

第 1 回 (9月)

テスト 時 間	50 分
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平均点 (都標準)	38 点
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問題番号			正答率
1	〔問題 A〕	対話文 1	43.2
		対話文 2	23.2
		対話文 3	20.7
	〔問題 B〕	Q 1	42.4
		Q 2	0.8
2	1		31.0
	2		59.4
	3	(1)	28.6
		(2)	3.0点

問題番号		正答率
3	〔問 1〕	52.2
	〔問 2〕	42.0
	〔問 3〕	35.3
	〔問 4〕	44.3
	〔問 5〕	63.2
	〔問 6〕	71.2
	〔問 7〕	44.6

問題番号		正答率	
4	〔問 1〕	41.6	
	〔問 2〕	27.7	
	〔問 3〕	(1)	45.4
		(2)	32.7
		(3)	52.2
	〔問 4〕	(1)	37.6
(2)		51.1	

注：[2]3(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

英語リスニングテスト音源



https://www.shinken.co.jp/vmogi/september2022_t2

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 At Sakura Station.
- イ At Midori Station.
- ウ At the second station from Midori Station.
- エ At the station next to Sakura Station.

<対話文2>

- ア On Wednesdays, Fridays, and Sundays.
- イ On Wednesdays and Saturdays.
- ウ On Fridays and Saturdays.
- エ On Wednesdays and Sundays.

<対話文3>

- ア Cloudy in the morning and rainy in the afternoon.
- イ Cloudy in the morning and sunny in the afternoon.
- ウ Sunny in the morning and rainy in the afternoon.
- エ Sunny in the morning and cloudy in the afternoon.

[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7語の英語(1文)で、すべて英語のつづりで書きなさい。

<Question 1>

- ア Because he has a lot of trouble.
- イ Because he will answer their questions.
- ウ Because he wants to thank them.
- エ Because he wants to help them.

<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・語句には、本文のあとに [注] がある。)

1 高校生の Kaito とイギリスからの留学生の David は、Kaito の夏休みの英語の宿題について話をしている。 (A) 及び (B) の中に、それぞれ入る単語・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、Kaito が作ったグラフ (graph) である。

David: What topic did you choose for I your summer homework?

Kaito: I chose a baby *capybara in the zoo in our town.

David: Sounds nice. Why did you choose it for your homework?

Kaito: Well, when I went to the zoo on July 31, a lot of people were watching some baby capybaras. One of them was sleeping then. One of the staff said to us, "Her name is Rina. She *was born on July 1, and she is thirty days old now. Her sisters and brothers like playing with people, but she likes sleeping very much." The information about Rina made me interested in her. So, I decided to learn about her. I asked the staff a lot about her.

David: That's good. Can you tell me more about her?

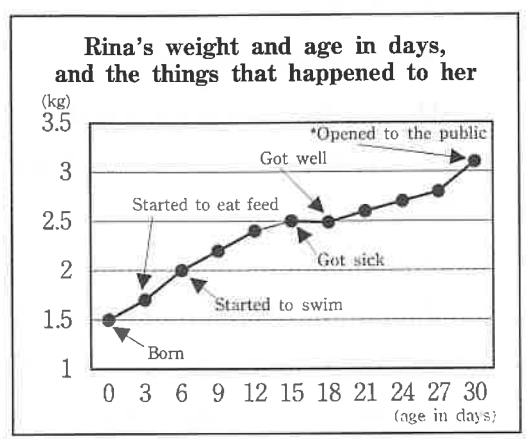
Kaito: OK. Please look at this graph. It shows Rina's *weight and *age in days, and the *things that happened to her. For example, she *weighed over three *kilograms when her age was (A).

David: I see. And she started to eat *feed when she was three days old. Oh, she (B).

Kaito: You're right. She got well three days after that.

David: That's good. Can you take me to the zoo? I want to see her.

Kaito: OK.



[注] capybara カピバラ be born 生まれる weight 重さ
age in days 生後日数 things that happened to ~ ~に起こったこと
weigh ~ ~の重さがある kilogram キログラム feed えさ
open to the public 一般公開が始まる

- ア (A) opened to the public (B) started to swim
イ (A) born (B) started to swim
ウ (A) opened to the public (B) got sick
エ (A) born (B) got sick

2 Kaito と David は、Rina がいる動物園で話をしている。 (A) 及び (B) の中に、それぞれ入る単語・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、2 人が見ている動物園のウェブサイト (website) の一部である。

David: Does this zoo have any capybara events?

Kaito: Yes. Look at this website. It shows the *schedule of events at the zoo.

David: Oh, we can meet Rina at the Capybara House.

Kaito: Yes. *Petting Capybaras will start at one thirty. Why don't we see (A) before that?

David: Good idea. Oh, wait. Today is Sunday. We can't see it today.

Kaito: Oh, you're right. Then, let's go to this event before meeting Rina.

David: OK. What will we do after Petting Capybaras? Will we leave the zoo?

Kaito: How about Learning about Animals?

David: OK. But if we enjoy Petting Capybaras for one hour, we will have only (B) minutes before Learning about Animals starts.

Kaito: You're right. Let's run to the Event Hall.

Events of the Month		
Time	Event	Place
0:00-0:30	Monkey Circus (◎) ·The monkeys' great performance	Event Hall
0:30-1:20	Dog Parade (☆) ·Dogs walk around the zoo	Area 1 to 3
1:30-2:30	Petting Capybaras (◎) ·Try to pet and give food to capybaras	Capybara House
2:40-3:00	Learning about Animals (◎☆) ·Our staff will tell you about animals	Event Hall

(☆) *Held on Tuesday, Thursday, and Saturday
(◎) Held on Wednesday, Friday, and Sunday

[注] schedule スケジュール pet ~ ~をなでる Held 開催される

- ア (A) Monkey Circus (B) ten イ (A) Dog Parade (B) ten
ウ (A) Monkey Circus (B) thirty エ (A) Dog Parade (B) thirty

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

Dear Kaito,

Thank you very much for everything during my stay in Japan. Visiting the zoo in your town will always be a special *memory for me. I enjoyed seeing a lot of kinds of animals there. Especially, the capybaras were very cute! We learned about some kinds of animals such as pandas and tigers from the staff. I have never seen *live pandas because my city doesn't have a zoo. I want to see them in the future.

Do you remember we saw some *peacocks in the zoo? Actually, there are several *wild peacocks in a park in my city. I sometimes go there and enjoy watching them. It is difficult to take care of peacocks because they are big birds and sometimes *make some noise, but I want to have one in my *yard in the future.

What do you think about my dream? Please tell me your idea about it.

Your friend,
David

[注] memory 思い出 live 生きている peacock クジャク wild 野生の
make some noise 騒音を立てる yard 庭

(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 David enjoys watching many kinds of animals in a zoo in his country.
 イ There are no pandas in David's country, so he has never seen them.
 ウ Seeing wild peacocks in a park in David's city makes him happy.
 エ David knows taking care of peacocks is difficult because he has had them before.

(2) Kaito は David に返事の E メールを送ることにしました。あなたが Kaito だとしたら、David 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。
 ○ David に伝えたい内容を一つ取り上げ、それに関する具体的な説明を含めること。

Dear David,

Thank you for your e-mail. I had a very good time with you, too. I'm happy to hear you enjoyed seeing animals in the zoo. Yes, I also remember that. The peacocks were very beautiful.

Now I'll answer your second question.

[]

I am *looking forward to the next e-mail from you!

Your friend,
 Kaito

[注] look forward to ~ ~を楽しみに待つ

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。)

*Haru, Koki, and Misa are *high school students in Tokyo. Jake is a high school student from *the United States. They are talking in their classroom in the morning.*

Haru: Good morning, everyone. Do you know our town started to have *Demand Responsive Transport, DRT, from today?

Jake: Good morning, Haru. Yes. I heard that from my father.

Koki: DRT? I heard those *letters for the first time.

Misa: Me, too. What is it?

Haru: I'll tell you about it. DRT is like buses or *taxi, but it is more *flexible than they are. For example, buses have *fixed times and *routes, but DRT doesn't have such things.

Jake: And there are some kinds of DRT.

Koki: What kind of DRT does our town have?

Haru: Our town has *paratransit taxis.

Misa: How can we use them?

Jake: We need to *book them. For example, you're at home, and you want to go to ABC Hospital. You call the *booking center and say, "I'd like to go to ABC Hospital. Could you come to the front of my house at 8 a.m.?" You wait for some time and take the taxi when it comes around 8 a.m.

Koki: Um? ⁽¹⁾Wait a minute. Do you mean paratransit taxis are the same as *ordinary ones? Is there any *difference between them?

Haru: They are a little different. In a paratransit taxi, we may ride with someone else. For example, if someone in our town also wants to go to ABC Hospital, the taxi *picks him or her up, and takes you together.

Jake: Also, when we use a paratransit taxi, we don't need as much money as when we use an ordinary taxi.

Koki: Oh, I see. Some areas in our town don't have any stations or *bus stops. Paratransit taxis are useful for everyone, especially *elderly people in such areas.

Misa: ⁽²⁾I think so, too. It is easier for elderly people to go to different places by using those taxis.

Haru: You're right. I live in a *remote area in our town with my grandmother. There are no stations or bus stops in the area. She often takes me to different places by car. ⁽³⁾But I'm worried about one thing.

Koki: What is it?

Haru: She may have a car *accident someday. I sometimes hear that elderly people have car accidents when they *drive their cars.

Misa: Oh! Have you heard there was a car accident on Chuo Street a few days ago? The accident happened because an elderly man *hit the gas pedal instead

of the brake.

Jake: Yes. I saw the news on TV.

Haru: My grandmother looks fine, but now she is seventy-two years old. She sometimes says she cannot see things *clearly.

Misa: I worry when I hear that, too, Haru. Will she stop driving her car?

Haru: I don't think so. She has to drive her car often. She has some problems with her leg and can't walk for a long time.

Jake: ⁽⁴⁾ That's a difficult problem. Are your parents also worried about that?

Haru: Of course, but they don't know what to do. Last month, my father *asked her to stop driving her car. Then, she got *angry and said, "If I stop driving my car, you will have to drive me to a lot of places. But how will I go to the hospital when you're not at home? How will I go to the station? How will I meet my friends? You know there are no bus stops near here. I still need to drive my car!"

Koki: I see. DRT is a good way to help elderly people like Haru's grandmother.

Jake: That's right.

Koki: I've heard the police in our town ask elderly people to stop driving their cars. If they say yes, they can get a card to take buses or paratransit taxis with only a little money.

Haru: ⁽⁵⁾ That's great! I'll tell my grandmother about that.

Misa: There will be more elderly people in the future. I hope DRT will be more popular in Japan.

[注] high school 高校 the United States アメリカ合衆国
Demand Responsive Transport デマンド型交通 letter 文字
taxi タクシー flexible 融通のきく fixed 決まった route 経路
paratransit パラトランジット book ~ ~を予約する
booking center 予約センター ordinary ふつうの difference 違い
pick ~ up ~を乗せる bus stop バス停 elderly 年配の
remote area 遠隔地 accident 事故 drive ~ ~を運転する
hit the gas pedal instead of the brake ブレーキと間違えてアクセルを踏んだ
clearly はっきりと ask ~ to ... ~に...するように頼む angry 怒って

[問1] ⁽¹⁾ Wait a minute. とあるが、このように Koki が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Koki thinks that he has to wait for some time to take a paratransit taxi.
- イ Koki is sure that paratransit taxis are the same as ordinary ones.
- ウ Koki wants to know the difference between paratransit taxis and ordinary ones.
- エ Koki wants to take a paratransit taxi soon after he calls the booking center.

[問2] ⁽²⁾ I think so, too. 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。

Misa also thinks that .

- ア paratransit taxis make some elderly people's lives better
- イ some areas in her town have stations or bus stops
- ウ elderly people should go to different places by using paratransit taxis
- エ taxis are useful when people go to stations and bus stops

[問3] ⁽³⁾ But I'm worried about one thing. 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。

Haru is worried .

