

解答番号は問題用紙・マーク用紙・音声で共通です。

解答番号	正解	配点	解答番号	正解	配点
1	3	4	17	2	3
2	1	4	18,19,20,21	2 / 1 / 3 / 4	4 *
3	4	4	22	2	1
4	1	4	23	3	1
5	2	3	24	5	1
6	4	3	25	3	1
7	1	3	26	2	4
8	3	3	27	3	3
9	4	4	28,29	2 / 5	2 *
10	2	4	30,31	1 / 6	2 *
11	1	4	32	2	4
12	3	3	33	3	5
13	2	3	34	1	3
14	4	3	35	4	3
15	1	3	36	3	4
16	3	3	37	2	4

組合せ採点：18-21は4欄すべて正解で4点。28・29、30・31は各組2欄とも正解で2点。部分点なし。

本教材は2026年度の構成・配点を参照したオリジナル問題です。公式と同等の難度を保証するものではありません。
図表の調査・数値は架空です。

問1 正解 3

バスを待ち続けず徒歩に切り替え、その結果友人より先に劇場へ着いた。

SCRIPT

W: Sofia planned to take the bus, but when it was delayed again, she walked and still reached the theater before her friends.

問1 誤答：①開演時刻、②移動手段の変更、④友人による送迎はいずれも音声と合わない。

問2 正解 1

駅に近い東門は工事中なので、現在は西側から入る必要がある。

SCRIPT

M: The east gate is nearer the station, but until the repair work ends, museum visitors have to enter from the west side.

問2 誤答：②工事対象、③一時的な制限、④自由選択を取り違えた選択肢。

問3 正解 4

依頼する前にMeiが申し出た。故障した事務室のプリンター以外で印刷すると推測できる。

SCRIPT

W: I was going to ask Mei to print the agenda, but she offered to do it after hearing that the office printer had stopped working.

問3 誤答：①修理、②拒否、③作成と印刷の取り違えを除く。

問4 正解 1

6時50分までに着席が必要で、Danielは6時45分に到着したので予約席を確保できる。

SCRIPT

M: Although the concert begins at seven, Daniel arrived by six forty-five because any reserved seat left empty at six fifty is released.

問4 誤答：②開演後ではない、③予約時刻ではない、④開始時刻は7時のまま。

問5 正解 2

左側で本の上にランプ、右側のトレーに眼鏡を置く。

SCRIPT

W: Leave the reading lamp on the left side of the desk, put the two books beneath it, and place the glasses in the tray on the right.

問5 誤答：各物の左右・上下・持つ物と残す物の一部だけが一致する絵を除く。

問6 正解 4

上着は腕に掛け、傘は閉じたまま持ち、買い物袋だけをベンチに残す。

SCRIPT

M: It's warm now, so carry your jacket over your arm. Keep the umbrella closed, and leave the shopping bag on the bench for me.

問6 誤答：各物の左右・上下・持つ物と残す物の一部だけが一致する絵を除く。

問7 正解 1

以前の10時15分ではなく、30分遅い10時45分が現在の開始時刻。

SCRIPT

W: The tour used to begin at ten fifteen. From this week it starts half an hour later, at ten forty-five.

問7 誤答：各物の左右・上下・持つ物と残す物の一部だけが一致する絵を除く。

問8 正解 3

丸箱は最上段、四角い箱はその真下、縞のバッグは中段に置く。

SCRIPT

M: Put the round box on the top shelf, directly above the square box, but leave the striped bag on the middle shelf.

問8 誤答：各物の左右・上下・持つ物と残す物の一部だけが一致する絵を除く。

問9 正解 4

旧バス停でも閉店する花屋の中でもなく、花屋の向かいの屋根付きタクシー乗り場で会う。

SCRIPT

W: I'll wait at the bus shelter beside the flower shop.

M: That shelter has been moved while the road is repaired.

W: Then shall we meet inside the flower shop?

M: It closes early today. Use the covered taxi stand across from it; I'll meet you there.

N: Where will they meet?

問9 誤答：最初の案、閉鎖・売切れなどで棄却された案、最終配置の一部分だけを表す絵を除く。

問10 正解 2

売り切れのスープをやめ、豆付きベイクドポテトと水へ最終変更した。

SCRIPT

W: Could I have the vegetable soup and tea?

M: The soup is sold out. The baked potato comes with cheese, unless you'd prefer beans.

W: I'll have the potato with beans instead of cheese, and water rather than tea.

N: What will the woman have?

問10 誤答：最初の案、閉鎖・売切れなどで棄却された案、最終配置の一部分だけを表す絵を除く。

問11 正解 1

模型を左手前、タブレットをその隣、資料を反対角に配置する。

SCRIPT

M: Should the model stand in the middle of the long table?

