

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 see. What's your problem?

2. I'll carry this box for you.

3. Sure. I'd like to help you.

4. I want you to carry this box. Thank you.

No.2 1. I took them in the park I visited with my family.

2. I took them near my house in the United States yesterday.

3. My father took them with his camera last year.

4. They were taken in the art room of my school in Japan.

No.3 1. OK. We will have to finish our homework together today.

2. OK. We don't have the club today.

3. OK. Let's clean our classroom, and then go to the club.

4. OK. Let's go to the library to borrow some books.

(イ) 対話の内容を聞いて、それぞれの **Question** 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 **Question: Which is true about Mike?**

1. Mike listened to Nana's speech about Kyoto last month.

2. Mike has been interested in traditional festivals for five years.

3. Mike didn't see traditional festivals in Kyoto, but he enjoyed staying there.

4. Mike will talk about some festivals in his city next time.

No.2 **Question: What can we say about Nana?**

1. Nana is talking about the event which she enjoyed last week.

2. Nana will enjoy the event at the museum with Mike and her classmates on Sunday.

3. Nana is going to visit Australia to enjoy the special event there.

4. Nana has been interested in the museum in Australia since last year.

(ウ) 日本の高校に通うマユミが夏休みに高校生による国際会議に出席しました。会議についてのマユミの発表を聞いて、次の<国際会議についてのメモ>を完成させるとき、あとのNo.1とNo.2の問いに答えなさい。

<国際会議についてのメモ>

• The students from different countries talked about world problems.

• The Japanese students were the group to talk.

• All the students there thought that they should be more interested in other countries, work together, and help each other. They were going to use the Internet to their idea with people around the world.

No.1 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. first

2. second

3. third

4. fourth

No.2 の中に適する1語を英語で書きなさい。

問2 次の英文は、留学生のリサ (Lisa) とリョウコ (Ryoko) 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。

Lisa : Hi, Ryoko. Are you free this Saturday? Shall we go to the movies?

Ryoko: Oh, thank you for asking, but that day is my brother's (ア) (b _____).

Lisa : Wow, he will become eight years old, right?

Ryoko: Yes. My family will have a party for him at the new restaurant near the station.

Lisa : Oh, my friends talked about that restaurant, and from them, I've (イ) (h _____) that the dinner is great. Well, what will you give him as a present?

Ryoko: I will give him a book I bought yesterday.

Lisa : What kind of book is it?

Ryoko: It's about (ウ) (a _____), because we are going to go to the zoo next week. He wants to learn about them before he sees them in the zoo.

Lisa : Oh, that will be a nice present!

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) Those white birds on the tree () small and pretty.

1. be 2. is 3. are 4. was

(イ) Takuya went to the park () soccer with his friends yesterday.

1. plays 2. to play 3. played 4. was playing

(ウ) Jiro and Paul () finished lunch yet.

1. have just 2. have already 3. have ever 4. have not

(エ) The library is the place () the best in my school.

1. I like 2. read it 3. that is read 4. which likes

問4 次の(ア)~(エ)の対話文が完成するように、() 内の六つの語の中から五つを選んで正しい順番に並べたとき、その () 内で3番目と5番目に来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: How (1. books 2. do 3. in 4. many 5. are 6. there) our school library?

B: We have about 20,000 books.

(イ) A: Do you know what (1. this 2. is 3. call 4. in 5. called 6. bird) Japanese?

B: Yes. It's *tsubame*.

(ウ) A: Thank you for teaching me how to use the computer.


B: You're welcome. Our teacher always (1. is 2. kind 3. to 4. us 5. tells 6. be) to our classmates.

(エ) A: Does Keita know that a student from Australia will come to his class tomorrow?

B: No, I don't think so. He (1. excited 2. will 3. be 4. to 5. meet 6. his) a new friend.