- ア that her grandmother doesn't want to take her to different places
- イ that a lot of elderly people may have car accidents someday
- ウ about her grandmother's car in the remote area
- エ about her grandmother's car accident in the future

[問4] ⁽⁴⁾ That's a difficult problem. とあるが、このように Jake が言った理由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。

Jake understands that it is difficult for Haru's grandmother to stop driving because .

- ア she is angry to hear Haru's father's words
- イ she can't go to many places easily without it
- ウ she has been walking for a long time
- エ she can't see things clearly when she is driving

[問5] ⁽⁵⁾ That's great! 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。

Haru thinks that .

- ア the police will ask elderly people to stop driving their cars
- イ the police's idea is good for elderly people and that they will continue driving their cars
- ウ it is good for elderly people to take buses or paratransit taxis without money
- エ it is nice for elderly people to get a card to use buses or paratransit taxis with only a little money

[問6] 次のA～Dは、本文中のMisaの発言内容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、下のア～エのうちではどれか。

- A She hopes DRT will be more popular all over Japan.
 B She asks Haru and Jake about DRT.
 C She talks about a car accident with Haru, Koki, and Jake.
 D She is worried to hear Haru's grandmother has some trouble with her eyes.

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

[問7] 次の文章は、Haruたちと話した日に、Jake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、下のア～エのうちではどれか。

Today, I talked with Haru, Koki, and Misa about DRT and elderly people. Paratransit taxis, one type of DRT in our town, will □(A) us a good way to go to different places more easily. Especially, they are useful for elderly people. Some elderly people may have car accidents when they drive their cars. Haru's grandmother has some trouble with her eyes and leg. I think paratransit taxis will □(B) elderly people like her grandmother.

I didn't know the police asked elderly people to stop driving their cars and gave a card to take buses or paratransit taxis for only a little money. I think that is one way to □(B) elderly people to move around more easily.

- ア (A) give (B) take イ (A) show (B) take
 ウ (A) give (B) help エ (A) show (B) help

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。)

Erina is a third-year junior high school student. Her dream is to be a *professional *pianist. She started playing the piano when she was five. Before she went to junior high school, she *took part in many *competitions and always won prizes. She was sure she could be a professional pianist.

One day when she was a first-year student, Erina called her *childhood friend Genki. He lived in Australia at that time. On the phone, Genki said, "Are you still playing the piano? I remember you won many prizes at competitions." "Of course I am. I won some more prizes after you went to Australia, too. I'll take part in a competition this weekend. After going to junior high school, I sometimes *skip piano *lessons because I have a lot of other things to do. But I think I can win the prize because my piano teacher says that I have a special *talent for playing the piano!" she answered. Genki said, "I think it's better to *keep practicing *even if you have a special talent." "No problem!" she said to him.

A few days later, Erina's piano teacher, Ms. Murata, said to her during the lesson, "The competition is coming this weekend. You should practice more." Erina just said, "Yes, I know that." "It will be easy for me to win a prize at the competition because I have a special talent," she thought.

That weekend, however, Erina didn't win a prize at the competition. She thought, "I can't believe it. The *judges *must be *wrong." The next day, she went to her piano lesson. Ms. Murata said to her, "You have to practice harder if you want to win a prize at the next competition." Erina just thought, "I have a special talent for playing the piano. My performance was the best of all the people at the competition yesterday. I can win a prize next time." But, at the next competition, she again didn't win any prize. She took part in some competitions after that. However, she couldn't win any prizes. She *was shocked and thought, "I found I have no talent for the piano. I will not *be able to be a professional pianist."

After that, Erina didn't go to piano lessons and didn't play the piano for some time. Her mother said, "Erina, Ms. Murata called me. She is worried about you. You want to be a professional pianist, right? Why don't you go to your lessons?" Erina said, "I don't think I will be a professional pianist." Her mother was sad to hear that. Before Erina went to bed that night, she thought, "Should I *give up my dream, or should I keep practicing?" She didn't go to piano lessons for a few weeks. She always thought about the same question, but she could not get an answer to it.

At that time, Erina's cousin Naoto came to her house. Naoto was a *lawyer. Erina thought, "He studied hard for a long time to be a lawyer. I'll ask him a question." Erina asked him, "Was it difficult for you to become a lawyer?" Naoto answered, "Of course. I had to *pass a difficult *exam to be a lawyer. I studied

very hard, but many times I couldn't pass it. I often thought, "Should I give up my dream?" But I tried *again and again. Finally, I passed the exam." She said to him, "You never gave up. You are great. I wanted to be a professional pianist, but *recently I haven't won any prizes. I don't know what to do." Naoto said, "If you give up your dream easily, you will *regret it later. Try your best." She thought, "Did I do my best for my dream? The answer is ... no. Genki said I should keep practicing. He was right." That night, Erina said to her mother, "I realized I should practice hard for my dream. I learned an important thing from Genki and Naoto. I will go to my piano lesson and start practicing again tomorrow." Her words made her mother happy.

The next day, Erina went to Ms. Murata and said, "I'm sorry. Can I practice the piano here again?" Ms. Murata smiled and said, "Of course! I've been waiting for you!" Erina started practicing again. She has been practicing hard. She will never give up her dream.

[注] professional プロの pianist ピアニスト take part in ～ ～に参加する
competition コンクール childhood friend 幼なじみ
skip ～ ～をずる休みする lesson レッスン talent 才能
keep ～ing ～し続ける even if ～ たとえ～でも judge 審査員
must be ～ ～に違いない wrong 間違った be shocked ショックを受ける
be able to ～ ～することができる give up ～ ～をあきらめる
lawyer 弁護士 pass ～ ～に合格する exam 試験
again and again 何度も recently 最近 regret ～ ～を後悔する

[問1] "No problem!" she said to him. 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。

"No problem!" she said to him because she thought that she [].

- ア had to skip piano lessons because she had a lot of things to do
- イ had a special talent because Genki thought so
- ウ would continue practicing the piano to win prizes
- エ could win a prize because she had a special talent

[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 Erina thought that she could win a prize easily at the competition during the lesson.
- イ Erina's mother felt sad to hear Erina's words.
- ウ Erina's piano teacher was worried about her and called her mother.
- エ Erina realized that Genki said the right thing to her.

[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) [], so she was sure she could be a professional pianist.

- ア Erina started going to junior high school
- イ Erina won many prizes when she was a child
- ウ Erina continued playing the piano for a long time
- エ Erina took part in many competitions

(2) [], so she thought the judges were wrong.

- ア Erina didn't think her performance was the best at the competition
- イ Erina didn't have a special talent for playing the piano
- ウ Erina practiced the piano hard for the competition
- エ Erina was sure she played the piano the best

(3) Erina's mother was happy that [].

- ア Erina decided to start practicing the piano again
- イ Erina learned an important thing about lawyers
- ウ Erina found that she had to play the piano for her mother
- エ Erina kept doing her best for her dream

[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 Erina learn from Naoto?

- ア He studied hard for his dream, and it was not difficult for him to be a lawyer.
- イ She should not give up her dream easily if she doesn't want to regret it.
- ウ He couldn't pass the exam many times and gave up his dream.
- エ She should try her best if she wants to win more prizes in competitions.

(2) Why did Erina's piano teacher smile?

- ア Because Erina remembered that she had a special talent.
- イ Because Erina didn't give up winning prizes.
- ウ Because Erina came back to the piano lessons.
- エ Because Erina wanted to play the piano with her at a competition.

第 2 回
(10月)

テスト 時 間	50 分
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平均点 (都標準)	51 点
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問題番号			正答率	問題番号		正答率	問題番号			正答率
1	〔問題A〕	対話文1	88.7	3	〔問1〕	57.2	4	〔問1〕		75.2
		対話文2	66.0		〔問2〕	39.0		〔問2〕		36.4
		対話文3	64.0		〔問3〕	36.2			(1)	46.7
	〔問題B〕	Q1	80.9		〔問3〕	(2)			44.6	
		Q2	5.0			(3)			39.5	
2	1		74.8		〔問4〕	65.4		〔問4〕	(1)	36.6
	2		57.0		〔問5〕	66.5			(2)	45.0
	3	(1)	65.2	〔問6〕	48.8					
		(2)	2.3点	〔問7〕	60.1					

注：23(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

英語リスニングテスト音源



https://www.shinken.co.jp/vmogi/october2022_t1

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 In Shizuoka.
- イ In Tokyo.
- ウ In Yamanashi.
- エ In New Zealand.

<対話文2>

- ア A camera and a guitar.
- イ A guitar and lunch.
- ウ A guitar and a racket.
- エ A camera and a racket.

<対話文3>

- ア Last January.
- イ Last March.
- ウ Last August.
- エ Last December.

[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6語の英語(1文)で書きなさい。

<Question 1>

- ア In the Japanese garden.
- イ In the restaurant.
- ウ In the museum shop.
- エ In the hall.

<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・語句には、本文のあとに【注】がある。)

1 高校生の Aki とニュージーランドからの留学生の Beth は、Aki が授業で健康(health)について発表するために調べて作成したグラフ(graph)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、二人が見ているグラフである。

Beth: Wow, did you make this graph for the next class?

Aki: Yes. Many students at this school answered my question, "What do you do to *stay healthy?" This graph shows the *percentages of their answers.

Beth: This is interesting. About eighty *percent of them do *exercise *regularly.

Aki: Yes. The percentage is the highest in this graph.

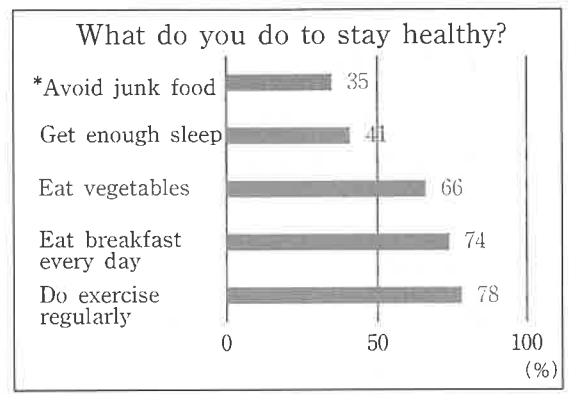
Beth: And the percentage for (A) comes next.

Aki: You're right. Well, I play tennis on weekends to stay healthy. How about you?

Beth: I don't do anything. I don't do any sports. I love *junk food. Oh, I do one thing on the graph. I (B). The percentage is not very high in this graph. It's lower than the percentage for eating vegetables. Now I think I should be more interested in health. I want to start something for my health.

Aki: That's great. I will start something, too. How about looking for something on the internet?

Beth: That's a good idea.



【注】 stay healthy 健康を維持する percentage 割合 percent パーセント
exercise 運動 regularly 定期的に junk food ジャンクフード
avoid ～ ～を避ける

- ア (A) eating vegetables (B) do exercise regularly
イ (A) eating vegetables (B) get enough sleep
ウ (A) eating breakfast every day (B) get enough sleep
エ (A) eating breakfast every day (B) do exercise regularly

2 健康のために何か新しいことを始めたいと思った Aki と Beth 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、それぞれ入る単語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、二人が見ている体験レッスン(trial lesson)の一覧表である。

Aki: Look, Beth. This gym has *free trial lessons.

Beth: Sounds nice. Let's try one. I want to try *hip-hop dance.

Aki: I didn't know you liked it.

Beth: I've never been interested in it. I just want to start something new.

Aki: I see. Are you going to join the Monday lesson?

Beth: Well, I will go to Kyoto to see my uncle that day. I will leave at nine in the morning and come back on Tuesday evening.

Aki: Then, you can join the lesson on the (A).

Beth: You're right. I will do that. Which one will you try?

Aki: During summer, I have tennis practice every Monday morning and Wednesday morning.

Beth: I see. Then, how about (B)? I have played it with my friends many times. I'm sure you will enjoy it.

Aki: OK. I will try it.

Beth: Great. So you will join the trial lesson on Friday morning.

