



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2019**

**Marking Scheme**

**Japanese**

**Higher Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

**SEAPÁINIS – ARDLEIBHÉAL**  
**JAPANESE – HIGHER LEVEL 2019**

Marking Scheme

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**LISTENING COMPREHENSION: 80 marks****(half marks if answered in Japanese, romaji or Japanese script)****Part A: (18 marks)**

|           | What club are they in?<br><b>(3 marks)</b> | When do they practice?<br><b>(6 marks)</b>                                                      | Where do they practice?<br><b>(3 marks)</b> | Why do they like their club?<br><b>(6 marks)</b>                                                               |
|-----------|--------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>1.</b> | <i>Volleyball</i><br>1 mark                | <i>Tuesday</i> 1 mark &<br><i>Thursday</i><br>1 mark                                            | <i>(school) PE hall</i><br>1 mark           | <i>Coach is good/</i><br><i>teammates are nice</i><br>2 marks                                                  |
| <b>2.</b> | <i>Brass band</i><br>1 mark                | <i>Every day</i> 1 mark<br><i>from 4 to 6</i> 1 mark                                            | <i>(school) music room</i><br>1 mark        | <i>likes classical music/ likes</i><br><i>playing in concert at the</i><br><i>cultural festival</i><br>2 marks |
| <b>3.</b> | <i>Swimming</i><br>1 mark                  | <i>From Monday</i> 1 mark<br><i>to Wednesday</i> 1 mark<br><br><i>(3 times a week = 1 mark)</i> | <i>Town pool</i><br>1 mark                  | <i>likes to swim in sea in</i><br><i>summer holidays/ wants</i><br><i>to be a lifeguard</i><br>2 marks         |

**Part B (23 marks)****1. Hotel Okura (15 marks)**

- (i)** When will the hotel reopen?  
*(This) July* 2 marks
- (ii)** What facilities does the hotel have?  
*380 rooms/ 5 restaurants/ 2 bars/ Shopping arcade/Chapel/ /Fitness club*  
*(any 3, 1 mark each)* 3 marks
- (iii)** What directions are given from Kamiyacho?  
*(Go out of) the north exit (of station)* (1 mark), *go straight about 5 minutes* (1 mark),  
*it's at the end of the road* (1 mark) 3 marks
- (iv)** Give details of the workshop for foreigners.  
*Learn Japanese cooking, table/eating manners, eat lunch, 12000 yen*  
*(any 2, 2 marks each)* 4 marks
- (v)** To make a reservation, you should call: *03-3562-9704* 3 marks

## 2. Kyoto weather forecast (8 marks)

- (i) What is the forecast for Saturday?  
*Hot/ fine/ 38 degrees* (any 2, 2 marks + 1 mark) 3 marks
- (ii) Give **one** piece of advice for Saturday.  
*Don't go out between 11- 3:00/ use the air conditioner/ drink water/ take care* 2 marks
- (iii) What is the forecast for Sunday?  
*Cooler/ 29 degrees/ no rain/ wind from morning* (any 2, 2 marks + 1 mark) 3 marks

## Part C (21 marks)

### 1. Morning time (14 marks)

- (i) What is wrong with Yoshiko?  
*Pale/ sore tummy/ sore head/no appetite* (any 2, 2 marks each) 4 marks  
(Feels sick = 0 marks)
- (ii) Where was Yoshiko last night?  
*At a yakiniku* (1 mark) *restaurant* (1 mark) *(out with a friend* 1 mark) 2 marks
- (iii) Mention **two** things about Yoshiko's meal.  
*Student special (menu)/ meat (yakiniku)/ 1,800 yen/desert bar / she ate lots of meat and desert* (any 2, 2 marks each) 4 marks
- (iv) List **two** pieces of advice her mother gives.  
*Take day off college/ Relax at home/ Drink tea / Sleep/ stay at home* (any 2, 2 marks each) 4 marks