問5 次のA～Cのひとつづきの絵と英文は、ケン (Ken), ミカ (Mika), エミ (Emi) 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の英文を書くとき、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



Ken → Mika

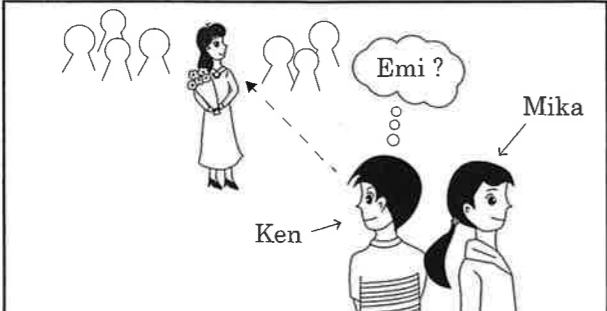
Emi

駅

<最初の英文>

Ken and Mika were at the station and they were going to go to a party with Emi. Ken never met Emi *before. Mika said, "Emi will bring flowers."

B

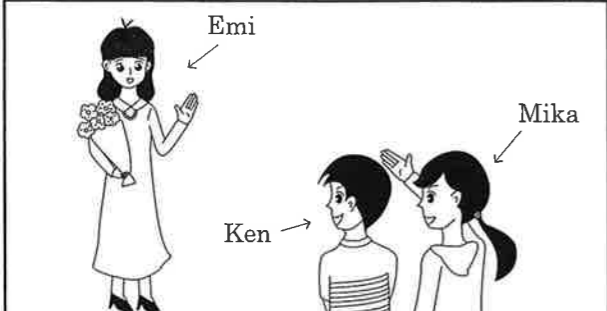


Ken → Mika

Emi?

Ken looked *around. Then he saw a girl and asked Mika, "

C



Emi

Ken → Mika

Mika answered, "Yes, she is."
Then Ken, Mika, and Emi were ready to go to the party.

* before : 以前に around : 周囲を

<条件>

- ① has と flowers を必ず含んで、全体を7語以上の1文で書くこと。
- ② 文末は「?」で終わること。
- ※ 短縮形 (I'm や don't など) は1語と数え、符号 (, や ? など) は語数に含めません。

問6 次の英文は、高校生のミチコ (Michiko) が英語の授業で行ったスピーチの原稿です。英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Hello, everyone. I'm Michiko. Do you often see *graphs when you study and read books or *newspapers? I do. When you see graphs, you need to look at them *carefully. Graphs sometimes give you different *impressions *even if they are made with the same *data.

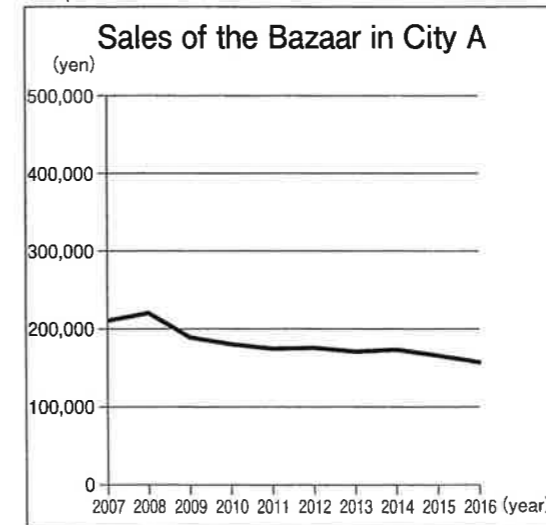
First, I want to talk about the way of reading data *correctly. Please look at this *table.

Table

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	(year)
City A	210,500	220,250	189,050	180,250	174,500	175,500	170,750	173,250	165,550	157,050	(yen (円))
City B	170,500	178,250	176,500	180,050	179,550	183,750	188,950	188,900	190,750	190,950	(yen (円))

This table shows the *sales of the *bazaar in City A and City B from 2007 to 2016. City A *holds a bazaar every year. City B also holds one every year. We can see the *exact *values of the sales from the table. For example, . But it is not easy to understand how the values *changed *in ten years with only the table. To know how the values changed, graphs are more useful because we can see the *changes *clearly. Next, please look at Graph 1.