Aki: Yes. I hope I can enjoy it.

Date	Day	Time	Lesson
July 25	Monday	10:00 - 11:30	*Netball
		14:30 - 16:00	Hip-hop Dance
July 26	Tuesday	10:00 - 11:30	Tennis
		14:30 - 16:00	Hip-hop Dance
July 27	Wednesday	10:00 - 11:30	Basketball
		14:30 - 16:00	Swimming
July 28	Thursday	10:00 - 11:30	Tennis
		14:30 - 16:00	Hip-hop Dance
July 29	Friday	10:00 - 11:30	Netball
		14:30 - 16:00	Swimming

【注】 free 無料の hip-hop ヒップホップ netball ネットボール

- ア (A) twenty-sixth (B) basketball イ (A) twenty-sixth (B) netball
ウ (A) twenty-eighth (B) basketball エ (A) twenty-eighth (B) netball

3 次の文章は、ニュージーランドに帰国した Beth が Aki に送った E メールの内容である。

Dear Aki,

Thank you for your help when I was in Japan. Do you remember we joined trial lessons? Before the lesson, I thought hip-hop dancing would be a little difficult for me. But it was a lot of fun. I felt good after dancing in the lesson. After returning to New Zealand, I started to go to hip-hop dance lessons on weekends. I will dance on the stage with other students next month. Can you believe this? My parents said they would come to see my dance, so I have to practice very hard. They will take a video of my dance, so I will send it to you after the *performance.

Last week, I played basketball with my friends at school. I enjoyed playing it with them. I think playing sports is good for *both our *physical and *mental health.

When I was in Japan, I sometimes enjoyed eating junk food with you, right? Now I don't eat it much. I *pay attention to my food. How about you? Please tell me about your idea about food.

Your friend,
Beth

【注】 performance 上演 both ～ and … ～と…の両方 physical 身体の
mental 心の pay attention to ～ ～に注意を払う

(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 Beth thought hip-hop dancing would be very easy for her before trying it.
 イ Beth's parents started to go to hip-hop dance lessons and they will dance on the stage next month.
 ウ Beth will send Aki a video of her own dance after her performance next month.
 エ Beth played basketball with her friends last week, but she didn't enjoy it much.

(2) Aki は Beth に返事のEメールを送ることにしました。あなたが Aki だとしたら、Beth 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。
 ○ Beth に伝えたい内容を一つ取り上げ、それに関する具体的な説明を含めること。

Hello Beth,

Thank you for your e-mail. I enjoyed reading it. I remember the trial lessons very well. After that, you often said to me, "You should try hip-hop dance with me, Aki. It's fun!" I'm glad to hear you still enjoy it.

I'll try to answer your question. Actually, I didn't pay attention to my food. But after reading your e-mail, I think I should. From today, I will start paying attention to my food and start one thing about food for my health. I will tell you about it.

I will try hip-hop dance when you come to Japan again.

Your friend,
Aki

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。)

*Keiko, Satoshi, and Nana are *high school students in Tokyo. John is a high school student from Australia. They are talking in their classroom after lunch.*

John: Hi, Keiko. Hi, Satoshi. What are you doing?

Keiko: Hi, John. Hi, Nana. We're writing an *article for the next *library newsletter.

Satoshi: We're members of the *Library Committee at our school.

John: Oh, I see. Are there any English books in the library?

Keiko: Well, we were just writing about that for the library newsletter. We don't have many English books, so we will buy some new English books. They will come next month.

John: (1) That's good. Please tell me when they come. I want to read them.

Keiko: Sure.

Nana: Do you like reading books, John?

John: Yes, but I don't have enough time to read books *these days.

Satoshi: I understand. I had the same problem last year.

John: Really?

Satoshi: (2) Yes. And many students at our school have the same problem, too. We asked all the students in our school some questions about reading books. According to our *research, more than sixty *percent of them said they had no time to read.

John: I think they're busy because of their homework and club activities.

Satoshi: You're right. That's the biggest problem for many students.

Keiko: John, do many students read books in Australia?

John: Yes. They have to read a lot of books for their homework every day. So they usually go to their school libraries to read and *borrow books after school.

Keiko: I see. Do you have club activities in Australia?

John: No. My school in Australia has no club activities. So I often went to the library to read books after school. But I'm on the soccer team now, and I have to practice after school every day, so it's difficult for me to find time for reading.

Satoshi: Why don't you read a book for just ten minutes before going to bed? I tried to do it to *solve this problem, and it worked well.

John: I see. I will try.

Satoshi: I also started making my *to-do list every day for better *time management. Because of that, I can use my time better than before. Now I can have one hour for reading before going to bed.

Nana: That's great. But I soon get sleepy when I read at night. (3) What should I do?

Keiko: Come to the library and read books there after school.

Nana: I hope I can, but I have to practice tennis after school every day.

Satoshi: How about going to the city library on weekends? It has many kinds of books. I started going there every Saturday this year.

Keiko: The city library also has some interesting events. I often join them.

Nana: What kinds of events does it have?

Keiko: For example, at one event, we talk about the stories of books or introduce our favorite books to each other.

Satoshi: Keiko told me about the event, and I joined it for the first time yesterday. I enjoyed it very much. It's interesting to share our *impressions of books. That made me more interested in reading books.

Nana: Sounds interesting. But I don't know what to read.

Keiko: (4) That's another problem for some students, too.

Satoshi: In our research, about thirty percent of the students at our school said the same thing.

Keiko: Please read the library newsletter. We introduce some interesting books in it every month. Our teachers also introduce their favorite books in it.

Nana: I see. I will read it.

John: Now I want to know more about the books in the school library. Satoshi and Keiko, you do a great job as members of the Library Committee.

Satoshi: Thank you. We hope more students will come to the library in our school to read and borrow books.

Nana: Why don't you have some events to introduce the books in the library?

Keiko: That's a good idea. Nana and John, can you give us some ideas about it?

Nana and John: (5) We're happy to do that.

[注] high school 高校 article 記事 library newsletter 図書館だより
Library Committee 図書委員会 these days 最近 research 調査
percent パーセント borrow ~ ~を借りる solve ~ ~を解決する
to-do list すべきことを記したリスト time management 時間管理
impression 感想, 印象

[問1] (1) That's good. とあるが、このように John が言った理由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。

John learned that .

- ア some new English books would be delivered to the library next month
- イ there were a lot of English books in the library
- ウ he would be a member of the Library Committee next month
- エ Keiko and Satoshi would buy him an English book next month

[問2] (2) Yes. とあるが、このように Satoshi が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Satoshi likes reading books, but he has no time to read books these days.
- イ Satoshi understands that John has no time to read books.
- ウ Satoshi didn't have enough time to read books last year.
- エ Many students at Satoshi's school don't have enough time to read books.

[問3] (3) What should I do? とあるが、このように Nana が言った理由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。

Nana wants to .

- ア go to bed early after she practices tennis
- イ know what to do to read books more
- ウ go to the library to read books after school
- エ know the reason for reading before going to bed

[問4] (4) That's another problem for some students, too. 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。

Some students also said that .

- ア reading books was not interesting
- イ they didn't have money to buy books
- ウ they had a lot of things to do
- エ they didn't know what to read

[問5] We're happy 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。

Nana and John are happy to .

- ア write an article about their favorite books for the library newsletter
- イ join some events at the city library with Keiko and Satoshi
- ウ give some ideas about school library events to Keiko and Satoshi
- エ go to the school library to read and borrow books

[問6] 次のA~Dは、本文中の Satoshi の発言内容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、下のア~エのうちではどれか。

- A He says that he started to read books at the city library on Saturdays.
- B He says that he has more time for reading books by making to-do lists.
- C He says that he became more interested in reading books after joining an event.
- D He says that he tried to read a book for just ten minutes before going to bed.

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

[問7] 次の文章は、Keiko たちと話した日に、John 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、下のア~エのうちではどれか。

Today, I talked with my friends about reading books. Keiko and Satoshi are members of the Library Committee at our school. Satoshi said many students at our school had no time to read books. I understand that. I don't have enough time to read books because I (A) to practice soccer after school every day. Keiko wanted to (B) about the students in Australia. They usually go to libraries after school because they (A) to read books for their homework.

Keiko and Satoshi told us about the events at the city library. Nana got interested in them. Keiko and Satoshi told us some good ways to enjoy reading books. I'm glad to (B) about them. I hope I will have more time to read books.

- | | |
|---------------------|--------------------|
| ア (A) have (B) know | イ (A) try (B) know |
| ウ (A) have (B) read | エ (A) try (B) read |

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。)

Yuka was a *high school student in Tokyo. Her school had a school festival in November every year, and each class did their activities at the school festival.

One day, in the fourth week of September, Yuka and her classmates were talking about their activities at the school festival. Yuka was a member of the *Cultural Committee at her school. She said to everyone, "I have a good idea. How about making some shopping bags and selling them at the school festival? I know how to make shopping bags. They're easy to make. I can show you." Manami, her best friend, said, "I like Yuka's idea. I think it's also good for the environment." Everyone agreed. Yuka was happy and said to everyone, "Let's start *working on the bags next week. So please collect some *cloth for the shopping bags from your homes."

The next Monday, Yuka and her classmates started making the shopping bags after school. Two days later, after school, Ken, one of Yuka's classmates, said to her, "I have to practice soccer today. My team will have a game this weekend." Yuka said to him, "OK. You can go." Then some of her other classmates said, "We also have to go to club activities. We're sorry." They left the classroom.

The next day, when Yuka and her classmates were making the shopping bags, some of them said, "We have to leave now because we have to go to our *cram schools today." They said sorry and went home. After they left, there were only five students in the classroom: Yuka, Manami, Reiko, Ichiro, and Daigo. Yuka thought, "We have only about a month before the school festival. Can we finish making all the shopping bags in about a month? I don't think so." Then she said to the other classmates, "Let's come to school an hour earlier tomorrow morning to work on the shopping bags." Reiko said, "I don't want to do that." Ichiro said, "Some students went home because they had cram schools. Other students went to club activities. Why do we have to work harder for them? That's not *fair!" Yuka was surprised because Ichiro was very *angry. Yuka tried to say something to him, but she didn't know what to say. Reiko and Ichiro said, "We will go home," and they left the classroom.

Only Yuka, Manami, and Daigo were in the classroom. Yuka tried to *stay calm and said to them, "Let's work. Can you come to school an hour earlier tomorrow morning?" Manami said, "I can. But I don't think it's a good idea." Yuka was *upset and said to her, "You can go home if you don't want to work. I can do it *by myself." Manami said, "I didn't mean that. Listen." Yuka didn't look at her and said, "Don't talk to me *anymore." Manami looked sad and left the classroom without saying a word. Daigo said, "It wasn't good for you to say such things to Manami. You can't make all the shopping bags by yourself. I understand Reiko and Ichiro's *feelings. We should work together. We must talk about that."

That night, Yuka thought, "I just wanted to make nice shopping bags, but I didn't think about Reiko and Ichiro's feelings." Then Yuka thought about Manami and Daigo's words. She thought, "Daigo was right. I said something terrible to

Manami. I made her sad. I can't make all the shopping bags by myself. We should work together. Tomorrow I will talk with my classmates about the best way to do that."

The next morning, when Yuka went into the classroom, Ken said to her, "I can work with you today." And then, other classmates said, "We can, too. We're sorry that we didn't work with you yesterday." Yuka was surprised and couldn't say anything *for a while. Then Ken said to Yuka, "Actually, Manami called me last night. She *asked me to make the shopping bags with everyone. She said she would call Reiko, Ichiro, and some other classmates." Then, Manami came into the classroom. Yuka went to her and said, "I'm sorry, Manami. You always help me a lot, but I said something terrible to you yesterday." Manami said, "It's OK, Yuka. I know you've been working hard." Reiko, Ichiro, and Daigo came to them. Daigo said, "We don't have much time before the school festival. Let's work hard together." Yuka thought, "It's wonderful to have good people like them and have a good time with them."

