

令和2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（追検査）

## 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8まであり、1ページから14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、記入またはマークしなさい。
- 4 数字や文字などを記述して解答する場合は、解答欄からはみ出さないように、はっきり書き入れなさい。
- 5 マークシート方式により解答する場合は、その番号の○の中を塗りつぶしなさい。
- 6 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。
- 7 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ミカ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、その番号を答えなさい。

- No 1
1. You can borrow many interesting books.
  2. You can take a bus from the station.
  3. That is a good place to study.
  4. That is my sister's favorite library.

- No 2
1. Sorry. I don't have time to look for my dictionary.
  2. Sorry. I couldn't find those words during the class.
  3. Sure. Wait until I finish cleaning the classroom.
  4. Sure. I saw your dictionary during Japanese class.

- No 3
1. Yes, we'll also have games next month.
  2. Yes, I'll be happy if I play the guitar.
  3. No, I have never taken a tennis lesson.
  4. No, you don't have to play tennis then.

(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、あとの1～4の中から一つずつ選び、その番号を答えなさい。

No 1 **Question : What can we say about Sam ?**

1. He will have good experiences in the soccer club.
2. He wants to join the art club and make new friends.
3. He asked Kayo to visit the art club with him.
4. He began to play soccer when he was ten years old.

No 2 **Question : Which is true about Kayo ?**

1. She showed Sam the pictures of the birthday party.
2. She sang a song with her family when the party began.
3. She was taught how to play the piano by her grandfather.
4. She felt happy when she got a present at the party.

㉞) かもめ高校に来ている留学生のジェフ (Jeff) が、帰国する前に全校生徒に向けてスピーチを行います。ジェフのスピーチを聞いて、次のNo.1 とNo.2 の問いに答えなさい。

No.1 スピーチを聞いて、次の<メモ>を完成させるとき、 ① ~  ③ の中に入れるものの組み合わせとして最も適するものを、あとの1~6の中から一つ選び、その番号を答えなさい。

<メモ>

### Jeff's Speech

Friday, July 19

- Jeff's school in Australia is  ① than Kamome High School.
- He will  ② when he arrives at the airport in Australia.
- About  ③ % of the students in his school in Australia take Japanese language class.

- |              |                     |      |
|--------------|---------------------|------|
| 1. ① larger  | ② meet his friends  | ③ 10 |
| 2. ① smaller | ② meet his friends  | ③ 10 |
| 3. ① larger  | ② meet his friends  | ③ 40 |
| 4. ① smaller | ② need warm clothes | ③ 40 |
| 5. ① larger  | ② need warm clothes | ③ 80 |
| 6. ① smaller | ② need warm clothes | ③ 80 |

No.2 ジェフのスピーチを聞いたあと、ワタル (Wataru) がジェフに書いた<電子メール>の( )の中に適する1語を英語で書きなさい。

<電子メール>

Hi, Jeff. In your speech, you talked about the *yukata*. I was happy to hear that you especially enjoyed ( ) it at the school festival! I also had a good time with you. I hope we will meet again soon.

Wataru

問2 次の英文は、ショウゴ (Shogo) と留学生のアンディ (Andy) の対話です。対話文中の(ア)~(ウ)の( )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。

Shogo: Good morning, Andy!

Andy: Hi, Shogo. I've (ア) (b \_ \_ \_ \_ \_ ) your book to return it to you.

Shogo: Oh, you didn't have to return it so soon. Have you finished reading it yet?

Andy: Yes, I have. Thank you. I like books about Japanese history, so I enjoyed it!

Shogo: I'm glad to hear that. I have (イ) (a \_ \_ \_ \_ \_ ) book about Japanese history. Do you want to read it?

Andy: Of course, I do. Reading books is one of the best ways to learn a language.

Shogo: I (ウ) (a \_ \_ \_ \_ ). I read books in English when I study English, too.

問3 次の(ア)~(エ)の文の( )の中に入れるのに最も適するものを、あとの1~4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) Talking to my friends always ( ) me happy.

1. make                      2. makes                      3. feel                      4. feels

(イ) When was this old shrine ( )?

1. build                      2. builds                      3. built                      4. building

(ウ) Do you know who ( ) this song?

1. sung                      2. singing                      3. is sung                      4. sang

(エ) I want to go to a zoo ( ) has cute baby lions.

