

令和4年度 英語学力検査リスニングテスト台本

開始時の説明

これから、リスニングテストを行います。

問題用紙の1ページを見なさい。リスニングテストは、全て放送による指示で行います。リスニングテストの問題には、問題Aと問題Bの二つがあります。問題Aと、問題Bの〈Question 1〉では、質問に対する答えを選んで、その記号を答えなさい。問題Bの〈Question 2〉では、質問に対する答えを英語で書きなさい。

英文とそのあとに出題される質問が、それぞれ全体を通して二回ずつ読まれます。問題用紙の余白にメモをとってもかまいません。答えは全て解答用紙に書きなさい。

(2秒の間)

〔問題A〕

問題Aは、英語による対話文を聞いて、英語の質問に答えるものです。ここで話される対話文は全部で三つあり、それぞれ質問が一つずつ出題されます。質問に対する答えを選んで、その記号を答えなさい。

では、〈対話文1〉を始めます。

(3秒の間)

Sakura: Hi, Tom, do you think it's going to rain this afternoon?

Tom: Hi, Sakura. I don't think so.

Sakura: Really? It was sunny this morning, but it's cloudy now. If it rains, we will have to change our plan to practice tennis this afternoon.

Tom: Don't worry. We won't have to do that. The weather news says it will rain tomorrow morning, but not today.

Sakura: I'm glad to hear that.

Tom: Let's talk about today's practice on the phone this evening.

Sakura: Sure.

(3秒の間)

Question : When will Sakura and Tom practice tennis?

(5秒の間)

繰り返します。

(2秒の間)

(対話文1の繰り返し)

(3秒の間)

Question : When will Sakura and Tom practice tennis?

(10秒の間)

〈対話文2〉を始めます。

(3秒の間)

Jane: Excuse me. I'm Jane. I'm a new student. Can you help me?

Bob: Hi, Jane. I'm Bob. What's the problem?

Jane: I want to see Ms. Brown. Can you tell me the way to the teacher's room?

Bob: Well, she is usually in the music room.

Jane: I see. So, where is the music room?

Bob: Can you see the library? Turn right at the library and you'll see the music room next to the art room. Also, she sometimes reads some books in the library.

Jane: Thanks. I will go to the library first.

Bob: I hope you find her.

(3秒の間)

Question : Where will Jane go first?

(5秒の間)

繰り返します。

(2秒の間)

(対話文2の繰り返し)

(3秒の間)

Question : Where will Jane go first?

(10秒の間)

<対話文3>を始めます。

(3秒の間)

Girl: My school looks new, but it has a long history.

Boy: What do you mean?

Girl: The building is new, but my school will be one hundred years old next year.

Boy: Really?

Girl: Yes. My grandfather was a student of the same school sixty years ago.

Boy: Oh, how old is your grandfather?

Girl: He will be seventy-two years old this year.

Boy: Oh, is that right?

Girl: Yes. We sometimes sing our school song together.

Boy: Sounds nice!

(3秒の間)

Question : How old is the school now?

(5秒の間)

繰り返します。

(2秒の間)

(対話文3の繰り返し)

(3秒の間)

Question : How old is the school now?

(10 秒の間)

これで問題 A を終わり、問題 B に入ります。

[問題 B]

(3 秒の間)

これから聞く英語は、カナダの中学生の Cathy が、日本の中学生とのオンライン交流で行ったスピーチです。内容に注意して聞きなさい。

あとから、英語による質問が二つ出題されます。〈Question 1〉では、質問に対する答えを選んで、その記号を答えなさい。〈Question 2〉では、質問に対する答えを英語で書きなさい。

なお、〈Question 2〉のあとに、15 秒程度、答えを書く時間があります。

では、始めます。(2 秒の間)

Hello, everyone! My name is Cathy. I'm fifteen years old. I'm happy to meet you on the Internet today.

