2023（令和５）年度

２日［60分］＊＊

外　国　語　（英　語）

注　　意

１．監督者の指示があるまで問題を見ないこと。

２．声を出して問題を読まないこと。

３．問題は25ページ、1 から 5 まである。

４．問題や解答用紙に落丁、乱丁、汚損あるいは印刷不鮮明の箇所があれば、手をあげて監督者に申し出ること。

５．解答は必ず**黒色鉛筆を使用し、解答用紙に記入する**こと。

６．解答は解答用紙の解答欄の記号にマークすること。

７．訂正箇所は、消しゴムで**きれいに消す**こと。

８．解答欄には、関係のない符号や文字あるいはメモなどを記入しないこと。

９．解答用紙を**折ったり汚したりしない**こと。

10．問題用紙は持ち帰ること。

1 意味の通る文法的に正しい文を完成させるのにもっとも適切なものを選びなさい。［各１点］

1．If you buy more than two hamburgers, you will get a soft drink（　　）free.

A．from　　B．with　　C．on　　D．for

2．If he（　　）fail, she would be very disappointed.

A．could　　B．must　　C．should　　D．would

3．It has been ten years（　　）I moved to London, but I have never been to the British Museum.

A．after　　B．as　　C．since　　D．when

4．The storm is so bad that you might as well stay home（　　）to the store and risk an accident.

A．to go　　B．than going

C．by going　　D．as go

5．In order to get this license, we had to（　　）a two-week training session.

A．look up for　　B．take part in

C．take up for　　D．put away in

6．Our students are smart, mature and（　　）, and it's a pleasure to help them learn.

A．industrializing　　B．industrial

C．industrialized　　D．industrious

7. Scientists are developing an (　　) approach to treating the disease.

A. obstructive　B. endured　C. alternative　D. alleged

8. When you prepare for your presentation, you have to pick subjects that everyone (　　) about.

A. cares　B. stresses　C. browses　D. notices

9. My eyes were sort of moist, but I was determined (　　).

A. from crying　B. against crying

C. not to cry　D. not crying

10. When Barry cleaned his room last weekend, he (　　) old furniture.

A. came out　B. paid back

C. threw away　D. dealt in

11. Setting up computers is too complex for me to (　　).

A. give up　B. get off　C. pull out　D. figure out

12. She was upset because she did not feel taken care of even though she was (　　) guest.

A. a frequent　B. an uninvited

C. an insufficient　D. a casual

13. You are welcome to see me (　　) day this week except Sunday.

A. for a　B. any　C. on the　D. the other

14. The start of the project was delayed, but we are now (　　).

A. ahead of schedule　　B. behind schedule

C. on the wrong track　　D. off the track

15. Steven is polite and hardworking, and he is always (　　).

A. for time　　B. on time

C. before time　　D. at all times

16. We (　　) early to visit his grandmother to avoid traffic.

A. cut up　　B. put up　　C. hit off　　D. set off

17. What Debbie experienced is a type of workplace bullying known as verbal (　　).

A. communication　　B. agreement

C. abuse　　D. command

18. The first dinosaurs (　　) around 230 million years ago, then evolved rapidly into different kinds of animals.

A. disappeared　　B. recovered

C. ceased　　D. emerged

19. My sister (　　) out of the window of the car, waving and shouting goodbye.

A. knocked　　B. leaned　　C. grabbed　　D. slipped

20. We can prevent emergencies if we recognize warning signs (　　).

A. too soon　　B. before long

C. soon after　　D. early on

次のページに進みなさい

2 語句を並べ替えてもっとも自然な英文を完成させ、２番目と５番目に入れるものの記号を書きなさい。ただし、文頭に来る語も小文字にしてある。[各２点]

1．I（　1　）（　2　）（　3　）（　4　）（　5　）（　6　）photo book all day but couldn't find it anywhere.

A．for　　B．looking　　C．old
D．the　　E．had　　F．been

2．I wish（　1　）（　2　）（　3　）（　4　）（　5　）（　6　）about my cooking.

A．would　　B．partner　　C．up
D．my　　E．complaining　　F．give

3．The（　1　）earphones（　2　）（　3　）（　4　）（　5　）（　6　）tracks after the train departed.

A．the train　　B．were　　C．on
D．lost　　E．found　　F．undamaged

4．My hometown（　1　）（　2　）（　3　）（　4　）（　5　）（　6　）.

A．is　　B．of　　C．the size
D．three　　E．times　　F．yours

5．When I got in trouble,（　1　）（　2　）（　3　）（　4　）（　5　）（　6　）about what had happened.