### 2. Lunch time (7 marks)

- (i) How does Yoshiko feel now?  
*Better/ no tummy ache/ hungry/ wants to eat tempura* 2 marks
- (ii) What will Yoshiko's mother cook for her?  
*Miso Soup/Vegetables/Rice* (any two, 2 marks + 1 mark) 3 marks
- (iii) What had Yoshiko planned for the evening?  
*To go to the cinema* 2 marks

**Part D (18 marks)**

- (i) What is Kenta thinking of studying in college?  
*English (1 mark) Chinese (1 mark)* 2 marks  
(Languages = 1 mark)
- (ii) a. Name **one** job Kenta would like to do?  
*High School teacher/Tour guide* 2 marks
- b. Give **one** reason why he would like this job?  
*Likes teaching/ it's cool to speak a language* 2 marks
- (iii) Since when has Yuri wanted to be a pilot?  
*Since she was a child* 2 marks
- (iv) Why does Kenta dislike flying?  
*He is afraid / he got an earache.* 2 marks
- (v) a. Where did Yuri go in the summer holidays?  
*Vancouver/ Canada* 2 marks
- b. Why did she go there?  
*To meet her uncle/dad's brother / her uncle lives in Vancouver* 2 marks
- (vi) What was special about Yuri's flight last year?  
*Spoke to a female pilot* 2 marks
- (vii) What words of encouragement does Kenta have for Yuri?  
*She'll be a pilot in the future (1 mark) as she is clever/she is a serious student (1 mark)* 2 marks

**READING COMPREHENSION: 120 marks**

**Question 1: 30 marks**

**Part A:**

**A: (18 marks)**

**1. (6 marks)**

|                      |    |        |
|----------------------|----|--------|
| (i) Volunteering     | 8  | 1 mark |
| (ii) Tickets         | 7  | 1 mark |
| (iii) Interviews     | 10 | 1 mark |
| (iv) Press Release   | 3  | 1 mark |
| (v) Events' Calendar | 6  | 1 mark |
| (vi) Anti-doping     | 9  | 1 mark |

2. (i) Where were the first Paralympic Games held?  
*Rome* 1 mark
- (ii) Name **two** sports introduced in the first Paralympic Games.  
*Archery/Table tennis/Swimming/Athletics/(Wheelchair) fencing/(Wheelchair) basketball*  
(any two, 1 mark each) 2 marks
3. (ii) In what year was rugby introduced in the Paralympic Games?  
*2000* 1 mark
- (ii) Where did these Paralympic Games take place?  
*Sydney* 1 mark
4. Name **one** sport which will be introduced in the 2020 Tokyo Paralympic Games.  
*Badminton/Taekwondo* 1 mark
5. (i) What are the dates of the 2020 Paralympic Games? 4 marks  
*(Tuesday) 25<sup>th</sup> August (2 marks) to (Sunday) 6<sup>th</sup> of September (2 marks)*
- (ii) Approximately how many athletes will compete in the Games? 1 mark  
*4,000*
- (iii) What is the name of the Paralympic Mascot? 1 mark  
*Someity/ Someitei*

**Part B: (12 marks) Answer in English. Half marks if answered in Japanese**

1. (i) What injury did Fujimoto sustain when he was young?  
*He lost sight (1 mark) in left eye (1 mark)* 2 marks
- (ii) Give details of Fujimoto's sporting achievements.  
*Gold medal/ in 66kg judo/ in Atlanta, Sydney and Athens*  
(any two, 1 mark each) 2 marks
2. (i) With whom did Kamiji first start playing tennis?  
*Her older sister*  
(sister = 1 mark) 2 marks
- (ii) What did Kamiji achieve in 2016?  
*Bronze medal (1 mark) in Rio (Paralympics) (1 mark)* 2 marks
3. (i) Name **two** sports in which Yamamoto has competed.  
*Long jump/ 400m relay/ snowboard (any two, 1 mark each)* 2 marks
- (ii) What did he do in 2017?  
*Quit Suzuki (car manufacturer)* 2 marks

