

*解答はすべて解答用紙に記入しなさい。

1 この問題は聞き取り検査です。問題A～問題Dに答えなさい。

問題A (1) ア～ウの3つの英文が流れます。絵について説明している文として最も適切なのは、ア～ウのうちではどれですか。1つ答えなさい。



(2) 英文を聞いて、使われる交通手段として最も適切なのは、ア～エのうちではどれですか。1つ答えなさい。



問題B 高校生のアキは、語学研修のためイギリスに来ています。研修先の学校のルールを聞いてメモをとりました。次の (あ) ～ (う) にそれぞれ適切な英語を1語入れなさい。

【メモ】

- From nine : (あ) classes
- In the afternoon : (い) , sports, or art class
- (う) Time : we can go outside and play sports

問題C ケンとシンディーが部活動の予定について話しています。2人の会話に対する質問(1)、(2)の答えとして最も適切なものは、ア～エのうちではどれですか。1つ答えなさい。

(1) ア At 8:30. イ At 9:00. ウ At 9:30. エ At 10:00.

(2) ア The dance practice.

イ The school trip.

ウ The meeting.

エ The new dance program.

問題D 中学生のリクのスピーチを聞いて、(1)、(2)に答えなさい。

(1) リクのスピーチでは、夢を持つことについて最も大切なのは、ア～エのうちではどれですか。1つ答えなさい。

ア 夢について話すこと
イ 夢はかなうと信じること
ウ 現実を見ること
エ 英語と理科を勉強すること

(2) スピーチの最後にある問いに対して、あなたの夢とその理由を答えなさい。書き出しに続けて、 に6語以上の英語を書き、英文を完成させなさい。2文になってもかまいません。

I want to be

2023 Okayama High School

Scripts for Listening Comprehension

大問 1 は聞き取り問題です。問題 A ～問題 D に答えなさい。(3-second interval)

問題 A 問題 (1) (2) の英文は 2 回読まれます。問題用紙の指示に従って答えなさい。

(3-second interval)

- (1) ア : The girl is looking through the window.
イ : The man is playing the guitar on the sofa.
ウ : The dog is running on the floor.

(5-second interval)

くり返します。

- (2) I'm going to Hokkaido with my family next summer. My father likes driving, so first we'll go to Maizuru by car and then travel by ship to Otaru.

(5-second interval)

くり返します。

問題 B 次に流れる英文は 2 回読まれます。問題用紙の指示に従って答えなさい。まず、問題用紙の指示を読みなさい。

(15-second interval)

では、はじめます。

(3-second interval)

Good morning. Our school accepts many high school students from abroad who want to study English. In the morning from 9:00, all students take English classes, then in the afternoon they can choose one class among computer, sports, and art. Which one would you like? Please think about it. We will ask you to answer some questions later. Lunch time starts at 12:00. You can eat lunch and then play sports outside. Do you have any questions?

(5-second interval)

くり返します。

問題 C 次に流れる英文は 2 回読まれます。問題用紙の指示に従って答えなさい。

(3-second interval)

A : Hello. This is Ken speaking. Can I speak to Cindy, please?

B : Hi, Ken, it's me. What's up?

A : Did you hear that tomorrow's dance practice will start 30 minutes earlier than usual?

B : No, I didn't. Then, it's going to start at nine?

A : Yeah. So, don't be late, OK?

B : Thanks. Is there any other change?

A : We'll have a meeting and talk about the new program for the school festival. So bring your ideas about music and dance.

B : OK. I'm so excited. See you then.

A : See you later.

(3-second interval)

Question 1 : What time does the dance practice usually start?

(3-second interval)

Question 2 : What will they discuss?