Yuka learned something important through her experience. She thought making nice shopping bags was important, but it was more important to think about other people's feelings to work together for the same *goal. She said to her classmates, "Thank you, everyone. Let's work together and make wonderful *memories together."

[注] high school 高校 Cultural Committee 文化委員会
work on ~ ~に取り組む cloth 布 cram school 塾 fair 公平な
angry 怒った stay calm 冷静を保つ upset 冷静さを失って
by oneself ひとりで anymore <否定文で>これ以上(~ない)
feelings 気持ち for a while しばらくの間
ask ~ to ... ~に...するように頼む goal 目標
memories memory(思い出)の複数形

[問1] I can show you. 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。

Yuka can show .

- ア her classmates that her idea is good for the environment
- イ her new shopping bag to her classmates
- ウ her classmates how to make a shopping bag
- エ her classmates how to collect some cloth

[問2] 次のア～エの文を, 本文の流れに沿って並べ, 記号で答えよ。

- ア Some of Yuka's classmates said that they had to go to cram schools.
- イ Yuka thought it was wonderful to share good times with her friends.
- ウ Manami called some of her classmates to ask them to work together.
- エ Yuka and her classmates talked about what to do at the school festival.

[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) After some of her classmates went to their cram schools, Yuka thought .
 - ア she had to make the shopping bags at home on weekends
 - イ it would be difficult to finish making all the shopping bags in about a month
 - ウ she should talk with her classmates about what to do at the school festival again
 - エ she would be able to finish making all the shopping bags before the school festival
- (2) , so Ichiro was very angry.
 - ア Yuka didn't say anything to him
 - イ Yuka didn't come to school early in the morning
 - ウ Some of his classmates didn't work with him
 - エ Reiko said she didn't want to work harder
- (3) , so Yuka was upset.
 - ア Reiko and Ichiro left their classroom together and went home
 - イ Manami said she couldn't come to school early to make the shopping bags
 - ウ Manami went home without saying a word
 - エ Manami said that Yuka's idea wasn't good

[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 Yuka decide to do at night after talking with Daigo?
 - ア She decided to tell Reiko and Ichiro that she didn't want to make nice shopping bags anymore.
 - イ She decided to tell Daigo that she would finish making all the shopping bags by herself.
 - ウ She decided to go to school early in the morning to make the shopping bags by herself.
 - エ She decided to talk with her classmates about working on the shopping bags together.
- (2) What did Yuka learn through her experience?
 - ア She learned that it was important to think about other people's feelings.
 - イ She learned that she should always be kind to her classmates.
 - ウ She learned that she should use her own shopping bag for the environment.
 - エ She learned that it was important to make wonderful memories with her friends.

第 3 回

(11月)

テスト 時 間	50 分
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平均点 (都標準)	52 点
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問題番号			正答率	問題番号			正答率	問題番号			正答率
1	[問題A]	対話文1	37.8	3	[問1]	56.4	4	[問1]	47.3		
		対話文2	89.8		[問2]	81.5		[問2]	34.3		
		対話文3	78.0		[問3]	61.0			(1)	49.1	
	[問題B]	Q1	81.1		[問4]	62.0			(2)	43.7	
		Q2	2.4		[問5]	54.6			(3)	24.1	
2	1		25.7		[問6]	59.4		[問4]	(1)	38.4	
	2		51.0		[問7]	73.9			(2)	44.2	
	3	(1)	58.6								
		(2)	5.3点								

注：23(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

英語リスニングテスト音源



https://www.shinken.co.jp/vmogi/november2022_t1

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 Two times.
- イ Three times.
- ウ Five times.
- エ Seven times.

<対話文2>

- ア About a birthday party for Yamato.
- イ About an apple pie and a song.
- ウ About Mike and his guitar.
- エ About their birthday presents for Maki.

<対話文3>

- ア To talk with Chika about her work.
- イ To give Chika's father a message.
- ウ To tell Chika's father to send him an e-mail.
- エ To ask Chika's father about their work.

〔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5語の英語(1文)で書きなさい。

<Question 1>

- ア Yumi's father and her sister do.
- イ Yumi's father and her brother do.
- ウ Yumi's grandfather and her sister do.
- エ Yumi's grandfather and her brother do.

<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・語句には、本文のあとに [注] がある。)

- 1 高校生の Masa とイギリスからの留学生の Toby は、Masa が授業で発表(presentation)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、それぞれ入る単語・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、二人が見ている円グラフ(pie chart)である。

Toby: What will you talk about in your presentation?

Masa: I will talk about apples in our city. I think the apples are delicious, but I don't think many people in other cities know about them. I want to make the apples famous, so I asked eighty students from this school a question.

Toby: That's great. What was the question?

Masa: I asked, "What is the best way to make apples in our city famous?" These are the answers. Look.

Toby: Wow, (A) students think starting *apple picking events is the best way.

Masa: Yes. What do you think?

Toby: I think it's a good idea. Apple picking is fun. When people have fun, they will tell their friends or family about it. Then many people will know about the apples.

Masa: What do you think about the other answers?

Toby: (B) was not as popular as the other answers, but I think it's interesting.

Masa: I agree.

[注] apple picking リンゴ狩り for free 無料で stream ～ ～を配信する

- ア (A) thirty-two (B) Giving people apples for free
イ (A) forty (B) Giving people apples for free
ウ (A) thirty-two (B) Streaming a video on the Internet
エ (A) forty (B) Streaming a video on the Internet
- 2 Masa と Toby は、リンゴ狩りに関するチラシを見ながら話をしている。 (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、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、二人が見ているチラシである。

Masa: An apple *orchard in our city will have an apple picking event. Are you interested in joining it?

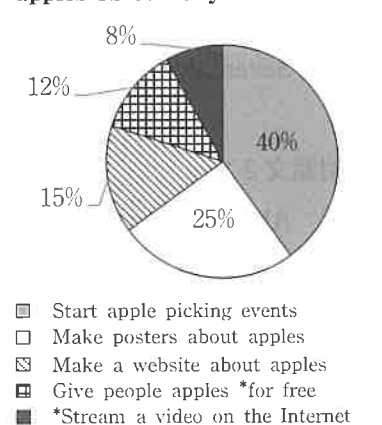
Toby: That sounds like fun. Let's join it together. When *shall we join?

Masa: How about November third?

Toby: It's next (A), right? We have school. And the orchard will have the event only on Mondays, Tuesdays, and weekends.

Masa: Look here. The orchard will have the event that day, too. It's a national

What is the best way to make apples in our city famous?



holiday.

Toby: Oh, you're right. Then, let's go that day. Wow, we can buy apple *jam. Actually, I love it.

Masa: That's good. It's October twenty-ninth, so we can get a ticket for a *free apple jam if we *make a reservation today. I will do that this evening.

Toby: Thank you very much. I also want to buy some apples for my *host family.

Masa: How much do you want?

Toby: I will buy 1.5 *kilograms. Do you think I can bring them home?

Masa: No. It's too heavy.

Toby: Then, I will use the *delivery service.

Masa: You will need three thousand and (B) hundred yen that day.

Toby: OK.

[注] orchard 果樹園 shall ～ ～しよう jam ジャム free 無料の
make a reservation 予約をする host family ホストファミリー
kilogram キログラム delivery service 配送サービス fee 料金
available 利用可能な

- ア (A) Wednesday (B) two イ (A) Thursday (B) two
ウ (A) Wednesday (B) eight エ (A) Thursday (B) eight

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

Dear Masa,

Thank you very much for everything during my stay in Japan. I had a great time with you. I enjoyed a lot of things with you in Japan, and one of them was the apple picking event. The apples were very good and we ate a lot of them together. Your mother made us some *onigiri* that day. But we ate too many apples and we couldn't eat your mother's *onigiri*. The apples from the orchard came to my host family the next day, and my host family liked them very much. I was very happy when we enjoyed eating them together.

My mother often makes *sweets for my family. She makes them with many kinds of things. Have you ever heard of *rhubarb? It is a kind of plant, and it is popular in my country. We eat its *stems, but it is very sour like *umeboshi* when it is not cooked. So we make rhubarb jam and rhubarb pies. Rhubarb pies are one of my favorite sweets. What is your favorite sweet? Please tell me in your next e-mail.

Your friend,
Toby

[注] sweet 甘いもの rhubarb ルバーブ stem 茎

II

Apple Picking
at Sakura Orchard

Open Mondays, Tuesdays, and weekends in November (You can also enjoy on the first Thursday in November.)

Hours 10:00 - 15:00

You can enjoy apple picking and eating apples for an hour.

*Fee 500 yen

You can buy

Apple jam (300g)	600 yen
A box of apples	1.5kg 2,000 yen
	3kg 3,500 yen

- Delivery service *available (+700 yen)
- Please make a reservation.
☎ phone: 123-4567-XXX
✉ e-mail: applepick@s_orchard.com
- We will give you a ticket for a free apple jam if you make a reservation by October 31.

- (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 Toby wanted to join the apple picking event with Masa, but Masa was very busy and couldn't do it.
 - イ Toby made some *onigiri* for lunch when he joined the apple picking event with Masa.
 - ウ Toby's host family received apples two days after the apple picking event, and they enjoyed eating them with Toby.
 - エ Toby says the rhubarb's stem is very sour like *umeboshi*, and he likes rhubarb pies very much.

(2) Masa は Toby に返事の E メールを送ることにしました。あなたが Masa だとしたら、Toby 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。
- Toby に伝えたい内容を一つ取り上げ、それに関する具体的な説明を含めること。

Hello Toby,

Thank you for your e-mail. I had a very good time with you, too. I remember the apple picking event very well. It was a lot of fun! I've never heard of rhubarb, so I asked my mother about it. She said she sometimes saw it in vegetable stores. She also said she would try making a rhubarb pie!

I'll try to answer your question. Actually, I like sweets very much and I will tell you one of my favorite sweets.

When my mother makes rhubarb pie, I will take a picture and send it to you.

Yours,
Masa

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。)

*Jun, Emi, and Yuta are high school students in Tokyo. Ada is a high school student from *the US. One day in May 2022, they are talking in their classroom after school.*

Ada: What is our homework for the *social studies class?

Jun: We have to *prepare for a speech about a big problem in our lives.

Ada: Oh, I remember now. It is difficult for me to choose one because there are a lot of problems in our lives.

Emi: I found one when I talked with my family last night.

Yuta: What's that?

Emi: It's *rising *gas *prices. It *affects my family's *daily life. For example, my parents try *not to use their cars much. This means that my family doesn't go out on weekends much.

Yuta: (1) It's the same in my family.

Jun: I talked about the problem with my father yesterday. He is a *truck driver, so gas prices are very important to him.

Ada: Can anyone tell me about gas prices in Japan?

Yuta: I can. In 2017, the *average price of *regular gas in Japan was 121.7 yen *per liter. But in March this year, it was 163.1 yen.

Emi: Really? Why did the gas price rise?

Jun: My father said there were some reasons for rising gas prices. One of them *is that gas prices in Japan *depend on the *exchange rate between the Japanese yen and the US dollar. Gas is made from *oil. Japan buys oil in dollars. Now the Japanese yen is weak against the US dollar, so we have to pay much more money to get oil. So gas becomes expensive.

Emi: (2) I see.

Ada: Rising gas prices are a serious problem in my country, too.

Emi: Well, this may sound *strange, but I think there are some good things about rising gas prices.

Jun: What do you mean?

Emi: My parents are *healthier than before because they walk to many places like the *supermarket near our house. At home, we spend more time together, so we talk more than before. I think my family is *closer than before.

Yuta: (3) That's interesting. My brother likes *driving and he still often goes driving, but now he drives *slowly to *save gas. If many people do the same thing, we

can save a lot of gas.

Ada: Also, if people drive slowly, there will be *fewer car *accidents.

Jun: You're right.

Yuta: My father said he wanted an *electric vehicle in the future.

Ada: Oh, I hear electric vehicles are getting popular around the world.

Emi: They don't need any gas to move and they don't *emit any *carbon dioxide.
So they are very good for the environment, right?

