

平成 28 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 9 まであり，1 ページから 13 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^{らん}に，はっきり書き入れなさい。
- 4 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。
- 5 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ミカ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、その番号を書きなさい。

- | | | |
|-------|--|---------------------------------------|
| No. 1 | 1. That's a good idea. | 2. I lost my watch yesterday. |
| | 3. Oh, can you play tennis? | 4. I wasn't watching TV at my house. |
| No. 2 | 1. I went there for the first time. | 2. I went to the beautiful sea there. |
| | 3. I went there two months ago. | 4. I have never been there. |
| No. 3 | 1. Yes. I will play soccer. | 2. Yes. I will play baseball. |
| | 3. No. I will play basketball. | 4. No. I will play soccer. |
| No. 4 | 1. It was a movie about school life. | |
| | 2. It was easy for us to make the movie. | |
| | 3. I wrote the story for the movie with my friend. | |
| | 4. I liked making movies with my friends. | |

(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、その番号を書きなさい。

No. 1 **Question : What is Sayaka going to do on Sunday ?**

1. She is going to buy a birthday present for her sister with Tom.
2. She is going to give Tom a nice birthday present.
3. She is going to find a birthday present for Tom's sister with Tom.
4. She is going to go shopping with her sister.

No. 2 **Question : What are Sayaka and Tom doing ?**

1. They are looking for good pictures for their class newspaper.
2. They are taking pictures at school to use them for their class newspaper.
3. They are talking about the school trip with their teacher.
4. They are making their class newspaper before the school trip.

No. 3 **Question : What can we say about Sayaka and Tom ?**

1. Sayaka will meet Tom in front of the City Museum at eight fifty.
2. Tom is going to take the train at eight twenty with Sayaka.
3. They are going to take different trains to go to the City Museum.
4. They are going to take the same train at eight thirty-five.

(ウ) ジュディが日本にいたときのクラスメートにあてた手紙を聞いて、次の質問に対する答えを英語で書きなさい。ただし、答えは書き出しの *She wants them* に続けて1文で書き、文末は「.」(ピリオド)で終わること。

質問 : What does Judy want her classmates in Japan to do ?

問2 次の英文は、エミ (Emi) と彼女のお母さんの対話です。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。

Emi's mother: When will your friend Jenny come to our house next week?

Emi: She said she wanted to come next (ア) (T _ _ _ _ _).

Emi's mother: On that day we will visit Grandmother's house in the afternoon. So the next day will be (イ) (b _ _ _ _).

Emi: Then, I'll tell Jenny to come next Friday. Can I make a cake for her?

Emi's mother: That sounds nice. You can ask Grandmother how to make a cake.

She often (ウ) (t _ _ _ _) me how to make cakes when I was young. Her cakes were very good.

Emi: OK. I'll ask her to teach me.

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、その番号を書きなさい。

(ア) How () do you drink green tea in a day?

1. often 2. high 3. many 4. far

(イ) One of my friends () in Australia.

1. live 2. lives 3. are living 4. have lived

(ウ) Yesterday's baseball game was very ().

1. crying 2. interested 3. tired 4. exciting

(エ) The food that you bought yesterday () in a week.

1. should eat 2. should be eaten 3. has to eat 4. has eaten

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かえ、その順に番号を書きなさい。(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: Which boy in the picture is Taro?

B: The (1. by 2. is 3. boy 4. from 5. sitting 6. me) Taro.

(イ) A: Can you (1. after 2. the 3. me 4. book 5. send 6. mine) you finish reading it?

B: OK, please wait until next week.

(ウ) A: Do you know (1. times 2. how 3. he 4. have 5. has 6. many) been to Kyoto?

B: No, I don't. I only know that he went there when he was in junior high school.

(エ) A: Do you know anything about that mountain over there?

B: Yes. It is (1. of 2. the 3. highest 4. all 5. which 6. the mountains) in Kanagawa.

問5 次の(ア), (イ)の問いに答えなさい。

- (ア) 次の英文は、ヨシミ (Yoshimi) が修学旅行先で経験したことを表した文章の一部です。英文を読んで、() 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。

Yoshimi visited a *temple in Kyoto for the school trip. She saw a *group of three people from other countries there. She thought, "They are looking for someone to take their picture." So she talked to them, "()" They *smiled and said, "Thank you very much. You are very kind."