Graph 1



Graph 2

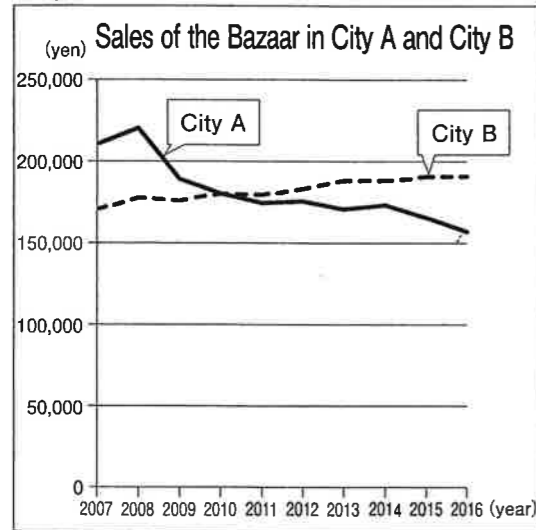


Graph 1 shows how the sales of City A changed in ten years. In the graph, it is difficult to know the exact values, but it's easy to understand the changes in the sales. (①) You *may think that the sales of City A *stayed around 200,000 yen. Then, please look at Graph 2.

Graph 2 shows how the sales of City B changed. (②) You may think that City B had a *great success in its sales.

These two graphs show that graphs are useful, because it is easy for us to see changes. Can you see the *differences between Graph 1 and Graph 2? Please look at Graph 1, the difference between the values on the *vertical axis is 100,000 yen. How about Graph 2? The difference between the values on the vertical axis is 5,000 yen. Now, we can see the differences between the values in these graphs. And then, please look at Graph 3.

Graph 3



Graph 3 is made with the same data used in Graph 1 and Graph 2, but it looks different. (③)
 Also, the change in the sales of City B in Graph 3 looks smaller than the change in the sales of City B in Graph 2.

When you read graphs, you should know one important thing. You need to look at the values on the vertical axis. In Graph 1, the difference between the values on the vertical axis is large. If the difference is large, many people will think that the change in the sales is small. How about in Graph 2? The difference between the values on the vertical axis is small, and the values don't start from 0 on that graph. So, you may think the change in the sales is big. If the way of showing data in graphs changes, we will receive different impressions.

Now, I hope that you understand this important thing about graphs. When you look at graphs, you must look at the difference between the values on the vertical axis carefully. People may have different impressions of graphs, so please think about the things which the graphs show you.

Graphs will make your *presentation better. You will have some chances to use graphs to show your ideas when you are at school or when you work in the future. If you want to show your ideas in your presentation clearly, you need to learn how to use graphs well. Thank you for listening.

* graphs : グラフ newspapers : 新聞 carefully : 注意深く impressions : 印象
 even if ~ : たとえ~でも data : データ correctly : 正しく table : 表 sales : 売上げ
 bazaar : バザー holds ~ : ~を開催する exact : 正確な values : 値
 changed : 変化した in ~ : ~の間に changes : 変化 clearly : 分かりやすく
 may ~ : ~するかもしれない stayed around ~ : ~の周辺にとどまっていた
 great success : 大成功 differences : 違い, 差 vertical axis : 縦軸 presentation : 発表

(ア) 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. we can say that the sales of City A were more than 160,000 yen in 2016
2. we can say that the sales of City B were 174,500 yen in 2011
3. we can say that City A had the largest sales in 2008
4. we can say that City B had the smallest sales in 2011

(イ) 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 change in the sales of City A in Graph 3 looks bigger than the change in the sales of City A in Graph 1.
- B. I think you will believe that the change is not large in this graph.
- C. Do you think that in this graph the sales of City B are becoming larger?