1. that                      2. it                      3. what                      4. who

問4 次の(ア)~(エ)の対話が完成するように、( )内の六つの語の中から五つを選んで正しい順番に並べたとき、その( )内で3番目と5番目に来る語の番号をそれぞれ答えなさい。(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: Ellen, ( 1. what 2. more 3. one 4. you 5. would 6. like ) cup of tea?

B: Yes, please. Thank you.

(イ) A: What time should we go to school tomorrow?

B: We ( 1. at 2. been 3. to 4. there 5. be 6. have ) eight.

(ウ) A: That's a nice picture! Which one is your child?

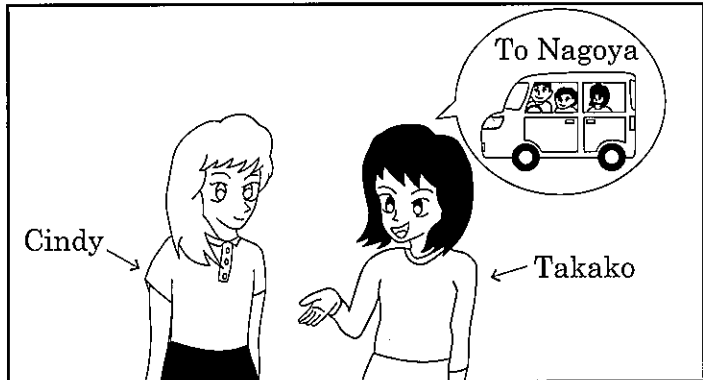
B: The ( 1. who 2. bike 3. riding 4. boy 5. is 6. the ) my son.

(エ) A: Why did George come to Japan?


B: Because he has ( 1. studying 2. Japanese 3. interested 4. studied 5. in 6. been )  
for many years.

問5 次のA～Cのひとつづきの絵と英文は、タカコ (Takako) と留学生のシンディー (Cindy) のある日のできごとを順番に表しています。Aの場面を表す<最初の英文>に続けて、Bの場面にふさわしい内容となるように、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。

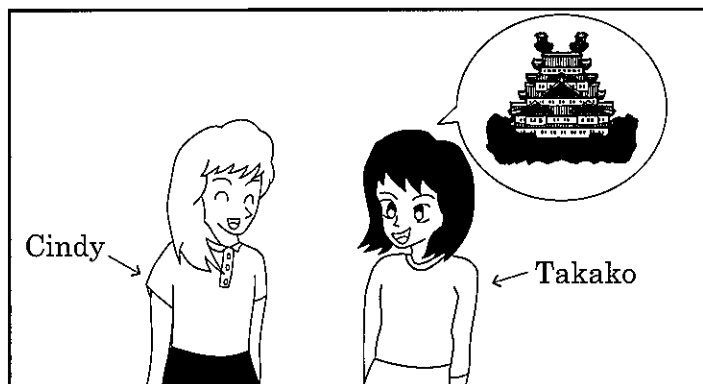
A

	<p>&lt;最初の英文&gt;</p> <p>Takako was talking to her friend, Cindy, about her family trip to Nagoya. Takako said, "We went to Nagoya by car."</p>
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B

	<p>Takako continued, "We left our house at 8 a.m., and we arrived there in the afternoon. There was a *traffic jam." Cindy asked, "<input type="text"/> get there?"</p>
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C

	<p>Takako answered, "About six hours. After we arrived in Nagoya, we visited *Nagoya Castle. We had a good time there."</p>
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\* traffic jam : 交通渋滞      Nagoya Castle : 名古屋城

<条件>

・ hoursとitを必ず含んで、文末がget there?で終わる1文となるように  内を7語以上で書くこと。

※ 短縮形 (I'mやdon'tなど) は1語と数え、符号(、など)は語数に含めません。

問6 次の英文は、高校生のハルキ (Haruki) が出席した、かもめ町 (Kamome-machi) が主催する高校生議会 (the town assembly for high school students) について、英語の授業で行った発表の原稿です。英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

Hello, everyone. I'm Haruki. A lot of \*tourists come to Japan now. Why is Japan so popular ?

During summer vacation, I joined the town assembly for high school students. At the assembly, we talked about one \*topic in groups, and made speeches to the \*mayor. This year's topic was "How can we make Kamome-machi more \*attractive to \*foreign tourists?" Now, I'll tell you the things I talked about with students from other high schools.

First, our group talked about the good things about our town. We chose three things. Please look at \*Table 1.