* temple : 寺 group : グループ smiled : ほほえんだ

<条件>

- ① 5 語以上の 1 文で書くこと。
- ② 1 文は大文字で書き始め、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 ?) は語数に含めません。

- (イ) 次の英文を読んで、スミス先生 (Mr. Smith) の問いかけに対する答えとしてふさわしい内容を考え、英語で書きなさい。ただし、あとの<条件>にしたがうこと。

Mr. Smith is an English teacher at Kamome Junior High School. *One day, he said to the students in his class, "This school will have new *first-year students in April. Please tell them what to do to have a good school life in junior high school."

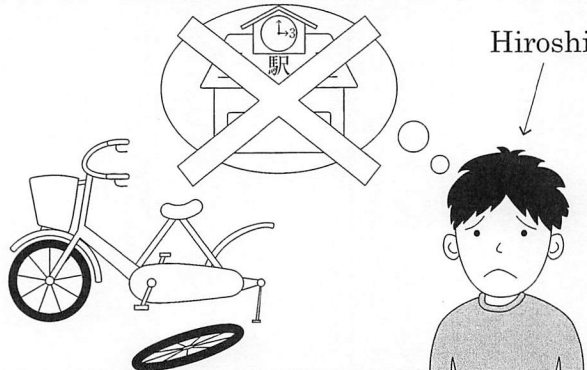
* One day : ある日 first-year : 1 年の

<条件>

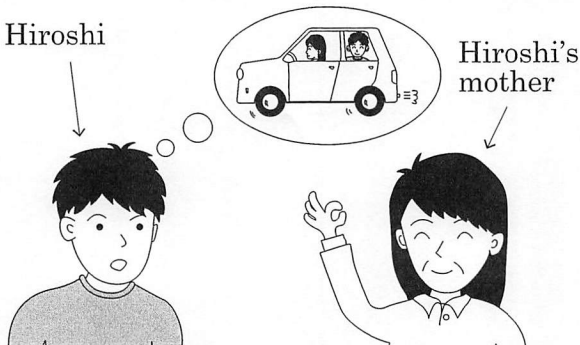
- ① They should で書き始め、これらを含んで全体を 6 語以上の 1 文で書くこと。
- ② 文末は「.」「!」のいずれかの符号で終わること。
- ※ 短縮形 (I'm や don't など) は 1 語と数え、符号 (, や . など) は語数に含めません。

問6 次のA～Cのひとつづきの絵と英文は、ある日のヒロシ（Hiroshi）についての様子や出来事を順番に表しています。Aの場面を表す＜最初の文＞に続けて、Bの場面とCの場面にふさわしい内容の英文を書くとき、(ア)、(イ)の中にそれぞれ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。

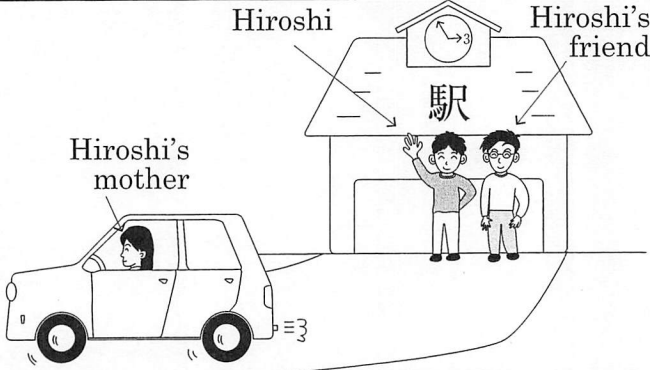
A

	<p>＜最初の文＞</p> <p>Hiroshi's bike was broken, so it was difficult for him to meet his friend at the station at three.</p>
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B

	<p>He asked his mother,</p> <p>“(ア)”</p> <p>His mother said,</p> <p>“Sure. Let's go.”</p>
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C

	<p>(イ)</p> <p>And he was able to meet his friend there.</p>
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＜条件＞

- ① (ア)は Will で書き始め、これを含んで全体を 7 語以上の 1 文で書くこと。
 - ② (イ)は Before three o'clock で書き始め、これらを含んで全体を 8 語以上の 1 文で書くこと。
 - ③ 1 文は大文字で書き始め、文末は「.」「?」「!」のいずれかの符号で終わること。
- ※ 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7 次の英文は、高校生のマナ (Mana) 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。

















Good afternoon, everybody. I am Mana. Today I am going to talk about *meals.