- | | | |
|----------------|----------------|----------------|
| 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 |

(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. Using tables is a good way to understand how the values have changed.
- b. It is easy to see the exact values used as data when we see graphs.
- c. When the difference between the values on the vertical axis is large, it is difficult to understand the changes in the sales well.
- d. When we use the same data, we can't make graphs that look different.
- e. When we make graphs, we must start the value on the vertical axis from 0.
- f. If we use graphs well in our presentation, our ideas will be received more clearly.

- | | | | |
|----------|----------|----------|----------|
| 1. a と d | 2. a と e | 3. b と c | 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),(イ)の英文と、テレビの番組表 (TV PROGRAM) や、ちらし (Leaflet) について、それぞれあとの Question の答えとして最も適するものを、1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア)

Naoki likes watching sports games on TV very much. One day after dinner, he started watching TV with his mother and brother. They enjoyed watching a baseball game. The game which started at 7 p.m. was three hours. Naoki's father didn't come home before the game started but he was able to watch it on TV for the last hour of the game.

FRIDAY EVENING TV PROGRAM

	*Channel 2	Channel 4	Channel 7	Channel 9
6 p.m.	D The Big Cat	Let's Enjoy Cooking	N News Yokohama	D Happy Sunday
7 p.m.	N Good Evening Japan	Let's Enjoy English	S World Soccer Japan vs. Brazil	S Baseball Game Yokosuka *vs. Kawasaki
8 p.m.	Music Time	Trip to London		
9 p.m.	D The Hospital	N Today's Sports & News	N Today's Soccer & Baseball	Sing with Us
10 p.m.	D Goodbye My Love			D My Life, My Dream

*CHECK IT!

About the Baseball Game (Yokosuka vs. Kawasaki)

- The first two hours of the game can be watched on Channel 9.
- You can continue to watch the game on Channel 4 after 9 p.m.
- If the game is canceled, because it rains, please enjoy the movie *Star Trip*.

* ~ p.m. : 午後～時 last : 最後の Drama : ドラマ Channel : チャンネル
 ~ vs. ... : ～対… CHECK～ : ～を確認する ~ is canceled : ～が中止される

Question : Which channel did Naoki's father watch to enjoy the baseball game ?

1. Channel 2. 2. Channel 4. 3. Channel 7. 4. Channel 9.

(イ)

Haruka is in the dance club and her club decided to make club T-shirts. There are forty students in total. Everyone in the club will buy a club T-shirt. Fifteen students will buy T-shirts with one picture and one color on the front or the back of the T-shirts. The rest of the students will buy T-shirts with two pictures and two colors.

Leaflet

デザイン見本と価格表

プリント	1カ所1色		2カ所1色		2カ所2色	
	前	後ろ	前	後ろ	前	後ろ
デザイン見本		または				
枚数 (枚)	1枚あたりの税込価格 (*yen)					
1～10	850		1,600		2,000	
11～15	800		1,500		1,900	
16～20	750		1,400		1,800	
21～25	700		1,300		1,700	
26～30	650		1,200		1,600	
31～35	600		1,100		1,500	
36～40	550		1,000		1,400	
41～45	500		900		1,300	

* T-shirts : Tシャツ in total : 合計で back : 後ろ rest : 残り yen : 円

Question : How much are the T-shirts for the dance club in total ?

1. 22,000 yen. 2. 44,500 yen. 3. 54,500 yen. 4. 65,000 yen.

問8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

Jimmy came to Japan from the US three weeks ago and he lives with Kana's family in Yokohama. One day, Jimmy and Kana were looking at pictures. Jimmy found a baby in one of the pictures.

Jimmy: This baby is very cute.

Kana: Thank you, Jimmy. It's me.

(Kana *points at her *nose.) < Picture 1 >

Jimmy: Are you all right? Is your nose *itchy?

Kana: Itchy? No, it's not.

Jimmy: I thought you *were scratching your nose. Your *gesture means *something is wrong with your nose in the US.