**Question 2: 50 marks**

**1. (8 marks)**

Complete the following table in English.

|      | Name of Uniform                                 | Worn by                  | Name of school which introduced it | Uniform Description                                                                   |
|------|-------------------------------------------------|--------------------------|------------------------------------|---------------------------------------------------------------------------------------|
| (i)  | <i>Gakuran</i><br>(1 mark)                      | <i>Boys</i>              | <i>Tokyo Gakushuin</i><br>(1 mark) | <i>Black hat/jacket/trousers/ European design</i><br>(any two, 1 mark each)           |
| (ii) | <i>Sailor / seeraa fuku/clothes</i><br>(1 mark) | <i>Girls</i><br>(1 mark) | Kyoto Heisei Jogakuin              | <i>sailor style/ ribbon/ white top/ navy top/navy skirt</i><br>(any two, 1 mark each) |

**2. (6 marks) Half marks where there is strong evidence of extraneous material**

- (i) 日本の制服はどれぐらいの歴史がありますか。  
*140 年* 2 marks
- (ii) セーラー服が始まる前は、女子学生は何を着ていましたか。  
*きもの* 2 marks
- (iii) 今、人気があるのは、どんな制服ですか。  
*ブレザー (1 mark) ネクタイ (1 mark)* 2 marks

### 3. Answer in English (11 marks)

(i) Explain the Japanese term *koromogae*.

*(Changing into) summer uniform (1 mark) on 1<sup>st</sup> June (1 mark) and winter uniform (1 mark)  
on 1<sup>st</sup> October (1 mark)*

4 marks

(ii) Give **two** reasons why most Japanese students are in favour of school uniforms.

*Unifies school/own clothes cost money/ it's easy wearing the same clothes every morning  
(any two, 2 marks + 1 mark)*

3 marks

(iii) How did 85% of girls respond in a survey?

*They want to go to a high school where they like the uniform*

2 marks

(iv) For whom is the CONOMi Seifuku Design Award intended?

*People who like uniforms/ people who want to design uniforms/ people who are interested in  
fashion design*

2 marks

### 4. Translate into English. (5 marks)

このコンテストで一番<sup>ばん</sup>になった人は百万円をもらうことができるし、カタログやファッション<sup>ざっし</sup>雑誌で、一年間モデルの仕事<sup>しごと</sup>ができるので、有名になるでしょう。

*Not only can the winner of the contest (1 mark) get one million yen (1 mark), they can also become famous (1 mark), by getting a one-year modelling job (1 mark) in catalogues and fashion magazines (1 mark).*

5 marks

### B: KANJI (10 marks)

#### 1. (5 marks)

- |       |                                                  |        |
|-------|--------------------------------------------------|--------|
| (i)   | <i>Junior High school/ middle school student</i> | 1 mark |
| (ii)  | <i>new</i>                                       | 1 mark |
| (iii) | <i>boys and girls/ male and female</i>           | 1 mark |
| (iv)  | <i>enter school/ college</i>                     | 1 mark |
| (v)   | <i>this year</i>                                 | 1 mark |

#### 2. (5 marks)

- |       |          |        |
|-------|----------|--------|
| (i)   | だんし      | 1 mark |
| (ii)  | てんき      | 1 mark |
| (iii) | あ (がります) | 1 mark |
| (iv)  | (お) かね   | 1 mark |
| (v)   | まいあさ     | 1 mark |

**C: GRAMMAR (10 marks)**

**1. (5 marks)**

- |              |        |
|--------------|--------|
| (i) あった      | 1 mark |
| (ii) あつくなかった | 1 mark |
| (iii) きていました | 1 mark |
| (iv) きれいだった  | 1 mark |
| (v) いきたかったです | 1 mark |

**2. (5 marks)**

- |           |        |
|-----------|--------|
| (i) 見た    | 1 mark |
| (ii) 行って  | 1 mark |
| (iii) しない | 1 mark |
| (iv) 読む   | 1 mark |
| (v) した    | 1 mark |

