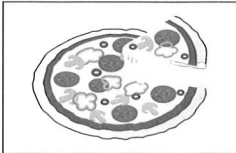
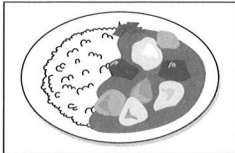

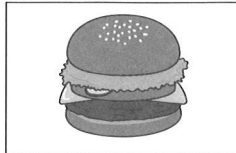


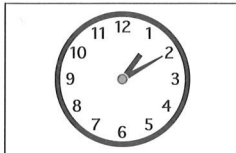
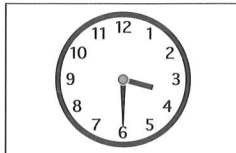
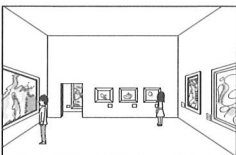

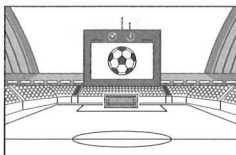
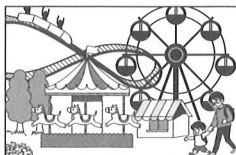
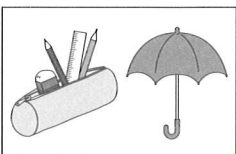
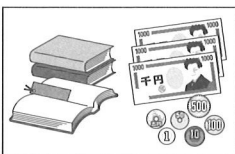
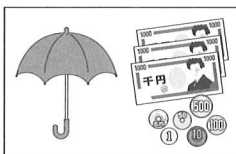
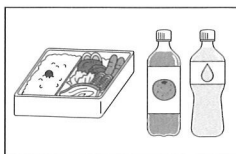

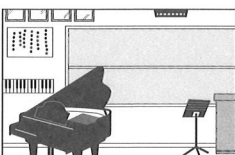
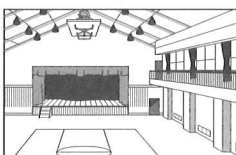
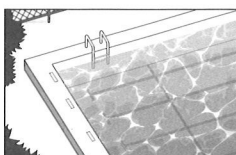


## 注 意

\*印のついている語（句）には、本文のあとに〔注〕があります。

1 これは放送による問題です。問題は放送問題 1 から放送問題 3 まであります。

**放送問題 1** 智子 (Tomoko) とボブ (Bob) の対話を聞いて、質問の答えとして最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

No. 1	ア 	イ 	ウ 	エ 
No. 2	ア 	イ 	ウ 	エ 
No. 3	ア 	イ 	ウ 	エ 
No. 4	ア 	イ 	ウ 	エ 
No. 5	ア 	イ 	ウ 	エ 

**放送問題 2** 二人の対話の最後の応答部分でチャイムが鳴ります。そのチャイムの部分に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

- |       |                                    |                                       |
|-------|------------------------------------|---------------------------------------|
| No. 1 | ア I think so, too.                 | イ I like teaching math to my friends. |
|       | ウ I want you to be a math teacher. | エ I am a junior high school teacher.  |
| No. 2 | ア Yes. I was OK then.              | イ No. I slept well last night.        |
|       | ウ Yes. I think I will.             | エ Really? You can't take a rest.      |

**放送問題 3** 翔 (Kakeru) が英語の授業で発表した内容を聞きながら、①～⑤の英文の空欄に入る最も適当な英語 1 語を書きなさい。

- ① Kakeru's parents sometimes ( ) him to the aquarium in his city.
- ② Kakeru became interested in ( ) animals and became a big fan of dolphins.
- ③ One day, one of the ( ) members told Kakeru a story about dolphins.
- ④ Kakeru learned that dolphins were very ( ) and friendly animals.
- ⑤ Kakeru is studying hard to learn more about dolphins at ( ).

## 2 次の(1)～(3)の問いに答えなさい。

(1) 次の①～③は、それぞれ A と B の対話です。( ) に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

① [ In a party ]

A : Wow! Your bag is really pretty.

B : Thanks. This is ( ). I borrowed it from her today.