Kana: Oh, I didn't know that. In the US, how do you point at *yourself?

Jimmy: We usually point at our *chest. < Picture 2 >

Kana: Oh, really? That's interesting.

Jimmy: Yes. It's interesting to know different gestures from other *cultures and customs.

Kana: I want to learn the gestures you use.

Jimmy: Oh, that's nice. I want to understand Japanese gestures, too.

After dinner, Jimmy and Kana talked about the *differences between their gestures. Kana's mother, father, and her brother Ryoma joined them.

Mother: It's interesting to know the differences between Japanese and *American gestures.

Father: Well, how about *sign language? Do you know that Japanese sign language and American sign language are also different?

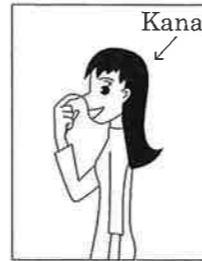
Kana: No, I don't. But I know about Japanese sign language. I learned about it during music class. I enjoyed singing songs with sign language. And it was interesting to learn the *meaning of each *hand motion. Do you know anything about sign language, Ryoma?

Ryoma: Yes. Our school has a sign language club and the students learn sign language after school. They say that sign languages are "languages" used by people who *need help hearing or speaking.

Father: (①) For example, on TV, we often see *sign language interpreters. In our city, we have some events to learn sign language. Sign languages are learned and used by a lot of people in the world.

Jimmy: That's interesting. When we show "Hello" in American sign language, we move our hand like this. < Picture 3 > How do you show that in Japanese sign language?

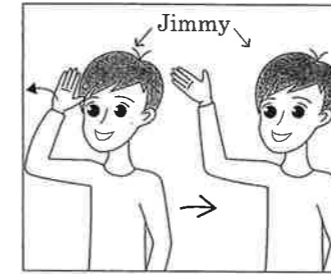
Picture 1



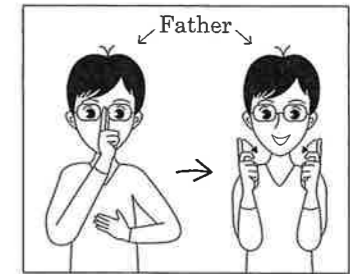
Picture 2



Picture 3



Picture 4



Father: When we show "Hello" in Japanese sign language, we use our hands like this. < Picture 4 >

Kana: I'm interested in learning American sign language. If I learn American sign language, I can *communicate with more people.

Ryoma: That's a good idea. We should be able to use sign languages used in other countries, because a lot of people will come from many countries to *the Tokyo 2020 Olympic and Paralympic Games.

Kana: It is difficult for me to learn different sign languages.

Father: I agree, but first, how about learning easy sign language from each country like "Hello," "Thank you," or "May I help you?"

Kana: I'll borrow a book about sign language from the library.

Mother: When we use sign language, it is important to use *facial expressions *at the same time. We can show our feelings with facial expressions *naturally.

Jimmy: That's nice. Please tell me more.

Mother: When we feel happy, we usually *smile. When we feel sad, we cry, and when we are *angry, we *frown.

Ryoma: Then you mean (②), right?

Mother: That's right. When you learn sign language, I want you to remember that.

Father: After you learn some hand motions, how about showing them to each other?

Kana: OK. First, I'll learn Japanese sign language, and then I'll try American sign language with Jimmy.

Mother: You have a lot of time until the Tokyo 2020 Olympic and Paralympic Games. I hope you will be able to communicate with many people by using sign language.

