson	2	3 Go to Kamome Lake	4
5 Summer Class (English)	6	7	8 Tennis Lesson	9	10	11 Watch a Movie

<Mary's schedule>

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7/22	23 Guitar Lesson	24	25 Go to Kyoto	26	27	28 Piano Lesson
29	30 Summer Class (Math)	31	8/1	2	3	4 Piano Lesson
5	6 Guitar Lesson	7	8 Go to Kamome Mountain	9	10	11 Piano Lesson

質問 : When will Kana and Mary go to the music festival ?

1. July 31. 2. August 1. 3. August 2. 4. August 8. 5. August 10.

* hold ~ : ~を開催する concert : コンサート musical : ミュージカル New York : ニューヨーク
 show : 上演される both : 両方 Lake : 湖

問8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Yamato, Mana, and Eri are Kamome High School students. They are talking in the *classroom after school. Then, Ms. Smith, their English teacher, talks with them.*

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

Yamato: Hello, Ms. Smith. We are talking about an event for children in our *community.

Mana: Our school and Kamome *Elementary School have worked together to *hold an event for the elementary school students every summer for ten years.

Ms. Smith: That's interesting! What kind of event is it?

Eri: We call the event the *Asobi Classroom*. Some *volunteers from our high school go to the elementary school and dance with the students there. We want the students to *discover the fun of *exercise.

Ms. Smith: What a wonderful event!

Yamato: *These days children don't get *enough exercise. It is said that elementary school students need to *exercise for 60 minutes *or more each day. Please look at *Graph 1.
① The graph shows that about 50% of *fifth-grade boys and 30% of fifth-grade girls exercise for 420 minutes or more in one week.

Ms. Smith: I see.

Yamato: The graph also shows that about 8% of fifth-grade boys and 13% of fifth-grade girls exercise for *less than 60 minutes in one week!

Ms. Smith: So, you hope that more children will exercise for 420 minutes or more in one week, right?

Yamato: Yes. Please look at Graph 2 about *screen time. ② The graph shows that about 40% of fifth-grade boys and about 30% of fifth-grade girls *spend three hours or more on screen time in one day.

Eri: I think that children who watch TV, use *smartphones, or play video games for many hours don't get enough exercise.

Ms. Smith: I think so, too.

Mana: Our event was started ten years ago to improve the *health of children in our community. I *took part in the event five years ago when I was an elementary school student. I remember it well!

Ms. Smith: That sounds nice. What kind of dance will you do in the *Asobi Classroom* this year?

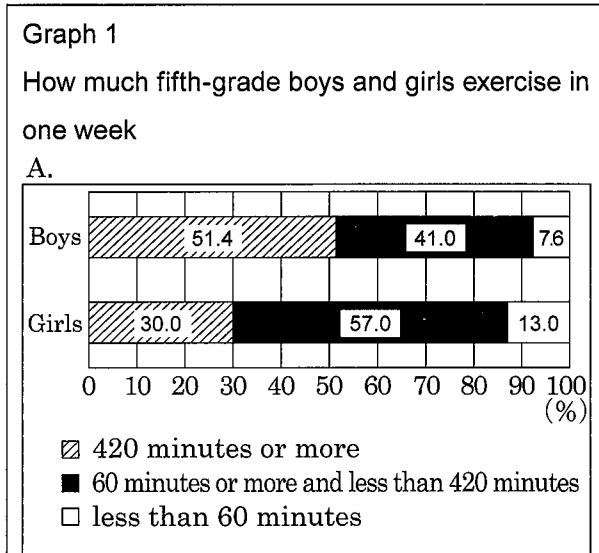
* *classroom* : 教室 *community* : 地域社会 *Elementary School* : 小学校 *hold ~* : ~を開催する
volunteers : ボランティア *discover ~* : ~を発見する *exercise* : 運動 *These days* : 最近
enough : 十分な *exercise* : 運動する *~ or more* : ~以上 *Graph* : グラフ *fifth-grade* : 5年生の
less than ~ : ~より少ない *screen time* : テレビ, スマートフォンやビデオゲームの画面を見ている時間
spend ~ on ... : ~を...のために過ごす *smartphones* : スマートフォン *health* : 健康
took part in ~ : ~に参加した