A．tell　　B．me　　C．told
D．the truth　　E．I had better　　F．my parents

6. Mary (1)(2)(3)(4)(5) the trees as fast as she (6) with her daughter.

A. the B. over C. walked
D. towards E. could F. grass

7. Jack and Annie watched Jim (1)(2)(3) no (4) (5)(6).

A. see B. him C. they
D. until E. could F. longer

8. The beautiful dress (1)(2)(3) in the store window (4)(5)(6).

A. eye B. was C. my
D. displayed E. which F. caught

9. It is (1)(2) that you (3)(4) the data (5) (6) your computer regularly.

A. natural B. back C. on
D. should E. only F. up

10. Karen's motive for (1)(2)(3) willingly (4)(5) (6) her colleagues.

A. tasks B. to C. unknown
D. accepting E. remains F. difficult

3 次の文章を筋の通ったものにするために、枠内にあるＡ～Ｄからもっとも適切なものを選び（　　）の中に入れなさい。［各３点］

（A）

Ａ. This is because we often encounter situations where we want to persuade another person.

Ｂ. In this case, the speaker or writer must show that he or she is “believable.”

Ｃ. This emotional method requires that the person who is speaking or writing has a good understanding of the mood of the audience or readers.

Ｄ. He said that there are three methods by which people can persuade other people.

The study of “rhetoric” aims to teach people how to speak or write to persuade other people. Much of our knowledge of rhetoric originates in the ideas of the Greek philosopher Aristotle, who often wrote about this subject.（ (1) ）We either rely on reason, emotion or the force of our personality. The best approach may depend on the situation, and in some situations, it will be most effective to combine all three approaches.

Using reason to persuade someone is perhaps the most common approach that people take in a debate. We try, in other words, to show the other person that our ideas are truthful. This approach thus depends on being able to present information that supports your ideas.

The next approach is directed to a person’s feelings instead of their thoughts.（ (2) ）The aim is to create a feeling of sympathy with other people so they will be more likely to agree with your ideas.

The final rhetorical method relies on the power of personality.（ (3) ）

In other words, it is necessary to create a feeling of trust among the audience or readers by appearing knowledgeable. People can do this, for example, by appealing to others about personal past achievements or education, or by promoting a current position they may hold as an expert.

These rhetorical skills can often be very useful in the course of our daily lives. ((4)) Without these skills, even if we have a good idea, we may not be able to pass it on to others.

(B)

A. One reason for the younger median age is that the country welcomes many immigrants from other countries.
B. However, this problem is mainly limited to economically advanced countries.
C. Most of the top ten countries ranked for having older populations are located in Western Europe.
D. Moreover, economic development usually results in people living longer, so this will increase the average age.

One issue in countries around the world is an aging population that results from people living longer and birth rates falling. ((5)) In contrast, the average age in many developing countries is still very low. In other words, there is a big difference in the average age between the populations of developing and economically advanced countries.

Currently, according to the CIA World Factbook, Monaco is the place in the world with the oldest median age, at 55.4 years old. This is followed by Japan, where the median age is 48.6, Saint Pierre and Miguelon, where the median age is 48.5, and Germany with the median age being 47.8. ((6)) One exception is Great Britain, which has a relatively youthful population and ranks 50th overall in terms of median age.

The United States is another economically advanced country that has a younger average population than most Western European countries. At present, the country ranks 61st, with the median age of 38.5 years. ((7))

Nearly all of the countries with the youngest median age among

their citizens are located in Africa. This is not surprising, since most of these countries are not economically developed. Niger has the youngest median age in the world, at just 14.8 years old. But there are many other African countries with similarly low median ages. All of the 25 countries listed as having young populations in the CIA World Factbook have a median age that is under 20 years old.

Although most African countries now have a large youth population, compared to older generations, this situation is likely to change in the future. Since urban residents tend to have fewer children, it can be expected that birth rates in Africa will fall as more and more people move to cities. ((8)) As a result of such factors, we can expect the average age in Africa and in other developing areas of the world to increase steadily.

4 次の英文を読んで、質問に答えなさい。（＊印の語（句）は注を参考にすること）［各３点］

（A）Peppers* play a prominent role in the food of many cultures around the world. In some countries, like Thailand, peppers are one of the defining characteristics of their cuisine. Peppers are native to the Americas and were first cultivated by the people of Central and South America before they had any contact with Europeans. Very shortly after the arrival of Spanish explorers to the Americas in 1492, seeds of the pepper plant were taken back to Spain, where they quickly spread to the rest of the world.