Let's think about our meals together. What is important when we have meals? To get enough *calories? That's a good answer. There is one more thing that is important for us. What is it? Please think about it now.

The answer is to have *well-balanced meals. It is important for our *health. (①) Today I am going to tell you about it by using two *charts. I made them from the “*Meal Balance Guide.”

First, please look at Chart 1. This chart shows what we should eat for well-balanced meals for a day.

Chart 1

Kinds of *dishes or food	*Points needed for a day	Example of dishes or food and points for them				
Grain dishes (主食)	5~7	ご飯小盛り 1 杯  1 point	おにぎり 1 個  1 point	食パン 1 枚  1 point	ラーメン 1 杯  2 points	もりそば 1 杯  2 points
Vegetable dishes (副菜)	5~6	トマト  1 point	ポテトフライ  1 point	野菜サラダ  1 point	野菜の煮物  2 points	
Fish and Meat dishes (主菜)	3~5	目玉焼き  1 point	焼き魚  2 points		ハンバーグステーキ  3 points	
Milk (牛乳・乳製品)	2	ヨーグルト 1 パック  1 point		牛乳びん 1 本分  2 points		
Fruits (果物)	2	みかん 1 個  1 point		桃 1 個  1 point		

(厚生労働省、農林水産省「食事バランスガイド」をもとに作成)



Now I am going to show you how to understand Chart 1. In Chart 1, you see five kinds of dishes or food : grain dishes, vegetable dishes, fish and meat dishes, milk, and fruits. The numbers in the second *column in Chart 1 mean how many points we need to get for a day by eating dishes or food.

The pictures in the third column show the example of dishes or food. You see the points under the pictures of the dishes or food.

Please look at the *row called grain dishes. You see the numbers from 5 to 7 here. They show that we need to get 5, 6, or 7 points from grain dishes for a day. In the example of dishes or food in grain dishes, you see rice, *onigiri*, *bread, *ramen*, and *soba*. [] This *amount is enough for a day. But if you eat *onigiri* and *soba*, you will get only 3 points, and this amount is not enough for a day. In the rows of the other four dishes or food like vegetable dishes, fish and meat dishes, milk, and fruits, please think in the same way. We should eat all kinds of dishes or food for a day. That means our meals are well-balanced. Of course, each meal should be well-balanced when we eat.

Next, please look at Chart 2. Here are two examples of lunch eaten by two students.

Chart 2

Nick	Sayuri
	

(②) By using Chart 1, we can see the points that he got. He got 6 points from grain dishes and 0 points from the other dishes or food. So the *total is 6 points. How about Sayuri? She got 2 points from grain dishes, 2 points from vegetable dishes, and 2 points from fish and meat dishes. So the total is 6 points. Nick and Sayuri got the same amount of points.

Let's see what Nick and Sayuri ate for lunch again. Which student had a good lunch?

To answer that question, I will ask you another question. (③) Now you know the answer, right?

Yes. Sayuri did. She had three kinds of dishes for lunch. But Nick had only one kind of dish for lunch. The important thing is to think about what we eat and how much we eat. Let's eat well-balanced meals every day, every time. This is the thing I want to tell you today. I am happy if you become interested in your meals after listening to my speech. Thank you very much for listening.

