平成 27 年度
神奈川県公立高等学校入学者選抜学力検査問題
共通選抜 全日制の課程

Ⅰ 外国語（英 語）

注意事項

1 開始の合図があるまで、この問題冊子を開いてはいけません。

2 問題は 問9 まであり、1 ページから 13 ページに印刷されています。

3 答えは、解答用紙の決められた欄に、はっきり書き入れなさい。

4 英語で答える場合は、活字体でも筆記体でもかまいません。

5 終了の合図があったら、すぐに解答をやめなさい。

受検番号 | 番
問1 リスニングテスト（放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。）

(ア) チャイムのところに入るマークの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を書きなさい。

No 1 1. I won't leave here today. 2. Since yesterday.

No 2 1. Yes, I like music.
   2. Yes. I also like looking at pictures.
   3. No, I don't like sports.
   4. No, art is not my favorite subject.

No 3 1. Yes, we will go there by bus.
   2. No, we will go there by train.
   3. Yes, we will go there by plane.
   4. No, we will go there by car.

No 4 1. I'd like to, but I have to go home.
   2. I will go to the music room at 3:00.
   3. Yes, but I don't know what time it will start.
   4. No, there is no concert today.

(イ) 対話の内容を聞いて、それぞれのQuestionの答えとして最も適するものを、あと1～4の中から一つずつ選び、その番号を書きなさい。

No 1 Question: What did Judy think about the song before talking with Kenji?
   1. She thought it was an important song.
   2. She thought it was an English song.
   3. She thought it was a happy song.
   4. She thought it was a sad song.

No 2 Question: Which club has Judy decided to join at her high school?
   1. She has decided to join the soccer club.
   2. She has decided to join the tennis club.
   3. She has decided to join the basketball club.
   4. She hasn't decided which club to join yet.

No 3 Question: What can we say about Kenji and Judy?
   1. Kenji and Judy go to a fireworks festival every year, and they are talking about it.
   2. Judy has never been to the fireworks festival in the town, and Kenji is talking about it with her.
   3. Kenji will see fireworks with Judy and her family next Sunday.
   4. Judy saw fireworks with Kenji and his family last Saturday.

(ウ) メアリーからカナへの留守番電話のメッセージを聞いて、次の質問に対する答えを英語で書きなさい。ただし、答えは書き出しの She thinks so because に続けて1文で書き、文末は「.」(ピリオド)で終わること。

質問: Mary thinks that a Japanese tea cup is better than flowers as a present for Tom. Why does she think so?
問2 次の英文は、日本の学校におけるスミス先生（Ms. Smith）とタダシ（Tadashi）の対話です。対話文中的（ア）〜（イ）の中にそれぞれ適する1語を英語で書きなさい。ただし、答えはそれぞれの（　）内に指示された文字で書き始め、一つの_に1文字が入るものとします。

Ms. Smith：What do you want to do in the future? Tell me about your
Tadashi：In the future, I want to learn a lot of languages and travel to many
other countries.
Ms. Smith：Great. It is nice to learn different languages.
Tadashi：Yes. I sometimes write letters in English and send them to my friend in America. It's
fun.
Ms. Smith：Do you also get letters from your friend?
Tadashi：Of course, I do. I'm always happy when I letters from my friend. I
hope that I will make a lot of friends in other countries and write letters in other
languages, too.

問3 次の(ア)〜(イ)の文の（　）の中に入れられるのに最も適するものを、あと1〜4の中からそれぞれ一つずつ選び、その番号を書きなさい。

(ア) "（　）pencil is this?" "It's mine."

(イ) （　）the students work very hard yesterday?

(ウ) I couldn't answer the question（　）by the teacher.
1. asks 2. asking 3. will ask 4. asked

(エ) I am glad（　）that my friend is doing well in her new school.
1. to hear 2. which hears 3. hear about 4. can hear

問4 次の(ア)〜(イ)の対話文が完成するように、（　）内の六つの語の中から五つを選んで正しい順番に並べかえ、その順に番号を書きなさい。それぞれ一つずつ不要な語があるので、その語は使用しないこと。

(ア) A: Who (1. think 2. when 3. into 4. room 5. came 6. this) I was out?
B: Mr. Brown did.

(イ) A: What did the teacher say to you?
B: He (1. read 2. me 3. this 4. to 5. says 6. told) book.

