

受検番号	
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英 語

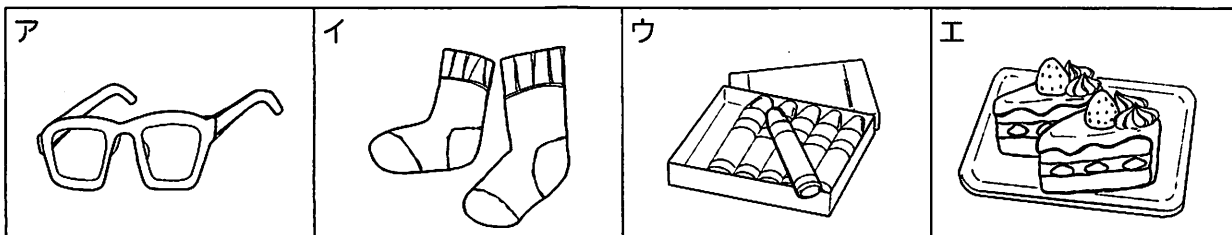
注 意

- 1 開始の合図があるまで、問題用紙を開いてはいけません。
- 2 解答は、全て解答用紙に記入しなさい。
- 3 英語は、活字体または筆記体とします。
- 4 解答を選択肢から選ぶ問題は、記号で書きなさい。
- 5 問題用紙は、冊子の形になっています。
- 6 問題は、表紙の裏を1ページとし、7ページまであります。開始の合図で問題用紙の各ページを確認し、始めなさい。
- 7 問題用紙の表紙と解答用紙の受検番号欄に、それぞれ受検番号を記入しなさい。

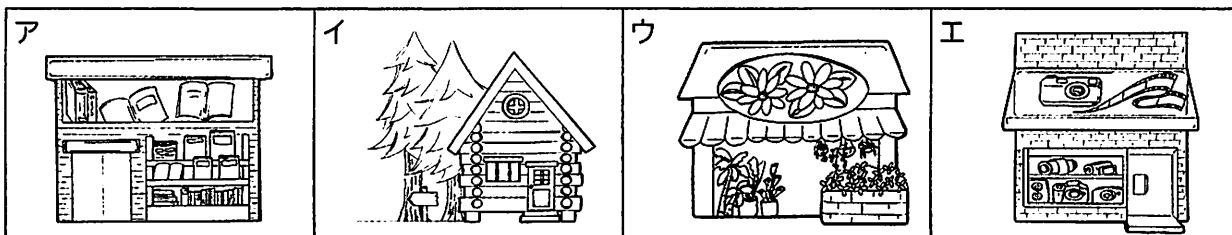
1 放送を聞いて答えなさい。

《その1》 話される英語を聞いて、それぞれの後の質問に対する答えとして最も適当なものを、アからエまでのの中からそれぞれ1つ選びなさい。

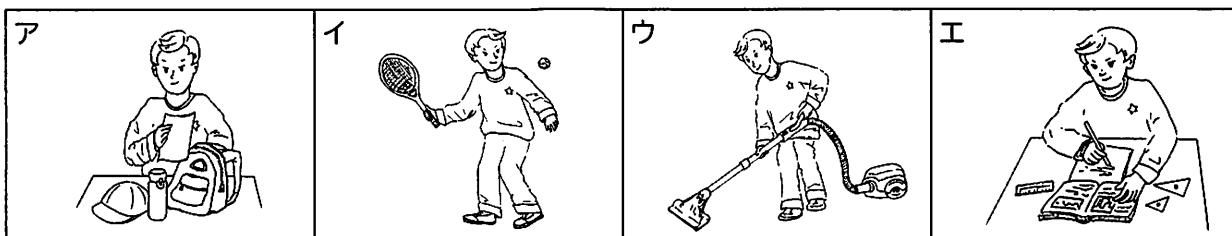
1



2



3



4



《その2》 かおる(Kaoru)さんは、英語の授業でスピーチをしています。かおるさんがクラスメートに伝えたいことは何ですか。最も適当なものを、アからエまでのの中から1つ選びなさい。

- ア We should get up and leave home early every morning.
- イ We should collect the garbage in our town every week.
- ウ We should have roles in our own family at home.
- エ We should ask our own family to cook breakfast every day.