* meals : 食事 calories : カロリー well-balanced : バランスのとれた health : 健康

charts : 図 Meal Balance Guide : 食事バランスガイド dishes : 料理

Points : 点, ポイント column : 縦の列 row : 横の列 bread : パン amount : 総計

total : 合計

(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、その番号を書きなさい。

A. Which student had a well-balanced meal ?

B. How many points did Nick get ?

C. What should we eat for well-balanced meals ?

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、その番号を書きなさい。

1. If you eat *ramen* and *soba*, you will get 4 points.

2. If you eat bread and *onigiri*, you will get 2 points.

3. If you eat one of them, you will get 1 point or 2 points.

4. If you eat all of them, you will get 7 points.

(ウ) 本文の内容に合うものを、次の 1 ～ 6 の中から二つ選び、その番号を書きなさい。

1. When you don't eat enough grain dishes, you should eat more vegetable dishes or fish and meat dishes.

2. The numbers in the second column in Chart 1 mean how many meals we should eat for a day.

3. When we have meals, we should think about what we eat and how many points we get.

4. Mana doesn't think that Nick's lunch is as good as Sayuri's lunch.

5. Chart 2 shows two examples of well-balanced lunch.

6. Sayuri says that it is important for us to eat breakfast, lunch, and dinner every day.

問8 次の(ア)～(ウ)の英文と、図表 (chart) や時刻表 (timetable) 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、その番号を書きなさい。

(ア)

This is a *leaflet you got from a student of Kamome High School.

Are you interested in art ?

Let's make *artwork and have a good time together !

Date : August 22, 2016

Time : From 2:00 p.m. to 4:00 p.m.

Place : Art Room at Kamome High School (5th *floor)

*Activity : Making artwork with *wrappers

☆ Anyone who is interested in art and our club can join us !

☆ You don't have to bring wrappers.

☆ You don't need money to make artwork.

☆ You will need about thirty minutes to make artwork, so please come before 3:30 p.m.

Kamome High School Art Club

* leaflet : ちらし **artwork** : 美術作品 floor : 階 Activity : 活動
wrappers : 包装紙

Question : Which is true about the people who will join the art club's activity ?

1. They don't need to bring wrappers to make artwork.
2. They will use the music room when they make artwork.
3. They need money to make artwork.
4. They should go to the art room before 2:00 p.m.

(1)

Akira has these three *coupons which he got from Kamome Restaurant. In October, he is going to eat dinner there with his father, mother, and sister *at the cheapest price by using a coupon or coupons. Without a coupon or coupons, the dinner at Kamome Restaurant *costs 1,200 *yen for one person.

< Family Coupon >

DINNER 1,000 yen OFF !

- ☆ For your family of four people or more.
- ☆ Not for each person in your family.
- ☆ This coupon cannot be used with other coupons.
- ☆ Show us this coupon when you use it.

< October Coupon >

DINNER 300 yen OFF !

- ☆ For only the person who has this coupon.
- ☆ This coupon can be used with the Special Coupon.
- ☆ Show us this coupon when you use it.

< Special Coupon >

DINNER 200 yen OFF !

- ☆ For three people or more.
- ☆ 200 yen off for each person.
- ☆ This coupon can be used with the October Coupon.
- ☆ Show us this coupon when you use it.

* coupons : 割引券 at the cheapest price : 一番安い金額で costs ~ : ~の金額がかかる
yen : 円 OFF : 割引

Question : By using a coupon or coupons, how much will the dinner for Akira's family cost when they eat dinner at the cheapest price ?

1. 3,600 yen. 2. 3,700 yen. 3. 3,800 yen. 4. 3,900 yen.

(ウ)

Takao wants to visit Kamome High School with his friend Becky to enjoy the school festival next Saturday. The festival starts at 10:00 a.m. He is going to meet Becky in front of the *gate of the school at 9:50 a.m. Takao gets on the bus at Kamomemachi bus stop and gets off the bus at Yamayuridai bus stop.

The timetable shows what time the bus starts at Kamomemachi bus stop. And the chart shows the *average time you need between bus stops by bus. You need about 5 minutes from Yamayuridai bus stop to walk to Kamome High School.

Timetable		Kamomemachi Bus Stop							KAMOME BUS	
hour	minute								“◆” means that buses don't run on Saturdays and Sundays.	
8	05	◆ 10	17	25	◆ 37	43	◆ 49	55		
9	05	◆ 10	17	25	◆ 36	42	51			
10	10	20	40	50						
11	10	20	40	50						
12	10	20	40	50						

Chart

Bus Stop	Kamomemachi →→→→ Yamayuridai	→→→→ Kita Station →
From Monday to Friday	30 minutes	20 minutes
Saturday	25 minutes	15 minutes
Sunday	20 minutes	12 minutes

* gate : 門 average : 平均の

Question : Which bus should Takao take to see Becky at the meeting time ?