First, I will talk about my country. In summer, many people enjoy walking and bird watching in the mountains. I often go to a swimming pool during summer vacation. In winter, many people enjoy watching basketball games. They are very exciting, and I like to watch them, too. Also, people enjoy skiing. The mountains are beautiful with snow. I go skiing with my family every year. I like skiing the best of all sports. I have learned that there are a lot of places for skiing in Japan. Do you like winter sports?

Next, I will tell you about things I want to know about Japan. I'm very interested in Japanese movies. I think the stories are interesting. I want you to tell me about some popular Japanese movies. I'm looking for a new one to enjoy watching. Let's have fun on the Internet today.

(3 秒の間)

〈Question 1〉 What sport does Cathy like the best?

(5 秒の間)

〈Question 2〉 What does Cathy think about the stories in Japanese movies?

(15 秒の間)

繰り返します。

(2 秒の間)

(問題 B の英文の繰り返し)

(3 秒の間)

〈Question 1〉 What sport does Cathy like the best?

(5 秒の間)

〈Question 2〉 What does Cathy think about the stories in Japanese movies?

(15 秒の間)

以上で、リスニングテストを終わります。2 ページ以降の問題に答えなさい。

英 語

注 意

- 1 問題は **1** から **4** までで、11 ページにわたって印刷してあります。
- 2 検査時間は 50 分で、終わりは午後 0 時 30 分です。
- 3 最初に **1** のリスニングテストを行います。
- 4 声を出して読むではいけません。
- 5 答えは全て解答用紙に HB 又は B の鉛筆 (シャープペンシルも可) を使って明確に記入し、解答用紙だけを提出しなさい。
- 6 答えは特別の指示のあるもののほかは、各問のア・イ・ウ・エのうちから、最も適切なものをそれぞれ一つずつ選んで、その記号の ○ の中を正確に塗りつぶしなさい。
- 7 答えを記述する問題については、解答用紙の決められた欄からはみ出さないように書きなさい。
- 8 答えを直すときは、きれいに消してから、消しくずを残さないようにして、新しい答えを書きなさい。
- 9 受検番号を解答用紙の決められた欄に書き、その数字の ○ の中を正確に塗りつぶしなさい。
- 10 解答用紙は、汚したり、折り曲げたりしてはいけません。

1

リスニングテスト（放送による指示に従って答えなさい。）

〔問題A〕 次のア～エの中から適するものをそれぞれ一つずつ選びなさい。

<対話文1>

- ア This afternoon.
- イ This morning.
- ウ Tomorrow morning.
- エ This evening.

<対話文2>

- ア To the teacher's room.
- イ To the music room.
- ウ To the library.
- エ To the art room.

<対話文3>

- ア One hundred years old.
- イ Ninety-nine years old.
- ウ Seventy-two years old.
- エ Sixty years old.

〔問題B〕 <Question 1> では、下のア～エの中から適するものを一つ選びなさい。

<Question 2> では、質問に対する答えを英語で書きなさい。

<Question 1>

- ア Walking.
- イ Swimming.
- ウ Basketball.
- エ Skiing.

<Question 2>

(15 秒程度、答えを書く時間があります。)

2

次の各問に答えよ。

(* 印の付いている単語には、本文のあとに〔注〕がある。)

- 1 高校生の Riku とイギリスからの留学生の Tony は、Riku が授業で公園について発表するために調べて作成した資料を見ながら話をしている。□ (A) 及び □ (B) の中に、それぞれ入る語句の組み合わせとして正しいものは、下のア～エのうちではどれか。ただし、下の I は、二人が見ている資料である。

Tony: What are you going to *present in the next class?

Riku: I'm going to present my idea for a new park. I think people want many *roles for parks. They are important. I want to make a wonderful new park in my town in the future.

Tony: Great!

Riku: What is the most important role for parks to you?

Tony: Well, I think □ (A) is the most important.

Riku: I think that is important, too. But the *percentage for it is the lowest in this *graph.