《その3》 聡(Satoshi)さんは市役所で働いているマリア(Maria)さんにインタビューをしています。放送を聞いて、会話の後の1から3までの質問に対する最も適切な答えを、アからエまでの中からそれぞれ1つ選びなさい。

また、あなたも聡さんと一緒にマリアさんにインタビューをしているとして、あなたならマリアさんに何を尋ねたいですか。聡さんとマリアさんのやり取りの内容をふまえて、4の解答欄に5語以上の英語で書きなさい。



Satoshi

You

Maria

- 1 ア After she decided to tell Satoshi about her work.
イ When she was a junior high school student.
ウ After she decided to work in Japan.
エ When she was a university student.
- 2 ア She usually helps foreign people facing troubles in the city.
イ She usually tells Japanese people how to live in Brazil.
ウ She usually works for students joining festivals in the city.
エ She usually teaches Japanese people English.
- 3 ア She wants foreign people to plan the international food festival.
イ She wants to build a new bridge over the river in the city.
ウ She wants to connect foreign people and Japanese people.
エ She wants Satoshi to make hazard maps in different languages.
- 4 あなたも聡さんと一緒にマリアさんにインタビューをしているとして、あなたならマリアさんに何を尋ねたいですか。聡さんとマリアさんのやり取りの内容をふまえて、5語以上の英語で書きなさい。

2

直也(Naoya)さんとみゆき(Miyuki)さんの学級の英語の授業で、ミラー先生(Mr. Miller)は、授業のきまり(class rules)について生徒の意見を聞くために、【アンケート】(questionnaire)を配りました。また、その後の授業で、【アンケートの結果】を見ながら、学級で話し合いが行われました。後の1から7までの各問いに答えなさい。

【アンケート】

English Class Questionnaire

“Let’s improve our English. What can we do?”

English is a useful tool. If you can use it, you can communicate with people in many countries and areas. In our English class, I hope everyone tries to use English more, so we can enjoy English communication activities more.

I believe that it is good for us to have some class rules to improve our English. Will you write your ideas and reasons? I’m looking forward to hearing your ideas.

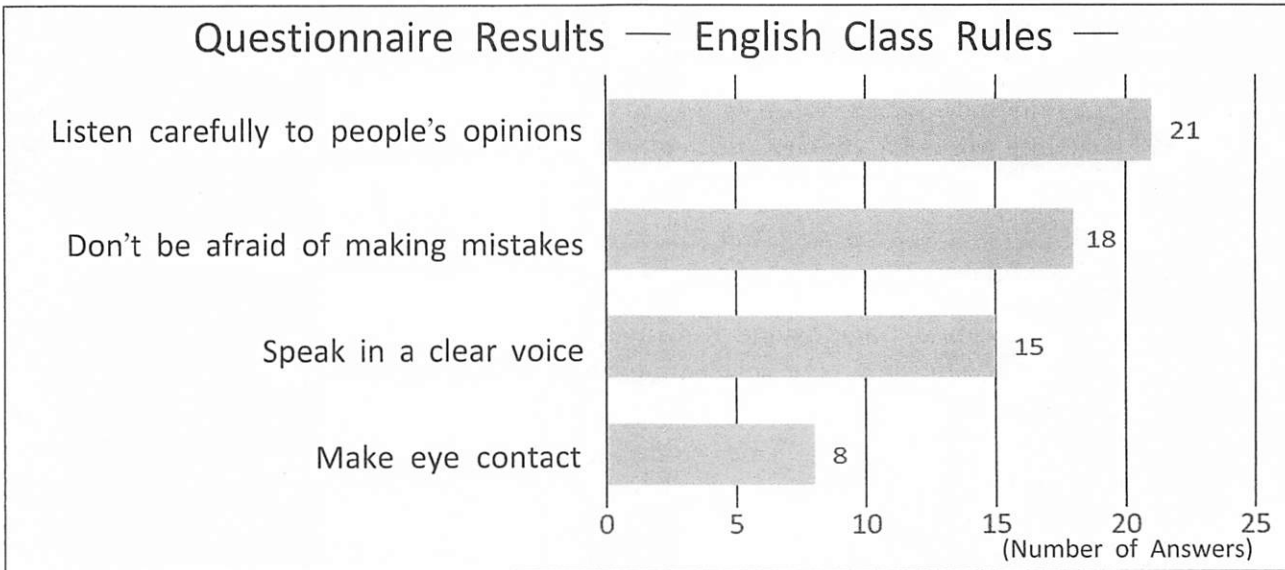
Example: Always speak to each other with good eye contact because you can understand other people’s feelings.