Peppers are the fruit — more specifically, the berry — of simple-looking plants that grow to a height of 60-90 centimeters. Most peppers grow easily in gardens and yield plenty of fruit, making them a favorite of home gardeners. The characteristics of peppers vary widely depending on their type. They can range in color from green to yellow and from orange to red, and their color usually changes as they ripen. Some peppers are small and round, while others are long and thin. Others, such as the commonly known bell pepper, are large and bulbous*. Peppers are delicious when eaten fresh. However, peppers may also be dried, aged or smoked, which drastically changes the appearance, taste and aroma of the pepper. When a jalapeno pepper is eaten in its natural state, it is deep green and has a fresh, grassy, vegetable flavor. When a jalapeno pepper is smoked, it becomes something new altogether: the chipotle pepper, which is dark brownish-red in color and has a rich smoky and fruity flavor.

One characteristic that is unique to peppers is their pungency*, commonly experienced as spiciness, burning or heat when eating them. The burning sensation from eating certain peppers is caused by a

chemical called capsaicin that acts as an irritant to mammals such as humans. It is thought that this chemical is produced for evolutionary purposes, to prevent certain animals from eating it. For many people, however, the spiciness of peppers is irresistible. As with other characteristics, the pungency of peppers varies greatly. Bell peppers, for example, produce very little capsaicin and, for most people, they don't taste hot at all. Other peppers are loaded with capsaicin and are so spicy that even a tiny drop of their juice will cause severe pain.

Different peppers also have different uses. Some peppers are grown simply for their ornamental beauty. Larger, fleshier peppers like bell peppers or jalapenos are often treated like vegetables and eaten raw, pickled or cooked in soups or baked foods. Others are often dried and ground to a fine powder and used as a spice. Peppers, just like many other plants, add a colorful spice to our plates and our lives.

［注］pepper: ペッパー（トウガラシ、ピーマン、パプリカなどトウガラシ属の植物）
bulbous: 丸くふくらんだ　　pungency: ピリッとした辛味

1．この英文の主題は次のどれか。
A．ペッパーの薬としての効能
B．ペッパーを使った料理の進化
C．ペッパーのさまざまな種類と特徴
D．ペッパーが世界中で普及した理由

2．本文の内容と一致するのは次のどれか。
A．あらゆるペッパーに共通するのは赤い色である。
B．多くのペッパーは栽培が容易である。
C．ペッパーはヨーロッパからアメリカに持ち込まれた。
D．ペッパーはすべて食用である。

(B) A conspiracy theory is a theory or idea that explains an event or a set of circumstances as the result of a secret plot by a person or group of people that are often quite powerful. Another way to describe a conspiracy theory is a theory that states that a secret of great importance is being kept from the general public. People who start such conspiracy theories can be male or female, rich or poor, well-educated or poorly-educated, conservative or liberal. In other words, anyone can be a conspiracy theorist and influence others to believe their theory.

One famous conspiracy theory revolves around space exploration. On July 20, 1969, NASA's Apollo 11 mission successfully landed astronauts on the moon. This historic event in the international space race was marked by astronaut Neil Armstrong's now-famous radio statement: "That's one small step for man, one giant leap for mankind." Yet, decades later, there are conspiracy theories surrounding the moon landing, which insist to this day that the landing was faked by NASA in an elaborate attempt to secure funding by misleading the public. Some claim that portions of the mission were faked, including historical records or relevant details, while others maintain that the entire space program was a sophisticated fraud carried out by NASA.

Conspiracy theorists who put forth these arguments often point to photographs taken on the moon mission, which, they claim, reveal suspicious details. For instance, photos exist of Armstrong climbing down the Lunar Module's* ladder even though nobody preceded him, implying that somebody else must have been present to snap the picture. In reality, these images are easily explained: they were captured by cameras mounted externally on the module as Armstrong touched down onto the moon's surface. Much in the same manner, each piece of so-called evidence of a faked moon landing, whether they concern NASA's

radio transmissions or the physical properties of moon dust, has been proven to be false. NASA released a detailed report in 1977 to address each major claim, hoping to put the matter to rest. Other related incidents have not been so diplomatic: former Apollo 11 crew member Buzz Aldrin once punched a conspiracy theorist in the face after a heated argument.