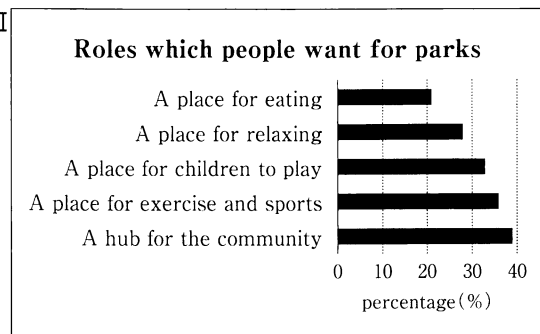
Tony: Interesting. In my country, I often enjoy eating lunch in a park.

Riku: I think □ (B) is the most important. Many other people also want that role.

Tony: Yes. The percentage for it is a little lower than the percentages for "A place for *exercise and sports" and "A *hub for the *community." But it's higher than the percentages for the other *items.

Riku: Parks can *play a lot of roles in a town. I'll try to make a park that plays important roles. There are many *possible roles for a park in a town. I hope people find good roles for my park.

Tony: Great! I think your presentation will be really interesting. I want to know more about parks and towns.



〔注〕 present 発表する role 役割 percentage パーセンテージ
 graph グラフ exercise 運動 hub 拠点
 community 地域社会 item 項目 play 果たす
 possible あり得る

- ア (A) A place for eating (B) A hub for the community
 イ (A) A place for relaxing (B) A place for children to play
 ウ (A) A place for eating (B) A place for children to play
 エ (A) A place for relaxing (B) A hub for the community

- 2 都市と公園についてさらに学びたいと思った Riku と Tony は、インターネットの画面を見ながら話をしている。□ (A) 及び □ (B) の中に、それぞれ入る語句の組み合わせとして正しいものは、右のページのア～エのうちではどれか。ただし、右のページのⅡは、二人が見ている、海外のある大学のオンライン講義の予定表であり、表中の時間は日本時間である。

Riku: Tony, look! We can join some *online classes of the university.

Tony: Sounds interesting. I want to take one. I'm interested in City Planning.

Riku: Do you want to take a *Basic class or an *Advanced class?

Tony: I want to take a Basic class. But I talk with my family on the Internet every Thursday afternoon, so I can't take it on that day.

Riku: Really? But you can take it on (A), right?

Tony: Yes. I'll take it. Riku, which class are you interested in the most?

Riku: I'm interested in Making Parks in Towns the most. In the future, I want to make some parks in Tokyo.

Tony: Great! But, Riku, can you take that class? I think you are busy with the tennis club.

Riku: We practice every Monday, Wednesday, and Friday in the afternoon. So I can take a morning class.

Tony: OK. Do you want to take a Basic class or an Advanced class?

Riku: I want to take an Advanced class.

Tony: So you're going to take an online class on (B), right?

Riku: Yes!

Date	Day	Time	Class
August 2	Monday	10:00 - 12:00	How to *Design a City (☆)
		14:00 - 16:00	Making Parks in Towns (○)
August 3	Tuesday	10:00 - 12:00	Making Parks in Towns (○)
		14:00 - 16:00	City Planning (○)
August 4	Wednesday	10:00 - 12:00	Making Parks in Towns (☆)
		14:00 - 16:00	How to Design a City (○)
August 5	Thursday	10:00 - 12:00	How to Design a City (☆)
		14:00 - 16:00	City Planning (○)
August 6	Friday	10:00 - 12:00	Making Parks in Towns (○)
		14:00 - 16:00	City Planning (☆)

(☆)…Advanced class (○)…Basic class

〔注〕 online オンラインの basic 基本的な advanced 発展的な design デザインする

- ア (A) Tuesday afternoon (B) Wednesday morning
 イ (A) Thursday afternoon (B) Wednesday morning
 ウ (A) Tuesday afternoon (B) Friday morning
 エ (A) Thursday afternoon (B) Friday morning

3 次の文章は、イギリスに帰国した Tony が Riku に送ったEメールの内容である。

Dear Riku,

Thank you for your help during my stay in Japan. Taking an online class of the university is a special memory for me. In the class, we learned how parks could make our lives better. Now I am very interested in parks and towns. Now I realize that parks are very important for towns.