Ada: That's right.

Yuta: I know they are good for the environment. ⁽⁴⁾ But I think there is a problem about them.

Emi: What is it?

Yuta: There are not so many *charging stations in Japan. To make electric vehicles more popular, there must be more of them in many places.

Jun: Oh, I know another problem about electric vehicles. They are very expensive.

Emi: I didn't know that.

Jun: *Batteries *cost a lot, so electric vehicles are expensive.

Yuta: My uncle bought a car last year. He wanted an electric vehicle, but it was about one or two million yen more expensive than a similar *gas vehicle. So he didn't buy it and bought a *hybrid vehicle.

Ada: I hear car companies will have to stop selling gas cars in the future.

Emi: Well, everyone knows a lot of things! Thank you very much for your help.
I think I will make a good speech in our class.

Jun: Oh, no. We've talked only for you!

Ada: ⁽⁵⁾ You are lucky, Emi.

Yuta: Now we have to think about our own speeches!

[注] the US アメリカ合衆国 social studies 社会
prepare for ~ ~の準備をする rising ~ 上昇する~ gas ガソリン
price 価格 affect ~ ~に影響する daily 日々の
not to ~ ~しないように truck driver トラック運転手 average 平均の
regular レギュラー per liter 1リットルあたり
~ is that ... ~は...ということである depend on ~ ~に依存する
exchange rate 為替相場 oil 石油 strange 奇妙な
healthier healthy(健康な)の比較級 supermarket スーパーマーケット
closer close(親密な)の比較級 drive 運転する slowly ゆっくりと
save ~ ~を節約する fewer より少数の accident 事故
electric vehicle 電気自動車 emit ~ ~を排出する
carbon dioxide 二酸化炭素 charging station 充電ステーション
batteries battery(電池)の複数形 cost 費用がかかる
gas vehicle ガソリン車 hybrid vehicle ハイブリッド車

[問1] It's the same in my family. の内容を最もよく表しているのは、次のうちではどれか。⁽¹⁾

- ア The daily life of Yuta's family also changed because of rising gas prices.
- イ Yuta's parents also have to work harder than before because of rising gas prices.
- ウ Yuta's family also visits more places by car and enjoys their time outside on weekends.
- エ Yuta's parents also had to buy a new type of car because of rising gas prices.

[問2] I see. 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。⁽²⁾

- Emi learned that one of the reasons for rising gas prices is that .
- ア people in the US need a lot of gas for their daily lives
 - イ there is not enough oil for all people in the world
 - ウ the Japanese yen is weak against the US dollar
 - エ more people work as truck drivers in the world

[問3] That's interesting. 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。⁽³⁾

- It's interesting for Yuta to learn that .
- ア rising gas prices are a serious problem in the US
 - イ there are no good things about rising gas prices for Emi's family
 - ウ there are some good things about rising gas prices for Emi's family
 - エ going to a supermarket by car is healthier than walking there

[問4] But I think there is a problem about them. 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。⁽⁴⁾

- , and Yuta thinks that is a problem.
- ア People still want to buy gas vehicles or hybrid vehicles
 - イ Electric vehicles are very expensive and people can't buy them
 - ウ Making electric vehicles in Japan is still very difficult
 - エ Japan doesn't have many charging stations for electric vehicles

[問5] ⁽⁵⁾ You are lucky, Emi. とあるが、このように Ada が言った理由を最もよく表しているのは、次のうちではどれか。

- ア Emi is the only student that doesn't have to make a speech in the social studies class.
- イ Emi's father is interested in buying an electric vehicle that Yuta's uncle couldn't buy.
- ウ Emi's family has a vehicle that doesn't emit carbon dioxide.
- エ The things that Ada and other students have talked about will help only Emi.

[問6] 次のA~Dは、本文中に述べられている話題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、下のア~エのうちではどれか。

- A Ada asks a question about her homework for social studies class.
- B Emi talks about a good thing about rising gas prices.
- C Jun says that gas prices are very important to his father.
- D Yuta says that his brother drives slowly not to use too much gas.

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

[問7] 次の文章は、Jun たちと話した日に、Ada 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、下のア~エのうちではどれか。

Today, I talked with Jun, Emi, and Yuta. We will make a speech in our social studies class, and we have to prepare for it. We talked about (A) prices. The average price this year is about (B) yen higher than the average price in 2017. It is a problem in our life, and Emi will talk about it in her speech. I hope the prices will go down soon.

- ア (A) gas (B) thirty イ (A) gas (B) forty
- ウ (A) electric (B) thirty エ (A) electric (B) forty

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。)

Kazuya was a high school student. His school was a little far from his house, so he went to school by train.

One day in June, when Kazuya was reading the *news on his *smartphone in his room, he found an article about the train. It said that the *railroad company was going to *replace the train with a new one on July 31. He became sad because he liked the old train very much. On the wall in his room, there was a picture of the train. He drew it when he was seven. He looked at it and thought, "I took the train to go to school every day. When I was with my friends, I enjoyed talking with them on the train. When I was alone, I enjoyed reading books. I spent a lot of time on the train and I was always happy on the train. I'm very sad to know this news."

On the *last day of the old train, Kazuya went to the station to join the *farewell ceremony for the train. When he arrived at the station, there were already a lot of people there. They were there to say goodbye to the old train. Before arriving at the station, Kazuya was sad. When he saw many people there, he thought, "I'm happy to know that the train was loved by many people. I'm glad I came here today."

Several months later, Kazuya went to *the Philippines with his mother. His father was working in *Manila, and Kazuya and his mother went there to see him. At the *airport in Manila, Kazuya and his mother took a *taxi to go to Kazuya's father's house. On the *road, there were so many cars, and the taxi didn't move much. Kazuya's mother said to the taxi *driver, "There are many cars on the road." The driver said, "Yes. We always have bad traffic in Manila every morning and evening. I think Manila has the worst traffic in the world." When Kazuya was listening to their *conversation, he looked outside of the window and saw a railroad track. He said to the taxi driver, "There is a railroad over there. I think more people in Manila should take trains." The taxi driver said, "Trains don't come so often and there are always a lot of people on the trains. Also, the trains run very *slowly, so people use cars." Then, Kazuya saw a train. It was *familiar to him. He thought, "That train *reminds me of the old train in my city. I will talk about it with my father later."

After a long *ride, Kazuya and his mother arrived at his father's house. Kazuya told his father about the train. He said, "Father, I saw a train. It looked like the old train in our city." His father said, "I think it is the old train *itself." Kazuya said, "I can't believe it!" His father said, "Sometimes old trains are given or sold to foreign countries. The Philippines is one of those countries." Kazuya told his father that he wanted to see the train again. Then his father said, "OK. Let's go to a

station tomorrow. I think you will be able to see the train there."

The next day, Kazuya's family went to a big station in Manila. Kazuya found the train and said, "That's the train I saw yesterday!" Kazuya ran to the train and looked at it *carefully. He said, "The *seats, *handrails, and *straps in the train are the same. Yes, this is the train!"

Kazuya started taking pictures of the old train. After some time, a *station attendant came and talked to him. He said to Kazuya, "Is this train special to you?" He said, "Yes. This train came from Japan, right? I liked it very much and I drew many pictures of the train when I was a child. I took this train to go to school. I'm very happy to see the train again." The station attendant said, "So this train is like your 'old friend.' We should take good care of this train." Kazuya was glad to hear that.

After returning to Japan, Kazuya made a speech about the train in his English class. In the speech, he said, "I saw an 'old friend' of mine in the Philippines. I hope my 'old friend' will enjoy the new life there."

[注] news ニュース smartphone スマートフォン railroad (track) 鉄道(線路)
replace ~ with ... ~を...と取り替える last 最後の
farewell ceremony お別れ会 the Philippines フィリピン
Manila マニラ(フィリピンの首都) airport 空港 taxi タクシー
road 道路 driver 運転手 conversation 会話 slowly ゆっくりと
familiar to ~ ~に見覚えのある remind ~ of ... ~に...を思い出させる
ride 乗車 itself それ自身 carefully 注意深く seat 座席
handrail 手すり strap つり革 station attendant 駅員

[問1] Kazuya was glad to hear 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。

, so he became happy.

- ア Kazuya could learn about railroad companies in the Philippines
- イ Kazuya's old friend said that he was enjoying his new life in Manila
- ウ The station attendant understood that the train was important to Kazuya
- エ The station attendant said all trains from Japan were very good

[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 Kazuya saw a train which was familiar to him in the taxi.
- イ Kazuya talked about the old train in his English class.
- ウ Kazuya took some pictures of the old train at a big station in Manila.
- エ Kazuya went to the station to say goodbye to the old train on July 31.

[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) When Kazuya was in the taxi with his mother, the driver said .

- ア that the traffic in Manila was always bad only in the morning
- イ that the traffic in Manila was worse than any other country in the world
- ウ that many people in Manila started using trains to go to work
- エ that many people in Manila worked very hard to buy their own cars

(2) When Kazuya talked with his father, .

- ア Kazuya's father said that some countries like the Philippines received or bought old trains from Japan
- イ Kazuya's father said that he liked the trains in the Philippines and often used them in Manila
- ウ Kazuya's mother said that she wanted to go to the biggest station to see trains in Manila
- エ Kazuya's mother said that railroad companies in Japan sometimes sold trains to foreign countries

(3) After looking at the train carefully at a station in Manila, .

- ア Kazuya went to another station with his parents to find his favorite train
- イ Kazuya asked the station attendant some questions about the train
- ウ Kazuya said to the station attendant that the train was like his old friend
- エ Kazuya thought that the train there was from Japan

[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 Kazuya do when he was alone in the old train?

- ア He enjoyed playing games with his smartphone.
- イ He enjoyed reading books.
- ウ He enjoyed taking pictures of the train.
- エ He enjoyed drawing pictures of the train.

(2) How did Kazuya feel after joining the farewell ceremony for the old train?

- ア He was sad because he didn't want to say goodbye to the train.
- イ He was sad because he couldn't finish drawing a picture of the train.
- ウ He was happy because he wanted to take the new train to go to school.
- エ He was happy because he learned the train was loved by many people.

第 4 回 (12月)

テスト 時 間	50 分
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平均点 (都標準)	59 点
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問題番号			正答率	問題番号			正答率	問題番号			正答率
1	問題 A	対話文 1	57.3	3	問 1		82.8	4	問 1		76.3
		対話文 2	51.7		問 2		76.4		問 2		37.7
		対話文 3	84.2		問 3		62.9		問 3	(1)	65.9
	問題 B	Q 1	89.6		問 4		29.8			(2)	58.9
		Q 2	20.4		問 5		54.8			(3)	51.1
2	1		57.9		問 6		58.6	問 4	(1)	58.7	
	2		43.2		問 7		80.4		(2)	48.0	
	3	(1)	67.9								
		(2)	5.0点								

注：23(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

英語リスニングテスト音源



https://www.shinken.co.jp/vmogi/december2022_t1

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 Her favorite singer did.
- イ Kenta did.
- ウ Kenta's aunt did.
- エ Her aunt did.

<対話文2>

- ア At five.
- イ At five ten.
- ウ At five thirty.
- エ At five forty.

<対話文3>

- ア She is talking with Aya.
- イ She is reading a book.
- ウ She is studying in New Zealand.
- エ She is playing basketball.

[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8語の英語(1文)で書きなさい。

<Question 1>

- ア To go to school from Monday to Friday.
- イ To enjoy sports.
- ウ To join the drama club.
- エ To be an actor.

<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・語句には、本文のあとに [注] がある。)

- 1 高校生の Shiho とイギリスからの留学生の Emily は、Shiho が授業で市立図書館について発表するために調べて作成したグラフ(graph)を見ながら話をしている。 (A) 及び (B) の中に、それぞれ入る単語・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、二人が見ているグラフである。

Shiho: Do you like reading books?

Emily: Yes. My parents also like to read books. So there are many books at my house in London. I often read at home when I was a child.