* *points at* ~ : ~を指さす *nose* : 鼻 *itchy* : かゆい *were scratching* ~ : ~をかいていた
gesture : ジェスチャー *something is wrong with* ~ : ~の調子が悪い *yourself* : あなた自身
chest : 胸 *cultures and customs* : 文化や習慣 *differences* : 違い *American* : アメリカの
sign language : 手話 *meaning* : 意味 *hand motion* : 手の動き
need help ~ing : ~することに助けを必要とする *sign language interpreters* : 手話通訳者
communicate with ~ : ~と意思の疎通を図る
the Tokyo 2020 Olympic and Paralympic Games : 2020年東京オリンピック・パラリンピック競技大会
facial expressions : 顔の表情 *at the same time* : 同時に *naturally* : 自然に
smile : 微笑む *angry* : 怒っている *frown* : 顔をしかめる

(ア) 本文中の (①) 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. Sign language is only for people who need help hearing or speaking.
2. Sign language is useful when we meet people first.
3. Now we have many hand motions in Japanese sign language.
4. Now we have many chances to see or use sign language around us.

(イ) 本文中の (②) 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. facial expressions are useful when we want to know each other's feelings
2. it's not a good idea to use facial expressions when we communicate
3. Japanese people always smile when we use sign language
4. it is not easy to use facial expressions with sign language

(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. Kana and Jimmy have learned that a gesture in one country sometimes has a different meaning in another country.
- b. Jimmy says he can learn American sign language because it is easier than Japanese sign language for him.
- c. Kana's mother thinks that showing how people feel is important when they use sign language.
- d. Ryoma wants people who come to Japan to learn easy Japanese sign language.
- e. Kana says that people should work as volunteers for the Tokyo 2020 Olympic and Paralympic Games.
- f. Kana's father will try Japanese and American sign language to communicate with more people.

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

(問題は、これで終わりです。)

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(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(イ)に入ります。問題(イ)は、No.1～No.3 まであります。John と Yumi が話しています。まず John が話し、次に Yumi が話し、その後も交互に話します。対話の最後で Yumi 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 Yumi の言葉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
- [John:] Why did you come to school by bus this morning, Yumi ?
 [Yumi:] Because I had to carry things for the school festival. Our class will be busy today, John.
 [John:] OK. What can I do for you ?
 [Yumi:] (チャイム) [間 2 秒]
 [John:] Why did you come to school by bus this morning, Yumi ?
 [Yumi:] Because I had to carry things for the school festival. Our class will be busy today, John.
 [John:] OK. What can I do for you ?
 [Yumi:] (チャイム) [間 4 秒]
- No. 2
- [John:] Yumi, I saw your pictures of the beautiful flowers in the art room.
 [Yumi:] I took them with my camera when I traveled to the United States with my family last year.
 [John:] I see. Where did you take them ?
 [Yumi:] (チャイム) [間 2 秒]
 [John:] Yumi, I saw your pictures of the beautiful flowers in the art room.
 [Yumi:] I took them with my camera when I traveled to the United States with my family last year.
 [John:] I see. Where did you take them ?
 [Yumi:] (チャイム) [間 4 秒]
- No. 3
- [John:] Yumi, what time does our club start today ?
 [Yumi:] At four o'clock. Before it starts, we need to clean our classroom.
 [John:] Oh, we have only twenty minutes. Shall we start cleaning our classroom now ?
 [Yumi:] (チャイム) [間 2 秒]
 [John:] Yumi, what time does our club start today ?
 [Yumi:] At four o'clock. Before it starts, we need to clean our classroom.
 [John:] Oh, we have only twenty minutes. Shall we start cleaning our classroom now ?
 [Yumi:] (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 Nana と Mike 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
- [Nana:] Mike, your speech about Kyoto was really good !
 [Mike:] Thank you, Nana. It was fun for me to talk about traditional festivals in Kyoto.
 [Nana:] How long have you been interested in them ?
 [Mike:] I have been interested in them since I visited Kyoto with my family four years ago.
 [Nana:] Do you have any famous festivals in your city ?
 [Mike:] Yes. I'll talk about them next time. [間 4 秒]
- [Nana:] Mike, your speech about Kyoto was really good !
 [Mike:] Thank you, Nana. It was fun for me to talk about traditional festivals in Kyoto.
 [Nana:] How long have you been interested in them ?
 [Mike:] I have been interested in them since I visited Kyoto with my family four years ago.
 [Nana:] Do you have any famous festivals in your city ?
 [Mike:] Yes. I'll talk about them next time. [間 5 秒]