Conspiracy theories, like the one surrounding the landing on the moon, will continue over time. This is because for some people, a conspiracy theory helps them try to cope with large, stressful events or happenings they cannot explain or understand. On the other hand, people who have a great knowledge of news media are less likely to believe in conspiracy theories. Knowledge of basic facts appears to be an important factor in deciding if someone may believe in a conspiracy theory or not, and such knowledge and facts may help eliminate some of the conspiracy theories that create unease for many people on both sides of those theories.

［注］Lunar Module: 月着陸船

３．この英文の主題は次のどれか。

Ａ．写真が示すアポロ11号月面着陸の社会的影響

Ｂ．ＮＡＳＡによる予算獲得のためのアポロ計画偽装

Ｃ．陰謀説とその一例としてのアポロ11号月面着陸

Ｄ．正しい情報と誤った情報の検証方法とその精度

4．本文の内容と一致するものは次のどれか。

A．月面着陸が偽装されたという明確な証拠はない。

B．アームストロングは月面に降りる際の写真に写っていない。

C．オルドリンは陰謀説に関する議論中に殴られた。

D．ＮＡＳＡは月面着陸の写真の一部を偽造した。

5．本文の内容と一致するものは次のどれか。

A．一般市民が事実を歪曲し、陰謀説を唱えることはない。

B．アームストロングの写真は先に下船した乗組員が撮影した。

C．ＮＡＳＡはいわゆる偽装の証拠についてノーコメントを貫いた。

D．様々な情報に触れることは陰謀説の真偽の判断に役立つ。

次のページに進みなさい

5 次の英文を読んで、質問に答えなさい。（＊印の語（句）は注を参考にすること）[各３点]

（A）Walking through a forest, you may have a chance to see a spider's web. It is one of nature's more common occurrences. There are many different types of spider webs, but perhaps the most common is the orb* web or a web that is a series of wheel-shaped, concentric* outlines with silk threads going out from the center of the web. Spiders, just like humans, work at different speeds and each spider makes a unique web. It takes about 30 minutes to one hour for most spiders to construct an elaborate web of silk thread. These webs are not homes for the spiders, but they are used as traps to catch other insects so the spiders can eat.

Spider webs are interesting not only for their shape and for their use, but they are also very interesting because of the silk that the spiders produce. For over one hundred years, engineers and scientists have been trying to reproduce the spider's silk because it is quite amazing. Spider silk is one of the strongest materials known to mankind. It is stronger than the toughest steel but at the same time incredibly light. Not only is it strong, but it is also very elastic. It can stretch up to 140% of its length. Another amazing thing about spider silk is that when the silk is pulled it becomes very soft and then it stiffens quickly. This makes the silk and the spider's web very resilient* and strong. Due to this resilience and strength, insects can't escape a web once they are caught in it. Also, a web will not break easily when someone tries to brush it away nor will it break easily in strong winds. Even if a place in the web becomes weakened due to a break in one of the silk strings, the web will still function as intended.

These properties of a spider's silk are so important that scientists and engineers alike realize that there are many possible applications for

such a product in areas as diverse as heavy industry, the military, space and deep-sea exploration, medicine and even more. Unfortunately, such silk cannot be “farmed” naturally, as spiders will fight to the death when put together in groups.

Because there are so many needs for such a strong material, scientists and engineers have been trying for many years to reproduce the silk artificially. If a company can succeed in doing so, it will no doubt obtain enormous financial profits. Research so far has yet to yield successful results. While some chemists are focusing on reproducing the superb strength of spider silk, others are trying to figure out how spider silk can be so light and flexible. These two seemingly opposite qualities have challenged scientists in their attempts to reproduce it. While efforts to do so will no doubt continue, it’s too bad scientists cannot approach the problem more directly, simply by asking spiders how they do it.

［注］orb: 球体　　concentric: 同心円をなす
resilient: 弾力性の高い

1．Which of the following would be the best title for this passage?
A．Spider’s Silk: A success story of chemical engineering
B．Spider’s Silk: Applications in space exploration and medicine
C．Spider’s Silk: Its qualities and potential uses
D．Spider’s Silk: Two properties that scientists have produced

2．According to the passage, which of the following is true?
A．The company that first reproduced spider’s silk got rich.
B．Spider silk farms are impossible due to the aggressiveness of spiders.
C．Scientists have given up the attempt to reproduce spider’s silk.
D．Spider silk is attractive because it is light, strong and crisp.

(B) Everywhere the Roman Empire expanded, engineers constructed luxurious buildings like the ones Romans enjoyed in Rome. Almost 2,000 years ago, Roman engineers constructed heated indoor swimming pools and centrally heated buildings. These heated indoor swimming pools and baths included many different kinds of rooms with different temperatures. Roman baths were a place for people to bathe, read, relax and socialize.