W: People need to see it from both doors, so put it at the front-left corner.

M: Then the leaflets can go at the opposite corner.

W: Yes, but keep the tablet beside the model, not beside the leaflets.

M: I'll arrange it that way.

N: Which picture shows the final arrangement?

問11 誤答：最初の案、閉鎖・売切れなどで棄却された案、最終配置の一部分だけを表す絵を除く。

問12 正解 3

差し替える前に修正データを確認する必要があり、Samの場所と残り時間が示されている。

SCRIPT

W: The shared folder still has yesterday's graph, and I was about to replace it.

M: Wait. Sam said the survey team corrected two entries this morning.

W: Has he uploaded the corrected file?

M: Not yet, but he is working in Room 305 until lunch.

W: We have twenty-five minutes before rehearsal. I'll leave my laptop here.

問12 誤答：①全削除、②即リハーサル、④古い版の使用は、確認前の行動として不自然。

問13 正解 2

北門と理学館は通過地点で、現在地は温室のそばの庭園入口。学生センターは次の建物。

SCRIPT

W: I came through the north gate, passed the science hall, and crossed the small bridge. Is the student center here?

M: Not yet. What can you see?

W: A greenhouse is on my right, and a bicycle lot is behind me.

M: You're at the garden entrance. Continue past the greenhouse; the student center is the next building.

問13 誤答：出発点・通過点・目的地を現在地と取り違えない。

問14 正解 4

朝の交通に間に合い、午後の劇場勤務にも重ならない時間帯が決め手。

SCRIPT

M: The beach cleanup gives volunteers a free lunch. Why didn't you choose it?

W: It begins at seven, before the first train reaches the coast. The food-bank shift starts at ten.

M: But that one doesn't provide lunch.

W: True, but it ends by one, so I can still work at the theater that afternoon.

問14 誤答：無料昼食は海岸清掃、劇場の賃金は選択理由として述べられていない。

問15 正解 1

3時45分発、22分で4時07分、さらに徒歩8分で4時15分。最初の6分はバスに乗る前。

SCRIPT

M: My class ends at three thirty-five. The bus stop is six minutes away.

W: Take the three forty-five bus; it reaches Central Square in twenty-two minutes.

M: And the cinema is an eight-minute walk from there.

W: Right. I'll wait by the ticket machines when you arrive.

問15 誤答：②バス到着時刻、③6分の二重加算、④徒歩時間の未加算。

問16 正解 3

安全説明は残し、同じ結果を示す2例のうち氷水の例だけを削る。

SCRIPT

W: Our demonstration takes twelve minutes, but each group gets only nine.

M: We could skip the safety explanation.

W: The teacher said that part is required. The two examples show almost the same result, though.

M: Then keep the example using hot water and remove the ice-water example. We can explain the safety steps at normal speed.

W: Good. That should fit the limit.

問16 誤答：速度変更・必須部分の削除・他班への依頼は最終決定ではない。

問17 正解 2

ツアー終了後でも開いており、最終バス停のそばで荷物を受け取れる。

SCRIPT

W: The station lockers are cheaper than the museum desk. Why use the desk?

M: The lockers close with the station at eight, and my evening tour ends at eight thirty.

W: Couldn't you collect your bag before the tour?

M: The tour starts across town. The museum desk stays open until nine and is beside the last bus stop.

W: So collection time and location matter more than the price.

問17 誤答：①価格は逆、③閉店時刻は逆、④ツアー開始場所は街の反対側。

問18 正解 2

最初に少量の水を与え、余分な水を切る。

問19 正解 1

鉢の外側が乾いているうちに宛先ラベルを付ける。

問20 正解 3

土の表面を紙で覆って固定する。

問21 正解 4

最後に鉢を直立させて輸送箱へ入れる。

SCRIPT

N: Before packing the seedling, give it a small amount of water. Do this early enough for any extra water to drain; a dripping pot can damage the box. Next, attach the destination label while the outside of the pot is still dry. Then cover the surface of the soil with the sheet of paper provided and fasten the paper around the stem. This keeps the soil in place, so do not remove the plant from its pot. Finally, set the pot upright in the transport box. Last year's class put labels on the box, but this year each pot is going to a different school, so the label must stay with the pot.