1. The 9:10 bus. 2. The 9:17 bus. 3. The 9:25 bus. 4. The 9:36 bus.

問9 次の英文を読んで、あとの(ア)～(エ)の問いに答えなさい。

*Hiroto, Kate, and Maya are students in the *student council at Kamome High School. They are talking about the new *project at their school with their teacher, Mr. Tanaka.*

Hiroto: First, let's decide this year's *theme of our project.

Maya: Last year's theme was "Clean our school !" What should we do this year ?

Hiroto: I want a big theme this year. I think the student council should think about our school and this town.

Kate: What do you mean ?

Hiroto: (①)

Mr. Tanaka: You told us a very good thing, Hiroto. I agree.

Kate: Your idea is great. I like your idea.

Maya: Me, too.

Hiroto: Thank you, Maya and Kate.

Kate: What should we do first ?

Hiroto: How about looking for *environmental problems on the Internet ?

Maya: Good. Can we use the computer room, Mr. Tanaka ?

Mr. Tanaka: Of course. Let's go.

They go to the computer room with Mr. Tanaka and begin to look for environmental problems.

When they are looking for the problems, they learn that "global warming" is one of the big problems and many Japanese people are interested in it.

Maya: Let's think about global warming for the new project !

Hiroto: Yes. Let's keep looking for things about global warming.

Kate: Oh, I found a good *website in English. Please look at this.

Website

For Students Who Want To Know About Global Warming

I What is *happening on Earth now ?

Earth is becoming hotter. The *ice on Earth is becoming water and the *sea level is becoming higher.

II What *causes global warming ?

Using *fossil fuels makes a lot of *CO₂. CO₂ is making Earth hotter.

III What can we do ?

To *reduce CO₂, we can do many things. Walk or ride your bike when you go to places near your house ! *Recycle, reduce, and *reuse things ! *Plant trees !

*Turn off the lights when you don't need them !

A small thing you do will be a large one if many people do it. Let's begin doing small things today !

Mr. Tanaka: Did you find good things for the theme of our new project ?

Hiroto: Yes. We got good ideas from the website.

Maya: I learned that we should reduce CO₂. Let's use the words "reduce CO₂" in the theme.

Kate: How about "Think about what you can do to reduce CO₂"?

Hiroto: That's not bad. But we want to reduce CO₂ with many people. My idea for the theme is "Join us to reduce CO₂."

Kate: Wow, that's nice. I like it.

Maya: I like it, too. I think many students will like it, too.

Mr. Tanaka: OK, students. Now you have decided the theme. What will you do next ?

Kate: We have to think about things we can do. For example, we can use recycled paper at the school festival.

Maya: My idea is to turn off the lights when we leave our classrooms.

Hiroto: Wait. (②)

Kate: You are right. So we should do things with people who are not in our school.

Maya: I see. Then let's make a *poster with the new theme and show it to the people in this town.

Hiroto: Good. And how about collecting ideas to reduce CO₂ from the other students at our school and showing the ideas on the poster ?

Mr. Tanaka: That's a great idea. We can show our ideas to many people. How can we ask them to join us ?

Hiroto: Let's take the posters to shops in this town and ask them to put the posters on the *wall !

Maya: And to junior high schools in this town. I will visit my junior high school and ask teachers there about that. We can think about global warming with younger people.

Kate: I will look for friends who will visit their junior high schools.

Mr. Tanaka: Hiroto, Kate, and Maya, you have got wonderful ideas. This will be a good project !

Hiroto: Let's tell the other students about this project first.

Maya: I can't wait !

* *student council* : 生徒会 *project* : 企画 *theme* : テーマ *environmental* : 環境の
global warming : 地球温暖化 *website* : ウェブサイト
happening : happen (起こる) の ing 形 *ice* : 氷 *sea level* : 海水面
causes ~ : ~の原因となる *fossil fuels* : 化石燃料 *CO₂* : 二酸化炭素
reduce ~ : ~を減らす *Recycle* ~ : ~を再生利用する *reuse* ~ : ~を再利用する
Plant ~ : ~を植える *Turn off* ~ : ~を消す *poster* : ポスター *wall* : 壁

(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、その番号を書きなさい。

1. We should have more time to look for new students for the student council.
2. Teachers should help us by giving us some ideas for the theme of our new project.
3. The student council should think about good ideas to clean our school again.
4. We should do something with the people living in this town.