(5-second interval)

くり返します。

問題 D 次に流れる英文は 2 回読まれます。問題用紙の指示に従って答えなさい。まず、問題用紙の指示を読みなさい。

(15-second interval)

では、はじめます。

(3-second interval)

Today I'd like to talk about dreams. It is important for everyone to have a dream. And it is the most important for us to believe that our dreams will come true. When people become older, some of them give up their dreams. They see reality and think that they are very difficult to achieve. I have a dream. I want to be a scientist. I want to invent something useful for people around the world. So I'm studying English and science very hard. I'll never give up! What do you want to be in the future and why?

(10-second interval)

くり返します。

(10-second interval)

聞き取り検査は以上で終わりです。引き続き問題に取り組んでください。

次の「桃」についての会話文を読んで、①～③に答えなさい。

Mr. Smith : Today, we have a lesson about peaches. First of all, I want to ask you some questions. What do you know about peaches, Momoka?

Momoka : Peaches are not only my favorite fruit but the most familiar fruit for the people here in Okayama. My name in Chinese characters means “a flower of peaches”, and I really like it.

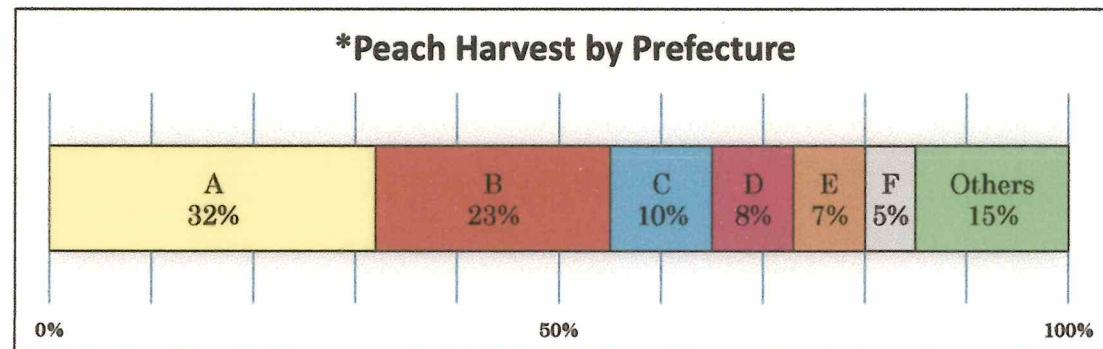
Mr. Smith : Oh, how nice! Did you know peaches have a long history? In ancient China, some people believed that they would get a long life by eating peaches. In Japan, *seeds of peaches were discovered in some *ruins from the Yayoi Period. And in the Meiji Period, a new kind of peach, a “white peach”, was made by a farmer from Okayama. It was very sweet and soft, so it became very popular all over Japan.

Momoka : That’s interesting.

Mr. Smith : I have another question. Is Okayama the largest producer of peaches in Japan?

Momoka : Of course.

Mr. Smith : I’m sorry, but your answer is not right. Look at this chart. In 2020, five other prefectures grew more peaches than Okayama. Yamanashi grew the most peaches, and Fukushima came in second place.



Momoka : My grandparents live in Nagano. How about Nagano?

Mr. Smith : Nagano produced (あ) %. It came after Fukushima. Did you know that Okayama only produced (い) %?

Momoka : Oh, really? What a surprise!

〔注〕 seeds : 種

ruins from the Yayoi Period : 弥生時代の遺跡

Peach Harvest by Prefecture : 桃の都道府県別収穫量

① Momoka さんの名前を、漢字 2 字で答えなさい。

② 本文の内容と一致するように、次の [] に適切な日本語を書き、文を完成させなさい。

昔の中国の人の中には、桃を食べると [] と信じている人がいた。

③ (あ) , (い) に入れる最も適切な数字をそれぞれ答えなさい。

次の①, ②, ③の [] に最も適切な英語 1 語を入れ、それぞれが自然な会話になるようにしなさい。

① A : Good morning, mom.

B : Good morning, Tom. The news says it will rain in the afternoon.

A : I see. I should take my [] to the school.

② A : Oh! I overslept!

B : Hurry up, [] you’ll miss the train!