**Question 3: 40 marks**

**A: (16 marks)**

1. (i) Give details of Dara's job in Tokyo.  
*Teaching English / in ABC language school/ 15 hours per week/ morning classes housewives /afternoon classes company employees/ students older than him*  
(Any two details, 1 mark each) 2 marks
- (ii) Who recommended Dara to write a blog and why?  
*Yamakawa / his Japanese teacher (1 mark), good for Japanese (writing practice) (1 mark)* 2 marks
2. (i) How was the weather on the 5<sup>th</sup> of April?  
*(a little) cold (1 mark) / no rain (1 mark)* 2 marks
- (ii) What were people doing in the park? Give **two** details.  
*Eating bento/ drinking sake/ singing karaoke/ having a party*  
(Any two details, 1 mark each) 2 marks
3. (i) What was Dara's impression of the tea ceremony class?  
*Strict/ no talking when drinking tea/ speak formally (Any 2, 1 mark each)* 2 marks
- (ii) Why was Dara embarrassed?  
*Couldn't speak well/ legs got sore (sitting Japanese style)/ couldn't stand up* 2 marks

4. (i) Where is the Kabuki theatre?  
*In front of (1 mark) Ginza station (1 mark)* 2 marks
- (ii) Do you think Dara enjoyed his Kabuki experience? Why or why not?  
*No – didn't understand it/ should have studied more about Kabuki/ it was too long (4 hours)/ he slept for 1.5 hours/ Yes- the stage was colourful* 2 marks

**B: Answer in Japanese. (4 marks)**

1. ダラさんは毎週月曜日と金曜日に何をしますか。  
 日本語をならっている 1 mark
2. ダラさんはどうしてカラオケをしませんでしたか。  
 うたが下手 1 mark
3. 恵子さんは誰ですか。  
 おちやの先生/ ダラの生と 1 marks
4. 歌舞伎のチケットはいくらでしたか。  
 六千円 1 mark

**C: KANJI (10 marks)**

- |       |    |     |        |            |        |
|-------|----|-----|--------|------------|--------|
| (i)   | 年上 | (a) | 1 mark | old/older  | 1 mark |
| (ii)  | 毎週 | (b) | 1 mark | every week | 1 mark |
| (iii) | 下手 | (d) | 1 mark | bad        | 1 mark |
| (iv)  | 後  | (a) | 1 mark | after      | 1 mark |
| (v)   | 安い | (c) | 1 mark | cheap      | 1 mark |

**C: GRAMMAR (10 marks)**

- |       |     |        |    |        |
|-------|-----|--------|----|--------|
| (i)   | で・の | 1 mark |    |        |
| (ii)  | から  | 1 mark | まで | 1 mark |
| (iii) | より  | 1 mark | と  | 1 mark |
| (iv)  | が   | 1 mark |    |        |
| (v)   | の   | 1 mark | を  | 1 mark |
| (vi)  | に   | 1 mark |    |        |
| (vi)  | で   | 1 mark |    |        |

**WRITTEN PRODUCTION: 100 marks**

**Question 4: 40 marks (a) or (b)**

**(a)** You are just back from a holiday with your family. Write a short presentation to your Japanese class about your trip. Include answers to the following questions.

(i) どこに行きましたか。 (9 marks)

(ii) 一番楽しかったことは何でしたか。 Or 一番楽しくなかったことは何ですか  
(9 marks)

**Content marks**

**18 marks (2 x 9 marks)**

**2 discretionary marks (1 mark for opening,  
1 mark for closing)**

**Expression marks**

**20 marks**

See table below

**OR**

**(b)** You went to a party last weekend. Write a short presentation to your Japanese class about the party. Include answers to the following questions.