(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、その番号を書きなさい。

1. We should think about the meaning of “Join us” in the theme.
2. We should stop thinking about what we can do for the new project.
3. We should think about using recycled paper at the school festival.
4. We should stop thinking about reducing CO₂ in our project.

(ウ) 本文中の —— 線部が表す内容として最も適するものを、次の 1～4 の中から一つ選び、その番号を書きなさい。

1. collecting posters to stop global warming
2. asking junior high school students to make a poster
3. putting the posters on the wall
4. visiting many shops in this town

(エ) 本文の内容に合うものを、次の 1～6 の中から二つ選び、その番号を書きなさい。

1. Kate asked Mr. Tanaka to look for things about global warming in the computer room.
2. The three students in the student council got useful things when they found a website in English about global warming.
3. Maya told Hiroto and Kate to use the words “to stop global warming” for the theme of the new project.
4. Hiroto asked Mr. Tanaka to collect good ideas to reduce CO₂ from teachers.
5. The students in the student council will show their ideas about reducing CO₂ to the people in the town.
6. The students in the student council will get good ideas to stop global warming from junior high school teachers in the town.

(問題は、これで終わりです。)

平成28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. 4 まであります。John と Mika が話をしています。まず John が話し、次に Mika が話し、その後も交互に話します。対話の最後で Mika 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 Mika 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 [John:] **Mika, it is sunny now, but it will rain in the afternoon.**
 [Mika:] Oh, no. Then, we cannot play tennis with our friends this afternoon.
 [John:] **How about watching videos at my house?**
 [Mika:] (チャイム) [間 2 秒]
 [John:] **Mika, it is sunny now, but it will rain in the afternoon.**
 [Mika:] Oh, no. Then, we cannot play tennis with our friends this afternoon.
 [John:] **How about watching videos at my house?**
 [Mika:] (チャイム) [間 4 秒]
- No. 2 [John:] **I went to Okinawa last week for the first time. Have you been there, Mika?**
 [Mika:] Yes. I have been there three times.
 [John:] **Oh, really? When did you go there last time?**
 [Mika:] (チャイム) [間 2 秒]
 [John:] **I went to Okinawa last week for the first time. Have you been there, Mika?**
 [Mika:] Yes. I have been there three times.
 [John:] **Oh, really? When did you go there last time?**
 [Mika:] (チャイム) [間 4 秒]
- No. 3 [John:] **Mika, our school will have a sports day next week. I love sports!**
 [Mika:] Me, too. What sport will you play on that day?
 [John:] **I will play soccer and baseball. You are in the basketball club. Will you play basketball on the sports day?**
 [Mika:] (チャイム) [間 2 秒]
 [John:] **Mika, our school will have a sports day next week. I love sports!**
 [Mika:] Me, too. What sport will you play on that day?
 [John:] **I will play soccer and baseball. You are in the basketball club. Will you play basketball on the sports day?**
 [Mika:] (チャイム) [間 4 秒]
- No. 4 [John:] **What is your class going to do at the school festival, Mika?**
 [Mika:] We are going to show a movie. We have already finished making it.
 [John:] **Oh, that sounds nice! What did you do for the movie?**
 [Mika:] (チャイム) [間 2 秒]
 [John:] **What is your class going to do at the school festival, Mika?**
 [Mika:] We are going to show a movie. We have already finished making it.
 [John:] **Oh, that sounds nice! What did you do for the movie?**
 [Mika:] (チャイム) [間 4 秒]