(ウ) A: I want to know (1. weather 2. how 3. be 4. the 5. is 6. will) tomorrow.
B: OK, I will check the Internet.

(エ) A: Do you like this picture?
B: Yes. I think it's the (1. I've 2. when 3. most 4. ever 5. picture 6. beautiful)
問5 次の(ア)、(イ)の問いに答えなさい。

(ア) 次の英文は、ユカが書いた日記の一部です。英文を読んで、( )の中に適する英語を書きなさい。ただし、あとの＜条件＞にしたがうこと。

Last Sunday, I visited Kamome High School. When I was walking from the station to the school, I got lost. I went into a convenience store and spoke to a clerk. I said, “Excuse me. ( ) to Kamome High School?” He was very kind and told me the way.

* got lost：道に迷った convenience store：コンビニエンスストア clerk：店員

＜条件＞

① 6語以上で書くこと。
② 短縮形（I'm や don't など）や符号（, や ? など）は使わないこと。

(イ) 次の英文を読んで、留学生のサム（Sam）の相談に対する助言としてふさわしい内容を考え、英語で書きなさい。ただし、あとの＜条件＞にしたがうこと。

Sam says:

I have been in Japan for six months, but I still can't speak Japanese very well. What should I do to be able to speak Japanese better?

＜条件＞

① You shouldで書き始め，これらを含んで全体を6語以上の1文で書くこと。
② 1文は大文字で書き始め，文末は「.」「!」のいずれかの符号で終わること。
※ 短縮形（I'm や don't など）は1語と数え，符号（, や ，など）は語数に含めません。
問6 次のA〜Cのひとつづきの絵と英文は、タク（Taku）についての昨年の様子や出来事を順番に表しています。Aの場面を表す＜最初の文＞に続けて、Bの場面とCの場面にふさわしい内容の英文を書くとき、(ア)、(イ)の中にそれぞれに適する英語を書きなさい。ただし、あとの＜条件＞にしたがうこと。

A

Taku →

＜最初の文＞
Taku was interested in playing the guitar, but he didn't have a guitar.

B

One day

Thank you! guitar → A present for you.

Taku →

his grandmother

(ア)

He was excited, and he wanted to do something for her to make her happy.

C

Three months later

Taku

his grandmother

(イ)

His grandmother listened to his music, and she was happy.

＜条件＞

① (ア)は One day で書き始め、これらを含んで全体を8語以上の1文で書くこと。
② (イ)は Three months later で書き始め、これらを含んで全体を10語以上の1文で書くこと。
③ 1文は大文字で書き始め、文末は「。」「？」「!」のいずれかの符号で終わること。
※ 短縮形（I'm や don't など）は1語と数え、符号（, や . など）は語数に含めません。
問7 次の英文は、日本の学校の交通安全（traffic safety）教室で、先生が生徒に自転車（bicycle）について話した内容の一部です。英文を読んで、あと～の問いに答えなさい。

Hello, everyone. Today, I want to talk about traffic safety when you ride a bicycle.

First, please look at Slide 1 in front of you. You answered a questionnaire about traffic safety last week, and this is the data from the answers of this high school students.

Slide 1

Q1 Do you use a bicycle in daily life?

- No 36%
- Yes 64%

Q2 How do you come to school?

- Bicycle only 52%
- Train and bus 17%
- Bus only 20%
- Walk only 5%
- Others 6%

Here, you will find that more than 60% of the students use a bicycle in their daily life. You will also find that 1 1. So, bicycle safety is very important in your daily life.

Now, do you really know the basic traffic rules for bicycle safety? Do you really know what is against the traffic rules, and what isn’t? I’d like to ask you some questions about the rules.

Look at the three signs in Slide 2. Here is the first question. What do these signs mean?

Slide 2

Sign A  Sign B  Sign C

Sign A means that the road is only for bicycles. How about Sign B? (1) Then, what does Sign C mean? If you see Sign C on the sidewalk, bicycles can also go on the sidewalk. But you should always remember this: a bicycle is a kind of “car”, and you should always remember the principle of people first.
Next, look at Slide 3. It shows the top view of a road.

Here is the next question. When you ride a bicycle on the road, which side should you go on, 1 or 2? (2) So, the answer is 1, and 2 is against the traffic rules. But if you are in a different country, people there may follow different rules. For example, in America, you should keep right on the road. Each country has its traffic rules that people should follow, so you should be careful when you visit other countries.