問18 誤答：前年の方法、禁止された植え替え、乾燥中のラベル貼付、紙で覆ってから箱へ入れる順序を区別する。

問19 誤答：前年の方法、禁止された植え替え、乾燥中のラベル貼付、紙で覆ってから箱へ入れる順序を区別する。

問20 誤答：前年の方法、禁止された植え替え、乾燥中のラベル貼付、紙で覆ってから箱へ入れる順序を区別する。

問21 誤答：前年の方法、禁止された植え替え、乾燥中のラベル貼付、紙で覆ってから箱へ入れる順序を区別する。

問22 正解 2

天文学を学び、屋上で望遠鏡観察を行う予定。

問23 正解 3

英語に入った外来語の歴史を教室内で調べる。

問24 正解 5

古いシャツを修理し、再利用できるバッグへ作り替える。

問25 正解 3

地名の歴史を扱うが、現地歩行は中止され図書館内のみ。

SCRIPT

N: Welcome to Discovery Day. At Room A, learn how astronomers identify planets and then use small telescopes on the roof. If clouds arrive, the observation will be replaced by live telescope images indoors. Room B explores how words from several languages entered modern English; all source materials are displayed in the classroom. At Room C, designers will show how old shirts can be repaired and transformed into reusable bags. Bring one clean shirt if you want to sew. Room D examines the history of local place names. A walk to photograph street signs was planned, but road construction has closed the route, so the entire activity will remain in the library today. Check the room letters before joining a line.

問22 誤答：題材名だけでなく、観察・現地調査が実際に行われるか、最終的に室内へ変更されたかを照合する。

問23 誤答：題材名だけでなく、観察・現地調査が実際に行われるか、最終的に室内へ変更されたかを照合する。

問24 誤答：題材名だけでなく、観察・現地調査が実際に行われるか、最終的に室内へ変更されたかを照合する。

問25 誤答：題材名だけでなく、観察・現地調査が実際に行われるか、最終的に室内へ変更されたかを照合する。

問26 正解 2

陶芸は未経験者可、全費用28ポンド、3時50分終了。ほかは追加費用・経験条件・終了時刻のいずれかで不適合。

SCRIPT

A: The bicycle-repair session welcomes beginners and runs from one until three thirty. The class itself costs twenty-four pounds, and tea is free during the break. Everyone must also buy the eight-pound set of replacement parts, even if their bicycle does not need all of them. You may borrow the larger tools.

B: The pottery workshop is for people with no previous experience. It begins at one fifteen and finishes at three fifty. The twenty-eight-pound fee includes clay, tools, glazing, and the finished bowl. An instructor will demonstrate each step, and participants may collect their bowls the following week.

C: The canoe lesson costs only twenty pounds and ends at three. Equipment rental and transport from the center are included. It is not an introductory class, however; participants must already have completed the center's basic safety course. Bring a certificate when you register.

D: The afternoon photography walk is designed for beginners. The total cost is twenty-five pounds, including the printed guide, and cameras can be borrowed without charge. The group leaves at two, but it returns to the center at four twenty after reviewing photographs in the park.

問26 誤答：自転車は必須部品代込み32ポンド、カヌーは経験条件、写真は4時20分終了。

問27 正解 3

構造補強が必要な屋上庭園ではなく、光を反射する淡色の鉱物コーティングを採用した。

問28 正解 2

晴れた午後、最上階の教室は以前より平均2.4度低かった。

問29 正解 5

測定した午後の冷房用電力は14%減少した。

問30 正解 1

塗装を注文する前に、ひびや剥離がないか屋根面を検査する。

問31 正解 6

もともと涼しく効果測定が難しいため、午後の大半が日陰の建物は比較から除く。

SCRIPT

L: Today I will describe a summer trial of reflective school roofs. The project began because classrooms on the highest floors often remained hot long after the outdoor temperature had started to fall. The town first considered roof gardens. Those gardens can cool buildings, but the older schools would have needed stronger roofs and a new watering system. Instead, the trial covered selected roofs with a pale mineral coating that reflects more sunlight than the existing dark surface. Two schools received the coating, while their lesson schedules and air conditioners remained unchanged.

L: Before work began, researchers recorded indoor temperatures and electricity use for four weeks. They repeated the measurements during four similar weeks after the coating was applied. The worksheet compares the same classrooms at the same times of day; it does not compare one school with a completely different building. On clear afternoons, the coated buildings' top-floor classrooms were on average two point four degrees cooler than before. The morning difference was small because the roofs had not yet absorbed much heat.

L: Electricity used for cooling fell by fourteen percent during the measured afternoon periods. This result was encouraging, but the project team did not claim that the coating alone caused every part of the reduction. Teachers also became more careful about closing windows while air conditioners were running, and the second month was slightly less humid. Student surveys showed fewer complaints about heat, although the number of survey responses was lower after the trial.

L: The next stage will include six more buildings. Before any coating is ordered, each roof surface will first be inspected for cracks or loose material. Minor damage will be repaired, because a coating should not hide a structural problem. Buildings that are shaded for most of the afternoon will be excluded from the next comparison: they may already stay cool, making the effect of the coating difficult to measure. The team will also record humidity and window use instead of relying only on electricity bills.