- Eri:** We'll make an *original dance and *teach it to the elementary school students. Last year we made a dance called "Kamome Dance". It was difficult for us to make the dance, but we were happy that the elementary school students at the event really liked it! After they took part in the event, they sent us *thank-you letters.
- Ms. Smith:** You had a wonderful time!
- Yamato:** Yes, we did! However, this year we have a big problem.
- Ms. Smith:** Oh, what is it?
- Yamato:** Well, we usually use the *gym at the elementary school for the event, but we can't use it this year. We need to find another way to hold the event.
- Ms. Smith:** Do you have any ideas?
- Mana:** Well, how about holding the event *online? If we can hold it online, we don't need the gym.
- Ms. Smith:** An event online? Tell me more about it.
- Mana:** It's an event held through the Internet. Before the event, we should *prepare some *materials. We should make a *booklet that shows how to do the dance and send it to the elementary school.
- Ms. Smith:** Oh, it will be easier for the elementary school students to understand how to do the dance if they use the booklet. What will you do on the day of the event?
- Mana:** High school volunteers will dance here in this classroom. I will bring a *video camera and use it to send our dance to the elementary school students online.
- Eri:** That's a good idea. The elementary school students can watch it and dance with us. Also, it will be good if they watch it with other people. I hope they will .
- Ms. Smith:** What a nice idea!
- Eri:** I have another idea that will make the event better.
- Ms. Smith:** Oh, what's your idea?
- Eri:** After the dance, we will ask the elementary school students to make original dances. And they will make videos and send them to us!
- Yamato:** Good! The elementary school students will enjoy it!
- Eri:** I hope the event will *continue in this community because I want the elementary school students to *stay healthy. And like Mana, when the elementary school students who join this event become high school students, they may hold the event. This will make our community better.
- Yamato:** I think so, too.
- Mana:** I'm already excited about the event!

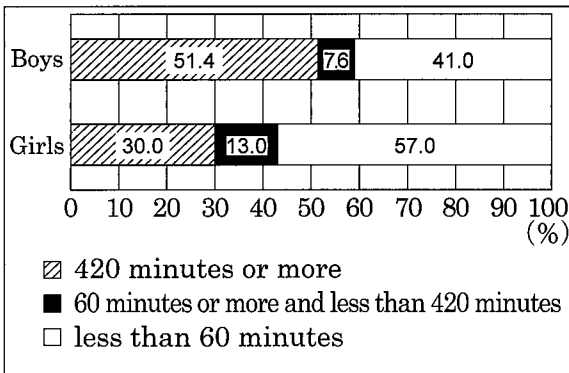
* original : 独自の teach ~ : ~を教える thank-you letters : お礼状 gym : 体育館
 online : オンラインで prepare ~ : ~を準備する materials : 資料 booklet : パンフレット
 video camera : ビデオカメラ continue : 続く stay healthy : 健康を保つ

(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。

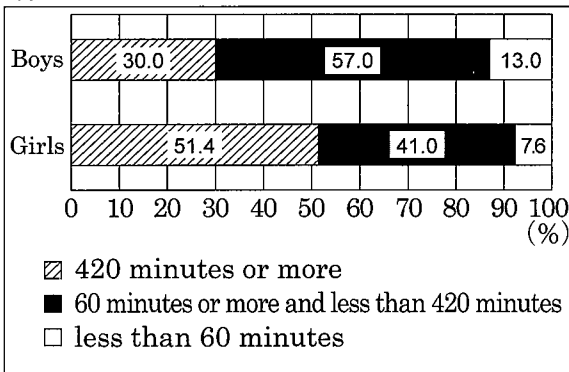
ア群



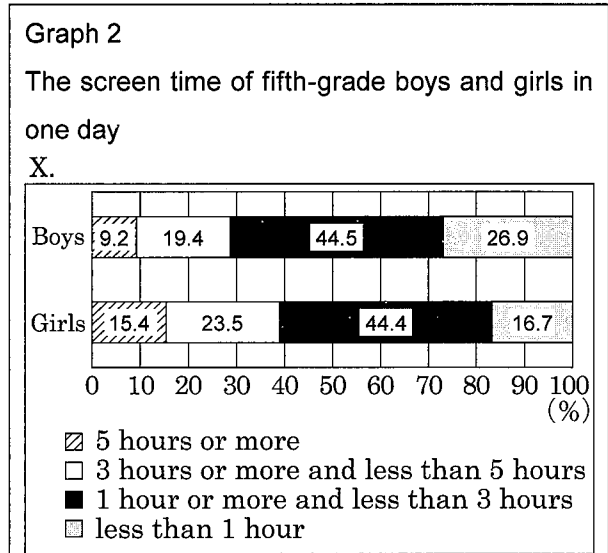
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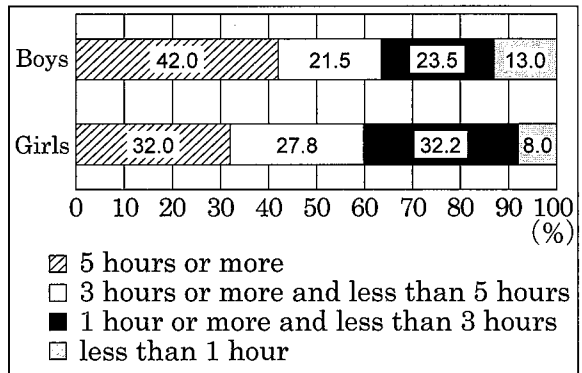
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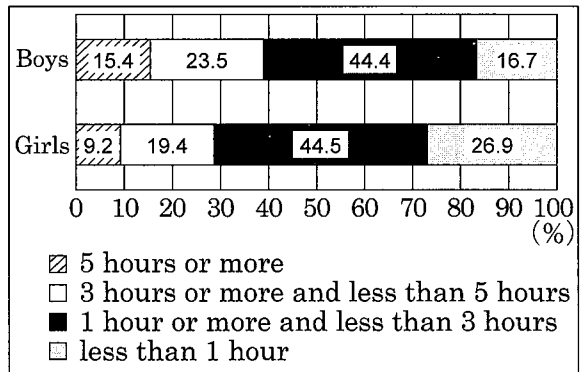
イ群



Y.