Shiho: Did you also go to the library when you were in London?

Emily: Yes, I did. I often visited the school library to *borrow books I needed for my homework. In Japan, I sometimes go to the library to read books on weekends.

Shiho: I see. Look at this graph. The library in our city asked its visitors their reasons for visiting the library.

Emily: That's interesting. The *percentage of visitors who (A) is the highest.

Shiho: Yes. I wasn't surprised to learn that. But my reason for going to the library is different.

Emily: What's yours? To read books?

Shiho: No. I often go there to (B) on weekends and after school. My friends also go to the library to do that.

Emily: I see. More people go to the library for that reason than people who want to use computers.

Shiho: That's right. Look. About ten percent of visitors *attend events at the library. What kinds of events does the library have?

Emily: I want to know about that, too. Let's visit the library website.

[注] borrow ~ ~を借りる percentage 割合 attend ~ ~に参加する
multiple answer 複数回答

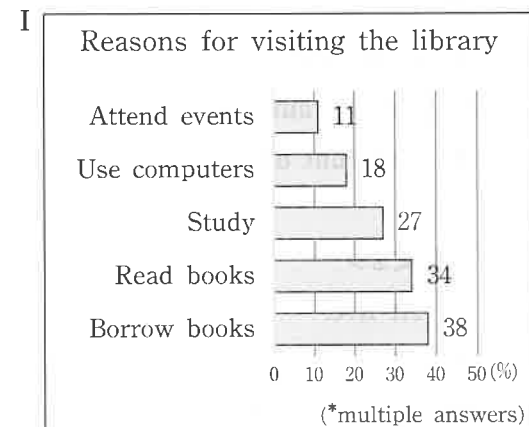
- ア (A) read books (B) use computers
イ (A) borrow books (B) study
ウ (A) read books (B) study
エ (A) borrow books (B) use computers

- 2 市立図書館で開催されるイベントへの参加を検討している Shiho と Emily は、市立図書館のウェブサイト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、市立図書館で開催されるイベントの一覧である。

Emily: The city library has some events on weekends. Oh, there is also an event on a *weekday. But we cannot attend it because we have school.

Shiho: We can because that day is a national holiday. We don't have school that day. Well, you started practicing *karate*, right? When do you practice?

Emily: I go to *karate* school on Sundays.



Shiho: OK. Let's think about which event to attend. I'm interested in "Talk about your favorite books *in *rakugo* style." Why don't we go together?

Emily: I like *rakugo*, but I'm more interested in (A).

Shiho: Sounds interesting, but you have *karate* school on Sundays.

Emily: My *karate* class finishes at about twelve. So I can attend the event on both days.

Shiho: I see. Well, I want to talk about my favorite book in *rakugo* style. My grandfather knows a lot about *rakugo*, so I think he will teach me how to speak in that style.

Emily: That's good. I want to hear about your favorite book.

Shiho: Do you? Then, I'll attend the one on (B), so come and listen.

Emily: I will!

[注] weekday 平日 in *rakugo* style 落語風に two-day 2日間の
book jacket ブックカバー

- ア (A) Make a picture book (B) October 30
イ (A) Make a book jacket (B) November 3
ウ (A) Make a picture book (B) November 3
エ (A) Make a book jacket (B) October 30

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

Dear Shiho,

Thank you for your help while I was in Japan. I enjoyed the events at the city library. You talked about your favorite book. It was a little difficult for me to listen to you in *rakugo* style, but I enjoyed listening to your speech. I think events like this are good because more people will become interested in books that they haven't read yet.

After returning to London, I joined an *online book club. The members of the club have *meetings every Sunday. Usually, about five to ten members attend the meetings and *discuss their favorite books with each other. It is a lot of fun. You may want to join our book club. Then we can talk about books together on the Internet.

I also continue to practice *karate*. I found a good school in London. I'm still not very good at *karate*, but I'm sure that I'm getting better. Well, if you join a new club to start something new, what club do you want to join? Please tell me about it in your next e-mail.

Your friend,
Emily

[注] online オンラインの meeting 会合 discuss ~ ~を話し合う

Talk about your favorite books in <i>rakugo</i> style	
Sunday, October 30	10:00 - 11:30
Thursday, November 3	14:00 - 15:30
◆ You can talk about your favorite book or just come to listen.	
Make a picture book	
Saturday and Sunday, November 5 - 6	
Day 1 13:00 - 15:00	Write a story
Day 2 13:00 - 17:00	Draw pictures
◆ This is a *two-day event. Please attend both days.	
Read newspapers	Make a *book jacket
Sunday, November 13 9:30 - 11:30	Sunday, November 20 13:30 - 15:30
◆ Read and talk about newspaper articles.	◆ Make your own original book jacket.

(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 Emily talked about her favorite book about *rakugo* at a library event in Japan.
 イ Emily thinks that many people in Japan should read more books about *rakugo* and learn about it.
 ウ Emily became a member of an online book club after returning to her country.
 エ Emily and Shiho sometimes talk about their favorite books on the Internet.

(2) Shiho は Emily に返事の E メールを送ることにしました。あなたが Shiho だとしたら、Emily 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。
 ○ Emily に伝えたい内容を一つ取り上げ、それを取り上げた理由を含めること。

□ □ ×

Hello Emily,

Thank you for your e-mail. I'm glad to hear that you enjoyed listening to me about my favorite book. I also enjoyed that event. I think I did well *thanks to my grandfather.

I'll try to answer your question. A book club and *karate* club sound interesting, but I have another idea. I will tell you about it.

What do you think about this? Tell me about it in your next e-mail.

Your friend,
Shiho

[注] thanks to ~ ~のおかげで

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。)

Shota, Arisa, and Maika are high school students in Tokyo. Tom is a high school student from Australia. They are talking in their classroom after school.

Tom: Shota, will you play the *online game again tonight?

Shota: ⁽¹⁾ I want to, but I can't.

Tom: Oh, are you busy tonight?

Shota: No. I can't because I don't have my *smartphone now.

Tom: What happened?

Shota: Well, last Sunday, I played a game for a long time and I didn't do my homework. Then my teacher called my mother about it yesterday. My mother got very angry, and she *took my smartphone away.

Tom: Oh, no.

Arisa: How long did you play the game that day?

Shota: For about ten hours.

Maika: Ten hours! I can't believe it. I'm not surprised to hear your mother got angry. I don't think it's good for your health to play video games for many hours.

Shota: I know, but sometimes I can't stop playing them.

Tom: ⁽²⁾ I understand.

Arisa: I also use my smartphone for a few hours every day.

Maika: Do you also play games with your smartphone?

Arisa: No. I use it to *exchange messages with my friends.

Tom: So you use your smartphone for *communication.

Arisa: Yes. I also share pictures and videos on *social media. It's a lot of fun to talk with my friends online. So I can't stop doing it. I sometimes spend too much time on my smartphone. How about you, Maika?

Maika: I usually use my smartphone to send messages to my family. I'm not interested in social media. So I use my smartphone only for ten or twenty minutes a day.

Arisa: What do you usually do in your free time?

Maika: I draw pictures. I want to be a *manga* artist, so I use my time to make my drawing better. I don't want to use much time for sending messages or playing games. To me, they are like a *waste of time.

Tom: ⁽³⁾ I agree with you. But I also think smartphones are useful if you use them *properly. For example, I can communicate with my friends and family in Australia easily. If I call them, it will *cost a lot of money. If I send them a letter, they have to wait for about a week or two to receive it.

Shota: They're also useful in an *emergency. What will you do if we have a big

earthquake? I think you will look at your smartphone to look for information.

Tom: I will give you another example. We can get information for studying by using smartphones. Many high school students in my country use their smartphones to do their homework.

Maika: I know smartphones are sometimes useful. ⁽⁴⁾ Shota, I have a question. How many hours do you usually use your smartphone a day?

Shota: For about two hours.

Maika: What do you do with your smartphone during the two hours?

Shota: I play games, of course.

Maika: You want to be a professional soccer player in the future, right?

Shota: Yes. That's my dream.

Maika: How about using the two hours for your dream? You can read books about soccer with your smartphone. You can also watch soccer videos. Two hours a day is about sixty hours a month, and sixty hours a month is seven hundred twenty hours a year. Seven hundred twenty hours are thirty days. I think that's a lot of time.

Arisa: Now I understand. Smartphones have both good *points and bad points. We should not let smartphones *take control of us.

Maika: That's my point.

Shota: You're *harsh, but you are right. I think I should think about the ways of using my time.

Maika: I'm glad to hear that.

Arisa: I think I learned a very important thing from Maika, but I have to find my dream first. How can I do that?

Tom: Maika, why don't you tell Arisa how to do it?

Maika: I have no idea. Maybe Shota knows it.

Shota: Ask your smartphone, Arisa. ⁽⁵⁾ It knows everything.

Tom: He is just *joking, Arisa.

Arisa: I know.

[注] online オンラインの[で] smartphone スマートフォン
take ~ away ~を取り上げる exchange ~ ~を取りかわす
communication コミュニケーション social media ソーシャルメディア
waste むだ使い properly 適切に cost ~ ~(費用など)がかかる
emergency 緊急事態 point (要)点
take control of ~ ~をコントロールする harsh 厳しい joke 冗談を言う

[問1] ⁽¹⁾ I want to, but I can't. とあるが、このように Shota が言った理由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。

Shota can't play the online game because .

- ア he lost his smartphone last Sunday
- イ he doesn't have his own smartphone yet
- ウ his teacher took his smartphone away yesterday
- エ his mother has his smartphone now

[問2] ⁽²⁾ I understand. 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。

Tom understands that it is sometimes difficult .

- ア to play games for more than ten hours in one day
- イ to do something good for his health
- ウ to share pictures and videos on social media
- エ to stop playing video games on his smartphone

[問3] ⁽³⁾ I agree with you. 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。

Tom also thinks that .

- ア he should spend his time on more important things
- イ he should use his smartphone to be a *manga* artist
- ウ Maika should use her smartphone for drawing pictures
- エ Maika should have more communication with her friends

[問4] ⁽⁴⁾ Shota, I have a question. とあるが、このように Maika が言った理由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。

Maika asks a question because .

- ア she wants Shota to use his smartphone for a longer time for his dream
- イ she doesn't want to let a smartphone take control of Shota
- ウ she wants Shota to buy a new smartphone for his dream
- エ she doesn't want Shota to play online games with his smartphone

[問5] (5) It knows everything. 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。

Shota says that .

- ア Arisa should use her smartphone to learn how to joke well
- イ Arisa should use her smartphone to find her dream
- ウ Arisa should use her smartphone to find a better way to use time
- エ Arisa should use her smartphone to learn important things

[問6] 次のA～Dは、本文中に述べられている Shota たちの発言内容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、下のア～エのうちではどれか。

- A Shota says that he played an online game for about ten hours last Sunday.
- B Tom talks about high school students in his country.
- C Shota talks about using a smartphone in an emergency.
- D Maika talks about her way of using her smartphone.

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

[問7] 次の文章は、Shota たちと話した日に、Tom 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・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。

Today, I talked with Shota, Arisa, and Maika. We talked about (A). Shota and Arisa said they used theirs only for a few hours every day. Shota said he played games, and Arisa said she communicated with her friends. But Maika said that she didn't use hers much. She said she wanted to use her time to be a (B). Then Maika told us about her opinion about how to use time. I think we all learned something important from her.

- | | |
|-------------------|-------------------|
| ア (A) smartphones | (B) soccer player |
| イ (A) our dreams | (B) soccer player |
| ウ (A) smartphones | (B) manga artist |
| エ (A) our dreams | (B) manga artist |

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。)

Kana was a junior high school student. She was going to *participate in a work experience *program with her classmates, Wataru and Yuri. They were going to work at a *nursery school for three days.