次に、問題(イ)に入ります。問題(イ)は、No. 1 ～ No. 3 まであります。それぞれ同じ高校に通う Sayaka と Tom 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 [Sayaka:] **What are you going to do on Sunday, Tom?**
 [Tom:] I'm going to go shopping to buy a birthday present. My sister will be ten years old next month.
 [Sayaka:] **Oh, really? Have you decided what to buy for her?**
 [Tom:] No, not yet. I don't know what is good for her. Sayaka, do you have any good ideas?
 [Sayaka:] **I don't have any good ideas now, but I can look for a present with you on Sunday afternoon.**
 [Tom:] Oh, thank you. Please come with me. [間 4 秒]
- [Sayaka:] **What are you going to do on Sunday, Tom?**
 [Tom:] I'm going to go shopping to buy a birthday present. My sister will be ten years old next month.
 [Sayaka:] **Oh, really? Have you decided what to buy for her?**
 [Tom:] No, not yet. I don't know what is good for her. Sayaka, do you have any good ideas?
 [Sayaka:] **I don't have any good ideas now, but I can look for a present with you on Sunday afternoon.**
 [Tom:] Oh, thank you. Please come with me. [間 5 秒]

(裏面へ続く)

- No. 2 [Sayaka:] **Tom, here are many pictures of our school trip. Let's use three pictures from them for our class newspaper.**
[Tom:] OK. How about this one? Everyone in this picture looks happy.
[Sayaka:] **Oh, I think it is good. OK, let's use it for the class newspaper.**
[Tom:] We need more pictures.
[Sayaka:] **Let me see. Oh, I like this picture. It was taken in a park.**
[Tom:] We can see beautiful flowers in the picture. You found a good one. [間 4 秒]
- [Sayaka:] **Tom, here are many pictures of our school trip. Let's use three pictures from them for our class newspaper.**
[Tom:] OK. How about this one? Everyone in this picture looks happy.
[Sayaka:] **Oh, I think it is good. OK, let's use it for the class newspaper.**
[Tom:] We need more pictures.
[Sayaka:] **Let me see. Oh, I like this picture. It was taken in a park.**
[Tom:] We can see beautiful flowers in the picture. You found a good one. [間 5 秒]
- No. 3 [Sayaka:] **Hi, Tom. Our class will meet in front of the City Museum at nine tomorrow. Shall we go together by train?**
[Tom:] OK. What time are we going to take the train?
[Sayaka:] **Let me see. How about the eight thirty-five train?**
[Tom:] I think we will be late. We have to walk to the City Museum for ten minutes after we get off the train.
[Sayaka:] **How about the eight twenty train?**
[Tom:] That's good. Then let's meet in front of the station at eight ten. [間 4 秒]
- [Sayaka:] **Hi, Tom. Our class will meet in front of the City Museum at nine tomorrow. Shall we go together by train?**
[Tom:] OK. What time are we going to take the train?
[Sayaka:] **Let me see. How about the eight thirty-five train?**
[Tom:] I think we will be late. We have to walk to the City Museum for ten minutes after we get off the train.
[Sayaka:] **How about the eight twenty train?**
[Tom:] That's good. Then let's meet in front of the station at eight ten. [間 5 秒]

最後に、問題(ウ)に入ります。問題(ウ)では、Judy が日本にいたときのクラスメートにあてた手紙を放送します。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、15 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 15 秒] それでは、始めます。英文は 2 回放送します。[間 2 秒]

Dear classmates in Japan,

How are you? I am happy that I had a good time with you in Japan. I remember that we went to see cherry flowers in the park near the school. They were very beautiful and made me happy. Then you sang a popular Japanese song about cherry flowers for me. It was a beautiful song. What is the name of it? Please tell me, because I want to listen to the song with my friends in Australia.

Your friend,
Judy
[間 4 秒]

Dear classmates in Japan,

How are you? I am happy that I had a good time with you in Japan. I remember that we went to see cherry flowers in the park near the school. They were very beautiful and made me happy. Then you sang a popular Japanese song about cherry flowers for me. It was a beautiful song. What is the name of it? Please tell me, because I want to listen to the song with my friends in Australia.