Now, here is the third question. Look at Picture A, Picture B, and Picture C in Slide 4. Which is the thing that you can do, and which is the thing that you must not do?

Why? Because you can’t keep your balance, and also, you can’t pay attention to things around you.

So far, we have checked the basic traffic rules that you should follow when you ride a bicycle. I want to tell you more about other traffic rules, but we don’t have enough time today. This is the last thing that I want to tell you. Always try to predict what will happen next, and pay attention to a lot of things at the same time. Keep the traffic rules and enjoy riding your bicycle.

本文中の【  】の中に入れるのに最も適するものを、次の1～4の中から一つ選び、その番号を書きなさい。
1. more than 15% of the students use both trains and buses to come to school
2. more than 30% of the students use buses to come to school
3. more than 40% of the students don’t come to school by bicycle
4. more than 50% of the students come to school by bicycle

本文中の（①）～（③）の中に、次のA～Cを意味が通るように入れるとき、その組み合わせとして最も適するものを、あとの一～六の中から一つ選び、その番号を書きなさい。
A. All of them are against the traffic rules.
B. Keeping left on the road is the basic traffic rule in Japan.
C. It means that bicycles shouldn’t go on the road.
1. ①-A  ②-B  ③-C   2. ①-A  ②-C  ③-B   3. ①-B  ②-A  ③-C
4. ①-B  ②-C  ③-A   5. ①-C  ②-A  ③-B   6. ①-C  ②-B  ③-A

本文の内容に合うものを、次の1～6の中から二つ選び、その番号を書きなさい。
1. Students should remember the principle of people first when they ride a bicycle.
2. It is better to use buses or trains than bicycles when students go to school.
3. Students should ride a bicycle on the sidewalk if there is no sign.
4. Each country has the rule of keeping left when students ride a bicycle.
5. Students should pay attention to many things at the same time when they ride a bicycle.
6. There are only three rules for bicycle safety, so it is easy for students to follow them.
Gina is a student living in Australia. She is taking Japanese lessons at her school. Last Friday, she wrote an e-mail to Tomoko, her friend in Japan.

Dear Tomoko,

How are you? I'm going to talk about Japanese *culture in my Japanese lesson next week. I know a little about traditional Japanese art, sports, and food. But I want to tell my classmates about the things that are popular with people in Japan now. Do you have any ideas?

Gina

The next day, Gina got an e-mail from Tomoko.

Dear Gina,

Thank you for your e-mail. How about telling your friends about *local mascot characters in Japan? There are a lot of local mascot characters in Japan, and some of them are very popular. I have attached some pictures of local mascot characters in Kanagawa. I want to know which one you and your classmates like.

Tomoko

* culture: 文化    local mascot characters: 地域のマスコットキャラクター
have attached ~: ~を添付した

**Question:** What can we say from these two e-mails?

1. Gina asked Tomoko to write about traditional Japanese culture, so Tomoko didn't write about local mascot characters in Japan.
2. Gina asked Tomoko about local mascot characters in Japan, but Tomoko wrote about popular food in Japan.
3. Gina asked Tomoko about the popular things in Japan now, so Tomoko wrote about local mascot characters in Japan.
4. Gina asked Tomoko to write about Japanese food and sport, but Tomoko wrote about local mascot characters in Japan.
There is a small shop in Taro's high school. Students can buy three kinds of sandwiches there — tomato sandwiches, egg sandwiches, and tuna sandwiches.

The graph below shows how many boxes of sandwiches students bought from Monday to Friday this week. The table below shows the weather and the temperatures in the same week.

<table>
<thead>
<tr>
<th>Day of the week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather</td>
<td>Sunny</td>
<td>Sunny</td>
<td>Rainy</td>
<td>Cloudy</td>
<td>Rainy</td>
</tr>
<tr>
<td>Temperature</td>
<td>Highest</td>
<td></td>
<td>Lowest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[°C]</td>
<td>21</td>
<td>26</td>
<td>17</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

* tuna：ツナ   below：下の   temperatures：気温

**Question:** What can we say from the graph and the table?

1. Students bought more tomato sandwiches when the temperature became lower.
2. Students bought more tuna sandwiches when the temperature became lower.
3. Students bought more egg sandwiches than tomato sandwiches on sunny days.
4. Students bought more tomato sandwiches than tuna sandwiches when it rained.
This is a “Book Request Form” written by Hanako. She submitted it to Kamome City Library.