Please write here. •
 •
 •

I’ll collect this questionnaire on September 10. Thank you.

(注) communicate with ~ : ~とコミュニケーションをとる

【アンケートの結果】



(注) making mistakes : 間違えること make eye contact : アイコンタクトをとる

1 【アンケート】と【アンケートの結果】の内容として合っているものを、次のアからカまでの中から2つ選びなさい。

- ア This questionnaire will be collected in the last class of the year.
- イ The most popular idea from students is to listen carefully to people’s opinions.
- ウ Mr. Miller hopes these class rules may help students enjoy club activities at school, too.
- エ According to the results, most students think eye contact is very important.
- オ Students have to write their own ideas with reasons.
- カ Fifty students think it is important to speak in a clear voice.

直也さんは、ミラー先生と【アンケートの結果】を見ながら話しています。

【直也さんとミラー先生の会話】

Mr. Miller: What do you think about these questionnaire results, Naoya?
Naoya: I really liked learning about the ideas given by my classmates. I think all of the ideas in the questionnaire results are important. The graph ① [are / that / interested / us / we / shows] in becoming better English speakers.
Mr. Miller: Well, I'm glad that everyone expressed his or her ideas. First, I want you to make groups of four people. Then, choose your group leader. Each group will choose their favorite idea from the questionnaire results. Remember the reason should be included. Please think carefully. (②), your group leader will talk about your group's favorite class rule.
Naoya: OK. I think it is necessary for us to talk together, so everyone can become more active in English class.
Mr. Miller: That's right. I hope everyone will take part in my English class positively and have more and more chances to try English.

(注) take part in ~ : ~に参加する positively : 積極的に

- 2 ① [] 内の語を、意味が通るように並べかえなさい。
3 (②) に入る語として最も適当なものを、次のアからエまでのの中から1つ選びなさい。
ア Actually イ Surprisingly ウ Finally エ Usually

直也さんは、自分のグループを代表して、話し合った結果を発表します。

【直也さんのスピーチ】

Let me tell you about my group's opinion. It was easy to know (③) we (④) choose as our class rule. We think that "Don't be afraid of making mistakes" is the most important. I would like to tell you about one of my experiences. When I was in the first year, speaking English made me nervous. I was very worried about making mistakes. After I began to speak English with gestures, I became more and more active in class. Now, I feel more comfortable with using English. I think that ⑤ they are very useful for communication. There is one more important thing. It is good to smile when we speak to each other because it keeps us positive. Thank you for listening.

(注) comfortable with ~ : ~が心地よい

みゆきさんは、直也さんのスピーチに対する意見を発表します。

【みゆきさんの意見】

Thank you, Naoya. I was impressed by your group's ideas. We were very (⑥) to think about class rules for English class. In our group, we think that we should [⑦] in every class, because the ideas of other people are quite important. We think it is necessary to build good relations with classmates, so we should try very hard to understand their English. Thank you.

- 4 (③) および (④) に入る英語の組み合わせとして正しいものを、次のアからエまでのの中から1つ選びなさい。
ア who / may イ which / should ウ where / could エ when / will
5 下線部⑤は何を指していますか。英語で書きなさい。
6 (⑥) に入る語として最も適当なものを、次のアからエまでのの中から1つ選びなさい。
ア kind イ interesting ウ popular エ excited
7 [⑦] に入る適当な英語を、3語以上で書きなさい。

3

知美(Tomomi)さんと健太(Kenta)さんの学級では、英語の授業で興味のある社会的な問題についての意見発表を行いました。次は、【知美さんの発表】【知美さんの発表資料】【健太さんの感想】です。これらを読んで、後の1から6までの各問いに答えなさい。

【知美さんの発表】

Hello, everyone. Have you ever thought about the food you eat every day? Where does it come from? How does it come to you? I believe food and the environment are important.