Table 1

Three good things about Kamome-machi	
Beautiful scenery	(美しい景観)
Fresh seafood	(新鮮な海産物)
Traditional crafts	(伝統工芸品)

Do you know why foreign tourists want to come to Japan ? Please look at Table 2. We found this \*data on the Internet. About 70 % of the foreign tourists said eating Japanese food was the \*purpose of their trip. Japanese food is very popular around the world. Kamome-machi is famous for fresh seafood, so we decided to think about the things foreign tourists could enjoy in our town. We had an idea. We think they will have fun if they can go fishing and eat the seafood cooked in some traditional Japanese ways. ( ① )

Table 2

外国人旅行客が訪日旅行前に考えている観光の目的 (2017年) [複数回答可]					
Ranking (順位)	1	2	3	4	5
Purposes (目的)	To eat Japanese food	To go shopping	To enjoy the *nature	To walk around a city	To enjoy the <i>onsen</i>
Percentage of the People (割合)	70.6%	58.5%	51.2%	44.3%	29.9%

(日本政府観光局資料をもとに作成)

Second, our group thought about the best way to share our ideas. We wanted to show foreign tourists the good things about Kamome-machi. We thought about making an English \*guidebook and giving it to them at large train stations near our town. But many people have already decided what to do in Japan before they leave their countries, so they should have the chance to learn about our town before their trip. Then, we thought about using the Internet. About four \*billion people in the world use the Internet now. ( ② ) Now look at Table 3. We learned that foreign tourists used \*blogs,\*SNS, and \*travel agencies' \*websites' to learn about Japan. It may be a good idea to use them to show people the good things about our town. If we use the Internet, we can share new \*information about our town at any time. If people around the world have the chance to learn about

our town before their trip, more people may visit Kamome-machi.

Table 3

外国人が訪日旅行前に活用した旅行情報源 (2017年) [複数回答可]					
Ranking (順位)	1	2	3	4	5
Information Sources (情報源)	Blogs	SNS	Travel agencies' websites	Family or friends	Guidebooks
Percentage of the People (割合)	36.8%	24.6%	19.4%	18.4%	16.6%

(日本政府観光局資料をもとに作成)

Finally, we made a speech to the mayor about our \*plans. We are going to use blogs, SNS, and websites. We are going to ask the people living in our town and the foreign tourists visiting our town to share pictures of their experiences in Kamome-machi on the Internet. There will be pictures of fishing, eating fresh seafood, and playing at the beautiful sea in our town. People all around the world will see these pictures and learn that our town is attractive. We will also make \*posters in English to give tourists more information. They will be able to find the best place to go fishing or to swim. We will put the posters in many places around our town. ( ③ )

After our speech, the mayor said, "Thank you, everyone. Your plans are really good and your great work made me happy." We were very happy to hear that. She continued, "I'll be glad if you give me some more ideas. I want more foreign tourists to come to our town, but we have two problems. First, our town is \*far from big cities and we don't have a train station, so it is not easy for foreign tourists to get here. Second, there are only two small \*hotels, so it's difficult for tourists to find places to stay. And we have no place to build \*extra buildings and a train station. If we \*solve these problems, many tourists can visit our town more easily." So, our group has started thinking about these problems to try to find good answers. We will continue to work hard. Thank you for listening.

\* tourists : 旅行者    topic : 議題    mayor : 町長    attractive : 魅力的な    foreign : 外国の  
 Table : 表    data : データ    purpose : 目的    nature : 自然    guidebook : ガイドブック  
 billion : 10 億の    blogs : ブログ    SNS : ソーシャルネットワーキングサービス  
 travel agencies' : 旅行代理店の    websites : ウェブサイト    information : 情報  
 plans : 計画    posters : ポスター    far : 遠い    hotels : ホテル    extra : 追加の, 余分の  
 solve ~ : ~を解決する



(ア) 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 1 ~ 6 の中から一つ選び、その番号を答えなさい。

A. So, it's a good way to show our town to a lot of people in foreign countries.

B. They'll be useful for foreign tourists, because they will show information about our town.

C. This is a special thing foreign tourists cannot do in their countries.

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

(イ) 本文中の——線部の内容に必要な条件を満たすことは何か。次の a ~ f の中から二つ選んだときの組み合わせとして最も適するものを、あとの 1 ~ 8 の中から一つ選び、その番号を答えなさい。

a. Our town builds a new train station near one of the hotels.

b. Our town opens a bus line from big cities to Kamome-machi.

c. Our town builds a park for tourists and they make traditional crafts there.

d. Foreign tourists decide what to eat after they arrive in our town.

e. Foreign tourists stay in houses which have extra rooms for them.

f. Foreign tourists take the posters of our town to their countries.