**Book Request Form**

*If you can't find the book you want to read, please submit this “Book Request Form”.*

**Date:** Wednesday, June 3

**Name:** Hanako Kanagawa

**Book title:** A Little Cat in the Old House

**Publisher:** Flower Books

- Kind of book
  - [ ] *Reference
  - [ ] *Novel
  - [ ] *Magazine
  - [ ] Others

- New book or not
  - [x] New book
  - [ ] Not a new book

* We are not open on Mondays.

* Usually, at the earliest, we can lend you a book seven *days after you submit this Book Request Form (※). But if the book is “a new book”, we need five *additional days.

* If you submit this Book Request Form today, please *count from tomorrow. Please *include Monday when you count.*

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Question: When can Hanako get the book, “A Little Cat in the Old House”, at the earliest?

1. June 8.
2. June 10.
4. June 16.
Ken is a junior high school student in Japan. At lunch time, he is talking about a newspaper column with his English teacher, Mr. Green.

Ken: Hello, Mr. Green. Do you have time?

Mr. Green: Hi, Ken, of course I do. What can I do for you?

Ken: I read this newspaper column and started to think about my future. I want to talk about it with you.

Mr. Green: Sure. Can I read it?

Ken: Yes. Here it is.

Ken is showing the newspaper column to Mr. Green.

The Future of Working

Can you think about jobs in the future? Scientists are developing new technology every day, and ten or twenty years later, there will be more jobs that robots can do for us. This will change our way of working greatly.

One company will use more robots to make parts of cell phones in the near future. Another company now uses robots to sort good lettuce from bad lettuce. Robots will be used more to do simple jobs because they can do those simple jobs faster than people. Also, robots will be able to do things that people cannot do easily. For example, robots can work in a dangerous place if the job there is difficult for people.

Will all the jobs be done by robots in the future? Now it's good time to think about our future and our way of working.

Mr. Green: It's very interesting.

Ken: It really is. When I work in the future, robots will be used to do more jobs. Then, Mr. Green, will our jobs change in the future? For example, a friend of mine says that he wants to be a cook at a restaurant. Do you think that robots will be able to work as cooks?

Mr. Green: Well, of course, scientists are developing new technology, and robots will be able to do some of the jobs that we do now. For example, they will be able to make some simple dishes that people want. For example, it may be difficult for them to make recipes or menus. One of the most important jobs as a cook is making recipes and menus, and I think that people can do it better than robots.
Ken: Do you mean that people have more *creativity than robots?

Mr. Green: Yes. OK, try to think about jobs that people can do better than robots. Do you have any ideas?

Ken: How about “a teacher”? I think that it’s difficult for robots to teach students like you, Mr. Green.

Mr. Green: Why do you think so?

Ken: Because teachers always try to understand their students and find better ways to teach their students.

Mr. Green: That’s true. I think that means “a teacher” is a job which needs creativity. Teachers also need *flexibility when they teach students.

Ken: I see. So, we can say that people have more creativity and more flexibility than robots.

*On the other hand, from the newspaper column, we can say that robots will help people by doing simple things faster, or by doing difficult things for people.

Mr. Green: Scientists are developing many kinds of robots now, and some of the robots may be able to do more than doing simple or difficult things. For example, I have heard about special robots which help doctors. But we should remember this: robots are *tools. (②) They will be useful for us if we use them in a good way.

Ken: I understand. Through talking with you, I became interested in jobs which *have something to do with robots. I will find more news about robots. Also, I want my friend to be a wonderful cook. Thank you for your time, Mr. Green.

Mr. Green: You’re welcome. Please come and talk to me any time.

* newspaper column: 新聞のコラム欄  are developing ~: ~を開発している technology: 非技 robots: ロボット greatly: 大いに parts: 部品 cell phones: 携帯電話
sort good lettuce from bad lettuce: 良いレタスと悪いレタスを選別する simple: 単純な
have something to do with ~: ~と何らかの関係がある
本文中の Newspaper column の内容に合うものを，次の 1 ～ 4 の中から一つ選び，その番号を書きなさい。
1. We should stop using robots to make our life better in the future.
2. Robots will be able to help us only by doing easy jobs in the future.
3. It is difficult for people to use robots in dangerous places.
4. Our way of working will be changed by using robots in the future.