Look at graph 1. Japan's food self-sufficiency rate is 37%. It means that Japan imports more than 60% of its food. I didn't know that, but I understood it when I thought about my breakfast. I ate rice, grilled fish, and miso soup. The rice was grown in Japan, but the fish was (①) in a foreign country. The miso and tofu are made from soybeans. However, most of the soybeans are imported from other countries. The breakfast was *washoku*, traditional Japanese cooking, but it was international.

Look at graph 2. Do you know how far your food traveled to get to you? You can see the food mileage here. Food mileage is calculated by multiplying weight and distance and it tells how much fuel is used to transport food. Japan's food mileage is higher than the other countries' food mileage in the graph. Japan buys a lot of food from many countries and a lot of fuel is used when the food is transported. Using too much fuel is not good for the environment, so we need to think about this. If we buy locally produced food, we don't use much fuel. I think buying locally produced food is one of the good ways to solve this problem.

There is another problem. There are ② 【around / from / hunger / many / suffer / people / who】 the world. However, food waste in Japan is more than six million tons a year. According to graph 3, [③]. I think we should do something to solve this problem. If we reduce food waste from home, it can make all the difference. When I opened the refrigerator last week, I found some food that was too old to eat. I had to throw it away and I felt very sorry. We should buy only the food we will eat.

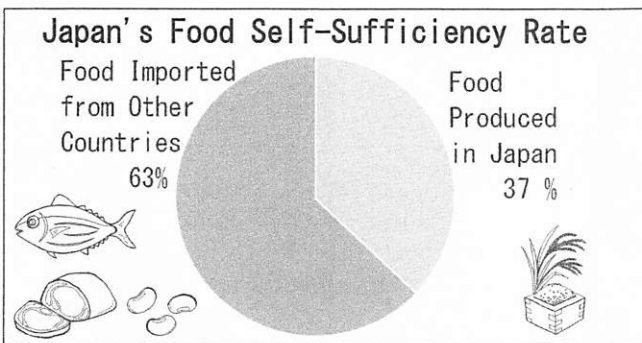
Food is very important for us. We should think about the food we eat every day. I believe that we can find answers to our environmental problems. What is your opinion?

Thank you.

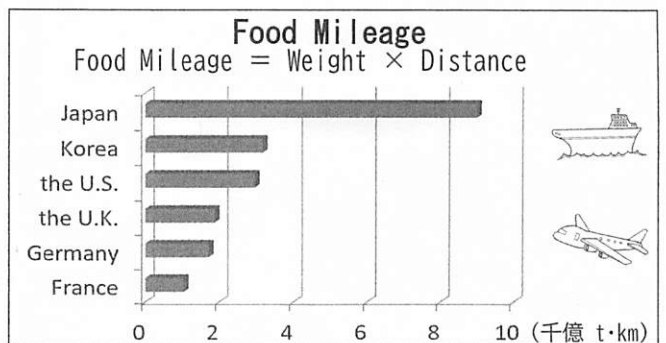
(注) food mileage : フード・マイレージ (単位はt・km (トン・キロメートル)) calculate(d) : 計算する
 multiplying : multiply (かける) の ing 形 weight : 重さ distance : 距離 fuel : 燃料
 locally produced food : 地元でつくられた食べ物 refrigerator : 冷蔵庫

【知美さんの発表資料】

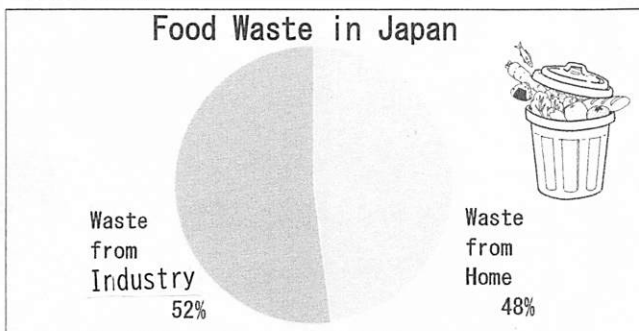
[Graph 1]



[Graph 2]



[Graph 3]



グラフ1は農林水産省「平成30年度食料自給率・食料自給力指標について」、グラフ2はウェブサイト「フード・マイレージ」資料室(データは2001年)、グラフ3は農林水産省「食品廃棄物等の利用状況等(平成25年度推計)」より作成