1. a と d

2. a と f

3. b と d

4. b と e

5. b と f

6. c と d

7. c と e

8. c と f

(ウ) 次の a ~ f の中から、ハルキの発表の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの 1 ~ 8 の中から一つ選び、その番号を答えなさい。

a. The mayor of Kamome-machi made a speech about three good things about the town at Haruki's high school.

b. Haruki has learned that about 70% of the foreign tourists in Kamome-machi want to eat fresh seafood.

c. Haruki's group made a guidebook of Kamome-machi in English and gave it to foreign tourists at some large train stations.

d. Haruki thinks that foreign tourists can learn about the town before visiting Japan if the good things about Kamome-machi are shared on the Internet.

e. One of Haruki's group's plans is to ask the people living in Kamome-machi to talk about their experiences with foreign tourists who are visiting Kamome-machi.

f. The mayor of Kamome-machi was glad to listen to Haruki's group's plans and asked them to give her other ideas.

1. a と d

2. a と e

3. b と c

4. b と d

5. c と e

6. c と f

7. d と f

8. e と f

問7 次の(ア), (イ)の英文と, ウェブサイト (Website) や価格表 (Price List) について, それぞれあとの **Question** の答えとして最も適するものを, 1～5の中からそれぞれ一つずつ選び, その番号を答えなさい。

(ア)

Tom, his mother, and his father are going to travel next month. They will stay in a hotel for one night. They are looking at Kamome Hotel's website to choose a room.

Tom: Look. This is Kamome Hotel's website. Let's choose a room!

Mother: Oh, this hotel is near the sea, right?

Tom: Yes. I want to see the sea from the room. I'm sure that it's beautiful.

Father: How about the \*price?

Mother: The prices of the rooms by the sea are higher, but I want to see the sea, too. There should be a bed for each person.

Father: OK. I don't think we need to stay in the largest room because we'll spend most of our time out of the hotel. What do you think?

Tom: That's OK.

Mother: All right. We've chosen our room.

Website

Welcome to Kamome Hotel!

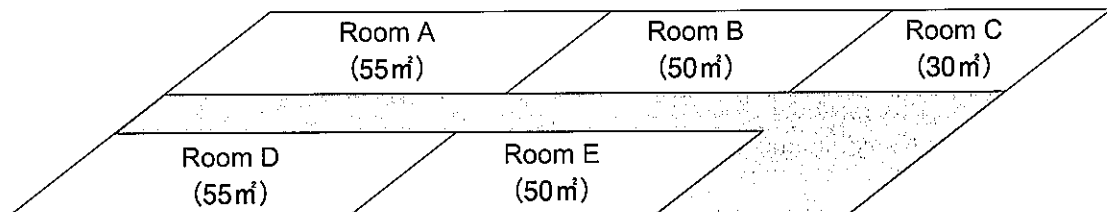
Home

Rooms

Restaurants

Events

【\*Floor Map】



☆ You can see the sea from the windows in Room A, Room B, and Room C.

【Room \*Information】

	Room A	Room B	Room C	Room D	Room E
Price *per person per night	12,000 *yen	10,000 yen	5,000 yen	11,000 yen	9,000 yen
The Number of Beds	4	4	2	4	4

\* price : 価格    Floor Map : フロアマップ    Information : 情報    per ~ : ~あたりの  
yen : 円

**Question : How much do Tom and his parents need to stay at Kamome Hotel per night?**

1. 36,000 yen.
2. 30,000 yen.
3. 15,000 yen.
4. 33,000 yen.
5. 27,000 yen.

(1)

*Sakura and Takeshi are in the same class. Their class is going to sell \*soda, green tea, orange juice, and coffee at the school festival. Sakura and Takeshi are talking about the \*prices of the \*drinks.*

Sakura: Takeshi, let's talk about the prices of the drinks. All the drinks were 100 \*yen last year.

Takeshi: I see. Soda is popular. I think many people will come to our class because we will sell it. How about 120 yen for soda?

Sakura: Wait, Takeshi. I heard the most popular drink was green tea last year.

Takeshi: Really? Then, how about 120 yen for green tea?