The day before the program, Kana was talking with Wataru and Yuri in their classroom. Wataru said, "From tomorrow, we will work at a nursery school. My dream is to be a nursery school teacher, so I'm so excited. Kana, I didn't know you were interested in working at a nursery school." Kana said, "I'm not. Actually, I don't want to work *anywhere." He was surprised and asked her, "Then, why did you choose a nursery school?" Kana said, "Because I only have to play with children. I think it is the easiest work." He said, "I see. How about you, Yuri? Why did you choose a nursery school?" Yuri said, "Because I also want to be a nursery school teacher. I like children very much. But I'm very nervous now because I'm not good at talking with other people." Wataru said, "You will be all right. Anyway, let's meet at the nursery school at seven tomorrow morning. See you."

The program started the next day. In the morning, the three students met Mr. Oka, a teacher at the nursery school. He said to them, "Welcome to our nursery school. I hope you will have a good time here. Well, we have a lot of things to do before the children come. First, we have to clean the rooms. Let's start with this room." Kana didn't know she had to clean rooms, so she thought, "Why do I have to clean rooms? I thought I just had to play with children." The three students started cleaning, and they cleaned many rooms in the morning. Then they met other teachers, and Mr. Oka *showed them around the school. Then lunchtime came and the three students had lunch with the children. After lunch, they had to clean some more rooms. At the end of the day, Kana thought, "I'm very tired."

On the afternoon of the second day, Kana and Yuri were cleaning rooms again. Kana was bored. Then Yuri said to Kana, "Kana, I saw a piano in the next room." Then Kana said, "Really? I will go and play it!" Yuri said, "I think we should clean this room first." Kana said, "Please finish it without me." Then she went into the next room and started playing the piano. She was very good at playing the piano. Soon some children came to Kana and listened to the piano. She played some children's songs, and the children started singing. Kana was surprised because she felt very happy to see their happy faces.

Kana was very happy and went back to Yuri. She was still cleaning the room. Wataru was helping her there. He was angry. He went to Kana and said, "Yuri was cleaning alone while you were playing the piano." Kana was also angry and said, "I played the piano for only five or ten minutes. What is the problem about that? The children were happy to sing songs. I came here to play with them, so I just did that." He said to her, "I still don't think you are right."

On the *last day of their program, Kana and Yuri were playing with the children in a room. Then a boy *took a book away from a girl, and the girl started *crying. Kana saw it, but she didn't know what to do. Soon Yuri went to the boy, and said something to the boy. Then the boy *apologized to the girl. The girl stopped crying. After that, Yuri, the boy, and the girl started reading the book together. Kana was very surprised to see that. Mr. Oka also saw that, and said to Kana, "Yuri wants to be a teacher, right? I'm sure she will be a good teacher. The boy has just learned something important. It's to think about other people's *feelings. It's important for all of us." Kana didn't say anything, but she thought, "That is something I should learn, too. When I was having fun with the children yesterday, I wasn't thinking about Yuri's feelings. Actually, I haven't thought about other people's feelings so much. I have to change *myself."

That afternoon, the three students said goodbye to the children and Mr. Oka, and left the nursery school. When the three students were walking to the station, Kana said to Yuri and Wataru, "I'm sorry about yesterday." They were very surprised to hear that. Yuri just said, "That's OK." Wataru said, "I'm surprised. Maybe you learned something at the nursery school. That's good. Do you also want to be a nursery school teacher now?" Kana said, "I don't know. But I will think about it."

[注] participate in ~ ~に参加する program プログラム
nursery school 保育園 anywhere どこでも
show ~ around ... ~に...の案内をして回る last 最後の
take ~ away ~を奪^{うば}う cry 泣く apologize 謝る feelings 気持ち
myself 自分自身

[問1] I'm not. 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。

Kana is not .

- ア going to have a work experience program from tomorrow
- イ interested in working at a nursery school
- ウ going to visit a nursery school with Wataru and Yuri tomorrow
- エ excited to hear that Wataru wants to be a teacher

[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 Mr. Oka told Kana that Yuri would be a good teacher.
- イ Yuri talked about the piano in a room at the nursery school.
- ウ Wataru said that he wanted to become a nursery school teacher.
- エ Kana apologized to Wataru and Yuri about the day before.

[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) Yuri was nervous on the day before the work experience program because .

- ア she was going to work at a nursery school for the first time
- イ she knew it would be difficult for her to work with Kana
- ウ she was not good at communicating with other people
- エ she didn't like children very much

(2) Wataru was angry on the second day of the work experience program because .

- ア he had to clean many rooms in the nursery school alone
- イ Kana didn't apologize for saying bad things to him
- ウ Kana didn't clean the room with the children and Mr. Oka
- エ Kana stopped cleaning and enjoyed playing the piano

(3) Kana was very surprised when .

- ア Yuri started reading a book with a boy and a girl
- イ Yuri started playing the piano with some children
- ウ Mr. Oka taught something important to a boy and a girl
- エ Mr. Oka said Kana should be a nursery school teacher

[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 made Kana very happy on the second day of the work experience program?

- ア Playing the piano with Yuri did.
- イ Seeing happy faces of children singing songs did.
- ウ Cleaning a room with many children did.
- エ Talking with Wataru about their dreams did.

(2) Why did Kana apologize on the third day of the work experience program?

- ア Because she was told to do so by Mr. Oka.
- イ Because Wataru and Yuri were very angry.
- ウ Because she wanted to become friends with Wataru and Yuri.
- エ Because she started thinking about other people's feelings.

第 5 回

(1月)

テスト 時 間	50 分
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平均点 (都標準)	60 点
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問題番号			正答率	問題番号			正答率	問題番号			正答率
1	問題A	対話文1	16.4	3	問1		82.8	4	問1		56.4
		対話文2	70.2		問2		44.9		問2		48.7
		対話文3	81.2		問3		61.2		(1)	79.0	
	問題B	Q1	59.2		問4		62.4			(2)	69.9
		Q2	3.4		問5		52.6				(3)
2	1		67.2		問6		87.1	問4		(1)	62.8
	2		57.5		問7		55.5			(2)	62.9
	3	(1)	76.9								
		(2)	5.9点								

注：2 3(2)の英作文の問題の正答率のらんの数値は、この問題の平均点を示しています。

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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 They will be at Kita Station.
- イ They will be at Naka Station.
- ウ They will be at Momo Station.
- エ They will be at Minato Station.

<対話文2>

- ア She will have a birthday party for Lisa.
- イ She will take Lisa to the summer festival.
- ウ She will teach Lisa how to play the *wadaiko*.
- エ She will help Lisa wear a *yukata*.

<対話文3>

- ア At the station.
- イ At the park.
- ウ At the restaurant.
- エ At the post office.

[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9語の英語(1文)で書きなさい。

<Question 1>

- ア There are two.
- イ There are five.
- ウ There are five hundred.
- エ There are six hundred.

<Question 2>

(15秒程度、答えを書く時間があります。)

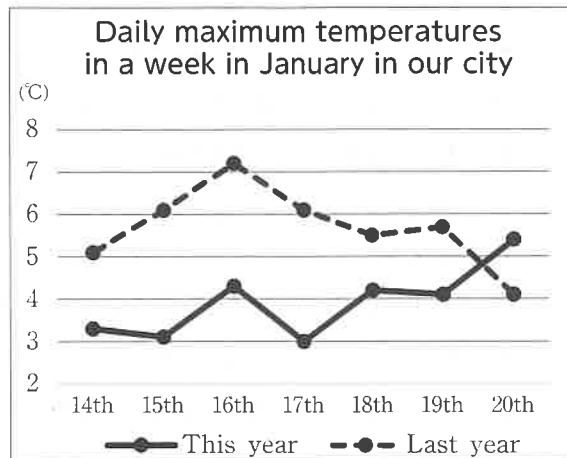
- 2 次の各問に答えよ。
(* 印の付いている単語・語句には、本文のあとに [注] がある。)

- 1 高校生の Kota とイギリスからの留学生の Max は、Kota が英語の授業で発表する内容について2月に話をしている。 (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、下のア～エのうちではどれか。ただし、下の I は、二人が見ているグラフ(graph)である。

Max: What will you talk about in the next class?

Kota: Well, I will talk about the *daily maximum temperatures from January 14 to 20 in our city. I made a graph about them. Look.

Max: That's interesting because it was very cold this winter. Well, during that week, there were (A) days which didn't *reach four *degrees.



Kota: Yes. But the same week last year, the temperatures were over four degrees.

Max: That means it was warmer last year than this year. Do you know why?

Kota: Well, I hear that we are having *La Niña phenomenon this year. When we have it, it becomes colder in Japan.

Max: I see. Then, please tell me why the daily maximum temperature on January (B) this year was higher than the daily maximum temperature on the same day last year.

Kota: That's something I don't know. I will go to the teachers' room and ask Ms. Sakai about it.

Max: That's a good idea. I will come with you.

[注] (daily maximum) temperature (日最高)気温 reach ～ ～に達する
degree 度 La Niña phenomenon ラニーニャ現象

- ア (A) three (B) sixteenth イ (A) three (B) twentieth
ウ (A) six (B) sixteenth エ (A) six (B) twentieth

- 2 Kota と Max は、3月に登校時の待ち合わせ場所で話をしている。(A) 及び (B) の中に、それぞれ入る単語・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、二人が見ている薬の使用上の注意の一部である。

Max: Good morning, Kota. Oh, you don't look good. Are you OK?

Kota: Good morning, Max. Yes, thank you for asking. I just have *hay fever. Every year, I get it in March and April.

Max: That's too bad. Do you have any medicine for it?

Kota: Yes. Look. I bought this medicine yesterday.

Max: That's good. Have you *taken it today? If you haven't, you should take it soon.

Kota: Well, it's eight in the morning, right? Look here on the *precautions for use. I took this medicine at *noon yesterday, so I have to wait for (A) hours to take it again.

Max: I see. Well, *even if I have hay fever, I can't take this medicine.

Kota: Why not? You are not (B) twelve years old.

Max: Of course not. I mean I come to school by bike.

Kota: Now I understand. You're right. It's not good to ride a bike when you are sleepy.

Max: How about during class?

Kota: Oh, no! I didn't think about it.

Max: I wish you good luck.

[注] hay fever 花粉症 take ～ ～を服用する
precautions for use 使用上の注意 noon 正午 even if ～ たとえ～でも
sneeze くしゃみをする run 液体を出す direction 使用法
tablet 錠剤 warning 警告 drive ～ ～を運転する drowsy 眠い

- ア (A) another two (B) over イ (A) another two (B) under
ウ (A) another four (B) over エ (A) another four (B) under

- 3 次の文章は、イギリスに帰国した Max が、8月に Kota に送った Eメールの内容である。

Dear Kota,

Thank you very much during my stay in Japan. I had a very good time in Japan because of you. In spring, you had a *hard time because of hay fever. It's summer now, so I hope your hay fever has gone. I don't have hay fever, so I didn't know much about it before going to Japan. So I learned a lot about it from you. I learned there are many kinds of plants which *cause hay fever. That means people have hay fever in each season! I really don't want to get hay fever in the future.

Yesterday I talked with my mother about the weather in London this summer. My mother said, "It has been very hot this summer. The highest temperature this summer *so far was over 40 degrees. I stayed home on very hot days, but I hear some people went to *beaches. I don't think I can do that."

What do you like to do on a very hot day? Please tell me.

Your friend,
Max

[注] hard 困難な cause ～ ～を引き起こす so far 今のところ
beach 浜辺

- (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 When he went to Japan, Max got hay fever for the first time.
- イ Max's mother gets hay fever every spring, and Max learned a lot about it from her.
- ウ Max learned from his mother that the highest temperature in London this summer was over forty degrees.
- エ Max's mother sometimes went to the beach near her house on very hot days this year.

- (2) KotaはMaxに返事のEメールを送ることにしました。あなたがKotaだとしたら、Max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。
- ☐ Maxに伝えたい内容を一つ取り上げ、それに関する具体的な説明を含めること。

Dear Max,

Thank you for your e-mail. I'm glad to know that you had a good time in Japan. I feel great because I have no hay fever now. I hope I will be able to see you in London in the future!

Now I'll answer your question.