(i) どこに行きましたか。 (9 marks)

(ii) 一番楽しかったことは何でしたか。 Or 一番楽しくなかったことは何ですか  
(9 marks)

**Content marks**

**18 marks (2 x 9 marks)**

**2 discretionary marks (1 mark for opening,  
1 mark for closing)**

**Expression marks**

**20 marks**

See table below

## Marking WRITTEN EXPRESSION

## Question 4

Errors Circle in red repeated errors, do not repenalise.

Put circled **T** for errors in tense usage, **R** for incorrect use of register, **P** for incorrect use of particles and **K** where Kanji should have been used.

Use **wavy line** for incorrect use of Hiragana, Katakana, Kanji, illegible script,

Incorrect punctuation, inaccurate vocabulary.

Underline other mistakes, putting double line under word order errors.

Place w.o in left margin for word order errors.

N.B. Use square brackets for irrelevant material [.....]

Expression: Marked out of **20** or **15**. If the content mark is 10 or less, or the composition is too short (less than 150 characters), mark expression out of **15** and write '**lower E**' to indicate this. Use the numbering (1-4) when showing individual content points, display total content points (**C = ...**) and add **E/Lower E** to give total marks for the composition.

Lower E

Short or C ≤ 10

| 15      | 20      | Category description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 - 3   | 0 - 5   | <b>Vocabulary</b> very inadequate; incorrect use of <b>Hiragana</b> and <b>Katakana</b> ; some <b>Romaji</b> used; illegible characters; little or no <b>Kanji</b> used; very limited range of structures used.<br><b>Poor punctuation.</b><br>Serious <b>grammatical</b> errors:<br><b>Verb</b> and <b>adjective forms</b> generally incorrect; <b>particles</b> generally incorrect; <b>tense</b> inconsistent, inappropriate.<br>Incorrect use of <b>Genkoyoushi</b> .                           |
| 4 - 10  | 6 - 14  | <b>Vocabulary</b> use quite good – generally adequate and appropriate with perhaps some Japanese idiom. Appropriate and correct use of <b>Hiragana</b> and <b>Katakana</b> with only occasional errors; adequate use of <b>Kanji</b> . Adequate range of structures used. <b>Punctuation</b> quite good.<br>Few serious/frequent minor <b>grammatical</b> errors:<br><b>Verb forms</b> and <b>adjective, tense, particles</b> correct more often than not.<br>Use of <b>Genkoyoushi</b> quite good. |
| 11 - 15 | 15 - 20 | <b>Vocabulary</b> use good – rich, idiomatic and appropriate. Few <b>word order</b> mistakes. No or very few mistakes using <b>Hiragana</b> and <b>Katakana</b> . Good use of <b>Kanji</b> . Wide range of structures used.<br>Correct <b>punctuation</b> . Good use of <b>genkoyoushi</b> .<br><b>Grammar</b> generally correct:<br>Good level of accuracy in <b>verb</b> and <b>adjective forms, tense, particles</b> .<br>Good use of <b>Genkoyoushi</b> .                                       |

N.B. Take a global view of language use (E = Expression) to locate the candidate's work in the most appropriate category.

**Question 5: 60 marks**

Your Japanese friend is coming over to Ireland in September for the first time and will stay with you for a month. Write an email to your friend in approximately **320 Japanese characters** covering **ANY 4** of the following headings.

**Content 30 marks**

6 marks each for any four headings 1-6: 24 marks

Discretionary marks:

1 discretionary mark for suitable opening 6 marks

1 discretionary mark for suitable closing

1 discretionary mark under any of the four headings 4 marks

**Expression 30 marks**

See table below

- |                                           |                                    |
|-------------------------------------------|------------------------------------|
| 1. <sup>かぞく</sup> 家族について                  | About your family                  |
| 2. <sup>いえ</sup> 家について                    | About your house                   |
| 3. <sup>いえ</sup> 家で食べる <sup>りょうり</sup> 料理 | The food you eat at home           |
| 4. <sup>しせつ</sup> 町の施設                    | Facilities in your town            |
| 5. 町でいっしょにできること                           | Things you can do together in town |
| 6. アイルランドの9月の天気                           | Irish weather in September         |

Errors Circle in red repeated errors, do not penalise.