L: This trial therefore suggests that reflective roofs can be one practical way to reduce classroom heat,

especially where major rebuilding is impossible. Still, the coating is not a complete solution. Ventilation, shade, equipment use, and the condition of the roof all influence the result. The next stage is designed to separate these factors more carefully before the town decides whether to use the coating at every school.

問27 誤答：①検討後に却下、②設備は変更なし、④授業時間は変更していない。

問28 誤答：朝の差が小さい点や屋外気温と混同しない。

問29 誤答：温度低下と電力変化を別々に対応させる。

問30 誤答：修理や塗装より前に行う最初の工程を選ぶ。

問31 誤答：コーティング対象と比較対象の区別を確認する。

問32 正解 2

Aは因果を断定しすぎている。Bは次段階で湿度と窓の使用も記録する説明と一致。

SCRIPT

A: The trial proved that the reflective coating alone caused the entire reduction in electricity use.

B: The next stage will collect information about humidity and how windows are used, not only electricity bills.

問32 誤答：講義の慎重な結論と、学生Aの強い断定を区別する。

問33 正解 3

Rは暑さの苦情15%減、冷房電力12%減で、両方が10%以上。P・Q・Sは一方が10%未満。

SCRIPT

Nora: For the next report, the town wants a school where both measures improved by at least ten percent.

Leo: The dark bars show the reduction in heat complaints, not the number of students who answered.

Nora: And the light bars show the percentage reduction in electricity used for cooling.

Leo: Exactly. A large change in only one measure is not enough for this particular follow-up.

Nora: Then we should choose the school whose two bars both reach the ten-percent line.

問33 誤答：片方だけ大きい学校や、棒の意味を回答者数と誤認する選択肢を除く。

問34 正解 1

入口ホールの騒音で、小さな声を含む録音が明瞭に聞こえない。

問35 正解 4

写真展示はホールに残し、各自の電話で音声を聞けるコードと紙の台本を用意する。

SCRIPT

Oliver: Should we play all the interviews continuously through speakers in the entrance hall?

Maya: That would attract attention, but several recordings contain quiet voices. The hall is too noisy for visitors to hear them clearly.

Oliver: We could move the exhibition into the small reading room.

Maya: The room is quiet, but only twelve people can enter at a time. Our poster campaign may bring a much larger crowd.

Oliver: What if we keep the photographs in the hall and let visitors borrow headphones?

Maya: We have only five pairs, and cleaning them between users would slow the line.

Oliver: Visitors could scan a code and listen on their own phones. We can provide a printed transcript for anyone without one.

Maya: Good. Each photograph should have a short description, but the full interview can stay in the audio file.

Oliver: So the display remains in the entrance hall, while listening is personal rather than through speakers.

Maya: Agreed. I'll prepare the transcripts, and you can edit the audio into short tracks.

問34 誤答：長さ・収容人数・音声禁止ではなく、再生環境の問題。

問35 誤答：途中で検討したスピーカー・小部屋・共用ヘッドホン案を除く。

問36 正解 3

日曜開館の主な障害が人員だと明言するのはYuki。Danielは予算不足、Priyaは学生助手案を述べる。

問37 正解 2

月-木は1時間延長して1日12時間、金曜は9時間のまま、日曜は10時から13時の3時間を追加する第2図。

SCRIPT

Daniel: The survey shows strong demand after eight on Monday through Thursday. I think we should stay open until nine on those days.

Priya: I agree about weekday evenings, but keeping Friday open later may not help. Most students leave campus before dinner then.

Yuki: My concern is Sunday. Many project groups meet that morning because the laboratories are free, yet the library is closed.

Daniel: Opening every Sunday would require another full staff team. We do not have that budget.

Priya: Could student assistants cover Sunday morning? They already staff the help desk during busy exam weeks.

Yuki: That would address staffing, which is the main obstacle. A ten o'clock opening would be early enough for the groups.

Daniel: Then our trial could extend Monday through Thursday to nine, keep Friday unchanged, and open from ten until one on Sunday.

Priya: Yes. We should test Sunday mornings rather than the whole day, then compare attendance with the weekday extension.

Yuki: If few people come, we can stop after one month. If demand is high, the library can plan a regular schedule.

Daniel: Good. The proposal changes only the times supported by the survey and uses a short trial to limit the cost.

問36 誤答：同じ話題に触れた人数ではなく、該当する評価を明言した話者を選ぶ。

問37 誤答：金曜延長、日曜なし、平日据え置きの各案を最終提案と混同しない。