本文中の（①）の中に入れるのに最も適するものを，次の 1 ～ 4 の中から一つ選び，その番号を書きなさい。
1. But there may be some things that robots can do easily.
2. But there may be some things that robots can’t do easily.
3. So, robots can do things better than people.
4. So, robots can’t do things better than people.

本文中の（②）の中に入れるのに最も適するものを，次の 1 ～ 4 の中から一つ選び，その番号を書きなさい。
1. They are the things that help people.
2. It is easy for us to teach students.
3. You don’t have to know about them.
4. We should help them by doing their jobs.

本文の内容に合うものを，次の 1 ～ 6 の中から二つ選び，その番号を書きなさい。
1. Ken thinks that people can use robots easily，but Mr. Green doesn’t think so.
2. Ken thinks that making simple dishes is one of the things that people can do better than robots.
3. Mr. Green thinks that he needs creativity and flexibility when he teaches students.
4. Mr. Green thinks that robots will work harder than people，but Ken doesn’t think so.
5. Through talking with Mr. Green，Ken has started to think that being a cook is not a good idea.
6. Through talking with Mr. Green，Ken has started to think that he wants to know more about robots.

（問題は，これで終わりです。）
平成27年度
リスニングテスト放送台本

注：[]内の文字は音声として入っています。

(チャイム音) [間 2秒]
これから、問1のリスニングテストの放送を始めます。問題冊子の1ページを聞いてください。[間2秒]
問題はハイフンの三つに大きく分かれています。放送を聞きながらメモをとってもかまいません。
それでは、問題1に入ります。問題1は、No.1～No.4まであります。AikoとMarkが話しています。まずAiko
が話し、次にMarkが話し、その後も交互に話します。対話の最後でMarkが話す言葉の後に（チャイムの音）とい
うチャイムが鳴ります。そのチャイムのところで入るMarkの言葉として最も適するものを、問題1の指示にしたがって
答えなさい。まず、問題1の指示を読みます。[間7秒]それでは、始めます。対話は2回ずつ放送します。[間2秒]

No.1  [Aiko:] Excuse me, Mark, I have something to tell you. Do you have time now?
       [Mark:] I'm sorry, I don't. I must leave here soon. Can we talk later?
       [Aiko:] Sure. When can we talk?
       [Mark:] (チャイム) [間2秒]
       [Aiko:] Excuse me, Mark, I have something to tell you. Do you have time now?
       [Mark:] I'm sorry, I don't. I must leave here soon. Can we talk later?
       [Aiko:] Sure. When can we talk?
       [Mark:] (チャイム) [間4秒]

No.2  [Aiko:] What's your favorite subject, Mark?
       [Mark:] I like art very much.
       [Aiko:] Oh, really? So, you like drawing pictures, right?
       [Mark:] (チャイム) [間2秒]
       [Aiko:] What's your favorite subject, Mark?
       [Mark:] I like art very much.
       [Aiko:] Oh, really? So, you like drawing pictures, right?
       [Mark:] (チャイム) [間4秒]

No.3  [Aiko:] What will you do during the spring vacation, Mark?
       [Mark:] I will go to Kyoto with my family. We will visit famous places there.
       [Aiko:] That's nice. Will you go there by train?
       [Mark:] (チャイム) [間2秒]
       [Aiko:] What will you do during the spring vacation, Mark?
       [Mark:] I will go to Kyoto with my family. We will visit famous places there.
       [Aiko:] That's nice. Will you go there by train?
       [Mark:] (チャイム) [間4秒]

No.4  [Aiko:] The music club will have a concert this afternoon. Do you know what time it will
       start, Mark?
       [Mark:] Yes. It will start at three fifty. It's already three forty now.
       [Aiko:] I see, thank you. Shall we go to the concert together now?
       [Mark:] (チャイム) [間2秒]
       [Aiko:] The music club will have a concert this afternoon. Do you know what time it will
       start, Mark?
       [Mark:] Yes. It will start at three fifty. It's already three forty now.
       [Aiko:] I see, thank you. Shall we go to the concert together now?
       [Mark:] (チャイム) [間4秒]