Put circled **T** for errors in tense usage, **R** for incorrect use of register, **P** for incorrect use of particles and **K** where Kanji should have been used.

Use **wavy line** for incorrect use of Hiragana, Katakana, Kanji, illegible script,

Incorrect punctuation, inaccurate vocabulary.

Underline other mistakes, putting double line under word order errors.

Place w.o in left margin for word order errors.

N.B. Use square brackets for irrelevant material [.....]

Expression: Marked out of **30** or **20**. If the content mark is 15` or less, or the composition is too short (less than 200 characters), mark expression out of **20** and write '**lower E**' to indicate this. Use the numbering (i) and (ii)a –f, when showing individual content points, display total content points (**C =...**) and add **E/Lower E** to give total marks for the composition.

Lower E

Short or C ≤15

| 20      | 30      | Category description                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 - 4   | 0 - 7   | <b>Vocabulary</b> very inadequate; incorrect use of <b>Hiragana</b> and <b>Katakana</b> ; some <b>Romaji</b> used; illegible characters; little or no <b>Kanji</b> used; very limited range of structures used.<br><b>Poor punctuation.</b><br>Serious <b>grammatical</b> errors:<br><b>Verb</b> and <b>adjective forms</b> generally incorrect; <b>particles</b> generally incorrect; <b>tense</b> inconsistent, inappropriate.<br>Incorrect use of <b>Genkouyoushi</b> .                        |
| 5 - 12  | 8 - 20  | <b>Vocabulary</b> use quite good – generally adequate and appropriate with perhaps some Japanese idiom. Appropriate and correct use of <b>Hiragana</b> and <b>Katakana</b> with only occasional errors; adequate use of <b>Kanji</b> . Adequate range of structures used. <b>Punctuation</b> quite good. Few serious/frequent minor <b>grammatical</b> errors:<br><b>Verb forms</b> and <b>adjective, tense, particles</b> correct more often than not.<br>Use of <b>Genkouyoushi</b> quite good. |
| 13 - 20 | 21 - 30 | <b>Vocabulary</b> use good – rich, idiomatic and appropriate. Few <b>word order</b> mistakes. No or very few mistakes using <b>Hiragana</b> and <b>Katakana</b> . Good use of <b>Kanji</b> . Wide range of structures used. Correct <b>punctuation</b> . Good use of <b>genkoyoushi</b> .<br><b>Grammar</b> generally correct:<br>Good level of accuracy in <b>verb</b> and <b>adjective forms, tense, particles</b> .<br>Good use of <b>Genkouyoushi</b> .                                       |

N.B. Take a global view of language use (E = Expression) to locate the candidate's work in the most appropriate category.

## TAPESCRIPT

### Part A

(1) 女1: あの、すみませんが、学校のプロジェクトで、クラブ活動<sup>かつどう</sup>についてアンケートをしているんですが、今、大丈夫<sup>だいじょうぶ</sup>ですか。