After returning to my country, I *researched about parks in my town. I knew some big festivals were held in the parks. But I didn't know that many other events were also held in them. I was a little surprised to learn that. I will tell my sister about those events. She will enjoy talking with people at them. I think parks are wonderful places for people to *communicate.

I'm going to join an online meeting about City Planning next week. I want to know more about parks and towns. What are some good points to you about having parks in towns? Please tell me some of your ideas.

Yours,
Tony

〔注〕 research 調べる communicate 意思の疎通をする

(1) このEメールの内容と合っているのは、次のうちではどれか。

- ア Tony realized that online classes could make his life better.
- イ Tony was a little surprised that many other events were also held in the parks in his town.
- ウ Tony's sister researched about parks in her town because she wanted to take online classes.
- エ Tony's sister joined an event in a park and enjoyed talking with Tony there.

(2) Riku は Tony に返事のEメールを送ることにしました。あなたが Riku だとしたら、Tony にどのような返事のEメールを送りますか。次の<条件>に合うように、下の の中に、三つの英語の文を書きなさい。

<条件>

- 前後の文につながるように書き、全体としてまとまりのある返事のEメールとすること。
- Tony に伝えたい内容を一つ取り上げ、それを取り上げた理由などを含めること。

Hello, Tony,

Thank you for your e-mail. I learned a lot from a class, too. I'm glad to hear that you are very interested in parks and towns. The online meeting you're going to join sounds very interesting.

I'll try to answer your question. You asked me, "What are some good points to you about having parks in towns?" I'll tell you one good point.

I hope my idea can help you.

I'm looking forward to seeing you again.

Your friend,
Riku

3

次の対話の文章を読んで、あとの各問に答えよ。

(* 印の付いている単語・語句には、本文のあとに〔注〕がある。)

Shun, Yume, and Keita are first-year high school students in Tokyo. Ann is a high school student from the United States. One day in May, they are talking in their classroom after lunch.

Ann: Hi, everyone. I've found an interesting story in a newspaper. Look at this.

Shun: What kind of story?

Ann: It's a story about a person who *succeeded in the computer business. He talks about how to *achieve goals.

Yume: Interesting.

Ann: My goal is to succeed in business, so I sometimes read the business *section of a newspaper. It's difficult to understand, but I'm trying hard. Everyone, do you have goals?

Yume: I want to work at a hotel.

Keita: Why?

Yume: Five years ago, my family stayed at a hotel. The hotel staff members were wonderful. They welcomed us with warm smiles. They could speak English well with people from other countries.

Keita: Did you have a good time there?

Yume: Yes. I enjoyed seafood in one of the hotel restaurants and beautiful views from our room.

Keita: I want to be a *regular on the volleyball team. But I'm not sure that is a "goal." I think a "goal" is something bigger or more important.

Ann: I don't agree. If you think something is very important to you, that's a goal, Keita.

Keita: I love to play volleyball, and I really want to be a regular!

Yume: I think that's a goal! How about you, Shun?

Shun: I haven't decided yet. I'm looking for one, but it's difficult to find one.

Ann: I hope you do. Yume and Keita, are you doing something to achieve your goals?

Yume: I read an English textbook every day at home.

Keita: I go running near my house every morning. I have been doing that since I started high school.

Shun: Is it hard for you to go running every day?

Keita: Yes. Sometimes I don't want to get up early, but I have to do that.

Yume: I know how you feel. I sometimes think that reading a textbook is not fun for me, but I have to do it. *Making an effort every day is hard.

Keita: Right. I want to know how to keep *motivated.

Shun: Are there any hints about that in the newspaper, Ann?

Ann: Let me see.... It says taking small steps is important to achieve goals.

Shun: What does that mean?

Ann: It means doing small things in the *process of achieving a goal. After doing one thing, you'll be able to see what to do next.

Keita: It won't be easy for me to become a regular, but I think I'll be able to get a chance to play in a practice match. I'll try hard to get the chance.