Why don't you try this? It's a lot of fun!

Your friend,
Kota

- 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。)

*Nana, Eita, and Kazu are high school students in Japan. Linda is a high school student from *the United States. They are talking in their classroom after school.*

- Nana: Oh, Eita. I like the *keychain on your bag.
- Eita: Thank you. It's the *mascot of Hakone, and I like it very much.
- Linda: It's very cute. I want one, too. Do I have to go to Hakone to get one?
- Eita: Yes. It's sold only in Hakone.
- Linda: I see. ⁽¹⁾ Maybe someday. *Speaking of mascots, what's the mascot of this school?
- Kazu: What do you mean?
- Nana: I've heard that high schools in the United States have school mascots. Is it true?
- Linda: Yes.
- Kazu: I didn't know that. I don't think we have one.
- Eita: ⁽²⁾ *Me neither. I don't think there are many schools in Japan that have mascots.
- Nana: That's not true, Eita. I know some schools that do. The mascot of my friend's school is a *frog. What's yours, Linda?
- Linda: It's a horse. I have a picture on my *smartphone. Look.
- Eita: Wow, it looks cool. I think our school should have a mascot like this.
- Nana: I have good news for you. Our school will *celebrate its 100th *anniversary next year, and our school is going to have a school mascot contest this year. *Anyone in this school can *participate in it.
- Eita: Really? That's very interesting.
- Kazu: I think so, too. How about participating in it together?
- Eita: *I'm in.
- Linda: Me, too.
- Nana: ⁽³⁾ Let's do it.
- Kazu: OK. What should we choose as the mascot?
- Eita: That's the most difficult part.
- Kazu: I don't know why but I just remembered a city's mascot in Hokkaido. It's really *scary. Look at this on my smartphone.
- Linda: Oh, no. Why does a bear have a *melon head?
- Nana: Well, the city is famous for melons. And many bears live in Hokkaido. So this mascot was made, I think.
- Linda: I see. Anyway, choosing something that *represents our school is a good

idea.

Eita: I agree.

Nana: Our high school is an *agricultural high school, and there are some rabbits and chickens we take care of together at school. I think many people know about those animals in our school. How about using them for our school mascot?

Kazu: That's a good idea. ⁽⁴⁾But I have another idea. At the school festival, we sell vegetables to the people who visit it. What *sells the best every year?

Eita: Tomatoes.

Kazu: That's right. So we should use tomatoes for our school mascot.

Linda: I think both Nana's and Kazu's ideas are good, so why don't we use them together, like a rabbit holding a tomato?

Nana: I think that's very cute.

Eita: OK, we will use Linda's idea. Nana, you are good at drawing, right?

Nana: I know what you mean. Give me a few minutes.

After five minutes.

Nana: I finished drawing. Please look.

Eita: Wow, it's great. I think everyone will like our idea after seeing this mascot.

Kazu: If it is chosen, I want to make a T-shirt with the mascot and wear it at the school festival.

Linda: That will be a lot of fun! I want to do it, too! We can also sell the T-shirts!

Eita: *Calm down, you two. It's still just an idea.

Nana: He's right. I will draw some more pictures this weekend, so please choose one when we talk about this next time.

Eita: How about meeting again to do that after school next Monday?

Linda: No problem.

Kazu: ⁽⁵⁾I can't wait.

Nana: I'm free that day.

Eita: OK. See you then!

[注] the United States アメリカ合衆国 keychain キーホルダー
mascot マスコット speaking of ~ ~といえば
Me neither. 僕も(～ない) frog カエル smartphone スマートフォン
celebrate ~ ~を祝う ~ anniversary ~周年
anyone (肯定文で)だれでも participate in ~ ~に参加する
I'm in. 参加します。 scary 怖い melon メロン
represent ~ ~を象徴する agricultural 農業の sell 売れる
calm down 落ち着く

[問1] ⁽¹⁾Maybe someday. の内容を最もよく表しているのは、次のうちではどれか。

- ア Linda will put a mascot keychain on Eita's bag in Hakone someday.
- イ Linda will give Eita a mascot keychain in Hakone someday.
- ウ Linda will sell her mascot keychains in Hakone someday.
- エ Linda will buy a mascot keychain in Hakone someday.

[問2] ⁽²⁾Me neither. の内容を最もよく表しているのは、次のうちではどれか。

- ア Eita also didn't know that Linda liked the mascot of her school.
- イ Eita also doesn't think schools in the United States have a mascot.
- ウ Eita also doesn't think his school has a mascot.
- エ Eita also didn't know that Nana's friend's school has a frog.

[問3] ⁽³⁾Let's do it. の内容を、次のように具体的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。

Nana wants to .

- ア make a school mascot with the other students
- イ participate in the school mascot contest of Linda's school in the United States
- ウ tell teachers at her school to have a school mascot contest
- エ choose a bear and a melon for the school mascot

[問4] ⁽⁴⁾But I have another idea. 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。

Kazu thinks that .

- ア rabbits and chickens represent his school more than tomatoes
- イ tomatoes should be sold at the school festival
- ウ tomatoes should be chosen for the mascot of his school
- エ the mascot of his school should have many kinds of vegetables

[問5] I can't wait. 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。

Kazu can't wait to .

- ア sell T-shirts with the picture of the school mascot at the school festival
イ choose a picture drawn by Nana for the school mascot contest
ウ make a T-shirt and wear it at the school festival
エ finish drawing some pictures of the school mascot

[問6] 次のA~Dは、本文中に述べられている Nana たちの発言内容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、下のア~エのうちではどれか。

- A Nana talks about when the 100th anniversary of her school is.
B Kazu talks about a T-shirt with the school mascot.
C Linda asks a question about the mascot of a city in Hokkaido.
D Eita talks about a keychain he bought in Hakone.

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

[問7] 次の文章は、Nana たちと話した日に、Linda 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、下のア~エのうちではどれか。

Today, I talked with Nana, Eita, and Kazu about school mascots. Many schools in the United States have mascots, but my school in Japan doesn't. The mascot of my school is a (A). I showed them a picture. When Eita said it was cool, I was happy.

Then we talked about the school mascot contest. We had some ideas, and Nana drew a picture. It looked very cute. I thought Nana was a great artist. I'm not good at drawing. If I (B) able to draw well like her, I would also draw some pictures.

- ア (A) bear (B) am イ (A) horse (B) am
ウ (A) bear (B) were エ (A) horse (B) were

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。)

Akira was a high school student in Tokyo. His father and mother spoke English very well, and Akira also liked studying English very much. His father was living in Australia because he was *transferred there, and Akira wanted to work abroad like his father in the future.

Akira's father talked with Akira and his mother on the Internet every Saturday. One day, when they were talking, Akira's father said, "Akira, you will have a winter vacation next month, right? I have an idea. Why don't you visit me in Australia with your mother during the winter vacation?" Akira's mother said, "I think that's a good idea. I want to enjoy *Christmas in Australia. Oh, I want to see you, of course." Akira's father said, "That's good. How about you, Akira?" Akira said, "That sounds exciting. I've never been abroad, so I want to visit Australia. But I have a problem." His father said, "What is it?" Akira said, "I'm not sure *if I can understand people in English." His mother said, "Oh, that's *not a problem at all. *Nothing ventured, nothing gained." Akira's father said, "Your mother is right. You've learned English for more than five years. I'm sure you can have a very good time here." Akira said, "OK. I will try!"

On the first day of the winter vacation, Akira and his mother went to the *airport in Japan and *got on a *plane. He got on a plane for the first time, so he was a little nervous. After about ten hours, the plane arrived at the airport in Australia. Akira's father was waiting for Akira and his mother. Akira's father took them to his house by car. On the way, they went to a shop and bought things needed for their stay. Akira's father talked with the person at the store, and Akira thought, "Wow, my father is speaking English. He's great!"

When Akira was eating dinner with his family that evening, his father said, "This weekend, some *co-workers will *hold a party. They are not only *Australians but also people from other countries like *the U.K., Italy, and India. I think they will come with their families. If you are interested, we can go together." Akira's mother said, "I love parties. I will come." Akira's father said, "Everyone will speak English there, so it will be a good experience for you, Akira. What do you think?" Akira thought about it and said, "I will, too."

On Saturday, Akira's family went to one of Akira's father's co-worker's houses to join the party. Akira's father introduced Akira to the people at the party. He said, "This is my son Akira. Akira, this is Mr. Totti. He is from Italy. And this is Ms. O'Brien. She is from *Ireland." There were some boys and girls at the party, too. One of them was Melissa, and she spoke to Akira, "Hello. I'm Melissa." He said, "Hello, Melissa. I'm Akira." She said, "Nice to meet you. Do you like sports?" He said, "Yes. I do *karate*. Have you ever heard about it?" She said, "Well, it's a Japanese *martial art, right? I don't know much about it. Can you tell me about

it?" He thought, "It's too difficult for me to talk about *karate* in English. What should I do? Oh, I have some videos on my *smartphone. I can show them to her." He showed her some *karate* videos, and she enjoyed watching them very much. Then some other boys and girls came and watched those videos with Melissa. One of them said, "Wow, you are great in the videos! You look like a *manga* hero!" Then they started asking Akira some questions about *karate*. When he couldn't answer some of them, he said, "That's a very difficult question to answer. I will learn about it and send you an e-mail later. Is that OK?" Soon he became friends with them, and had a good time with them.

Akira and his mother spent three more days in Australia. When they were going back to Japan, Akira said to his father at the airport, "I had a very good time in Australia. I learned a lot of things, and made some friends. Before coming here, I was a little nervous, but now I know my mother was right. 'Nothing ventured, nothing gained.'" His father said, "I'm glad to hear that, Akira. I think I will stay here for a few more years, so come again." Akira said, "I will, Father." Akira thought, "When I come next time, I will bring my *karate-gi* and show my friends how to do *karate*."

[注] transfer 転任させる Christmas クリスマス if ~ ~かどうか
not ~ at all まったく~でない
Nothing ventured, nothing gained. 虎穴に入らずんば虎子を得ず。 airport 空港
get on ~ ~に乗る plane 飛行機 co-worker 同僚
hold ~ ~を開催する Australian オーストラリア人 the U.K. イギリス
Ireland アイルランド martial art 格闘技 smartphone スマートフォン

[問1] I will, too. 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。

Akira will also .

- ア eat dinner made by his mother's co-workers that evening
- イ enjoy speaking many different languages with his father's co-workers
- ウ talk with his parents in English while he is in Australia
- エ join the party held by his father's co-workers with his mother

[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 Akira thought that his father was great at a store in Australia.
- イ Akira decided to go to Australia with his mother.
- ウ Akira talked with Melissa for the first time.
- エ Akira's father talked about Akira's winter vacation the next month.

[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) Every Saturday, .

- ア Akira learned English from his mother at their house in Japan
- イ Akira and his mother talked with his father on the Internet
- ウ Akira's father came home and ate dinner with Akira
- エ Akira asked his parents some questions about their work in English

(2) On the first day of Akira's winter vacation, .

- ア Akira's father was waiting for Akira at the airport in Japan
- イ Akira met his mother at the airport in Australia
- ウ Akira went to the airport to go back to Japan with his mother
- エ Akira got on the plane to Australia with his mother

(3) When Akira was asked about *karate* by Melissa, .

- ア he didn't know what to do and showed her some *karate* videos
- イ he did *karate* in front of her and talked about it in English
- ウ he didn't know what to do and talked about it in Japanese
- エ he showed her his *karate-gi* in his father's car and talked about it

[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 Akira want to do in the future?

- ア He wanted to become an English teacher in Japan like his mother.
- イ He wanted to work in other countries like his father.
- ウ He wanted to speak English as well as his parents.
- エ He wanted to teach children in Australia *karate*.

(2) What will Akira do when he visits Australia next time?

- ア He will have a party and see his old friends again.
- イ He will study at a high school and make many new friends.
- ウ He will show his friends how to do *karate*.
- エ He will bring a *karate-gi* and give it to Melissa.