男: はい、何ですか。

女1: どのクラブに入っていますか。

男: バレーボール部<sup>ぶ</sup>です。

女1: そうですね。何年前からバレーボールをしていますか。

男: 中学校2年生からです。5年間バレーボール部<sup>ぶ</sup>に入っていますよ。

女1: 毎日、練習<sup>れんしゅう</sup>しますか。

男: 毎日じゃないです。火曜日と木曜日<sup>よう</sup>にします。

女1: いつも学校で練習<sup>れんしゅう</sup>しますか。

男: はい、学校の体育館<sup>たいいくかん</sup>でトレーニングします。

女1: どうしてバレーボールが好きですか。

男: コーチがよくて、チームメートもみんなやさしいですから。

(2) 女1: すみません、どの部活<sup>ぶかつ</sup>に入っていますか。

女2: ブラスバンド部<sup>ぶ</sup>に入っています。

女1: どの楽器<sup>がっき</sup>を演奏<sup>えんそう</sup>しますか。

女2: トランペットをふきます。

女1: そうですね。ブラスバンド部<sup>ぶ</sup>は何人いますか。

女2: 30人ぐらいです。

女1: 毎日部活<sup>ぶかつ</sup>がありますか。

女2: はい、毎日4時から6時まであります。

女1: ええ、毎日ですか。どこで練習<sup>れんしゅう</sup>しますか。

女2: 学校の音楽室<sup>おんがくしつ</sup>でします。

女1: そうですね。どうしてブラスバンド部<sup>ぶ</sup>に入りたいと思いましたか。

女2: ええと、クラシック音楽<sup>おんがく</sup>に興味<sup>きょうみ</sup>があります。それから、文化祭<sup>ぶんかさい</sup>のコンサートに出るのが好きです。

(3) 女1: あのう、クラブ活動<sup>かつどう</sup>をしていますか。

男: はい、今、水泳部<sup>すいえいぶ</sup>に入っています。

女1: 水泳部<sup>すいえいぶ</sup>ですか。

男: はい、中学校の時にバスケット部<sup>ぶ</sup>に入っていました。でも、高校に入ってから、水泳<sup>すいえい</sup>をはじめました。

女1: 一週間に何回練習<sup>かいれんしゅう</sup>しますか。

男: 月曜日から水曜日まで、週に3回です。

女1: あ、そうですね。どこで練習<sup>れんしゅう</sup>しますか。

男: 学校にプールがないから、町のインドアプールでします。

女1: どうして水泳<sup>すいえい</sup>が好きですか。

男: 夏休み<sup>なつやすみ</sup>に海<sup>うみ</sup>で泳ぐ<sup>およ</sup>ことが好きです。それから、ライフセーバーになりたいです。

## Part B

(1) 東京<sup>きょう</sup>のホテルおおくらは、今年の7月にリオープンします。ホテルおおくらは57年間の歴史<sup>れきし</sup>があります。とても大きくて、有名<sup>ゆうめい</sup>なホテルです。部屋<sup>へや</sup>は380あります。施設<sup>しせつ</sup>は、レストランが五つ、バーが二つ、そのほか、チャペルやショッピングアーケードやフィットネスクラブなどがあります。ホテルへの行き方は、神谷町<sup>かみやちよう</sup>の駅の北口を出て、まっすぐ5分ぐらい歩くと、突き当<sup>つ</sup>りにあります。

ホテルではオープニングのイベントがたくさんあります。外国人ツーリストに、ワークショップ<sup>よてい</sup>をする予定です。このワークショップは、日本料理<sup>りようり</sup>や日本食のマナーを勉強したり、おいしい昼ご飯を食べたりします。値段は12000円です。予約<sup>よやく</sup>したい人は、ホテルにお電話ください。電話番号は03-3562-9704です。

(2) それでは、京都<sup>きょうと</sup>の週末<sup>しゅうまつ</sup>の天気予報<sup>よほう</sup>です。

暑い日が続<sup>つづ</sup>いています。土曜日<sup>よう</sup>は一日中はれで、気温<sup>きおん</sup>は38℃まで上がるでしょう。午前11時から午後3時まで、外に出ないでください。エアコンをつけて、お水をたくさん飲んでください。みんなさん、このあつい天気は、気を付けてください。  
日曜日<sup>よう</sup>は土曜日よりかなりすずしくなるでしょう。気温<sup>きおん</sup>は29℃まで下がるでしょう。雨はふりませんが、風<sup>かぜ</sup>は朝からふくでしょう。

## Part C

(1) 女1: あら、よしこ、どうした？ 顔<sup>かおいろ</sup>色<sup>わろ</sup>が悪いけど。

女2: ちょっとおなか<sup>いた</sup>が痛い。

女1: おなか？ 昨日<sup>きのう</sup>の晩<sup>ばん</sup>、お友達<sup>ともだち</sup>と遊<sup>あそ</sup>んでいたよね？