③ A : Can we go on a picnic next Sunday?

B : It will [] on the weather. I hope it won’t rain that day.

次の英文を読んで、①～⑤に答えなさい。

An English class with *Musio*, an English conversation learning robot, has started at an elementary school in Saitama. *Musio* was introduced to teach the students how to communicate and express themselves in English. (あ) I wanted (English / how / know / learned / they / to) with *Musio*. Now, I would like to show you a class with *Musio*.

Today's lesson was about "My everyday life." When their homeroom teacher Mr. Tanaka said, "I always get up at six. But today, I got up at five," *Musio* said, "You are an early riser, aren't you?" All the students were surprised. Then he said, "I always eat breakfast at seven. I eat some bread. (い) ?" *Musio* said, "Only electricity." They all laughed.

The next activity was to practice greetings. The students walked around the class and looked for someone to greet. They were actively communicating with each other. After that, all of them practiced *pronunciation while they were watching their large TV screen. Everyone's pronunciation was very good and this activity was fun. It was a good warm-up.

Musio Time began when Mr. Tanaka said, "Let's listen carefully, and repeat after *Musio*." *Musio* checked the students' pronunciation.

Musio : I always get up at six.

Students : I always get up at six.

Musio : Good job! I always eat breakfast at seven.

Students : I always eat breakfast at seven.

Musio : Cool!

If their pronunciation is correct, *Musio* will say "Good job!" or "Great!" If they make a mistake or their voice is not strong enough, *Musio* will say, "Try again!"

When they are talking to their teacher, they sometimes feel *embarrassed or lose *confidence to speak in English. However, when they are talking to the robot, they are very positive even though they make mistakes. (う) *Musio* sometimes looks like a classmate who checks your pronunciation as well as an English teacher.

Then, after practicing with *Musio*, the students practiced and checked each other. Everyone spoke loudly because their expressions and pronunciation were already checked by *Musio*.

The last part of the lesson was a summary of the class. On the worksheet, students wrote some expressions they learned in class, such as "I always get up at seven." Mr. Tanaka said, "Time is up! Everyone, did you enjoy today's lesson?" said Mr. Tanaka. They cheerfully answered, "Yes! Thank you, Mr. Tanaka."

It is almost impossible for English teachers to check the pronunciation of each student in a 15-minute class. However, *Musio* checks and *evaluates pronunciation, and helps students to practice their speech. So teachers are able to watch the whole class more closely.

During the lesson, the students also practice "reading" the *text on the front screen of *Musio*. Thanks to *Musio*, they can practice all four English skills well. Until now, it has been difficult to practice them in a better way at schools. In the future, AI robots will make (え) this possible.

〔注〕 pronunciation : 発音

embarrassed : はずかしい

confidence : 自信

evaluate : ～を評価する

text : 文字

① 下線部 (あ) の () 内の語をすべて用いて意味が通るように並べかえなさい。

② (い) に6語以上の英語を書き、英文を完成させなさい。

③ 下線部 (う) を日本語にしなさい。ただし、*Musio* は英語のままでよい。

④ 下線部 (え) が表す内容を具体的に日本語で答えなさい。

⑤ 本文の内容と合っているものはア～オのうちではどれですか。当てはまるものをすべて答えなさい。

ア Some students can talk to teachers in English more easily than to *Musio*.

イ Before the students checked pronunciation with each other, they practiced with *Musio*.

ウ English teachers can look more carefully at the class if they use *Musio*.

エ When the students speak English loudly, *Musio* always says, "Good job!"

オ While *Musio* checks the students, the teachers can prepare for the next lesson.

5

Mioさんは夏休みを利用してアメリカでホームステイをしています。今朝はある新聞記事が話題になりました。次の英文を読んで、①～④に答えなさい。

登場人物

Mio：日本から来た中学3年生 Emily：ホストファミリー，中学3年生
George：Emilyの父，理科教師 Oliver：Emilyの兄，高校2年生

George： Good morning, children. How are you?
Mio, Emily, Oliver： Quite good!
George： Mio, do you have any pets at home?
Mio： Yes, I have a cat!
Emily： We have a dog!
George： Great! Why do you keep pets at home? I want to share this article from the newspaper. Please read it now.