ア mine                      イ yours                      ウ my sister's                      エ my bag

② [ In the morning ]

A : Oh, I'll be late! I need more time to eat breakfast.

B : Get up earlier, ( ) you'll have more time.

ア and                      イ or                      ウ but                      エ that

③ [ In a classroom ]

A : Hi, my name is Yumi. If you have any questions, ( ).

B : Thank you. I'm John. Well, could you tell me how to get to the computer room?

ア you will play the guitar with me                      イ please feel free to ask me  
ウ I would get along with you                      エ let me give you some examples

(2) 次は、A と B の対話です。( ) 内の語を正しく並べかえて、文を完成させなさい。

[ At home ]

A : Do you know what we should put in this emergency kit?

B : Look at this list. I think ( what / will / you / it / show ) you should put.

(3) 次は、A と B の対話です。[ 1 ] ～ [ 4 ] に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。

[ At dinner time ]

A : Wow! This soup tastes delicious. [ 1 ]

B : Thank you, but I didn't. [ 2 ]

A : Is it true? [ 3 ]

B : Oh, no. [ 4 ]

A : Ha-ha. That's better for our health.

ア It's the same soup as the one I always make.  
イ Something seems different today.  
ウ I think you changed something.  
エ Maybe I forgot to put salt in it.

## 3 留学生のクロエ (Chloe) と修 (Osamu) が話をしています。対話は①～⑤の順で行われています。

④のイラストは修が話している内容です。自然な対話となるように、(1), (2) の問いに答えなさい。



Chloe

① Your English is very good, Osamu!

② Thank you, Chloe. I've [ A ] it for ten years.



Osamu



③ Wow! That's a long time! Why are you studying English?

④ [ B ] in the future.



⑤ Great! I hope you can do so. They'll be happy to learn many things about Japan from you.

(1) [ A ] に入る適当な英語 2 語を書きなさい。

(2) [ B ] に入る適当な英語を書き、イラストと対話の流れに合うように文を完成させなさい。

## 令和4年度 英語放送台本

これから、放送によるテストを行います。問題は**放送問題1**から**放送問題3**まであります。放送を聞いている間に、メモを取ってもかまいません。

はじめに、問題用紙の**放送問題1**を見なさい。これは、智子(トモコ)と留学生のボブの対話を聞いて答える問題です。対話が放送されたあとに、クエスチョンと言って質問をします。質問は、**No. 1**から**No. 5**まで五つあります。その質問の答えとして最も適当なものを、**A**、**I**、**U**、**E**の中から一つずつ選びなさい。対話、クエスチョンの順に2回読みます。

それでは、始めます。

Tomoko: Hi, Bob.

Bob: Hi, Tomoko. Did you enjoy today's school lunch?

Tomoko: Yes, I did. The curry and rice was delicious!

Bob: I thought so, too. Well, we're going to take a field trip to Wakaba City tomorrow. I'm really excited!

Tomoko: Me, too! We will meet other students at the school gym at eight thirty, right?

Bob: That's right. Where will you go tomorrow?

Tomoko: I'm going to visit a museum in the city with my classmates. How about you?

Bob: I'll go to the amusement park with Ken and Hiroshi.

Tomoko: That sounds nice! Are you ready for the field trip tomorrow?

Bob: I think so. Oh, my host mother says it will rain tomorrow. We need to bring umbrellas.

Tomoko: Oh, OK. How about money? Mr. Tanaka told us to bring some.

Bob: Really? I didn't know that.

Tomoko: You may need some money to buy something.

Bob: I see.

Tomoko: Oh, it's already 1:10. I need to go to the music room for the next class.

Bob: Oh, OK. See you later.

Tomoko: See you!

Question No. 1 What did Tomoko eat for lunch?

Question No. 2 What time will Tomoko and Bob meet other students?

Question No. 3 Where will Bob and his friends go in Wakaba City?

Question No. 4 What do Tomoko and Bob need to bring tomorrow?

Question No. 5 Where does Tomoko need to go for the next class?