女2: マリちゃんと焼き肉レストランに晩ごはんを食べに行ったの。学生のスペシャルメニューがあって、1800円でたくさんお肉を食べたんだ。デザートバーもあった。

女1: じゃあ、食べ過ぎ<sup>す</sup>？

女2: そうかもしれない。お肉とデザートをたくさん食べたの。

女1: それはよくないよ。熱<sup>ねつ</sup>はある？

女2: 熱<sup>ねつ</sup>はないけど、頭<sup>あたま</sup>も痛<sup>いた</sup>い。それに何も食べたくない。

女1: じゃあ、今日は大学を休んでうちでゆっくりしたほうがいいんじゃない？

女2: うん、わかった。そうする。

女1: お茶<sup>ちや</sup>を飲んで、少し寝<sup>すこ</sup>たほう<sup>ね</sup>がいいよ。

女2: うん、ちょっとお昼<sup>ひる</sup>まで寝<sup>ね</sup>るね。

(2) 女1: よしこ、気分はどう？

女2: 少し寝<sup>すこ</sup>たから、よくな<sup>ね</sup>ったよ。

女1: おなかはまだ痛<sup>いた</sup>い？

女2: ううん、もう大丈夫。今<sup>じょうぶ</sup>、おなか<sup>すい</sup>がすいてる。お母さんの天ぷら<sup>てんぷら</sup>が食べたい！

女1: え？ てんぷらはだめよ。てんぷらを食<sup>く</sup>べると、またおなか<sup>いた</sup>が痛くなるよ。今からみそ汁<sup>みそじ</sup>とごはん<sup>やさい</sup>と野菜<sup>つく</sup>を作るから、ちょっと待<sup>ま</sup>って。

女2: ありがとう。そうそう、今晚<sup>こんばん</sup>エミちゃんと映画館<sup>えいがかん</sup>に行く予定<sup>よてい</sup>があるんだけど、行くのやめたほうがいいと思う？

女1: キャンセルしたほうがいいよ。今日は一日中出<sup>で</sup>かけないで、うちで休<sup>やす</sup>んだほうがいい。

女2: うん、わかった。エミちゃんにメッセー<sup>め</sup>ジお<sup>く</sup>るね。

## Part D

女： けんたくん、もうすぐ3年生になるね。

男： そうだね。早いね。

女： 大学で何を勉強するの？

男： まだ、わからない。でも、語学が大好きだから、英語と中国語を勉強したいと思う。

女： わあ、すごいね！ 将来、どんな仕事がしたい？

男： そうだね、高校の先生か、ツアーガイドがいい。教えることも好きだし、外国語を話すのもかっこいいし。ゆりちゃんは何になりたい？

女： 私は、子どもの時から、パイロットになりたかったの。

男： ええ？パイロット？すてきな仕事だね。でも、僕は飛行機がこわくて、大嫌いなんだ。

女： え？どうして？車のほうが飛行機よりあぶないよ。

男： そうだね。わかるんだけど、でも、こわい… きょ年、家族といっしょにハワイのホノルルに行った時、すごくこわかった。耳も痛くなつたし。だから、もう乗りたくない。ゆりちゃんは、もちろん、飛行機に乗ったことがあるよね？

女： うん、あるよ。去年の夏休みに、かぞくでカナダに行ったの。父の兄がバンクーバーに住んでいるから、会いに行ったんだ。飛行機に乗った時、女の人パイロットと話すことができて、本当にうれしかった。

男： よかったね。でも、パイロットになるのは難しいでしょ？

女： うん、すごく難しい。だから、今年はアルバイトをやめて、勉強をがんばるつもり。

男： 大変だね。でも、ゆりちゃんは、あたまがよくて、まじめな生徒だから、将来、パイロットになるよ！

女： ありがとう！