In large cities, bath complexes were quite large. Typical bathing complexes would include changing rooms, exercise rooms, an open-air swimming pool, dry and wet saunas, a hot bathing room, a warming bathing room, a room for cooling down and a room for massages. Not only did these complexes have bathing facilities but they might also have included cold-water swimming pools, private baths, toilets, libraries, lecture halls, fountains and outdoor gardens.

The Roman bath complex had large open rooms with lofty ceilings. With the development of concrete, unsupported walls could be built apart from other walls. Hollow brick barrel vaults were supported by buttress arches* and iron tie bars were also used, and the architectural dome became more developed and then was incorporated into other Roman buildings. The buildings for bathing had vast colonnades* and wide-spanning arches and domes. Affordable concrete or fireproof bricks were used, and when the buildings were completed, the patrons would walk over mosaic floors and see beautiful statues and marble-covered walls throughout the exotic bathing complex. In many cases, there was more than one bath, and the baths varied in water temperature from cold to warm or hot. The water for hot baths and the swimming pool was heated in enormous pots over fires in the basement. Slaves hauled the pots up to the baths, where the hot water was mixed with cold spring

water coming from fountains.

Artifacts* of the Roman Empire and their bathing facilities can be found across Europe and in the British Isles. One such place, the Welsh town of Caerleon in the British Isles was the home of the Roman northern army, and so the engineers constructed enormous living complexes for the soldiers. The main complex included public baths, as baths were central to Roman social life and they provided a way for the Roman soldiers to relax. The bathing complex in Caerleon included an open-air swimming pool, and it was so big that 80,000 gallons of water were needed to fill it. Caerleon's cold climate made heated water and indoor heating a necessity for the Romans. When entering the baths, people changed out of their street clothes in heated changing rooms. The rooms' floors and walls were heated by hot air rising from fires built below the floors. The hot air flowed under the floors and along the walls through tubes. This heated air was also used for dry sauna rooms.

Today, if you travel to Caerleon, you can visit the restored Roman baths and see the remains of a time when Romans brought their bathing culture to the British Isles and marvel at the engineering that made Roman life surprisingly modern and comfortable.

［注］buttress arch: アーチ状の補強　　colonnade: 列柱
artifact: 人工遺物

3．What is the main topic of this passage?

A．Reasons why public baths were popular among the Romans
B．Construction of advanced bathing facilities by Roman engineers
C．The latest findings on Roman public baths in Caerleon
D．The history of engineering during the Roman Empire

4. According to the passage, which of the following is true?

A. Romans were obliged to socialize with one another in public baths.

B. The cooling system of the building was installed underground.

C. People were able to use a heated room before entering the baths.

D. Roman engineers used tubes to carry hot water to the baths and pools.

次のページに進みなさい

(C) Screens! They are everywhere. You can see screens in big intersections, on billboards, trains, planes, buses, and of course in the hands of almost everyone passing on the street. It seems as if we cannot avoid or do away with the screens in our lives. Though we cannot do without many of the screens in our lives, are all of them good for us? What about for young children and babies? Are these screens good for them?

Since almost everyone watches television or a screen, it stands to reason that many babies do, too. Many parents enjoy breaks from the constant pressure of child-raising by putting their small children in front of a TV or a computer screen for a short while. They even hope educational programs may help their child's development. Experts, however, say such an approach is mistaken. They say unstructured playtime is more valuable for a young child's developing brain than is electronic media or programmed viewing.

The American Academy of Pediatrics* (AAP), for example, claims that children should not watch television or a computer screen at all until they are at least two years old. This is because babies need human interaction to properly develop social skills, and it is through such interaction that they learn many things. Interaction can come from adults or other children, but it cannot come from television. Children who watch too much TV too early may have trouble learning how to play with other children or even learning how to use language.

By age two, children may benefit from some types of screen time. Even so, reaching the age of two, however, does not make it suddenly all right to watch a screen. The AAP says that parents should restrict the viewing of older children as well. They suggest that children be limited to one or two hours of TV or screen time a day, at most.

Furthermore, this should include only educational programs. Also, if parents will sit down and watch the shows with their children, they can help the children understand what they are seeing and apply it in their daily lives. Moreover, experts recommend that passive screen time should not replace reading, playing or problem-solving activities.