Shun: Good luck, Keita.

Ann: How about you, Yume? Reading a textbook is important, but you also need chances to use new words that you learn from the textbook.

Yume: OK! I'll practice using words from my textbook with you, Ann! Can you help me learn to speak English better?

Ann: Of course! If I can help you, I'll be very happy.

Yume: ⁽⁴⁾ How about you, Shun? Is there something you like to do?

Shun: Well.... I like cooking. I sometimes cook for my parents.

Keita: Really? That's nice.

Shun: When my parents have a dinner I cook, they smile and say, "Thank you. It's delicious."

Yume: Great! How about cooking for someone else, then?

Shun: Let me see.... How about my grandmother? I'll visit her next month and cook something for her.

Yume: That's a good idea!

Shun: OK! I'll think of something to make her happy, and I'll practice cooking it at home.

Keita: You have found what to do and got motivated!

Shun: Yes!

Yume: I'm glad to hear that.

Ann: ⁽⁵⁾ I'm more motivated, too. I'll write down my ideas every day after reading a newspaper.

[注] succeed 成功する	achieve 達成する
section 欄	regular レギュラーの選手
make an effort 努力をする	motivated 意欲がある
process 過程	

〔問1〕 Yes. とあるが、このように Yume が言った理由を最もよく表しているのは、次のうちでは
(1) どれか。

- ア The views from her room were beautiful, and the food was good.
- イ Yume was welcomed with warm smiles by people from other countries.
- ウ The views from a restaurant were wonderful, but Yume didn't enjoy the food there.
- エ Yume could speak English well with the hotel staff members and people from other countries.

〔問2〕 I hope you do. の内容を、次のように書き表すとすれば、 の中に、下のどれを
(2) 入れるのがよいか。

Ann hopes that .

- ア Yume and Keita do something to achieve their goals
- イ Keita becomes a regular on the volleyball team
- ウ Shun can decide what to do for his goal
- エ Shun finds a goal

〔問3〕 I know how you feel. とあるが、このように Yume が言った理由を次のように書き表すと
(3) すれば、 の中に、下のどれを入れるのがよいか。

Yume understands how Keita feels because .

- ア he hasn't found a goal yet
- イ reading a textbook every day is fun for her
- ウ he has been running since he started high school
- エ she knows making an effort every day is difficult

〔問4〕 Of course! の内容を、次のように書き表すとすれば、 の中に、下のどれを
(4) 入れるのがよいか。

Ann will be happy to .

- ア keep motivated to take small steps
- イ help Yume speak English better
- ウ help Yume read the business section of a newspaper
- エ keep motivated to practice using new words every day

〔問5〕 I'm glad to hear that. の内容を、次のように書き表すとすれば、 の中に、
(5)
下のどれを入れるのがよいか。

Yume is glad to hear that .

- ア Shun has found what to do and is motivated
- イ Shun cooked for his grandmother and enjoyed it
- ウ Shun can have a dinner made by his grandmother
- エ Shun will think of something to make his parents happy

〔問6〕 次のA～Dは、本文中に述べられている Keita の目標に対する考え方と取り組みに対する姿勢を表したものである。本文の内容の流れに沿って並べたものとして正しいものは、下のA～Eのうちではどれか。

- A He is more motivated to try hard than before.
- B He thinks that he'll be able to get a chance to play in a practice match.
- C He wants to be a regular on the volleyball team, but he is not sure that is a goal.
- D He thinks he has to get up early to go running every morning, but sometimes he doesn't want to.

- ア C → D → A → B
- イ D → C → B → A
- ウ C → D → B → A
- エ D → C → A → B

〔問7〕 次の文章は、Yume たちと話した日に、Ann が書いた日記の一部である。 (A) 及び (B) の中に、それぞれ入る単語の組み合わせとして正しいものは、下のA～Eのうちではどれか。

Today, I talked with my friends about how to achieve goals. Keita and Yume had goals, and they were making efforts. But it was sometimes difficult for them to (A) making efforts every day. I (B) them a newspaper and talked about how to achieve goals.