**放送問題2**に移ります。問題用紙の**放送問題2**を見なさい。これは、二人の対話を聞いて、対話の続きを答える問題です。対話は**No. 1**と**No. 2**の二つあります。それぞれの対話の最後の応答部分でチャイムが鳴ります。そのチャイムの部分に入る最も適当なものを、**A**、**I**、**U**、**E**の中から一つずつ選びなさい。対話は**No. 1**、**No. 2**の順に2回ずつ読みます。

それでは、始めます。

No. 1 Boy: What do you want to be in the future?

Girl: I want to be a math teacher.

Boy: Why is that?

Girl: (チャイム)

No. 2 Woman: Hey, are you OK? You look tired.

Boy: I didn't sleep well last night.

Woman: Oh, I see. You should take a rest.

Boy: (チャイム)

**放送問題3**に移ります。問題用紙の**放送問題3**を見なさい。これから読む英文は、翔(カケル)が英語の授業で発表した内容です。英文を聞きながら、①から⑤の英文の空欄に入る最も適当な英語1語を書きなさい。英文は2回読みます。

それでは、始めます。

When I was a child, my parents sometimes took me to the aquarium in my city. So, I became interested in sea animals and I especially became a big fan of dolphins. One day, when I went there, one of the staff members told me a story about dolphins. I learned that dolphins were very kind and friendly animals. I was lucky because I could listen to such an interesting story! Now I'm studying hard to learn more about dolphins at university.

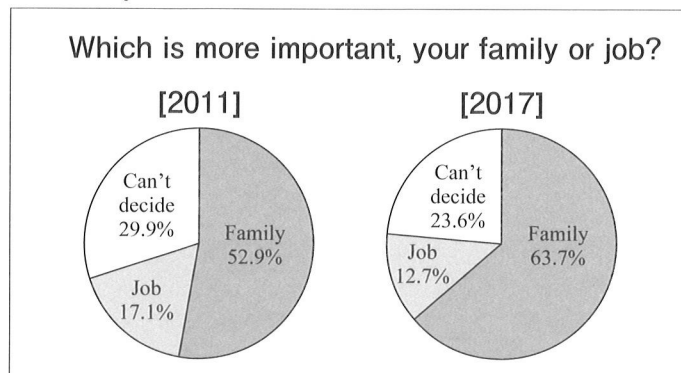
以上で、放送によるテストを終わります。

- 4 放課後、高校生の太郎(Taro)が、アメリカ合衆国からの留学生マイク(Mike)と話をしています。二人の対話を読んで、(1)～(6)の問いに答えなさい。

Mike: Hey, Taro. Can I ask you a question?  
Taro: Sure, Mike. What do you want to know?  
Mike: \*Before I came to Japan, some people around me said people in Japan worked long hours. I've been here for a year, but I'm not \*sure of this. What do you think about this?  
Taro: I'm not sure, either. But my parents often come home \*late.  
Mike:  A  
Taro: Well, I'll ask them about it tonight, and tell you about it tomorrow.  
Mike: Great! Thanks, Taro.

[The next day]

Taro: Hi, Mike. Do you have some time?  
Mike: Sure, Taro. Did you talk with your parents last night?  
Taro: I only talked with my father. But I found some interesting articles, too.  
Mike: Oh, thanks! What did he say?  
Taro: Well, my father doesn't think he works long hours. But he thinks it takes a long time from our house to his office.  
Mike: Oh, is his office far from your house?  
Taro: Yes, it is. It takes an hour. My father said he wants more time with us.  
Mike: I see. You want more time with your father, too, right?  
Taro: Yes, of course, and all my family members wish the same. My mother says she needs more time with my father, especially because she takes care of my eight-year-old brother.  
Mike: I see.  
Taro: According to an article I found, young Japanese people these days think their family is more important than their jobs. Look at this graph. It shows the survey results of three thousand people in 2011 and ten thousand people in 2017. These people were 16 to 29 years old.