Pets Give Children a Better Life?

Children like animals. They meet many kinds of animals in children’s books and picture books. The animals in the books are often very different from real animals, but children can enjoy stories and learn a lot from them.

Now more and more families have pets. One study in the US shows that 63% of families with a baby under 12 months old have pets, and an Australian study shows 10% more families get pets when the children start to go to school.

Pets can offer children good *lessons: taking care of them, *being responsible and sharing feelings. Also, it is important to understand that someone’s way of feeling may be different from ours. It is often easier to learn it with a pet than with a brother, a sister, or a friend. Pets help children without a brother or sister. They can be good friends for children.

There are other good points that pets can give to children, such as social skills, *physical health, and *emotional *development. Pets may help to reduce the stress on children with *mental problems. Another research shows that children who *interact with pets have (あ) social problems and (い) behavior.

When children get to know their pets, they can understand themselves and the animal deeply. A researcher from the UK says, “Generally, children and animals can learn together how to share their feelings. They seem to have higher level of *trust to the animals’ minds. That means they think that animals have *thoughts and *emotions similar to their own feelings.”

George： Let’s share your opinion now.
Emily： I agree with (う) the article. Our dog Max makes our life better.
Oliver： But I think there are (え) some problems. First, pets sometimes do bad things. Second, they need medical care. When pets become sick, we should take them to the vet and get them medicine. Third, their food and toys can be expensive.
George： That’s right. As you said, keeping pets has both good and bad points. Mio, what do you think?

(5枚のうちの4枚め)

Mio： Oh, I think it is important (お) to be more responsible for our pets. This conversation reminds me of my cat Tama in Japan. I miss her.

〔注〕

lesson：教訓	be responsible：責任がある
physical：身体的な	emotional development：感情の発達
mental：精神的な	interact：交流する
trust：信頼	thoughts：考え，思考
emotions：感情	

① (あ) ， (い) に入れる英語の組み合わせとして最も適切なのは，ア～エのうちではどれですか。1つ答えなさい

ア	(あ)	more	(い)	better	イ	(あ)	more	(い)	worse
ウ	(あ)	fewer	(い)	better	エ	(あ)	fewer	(い)	worse

② 次の文は，下線部（う）についてまとめたものである。次の A ， B に入る最も適切な語は，ア～ウのうちではどれですか。それぞれ1つ答えなさい。

Pets are not just good A for children. They help them with their physical and mental health. Also, children who have pets may B their pets’ feelings and thoughts which are similar to humans.

A	ア	friends	イ	food	ウ	children
B	ア	mean	イ	understand	ウ	arrange

③ 下線部（え）の内容を具体的に日本語で3つ答えなさい。

④ 下線部（お）について，私たちが責任を持ってペットを飼うために，何をすることが重要ですか。本文に書かれていること以外であなた自身の考えを具体的に英語で書きなさい。ただし，以下の書き出しに続けて， に6語以上で書き，英文を完成させなさい。2文になってもかまいません。

We should .

受験番号

英語解答用紙

高一般
令5

1 英語で書くところは、どの書体で書いてもよい。
2 語数が指定されている設問では「,」や「.」などの符号は語数に含めません。また、「don't」などの短縮形は、1語とします。

1	問題A	(1)		(2)		得点欄	
	問題B	(あ)			(い)		
		(う)					
	問題C	(1)		(2)			
	問題D	(1)					
		(2)	I want to be				
2	①			②			
	③	(あ)		(い)			
	①			②			
3	③						
	①						
4	①						

4	②			得点欄	
	③				
	④				
	⑤				
	5	①			
②		A		B	
③		.			
		.			
④		We should			

合計	
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