次に、問題2に入ります。問題2は、No.1～No.3まであります。それぞれ同じ高校に通うKenjiとJudyの対話を
放送します。対話の内容を聞いていて、それぞれの文に印刷されているそれぞれの質問の答えとして最も適するものを、問題2の
指示にしたがって答えなさい。まず、問題2の指示を読みます。[間7秒]それでは、始めます。対話は2回ずつ放送
します。[間2秒]

No.1  [Kenji:] Judy, please listen to this Japanese song. Have you ever heard it?
       [Judy:] Yes, I love it very much. It sounds like a happy song.
       [Kenji:] I thought so, too, at first, but it is a song with a sad story.
       [Judy:] Really? I didn't know that.
       [Kenji:] Let's check the meaning of the song together.
       [Judy:] Yes, let's. It's important to know it. [間4秒]

No.2  [Kenji:] Judy, please listen to this Japanese song. Have you ever heard it?
       [Judy:] Yes, I love it very much. It sounds like a happy song.
       [Kenji:] I thought so, too, at first, but it is a song with a sad story.
       [Judy:] Really? I didn't know that.
       [Kenji:] Let's check the meaning of the song together.
       [Judy:] Yes, let's. It's important to know it. [間5秒]

（裏面へ続く）
No. 2
[Kenji:] Which club are you going to join, Judy?
[Judy:] I'm not sure. I'm thinking about the soccer club or the tennis club.
[Kenji:] You were in the basketball club in junior high school, right?
[Judy:] Yes, but I want to try a new sport. How about you, Kenji?
[Kenji:] I have decided to join the tennis club. I have never played tennis before, but I want to try.
[Judy:] That's great. It's nice to try a new thing. [間4秒]

[Kenji:] Which club are you going to join, Judy?
[Judy:] I'm not sure. I'm thinking about the soccer club or the tennis club.
[Kenji:] You were in the basketball club in junior high school, right?
[Judy:] Yes, but I want to try a new sport. How about you, Kenji?
[Kenji:] I have decided to join the tennis club. I have never played tennis before, but I want to try.
[Judy:] That's great. It's nice to try a new thing. [間5秒]

No. 3
[Kenji:] Hi, Judy. We will have a fireworks festival in our town next Saturday. Would you like to come with me and my family?
[Judy:] Of course! I have never been to a fireworks festival in Japan before.
[Kenji:] Then, you should come. We will see many kinds of beautiful fireworks.
[Judy:] Oh, that's great. I'd like to see them.
[Kenji:] Also, there will be a lot of small shops, and we can buy food and enjoy games there.
[Judy:] That sounds nice. I can't wait. [間4秒]

[Kenji:] Hi, Judy. We will have a fireworks festival in our town next Saturday. Would you like to come with me and my family?
[Judy:] Of course! I have never been to a fireworks festival in Japan before.
[Kenji:] Then, you should come. We will see many kinds of beautiful fireworks.
[Judy:] Oh, that's great. I'd like to see them.
[Kenji:] Also, there will be a lot of small shops, and we can buy food and enjoy games there.
[Judy:] That sounds nice. I can't wait. [間5秒]

最後に、問題が入ります。問題で、Mary から Kana への留守番電話のメッセージを放送します。放送を聞き、問題の指示にしたがって答えなさい。このあと、15秒後に放送が始まりますので、それまで問題の指示を読みなさい。[間15秒]それでは、始めます。英文は2回放送します。[間2秒]

Hi, Kana, this is Mary. We talked about giving a present to Tom yesterday because he is going to leave Japan next week. Your idea is to give him some flowers, but I want to give him something he can use for a long time. I have an idea. How about a Japanese tea cup? I think he will remember Japan when he uses it. Let's talk about the present again tomorrow. See you. [間4秒]

Hi, Kana, this is Mary. We talked about giving a present to Tom yesterday because he is going to leave Japan next week. Your idea is to give him some flowers, but I want to give him something he can use for a long time. I have an idea. How about a Japanese tea cup? I think he will remember Japan when he uses it. Let's talk about the present again tomorrow. See you. [間5秒]

これで第1のリスニングテストの放送を終わります。解答を続けてください。
(チャイム音) [計9分8秒]
I 外国語（英語）解答用紙（平成27年度）

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