No. 2

- [Nana:] Mike, there will be a special event at the museum next week.
[Mike:] Oh, really? What kind of event is it?
[Nana:] Some famous pictures and some musicians will come from Australia. On Sunday afternoon, you can enjoy the pictures and music.
[Mike:] Wonderful! I'm interested in that event. Will you go to the museum, Nana?
[Nana:] Yes. I want to enjoy it with my classmates on Sunday. Would you like to join us?
[Mike:] Sure. I'll go with you. [問 4 秒]
- [Nana:] Mike, there will be a special event at the museum next week.
[Mike:] Oh, really? What kind of event is it?
[Nana:] Some famous pictures and some musicians will come from Australia. On Sunday afternoon, you can enjoy the pictures and music.
[Mike:] Wonderful! I'm interested in that event. Will you go to the museum, Nana?
[Nana:] Yes. I want to enjoy it with my classmates on Sunday. Would you like to join us?
[Mike:] Sure. I'll go with you. [問 5 秒]

最後に、問題(ウ)に入ります。問題(ウ)では、高校生による国際会議についてのマユミの発表を放送します。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。[問 20 秒] それでは、始めます。英文は2回放送します。[問 2 秒]

Hi, I'm Mayumi. This summer, I talked about world problems with students from Australia, China, and India. Today, I'm going to talk about this event. The students talked about a lot of things. First, the Chinese students talked about science. Next, the students from Australia spoke about world peace. Japan was after Australia. Our speech was about recycling. After that, the students from India talked about saving the earth. Then, we, all the students there, thought we should be more interested in different countries, work together, and help each other. Finally, we decided to send this message to many people in the world by using the Internet, because we wanted them to know our idea.

[問 4 秒]

Hi, I'm Mayumi. This summer, I talked about world problems with students from Australia, China, and India. Today, I'm going to talk about this event. The students talked about a lot of things. First, the Chinese students talked about science. Next, the students from Australia spoke about world peace. Japan was after Australia. Our speech was about recycling. After that, the students from India talked about saving the earth. Then, we, all the students there, thought we should be more interested in different countries, work together, and help each other. Finally, we decided to send this message to many people in the world by using the Internet, because we wanted them to know our idea.

[問 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8秒]

I 外国語(英語)

正答表並びに採点上の注意追検査 (平成30年度)

問1

(ア)	
No.1	No.2
4	1
No.3	
3	

(イ)	
No.1	No.2
4	2

(ウ)	
No.1	No.2
3	share

(ウ)No.2は正答例。

問2

(ア)	(イ)	(ウ)
birthday	heard	animals

問2は正答例。

問3

(ア)	(イ)	(ウ)
3	2	4
		1

問4

(ア)	(イ)	(ウ)	
3番目	5番目	3	4

両方できて4点。

両方できて4点。

(ウ)	(イ)	(ウ)
3番目	5番目	2
		1
		5

両方できて4点。

両方できて4点。

問5

Is the girl who has flowers Emi ?	
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問5は正答例。

問6

(ア)	(イ)	(ウ)
3	4	6

問7

(ア)	(イ)
2	3

問8

(ア)	(イ)	(ウ)
4	1	2

問	配点
1	各3点 計21点
2	各2点 計6点
3	各3点 計12点
4	各4点 計16点
5	5点
6	各5点 計15点
7	各5点 計10点
8	各5点 計15点
計	100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】

- 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5点を与える。
- 内容については、中間点を設けないこと。

【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いないが、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。

問5について

指定語は has と flowers である。

得点項目 A Ken が Mika に花を持っている少女が Emi かどうかを尋ねていると読みとれること。

与えられた条件のうち、②における「?」が文末に記されていない場合は、上記【中間点のある記述問題について】のとおりに減点とする。