Sakura: I think that price is too high. If we \*sell it for a lower price, people will be happy.

Takeshi: Oh, I see. Then, how about 80 yen for green tea?

Sakura: OK. You've said soda is popular. We can sell those two drinks for the same price.

Takeshi: Good idea. How about the other two drinks? The prices shouldn't be different from last year's prices.

Sakura: I think so, too. OK, let's show this price list to the class tomorrow.

Price List

(a)

Soda	100 yen
Green tea	100 yen
Orange juice	100 yen
Coffee	100 yen

(b)

Soda	120 yen
Green tea	120 yen
Orange juice	100 yen
Coffee	100 yen

(c)

Soda	80 yen
Green tea	80 yen
Orange juice	100 yen
Coffee	100 yen

(d)

Soda	80 yen
Green tea	80 yen
Orange juice	80 yen
Coffee	80 yen

(e)

Soda	120 yen
Green tea	80 yen
Orange juice	100 yen
Coffee	100 yen

\* soda : 炭酸飲料    prices : 価格    drinks : 飲み物    yen : 円

sell ~ for ... : ~を...で売る

**Question : Which price list will Sakura and Takeshi show to the class tomorrow ?**

1. (a)

2. (b)

3. (c)

4. (d)

5. (e)

問 8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

*Kyoko and Satoshi are \*members of the \*student council in Kamome High School. They are talking in the classroom after school. Mr. Davis, their English teacher, talks to them.*

**Mr. Davis:** Hi, what are you talking about?

**Kyoko:** We are talking about the Saturday learning event for the \*elementary school children living near our high school. The children choose the lessons they want to take and our school's students teach them.

**Satoshi:** This event is held three times every year and we, the student council, \*manage it. Last Saturday, Kyoko and I managed the event for the first time as members of the student council. It was hard to manage the event, but it was a good experience.

**Mr. Davis:** How were the children at the event?

**Kyoko:** Most children enjoyed our lessons, but some children didn't. So, we need to change some things to make the next event better. Now, we are making the \*timetable for the next learning event. Here are last Saturday's event timetable, event \*information, and the \*feedback.

< Last Saturday's Event >

Event Timetable

Time	
9:00	Let's Sing English Songs
10:00	History of Kamome City
11:00	Play Music with Us
12:00	Lunch Time
13:00	Enjoy Soccer
14:00	Fun Science
15:00	
16:00	

Event Information

Name of the Lesson	Group *in charge of the Lesson	The Number of Children who Took the Lesson
Let's Sing English Songs	English club	13
History of Kamome City	Student council	5
Play Music with Us	*Brass band	20
Enjoy Soccer	Soccer club	30
Fun Science	Science club	40

Feedback from elementary school children

- It was hard for me to sing some of the English songs. (A \*10-year-old girl)
- I enjoyed playing music with the brass band. I want to play with them longer next time. The lesson was too short. (An 8-year-old girl)
- The soccer lesson was exciting, but I was sad because we could only play for an hour. (A 10-year-old boy)

Feedback from high school students

- Teaching was very difficult, but we learned a lot of things. (The brass band)
- We felt sad because we had to stop our lesson because of the rain. (The soccer club)

**Satoshi:** Look at the feedback from the elementary school children. ( ① ) They should be easier. Do you know good ones, Mr. Davis?

**Mr. Davis:** Of course! I'll bring some CDs from home. Also, I will join the next event to help the English club students if they want. I usually have time on Saturday morning.