It was difficult for Shun to find a goal. But he said that he liked cooking. When he cooked for his parents and they (B) him their smiles, he felt happy. He decided to make dinner for his grandmother. I thought it was a wonderful idea. I will (A) reading the business section of a newspaper every day and write down my ideas.

- ア (A) start (B) showed
- イ (A) keep (B) showed
- ウ (A) start (B) gave
- エ (A) keep (B) gave

4

次の文章を読んで、あとの各問に答えよ。

(*印の付いている単語・語句には、本文のあとに〔注〕がある。)

Tomoko was a second-year junior high school student. In her school, she was a member of the *Clean-up Committee. She wanted to be its leader.

In October, she was chosen to be the new Clean-up Committee leader. Mr. Inoue, an *advisor to the *committee, told Tomoko to make a speech. She said, "I'm glad to be the leader of this committee. This committee has worked hard on some activities. For example, we have worked hard on checking classrooms after cleaning time. However, we have never tried cleaning up in the *neighborhood around the school before. As a new activity, let's pick up trash on the roads in our neighborhood." Maya said, "Why? I don't understand." Satoru said, "I don't want to do that." Tomoko continued, "I have joined in a cleaning activity in my neighborhood before, and it was a wonderful experience. I think we should pick up trash on the roads in our neighborhood." Maya said, "I think we need to clean up our school more." Satoru said, "I don't have time to work more. I'm busy with the soccer club." Tomoko was very shocked, and she couldn't say anything. Mr. Inoue said, "Let's stop today and talk about a new activity at the next meeting."

After the meeting, Tomoko wondered, "Why was my idea wrong?" On her way home, she met Yuko, a *former leader of the committee. Yuko said, "Are you all right?" Tomoko said, "The committee members didn't agree with me. Why?" Yuko said, "When I was a leader, I had a similar experience. Everyone in the committee has different ideas. I think your idea is good. But it is not something that they want to do together." Tomoko didn't know what to say.

That night, Tomoko thought about Yuko's opinions. She also thought, "I want to pick up trash on the roads in our neighborhood. But I can't do that by myself." She wondered, "Why was it wonderful to me to join in a cleaning activity in my neighborhood?" She thought *for a while and said, "It was wonderful because I worked together with other people. I realize now what is important."

The next day, Tomoko said to Mr. Inoue, "I want to do something with everyone in the committee. I'll try my best to do so." Mr. Inoue said, "I'm glad you think so. What can you do? Think of something by the next meeting."

In November, the Clean-up Committee held a meeting again. Tomoko said to the members, "I think it is important for us to do something together. Do you have any ideas about that?" Maya said, "I think some classrooms should be cleaned more. We should ask students to clean our school more carefully." Satoru said, "The sports ground has too many fallen leaves on it now. I think we should pick them up." Tomoko said, "I'm glad to hear your ideas. How about having a special day to clean up more places in the school buildings and on the sports ground?" Maya said, "Really? I'll be glad to do that, but is that OK? You wanted to pick up trash on the roads in our neighborhood, right?" Tomoko said, "Don't worry. I want to work together with everyone." Satoru said, "I will ask the other team members to help us on the sports ground. We will collect a lot of fallen leaves!" Tomoko said, "Really? Thank you." Maya said, "Let's call the special day Clean Day! I will make *posters to tell students

about it.” Tomoko said, “Sounds good!” Then she said to Mr. Inoue, “I hope we can have Clean Day soon!” He said, “OK. I’ll help you.”

After the meeting, Maya said, “As our next activity, let’s work together again and pick up trash on the roads in our neighborhood.” Satoru said, “I’ll help you.” Tomoko was moved by their words. She was happy and decided to do her best for Clean Day.