(内閣府資料により作成)

Mike: Oh, more than 63 percent of them thought their family was more important in 2017.  
Taro: Right. The number rose \*by about 11 percent from 2011.  
Mike: I see. So, we can say more and more young people think their family is more important, right?  
Taro: Right. I think a lot of people need to think about how they work. Oh, here's an idea. If my father can choose to work \*either at his office or at home, he can spend more time with me. Technology has made that possible, right? I think every \*worker will be happy about that.  
Mike: You think so? I think  B  
Taro: Oh, really? Why?  
Mike: Well, for example, think about the workers who build roads, bridges, or buildings. Doing such things at home is not possible, right?

Taro: Oh, you're right. People in different jobs work in different ways. Actually, my mother is a \*nurse and I think it's not possible for her to work at home. She goes to work at the hospital to help her patients, and she says she is proud of her job.  
 Mike: That's great! I hope I can be proud of my job like your mother! I also hope I can get a job which gives me time to spend with my family and \*on my hobby.  
 Taro: Me, too. If we have a better \*private life, we can enjoy our work more!

〔 注：Before ～ ～する前に    sure of ～ ～を確信している    late 遅くに  
 by about 11 percent 約 11 パーセント分だけ    either ～ or … ～か…かのどちらか  
 worker 働く人    nurse 看護師    on my hobby 自分の趣味に    private 個人の 〕

- (1) 本文中の **A** に入る英文として最も適当なものを、ア～エの中から一つ選びなさい。  
 ア What do they think about that?  
 イ Where do you talk with them?  
 ウ How often do they come home late?  
 エ Why can you give me information?
- (2) 次の英文は、本文の内容の一部を示したものです。本文の内容に合うように、 に入る適当な**英語 4 語**を書き、文を完成させなさい。  
 Taro wants more time with his father, and he says  wish the same.
- (3) 本文やグラフの内容に合うように、次の①と②の英文の  に入る最も適当なものを、ア～エの中からそれぞれ一つずつ選びなさい。  
 ① In 2011,  percent of young Japanese people thought their family was more important.  
     ア 17.1                      イ 29.9                      ウ 52.9                      エ 63.7  
 ② In 2017,  percent of people thought their family was less important than their job.  
     ア 12.7                      イ 23.6                      ウ 29.9                      エ 63.7
- (4) 本文中の **B** に入る英語として最も適当なものを、ア～エの中から一つ選びなさい。  
 ア things are so simple.  
 イ things are not so simple.  
 ウ they will be happy about working at their office.  
 エ they will not be happy about working at their office.
- (5) 本文の内容に合っているものを、ア～エの中から一つ選びなさい。  
 ア Mike knows that people in Japan work long hours because he came to Japan one year ago.  
 イ Mike thinks that Taro's mother needs to get more help from Taro and his brother.  
 ウ Taro says that a lot of people need to think about the workers who build roads, bridges, or buildings.  
 エ Taro and Mike want to get a job that gives them time to spend with their family and on their hobbies.
- (6) 次の Question に対するあなたの考えを適当な**英語**で書き、Answer の文を完成させなさい。  
 ただし、あとの【条件】に従うこと。  
 Question: Which is more important to you, time at school or time at home?  
 Answer: (Time at school / Time at home) is more important to me because\_\_\_\_\_.  
 【条件】  
 ① (        ) 内の 2 つのうち、どちらか一方を○で囲むこと。  
 ② 下線部には、主語と動詞を含む **5 ～ 8 語**の英語を書くこと。ただし、本文中で述べられていない内容を書くこと。  
 ③ I'm のような短縮形は 1 語として数え、符号 ( , / ! . など) は語数に含めない。

5 次の英文は、蔵之介 (Kuranosuke) が書いたスピーチの原稿です。これを読んで、(1) ~ (6) の問いに答えなさい。

Last year, I made a big decision to become a member of \*the student council. I worked hard for my school every day. However, I wasn't \*sure if I was \*making some contributions to my school. I often asked myself, "What should I do to make a better school for students?" However, I didn't think of any answers. One day, Mr. Watanabe, the teacher who leads the student council, told me about a \*meeting for students in my village. He said, "If you attend the meeting, you can \*share ideas about how to make your village better with other students and some village officers." I thought this was a big \*chance to learn something important A. So, I decided to attend the meeting.