- Kyoko:** Really? Satoshi, shall we start the singing lesson from 9 a.m. again?
- Satoshi:** Let's do that. I hope children will like English more after this lesson.
- Mr. Davis:** I hope so, too. ( ② )
- Kyoko:** They made a big \*poster about the history of Kamome City. The children said they liked our city more after the lesson, but only five children took part in it. I wanted more children to take this lesson. I think the lesson looked difficult because of the name.
- Mr. Davis:** The name is important, but you should also change some things in the lesson. How about leaving the classroom? When I worked as a teacher in a junior high school, I joined a traditional festival near the school. The students of the school taught me how to play the Japanese drums. I learned about the history of the \*area by joining the festival and talking to the people living there, too.
- Satoshi:** That's a good idea! The children will have fun if they leave the classroom.
- Kyoko:** If we decide to go out, we can find many good places to visit in Kamome City. How about walking around the city with the children? They can learn about the history of our city.
- Satoshi:** I see, but it'll be difficult to leave the school without teachers.
- Kyoko:** That's true. Then, how about cooking some of our city's \*local food? They can learn about the history of our city through cooking, too.
- Satoshi:** Good idea. Let's have a cooking lesson next time. The cooking club may help us. We need time to cook, so I think we should have two hours for the lesson between the singing lesson and lunch time. And let's change the name of the lesson. How about "Cooking in Kamome City"?
- Kyoko:** I like that idea. We should change the name of the lesson and the time of the lesson.
- Mr. Davis:** On the feedback, two children wanted more time in the lessons.
- Satoshi:** The soccer lesson finished at 2 p.m. and some children who took both the soccer lesson and the science lesson had to wait until the science lesson started.
- Kyoko:** Next time, I think it is better to have the science lesson before the soccer lesson. Also, an 8-year-old girl wrote about the brass band lesson. We should have this lesson for two hours, and the brass band lesson and the soccer lesson should be at the same time.
- Satoshi:** You are right. OK, now we have the new timetable for the next learning event.
- Kyoko:** I hope many children will enjoy it.
- Satoshi:** I think we can learn a lot of things from teaching children. Before teaching the history of Kamome City, I read a lot of books about it.
- Kyoko:** Me, too. I have lived in this city since I was born, but I didn't know a lot about its history. I learned a lot of new things from teaching the children.
- Mr. Davis:** We say, "To teach is to learn." I hope both of you will have wonderful experiences at the next event, too.

\* *members* : メンバー      *student council* : 生徒会      elementary school children : 小学生  
*manage ~* : ~を運営する      *timetable* : 時間割      *information* : 情報      *feedback* : 感想  
*in charge of ~* : ~を担当した      *Brass band* : 吹奏楽部      10-year-old ~ : 10歳の~  
*poster* : ポスター      *area* : 地域      *local* : 地元の

(ア) 本文中の( ① )と( ② )の中に入るものを、( ① )はア群、( ② )はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～6から一つ選び、その番号を答えなさい。

- ア群
- a. Some English songs were very difficult for the girl.
  - b. The girl thought the time for singing songs was too short.
  - c. The girl wanted to play a different sport in the lesson.

- イ群
- a. Will members of the student council teach “History of Kamome City” ?
  - b. What did the children do in “History of Kamome City” ?
  - c. How long did the children learn in “History of Kamome City” ?

1. ア群：a イ群：a                      2. ア群：b イ群：b                      3. ア群：c イ群：c  
 4. ア群：a イ群：b                      5. ア群：b イ群：c                      6. ア群：c イ群：a

(イ) 本文中の——線部が表す内容として最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1.

Time	
9:00	
10:00	Let's Sing English Songs
11:00	Cooking in Kamome City
12:00	Lunch Time
13:00	
14:00	Enjoy Soccer      Play Music with Us
15:00	
16:00	Fun Science

2.

Time	
9:00	
10:00	Cooking in Kamome City
11:00	
12:00	Lunch Time
13:00	Let's Sing English Songs
14:00	Fun Science
15:00	Enjoy Soccer      Play Music with Us
16:00	

3.

Time	
9:00	
10:00	Cooking in Kamome City
11:00	Let's Sing English Songs
12:00	Lunch Time
13:00	Fun Science
14:00	
15:00	Enjoy Soccer      Play Music with Us
16:00	

4.

Time	
9:00	Let's Sing English Songs
10:00	
11:00	Cooking in Kamome City
12:00	Lunch Time
13:00	Fun Science
14:00	
15:00	Enjoy Soccer      Play Music with Us
16:00	

(ウ) 本文の内容に合うものを，次の 1～7の中から二つ選び，その番号を書きなさい。

1. Kyoko and Satoshi have managed the Saturday learning event as members of the student council three times.
2. The 10-year-old boy who joined the soccer lesson felt sad because the weather became bad and the lesson finished earlier.
3. Students in the brass band taught thirteen elementary school children and thought that teaching was difficult.
4. Satoshi thinks that the name of the lesson about Kamome City's history should be changed but Kyoko doesn't think so.
5. Mr. Davis joined a traditional festival and learned how to play Japanese drums from Kamome High School students.
6. Satoshi says that the members of the cooking club need time to cook and it is difficult to have the cooking lesson without teachers.
7. Mr. Davis thinks last Saturday's event was a good experience for Kyoko and Satoshi because they could learn many things from teaching the children.

(問題は，これで終わりです。)