While this advice is certainly wise, it may not be practical for tired parents. Screens have just become too much a part of the average person's daily routine. Parents are very likely to take advantage of channels and networks like *BabyFirstTV*, which began in 2003 and offers programs for very small children. Though the AAP discourages media and screen use for children younger than 18 months, they recognize that this may be very difficult for many parents.

The AAP recognizes that high-quality programming is important. In fact, the quality of the media a child views is more important than the type of technology or amount of time spent using the technology or looking at a screen.

［注］pediatrics: 小児科

5. What is the main idea of this passage?

A. Watching television is very beneficial for young children over the age of two.

B. Screen usage can have a negative impact on young children as they develop.

C. Children should only be allowed to watch educational television.

D. Television programs are convenient for young parents of children.

6. According to the passage, what is one suggestion made by the American Association of Pediatrics?

A. Children should watch at least two hours of educational television programs a day.

B. Screen viewing should become a part of a child's daily routine.

C. Parents should control screen viewing of children of all ages.

D. Children should watch TV to help them acquire language.

7. What can be inferred from this passage?

A. Playing computer games is better for a young child than watching programs on TV.

B. Playing a sport for a set time each day is better for a young child than running and playing in a park.

C. Watching a calming movie before bed is just as important as listening to a bedtime story for a young child.

D. Free interaction with others is more important to childhood development than learning through a computer.

外国語（英語）解答用紙　　２日［＊＊］

1

1	Ⓐ Ⓑ Ⓒ ●
2	Ⓐ Ⓑ ● Ⓓ
3	Ⓐ Ⓑ ● Ⓓ
4	Ⓐ Ⓑ Ⓒ ●
5	Ⓐ ● Ⓒ Ⓓ
6	Ⓐ Ⓑ Ⓒ ●
7	Ⓐ Ⓑ ● Ⓓ
8	● Ⓑ Ⓒ Ⓓ
9	Ⓐ Ⓑ ● Ⓓ
10	Ⓐ Ⓑ ● Ⓓ
11	Ⓐ Ⓑ Ⓒ ●
12	● Ⓑ Ⓒ Ⓓ
13	Ⓐ ● Ⓒ Ⓓ
14	● Ⓑ Ⓒ Ⓓ
15	Ⓐ ● Ⓒ Ⓓ
16	Ⓐ Ⓑ Ⓒ ●
17	Ⓐ Ⓑ ● Ⓓ
18	Ⓐ Ⓑ Ⓒ ●
19	Ⓐ ● Ⓒ Ⓓ
20	Ⓐ Ⓑ Ⓒ ●

20点

2

	（２）	（５）
1	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ ●	Ⓐ Ⓑ Ⓒ ● Ⓔ Ⓕ
2	Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ	Ⓐ Ⓑ ● Ⓓ Ⓔ Ⓕ
3	Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ	Ⓐ Ⓑ ● Ⓓ Ⓔ Ⓕ
4	Ⓐ Ⓑ Ⓒ ● Ⓔ Ⓕ	Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ
5	Ⓐ Ⓑ ● Ⓓ Ⓔ Ⓕ	● Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
6	Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ	Ⓐ Ⓑ Ⓒ ● Ⓔ Ⓕ
7	Ⓐ Ⓑ ● Ⓓ Ⓔ Ⓕ	● Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ
8	Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ	Ⓐ Ⓑ ● Ⓓ Ⓔ Ⓕ
9	● Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ ●
10	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ ●	Ⓐ Ⓑ ● Ⓓ Ⓔ Ⓕ

20点

3

1	Ⓐ Ⓑ Ⓒ ●
2	Ⓐ Ⓑ ● Ⓓ
3	Ⓐ ● Ⓒ Ⓓ
4	● Ⓑ Ⓒ Ⓓ
5	Ⓐ ● Ⓒ Ⓓ
6	Ⓐ Ⓑ ● Ⓓ
7	● Ⓑ Ⓒ Ⓓ
8	Ⓐ Ⓑ Ⓒ ●

24点

4

1	Ⓐ Ⓑ ● Ⓓ
2	Ⓐ ● Ⓒ Ⓓ
3	Ⓐ Ⓑ ● Ⓓ
4	● Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ ●

15点

5

1	Ⓐ Ⓑ ● Ⓓ
2	Ⓐ ● Ⓒ Ⓓ
3	Ⓐ ● Ⓒ Ⓓ
4	Ⓐ Ⓑ ● Ⓓ
5	Ⓐ ● Ⓒ Ⓓ
6	Ⓐ Ⓑ ● Ⓓ
7	Ⓐ Ⓑ Ⓒ ●

21点