Z.



1. ① : A ② : Y
2. ① : A ② : Z
3. ① : B ② : X
4. ① : B ② : Z
5. ① : C ② : X
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. enjoy making the original dance with us
2. enjoy joining the sports event in the gym this summer
3. enjoy making a video about their school life with their friends
4. enjoy dancing with their friends or family

(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. Kamome Elementary School has a lot of students, and they need more teachers to teach exercise.
- b. The students at Kamome Elementary School can't use the gym, so they don't get enough exercise.
- c. Ms. Smith thinks that the booklet will help the elementary school students understand how to do the dance.
- d. Mana remembers the event she took part in when she was a junior high school student.
- e. Eri hopes that the event will continue because it is good for the elementary school students' health.
- f. After children exercise online with their friends or family, they have to write thank-you letters.

- | | | | |
|----------|----------|----------|----------|
| 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。)

I 外国語(英語) 解答用紙 (令和4年度)

氏名	
----	--

受 検 番 号						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

注意事項

- HBまたはBの鉛筆(シャープペンシルも可)を使用して、○の中を塗りつぶすこと。
- 答えを直すときは、きれいに消して、消しくずを残さないこと。
- 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、はっきり書き入れること。
- 解答用紙を汚したり、折り曲げたりしないこと。

良い例	悪い例		
●	線	小さい	はみ出し
○	丸囲み	レ点	うすい

問 1

(ア)	No. 1	① ② ③ ④
	No. 2	① ② ③ ④
	No. 3	① ② ③ ④
(イ)	No. 1	① ② ③ ④
	No. 2	① ② ③ ④
(ウ)	No. 1	① ② ③ ④ ⑤ ⑥
	No. 2	① ② ③

各 3 点

問 2

(ア)	① ② ③ ④
(イ)	① ② ③ ④
(ウ)	① ② ③ ④

各 2 点

問 3

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

各 3 点

問 4

(ア)	3 番目	① ② ③ ④ ⑤ ⑥
	5 番目	① ② ③ ④ ⑤ ⑥
(イ)	3 番目	① ② ③ ④ ⑤ ⑥
	5 番目	① ② ③ ④ ⑤ ⑥
(ウ)	3 番目	① ② ③ ④ ⑤ ⑥
	5 番目	① ② ③ ④ ⑤ ⑥
(エ)	3 番目	① ② ③ ④ ⑤ ⑥
	5 番目	① ② ③ ④ ⑤ ⑥

各 4 点 両方できて正解

問 5

* 解答欄は裏面にあります。

5 点

問 6

(ア)	① ② ③ ④ ⑤ ⑥
(イ)	① ② ③ ④
(ウ)	① ② ③ ④ ⑤ ⑥ ⑦ ⑧

各 5 点

問 7

(ア)	① ② ③ ④ ⑤
(イ)	① ② ③ ④ ⑤

各 5 点

問 8

(ア)	① ② ③ ④ ⑤ ⑥
(イ)	① ② ③ ④
(ウ)	① ② ③ ④ ⑤ ⑥ ⑦ ⑧

各 5 点

氏名	
----	--

受検番号							
------	--	--	--	--	--	--	--

問5

get there when you used the train and the bus ?

I 外国語(英語) 正答表並びに採点上の注意 (令和4年度)

問 1	(ア)	No. 1	2	3点
		No. 2	3	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		3	3点	

問 2	(ア)	4	2点
	(イ)	2	2点
	(ウ)	1	2点

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

問 4	(ア)	3番目	4	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	3	両方できて 4点
		5番目	1	
	(エ)	3番目	3	両方できて 4点
		5番目	6	

問 6	(ア)	3	5点
	(イ)	2	5点
	(ウ)	8	5点

問 7	(ア)	2	5点
	(イ)	2	5点

問 8	(ア)	2	5点
	(イ)	4	5点
	(ウ)	5	5点

問 5	How long did it take to (get there when you used the train and the bus ?)	5点
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問 5 は正答例。

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 it と long である。

得点項目A Reika が Yukiko に、どのくらい時間がかかった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。
- ・ 指定語を使用していない場合。
- ・ 語数の条件を満たしていない場合。
- ・ 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。