Your friend,
Judy
[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 21 秒]

I 外国語(英語) 解答用紙 (平成 28 年度)

問 1

(ア)			
No. 1	No. 2	No. 3	No. 4

(イ)		
No. 1	No. 2	No. 3

(ウ)	
She wants them	

問 2

(ア)	(イ)	(ウ)

問 3

(ア)	(イ)	(ウ)	(エ)

問 4

(ア)					(イ)				
(ウ)					(エ)				

問 5

(ア)	
(イ)	

問 6

(ア)	
(イ)	

問 7

(ア)	(イ)	(ウ)

問 8

(ア)	(イ)	(ウ)

問 9

(ア)	(イ)	(ウ)	(エ)

受 検 番 号	氏 名
番	

(ア), (イ)
各 2 点

(ウ) 4 点

各 2 点

各 2 点

各 3 点

各 4 点

各 4 点

各 4 点
(ウ)は両方
できて正解
(順不同可)

各 4 点

各 4 点
(エ)は両方
できて正解
(順不同可)

問	得 点
1	
2	
3	
4	
5	
6	
7	
8	
9	
計	

I 外国語(英語) 正答表並びに採点上の注意 (平成28年度)

問 1

(ア)			
No. 1	No. 2	No. 3	No. 4
1	3	4	3

問 2

(イ)		
No. 1	No. 2	No. 3
3	1	2

問 3

(ウ)			
She wants them to tell her the name of the song about cherry flowers.			

問 4

(ア)	(イ)	(ウ)	(エ)
Thursday	better	taught	

問 5

(ア)	(イ)	(ウ)	(エ)
1	2	4	2

問 6

(ア)				
3	5	1	6	2

(イ)				
5	3	2	4	1

(ウ)				
2	6	1	3	5

(エ)				
2	3	1	4	6

問 7

(ア)	Shall I take a picture for you ?			
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問 8

(イ)	They should also study at home every day.			
-----	---	--	--	--

問 9

(ア)	Will you take me to the station by car ?			
(イ)	Before three o'clock he arrived at the station.			

問 10

(ア)	(イ)	(ウ)	
6	4	3	4

問 11

(ア)	(イ)	(ウ)	(エ)
1	2	2	

問 12

(ア)	(イ)	(ウ)	(エ)	
4	1	3	2	5

問	配点
1	(ア), (イ) 各2点 (ウ) 4点 計18点
2	各2点 計6点
3	各2点 計8点
4	各3点 計12点
5	各4点 計8点
6	各4点 計8点
7	各4点 計12点
8	各4点 計12点
9	各4点 計16点
計	100点

採点上の注意

【記述問題について】

〈 共通基準 〉 (問 1 (ウ), 問 5 (ア)・(イ)及び問 6 (ア)・(イ))

- ① 正答例以外の英語であっても、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する。
- ② 正答としない場合、誤答とするか減点とするかの判断については、次の(a), (b)のとおりとする。誤答か減点かの判断について、校内で統一すること。
 - (a) 次のように、文全体の内容理解に明らかに支障がある場合は、誤答とする。
 - ・ 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
 - (b) 次のような誤りを含んでいるが、文全体の内容理解に支障がないと判断できる場合は、その数にかかわらず 2 点減点とする。
 - ・ (a)以外の文法・語法上の誤り（冠詞に係る誤り等）
 - ・ 綴り字の誤り
 - ・ 文字及び符号（, / . / ? / ! 等）に係る誤り（大文字・小文字の誤り、符号の不適切な使用や脱落）
- ③ 中間点は、上記②(b)に該当する場合のみ設ける。したがって、中間点は 2 点となる。
- ④ 疑問点は複数の採点者によって判断し、校内で統一すること。

問 1 (ウ)について

- ① 内容は、ジュディがしてほしいこととして、「歌の名前を教える」ことについて書かれていること。
- ② 2 文以上で書かれているものについては、誤答とする。

問 5 (イ)について

- ① 内容は、スミス先生の問いかけに対する答えとして、中学校で「よい学校生活を送るためにすべきこと」について書かれていること。
- ② 2 文以上で書かれているものについては、誤答とする。

問 6 (ア), (イ)について

- ① (ア), (イ)の内容は、A, B, C の順に一連の様子を表していることを踏まえて、(ア)は B の絵をもとに Hiroshi が his mother に頼んだ内容について、(イ)は C の絵をもとに書かれていること。
- ② 2 文以上で書かれているものについては、誤答とする。1 文は大文字で始まり、文末は「.」「?」「!」のいずれかの符号で終わっていること。

【その他の問題について】

問 2 について

- ① 正答例以外の英語であっても、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する。
- ② 中間点は設けない。