At the meeting, there were twenty students. Ten of them were high school students. Six were junior high school students like me. The other students were elementary school students. The high school students \*confidently shared their ideas with others. Some junior high school students and even some elementary school students confidently talked, too. However, I couldn't \*express my ideas B I was not sure if my ideas were "the right answers."

During the meeting, one of the village officers asked us, "What action should the village take to make our places better for future \*generations?" That was a very difficult question. Everyone couldn't say anything. Then, I thought, "I have to say something for my local \*community." After a while, I raised my hand and said, "I have no idea what action the village should take. The only thing I can say is..., well..., I love my community. I love watching \*fireflies in the \*rice field near my house. They are so beautiful. But the number of the fireflies is decreasing now, I guess. I mean, it's hard to find fireflies these days. I think that's our big problem. We're losing something that makes our community special. What can we do about that?" After I said so, I thought, "Everyone will laugh at me."

However, a high school student said, "When I was a child, I visited your local community to watch fireflies. They were so beautiful. I want to do something \*so that future generations can enjoy watching fireflies there." After this, one of the village officers said, "Fireflies can live only in places with clean water. If the number of the fireflies is decreasing, I want to do something for your community with you. Thanks for sharing your problem."

From this experience, I learned something important. If I want to make a better place, I should first look for a problem. If I can find a problem and share it with others, they will help me find an answer.

Now, I will try to find a problem about our school and share it with other members of the student council so that we can find an answer together.

{	注 : the student council 生徒会	sure if ~	~かどうか確信して	
	making some contributions 貢献している	meeting 会議	share ~	~を共有する
	chance 機会	confidently 自信をもって	express ~	~を表現する
	generations 世代	community 地域社会	fireflies ホタル	rice field 田んぼ
	so that ~ can ...	~が...できるように		



- (1) 本文中の **A** に入る英語として最も適当なものを, ア～エの中から一つ選びなさい。
- ア for the most convenient device  
イ by cleaning the classrooms in our school  
ウ about holding the meeting  
エ as a member of the student council
- (2) 本文中の **B** に入る英語として最も適当なものを, ア～エの中から一つ選びなさい。
- ア because                      イ if                      ウ though                      エ but
- (3) 本文中の下線部 that の内容を示した英文として最も適当なものを, ア～エの中から一つ選びなさい。
- ア Kuranosuke is thinking about what to do to make a better school for students.  
イ Kuranosuke loves watching fireflies in the rice field near his house.  
ウ Kuranosuke's community is losing something that makes it special.  
エ A high school student could enjoy watching fireflies in Kuranosuke's community.
- (4) 本文の内容に合っているものを, ア～エの中から一つ選びなさい。
- ア Kuranosuke wanted to make a better village for Mr.Watanabe before the meeting.  
イ Five elementary school students attended the meeting and had their own opinions.  
ウ All of the members laughed at Kuranosuke after he told his opinion to them.  
エ Kuranosuke learned from the meeting that it was important to find a problem first.
- (5) 本文の内容に合うように, 次の①と②の Question に答えなさい。ただし, 答えは Answer の下線部に適当な英語を書きなさい。
- ① Question: What does Mr. Watanabe say about the meeting for students in Kuranosuke's village?  
Answer: He says Kuranosuke can \_\_\_\_\_ with other people if he attends it.
- ② Question: According to the village officer, where can fireflies live?  
Answer: They can live only in \_\_\_\_\_ .
- (6) 次は, 蔵之介のスピーチを聞いた後の遥 (Haruka) と蔵之介の対話です。下線部に適当な英文を 1 文で書きなさい。
- Haruka: Your speech was great. May I ask you a question about our school?  
Kuranosuke: Sure, Haruka. What's your question?  
Haruka: \_\_\_\_\_  
Kuranosuke: Yes, I did. Actually, there are some problems.  
Haruka: Oh, give me an example, please.  
Kuranosuke: OK. For example, I found that some classrooms in our school were not very clean. I think I have to talk about this problem with other students.  
Haruka: I see. I hope our school will be a better place.