〔注〕 Clean-up Committee 美化委員会 advisor 顧問 committee 委員会
neighborhood 近所 former 前の for a while しばらくの間
poster ポスター

〔問1〕 I don’t want to do that. の内容を、次のように書き表すとすれば、 の中に、下のどれを入れるのがよいか。

Satoru doesn’t want .

- ア to become a member of the Clean-up Committee
- イ to choose a new leader of the Clean-up Committee
- ウ to have time to clean up his school more for the committee
- エ to pick up trash on the roads as a new committee activity

〔問2〕 次のア～エの文を、本文の内容の流れに沿って並べ、記号で答えよ。

- ア Yuko told Tomoko her opinions after the meeting in October.
- イ Mr. Inoue told Tomoko to make a speech as the new Clean-up Committee leader.
- ウ The committee members stopped the meeting after Mr. Inoue asked them to do so.
- エ Tomoko asked the committee members to tell her some ideas about doing something together.

〔問3〕 次の(1)～(3)の文を、本文の内容と合うように完成するには、 の中に、それぞれ下のどれを入れるのがよいか。

(1) Tomoko was very shocked when .

- ア Mr. Inoue didn’t talk about a new activity
- イ she checked classrooms after cleaning time
- ウ Maya and Satoru didn’t agree with her idea
- エ she cleaned up in her neighborhood by herself

(2) When Yuko met Tomoko after the meeting in October, she said that .

- ア all the members in the committee had similar ideas
- イ each member in the committee had their own ideas
- ウ cleaning up more places in their school was a good idea
- エ all the members in the committee understood Tomoko's idea

(3) After the meeting in November, Tomoko was moved because .

- ア Maya and Satoru said that they would work together again in their next activity
- イ Maya asked the soccer team members to pick up fallen leaves on the sports ground
- ウ Maya and Satoru asked students to make posters about the special day
- エ Satoru said that he would call the special day Clean Day

〔問4〕 次の(1), (2)の質問の答えとして適切なものは, それぞれ下のうちではどれか。

(1) What did Tomoko realize at night after talking with Yuko?

- ア She realized it was wonderful to do something for her neighborhood.
- イ She realized Yuko would try her best for Tomoko before the next meeting.
- ウ She realized she wanted to do something with everyone in the committee.
- エ She realized she wanted Mr. Inoue to tell the members about his idea in the next meeting.

(2) In the meeting in November, what did Tomoko speak to the committee members about?

- ア She spoke to them about having a special day to make posters for the soccer team.
- イ She spoke to them about having a meeting again to ask students to clean up more places in their school buildings.
- ウ She spoke to them about cleaning up on the sports ground and on the roads around school because there were many fallen leaves on them.
- エ She spoke to them about cleaning up more places in the school buildings and on the sports ground on a special day.

正 答 表 英 語

(4 一次・分割前期)

1	[問題A]	<対話文1>	ア
		<対話文2>	ウ
		<対話文3>	イ
	[問題B]	<Question 1>	エ
		<Question 2>	They are interesting.

A1
4 点
A2
4 点
A3
4 点
B1
4 点
B2
4 点

2	1	ウ	2	ア	3	(1)	イ
	3	(2)	My grandfather and I often go to a park near my house.				
			He enjoys seeing trees and flowers there.				
			The park gives us a chance to have a good time together.				

1	2	3(1)
4 点	4 点	4 点
3(2)		
1 2 点		

3	[問1]	ア	[問2]	エ	[問3]	エ
	[問4]	イ	[問5]	ア	[問6]	ウ
	[問7]	イ				

問1	問2	問3
4 点	4 点	4 点
問4	問5	問6
4 点	4 点	4 点
問7		
4 点		

4	[問1]	エ					
	[問2]	イ → ウ → ア → エ		※ 4 [問2] 全て正しく並べてある場合のみ 点を与える。			
	[問3]	(1)	ウ	(2)	イ	(3)	ア
	[問4]	(1)	ウ	(2)	エ		

問1			
4 点			
問2			
4 点			
問3(1)	問3(2)	問3(3)	
4 点	4 点	4 点	
問4(1)	問4(2)		
4 点	4 点		