【健太さんの感想】

Thank you, Tomomi. Your presentation is great. You say that buying locally produced food is good for the environment and it has other good points, too. A few days ago, I went to the market near my house. A lot of vegetables grown in my town are sold there. The vegetables are fresh and we can get them in season. Sometimes the farmers who grew the vegetables come to the market to sell them. I met a farmer and enjoyed talking with him. He also taught me how to cook the vegetables. I ate them for dinner and they were delicious. If I know who grows the vegetables, I feel safe about my food. ④ I think it is good to buy the food produced in our local area not only for the environment but also for us.

1 【知美さんの発表】について、次の(1), (2)の質問に対する答えになるように、()に入る適切な英語を2語以上で書きなさい。

(1) Does Japan import more than 60 % of its food from foreign countries?

→ ().

(2) What food in Tomomi's breakfast was produced in Japan?

→ ().

2 (①)に入る最も適当なものを、次のアからエまでの中から1つ選びなさい。

ア caught イ eaten ウ swum エ thought

3 ②【 】内の語を、意味が通るように並べかえなさい。

4 [③]に入る最も適当なものを、次のアからエまでの中から1つ選びなさい。

ア the food waste from home is larger than the food waste from industry

イ the food waste from home is half of the food waste from industry

ウ the food waste from home is more than six million tons a year

エ the food waste from home is almost half of all the food waste

5 【知美さんの発表】の内容として合っているものを、次のアからオまでの中から1つ選びなさい。

ア All of the food we eat in Japan comes from foreign countries.

イ The food mileage of Japan is the lowest of the six countries in graph 2.

ウ Tomomi says locally produced food needs less fuel than imported food.

エ Tomomi believes that reducing the food waste from industry is more important.

オ We can do nothing to solve the food waste problem because it is too serious.

6 下線部④の健太さんの意見について、あなたの考えとその理由を10語以上の英語で書きなさい。2文以上になってもかまいません。ただし、知美さんが話したこととは違う内容で、書き出しは次のどちらかを用いることとし、書き出しの語句は語数に含めるものとする。

書き出し I agree / I disagree

4

次の問いに答えなさい。

次の英文は、真(Makoto)さんの学級で英語のグリーン先生(Mr. Green)が問いかけた内容です。これを読んで、あなた自身の考えとその理由を、15語以上35語以内の英語で書きなさい。2文以上になってもかまいません。

【グリーン先生の問いかけ】

My American friend who is a photographer will visit Shiga in spring. I want to take her to a nice place in Shiga to take pictures, but I don't know where to go. Could you give me good advice?

英語聞き取りテスト台本

注意：〔 〕内は音声として入れない。

<p>ただいまから、第1問の聞き取りテストを行います。問題は《その1》から《その3》まであります。聞いている間にメモをとってもかまいません。</p> <p>まず、《その1》から始めます。これから話される英語を聞いて、それぞれの後の質問に対する答えとして最も適当なものを、問題用紙に示されたアからエまでの中からそれぞれ1つ選びなさい。英語は、それぞれ2回放送します。それでは、始めます。</p>		間 2 秒
<p>No.1</p> <p>A: Mom, look. Grandmother bought me these for my birthday.</p> <p>B: Wow, how beautiful!</p> <p>A: I'm very happy because I can use these to draw pictures.</p> <p>Question: What is the boy showing to his mother?</p> <p>繰り返します。</p> <p>〔英文をもう一度読む。〕</p>		間 2 秒 間 2 秒 間 4 秒
<p>No.2</p> <p>A: Excuse me. I'm looking for books about flowers.</p> <p>B: OK. We have this one with many pictures and some more here.</p> <p>A: Let's see. Oh, I like this smaller one. I can bring it when I go hiking. I'll take it.</p> <p>Question: Where are they talking?</p> <p>繰り返します。</p> <p>〔英文をもう一度読む。〕</p>		間 2 秒 間 2 秒 間 4 秒
<p>No.3</p> <p>A: Tom, where are you going? Have you finished your math homework?</p> <p>B: No, but I want to play tennis with my friends.</p> <p>A: You cannot go out now. Do your homework first.</p> <p>B: OK. I'll do it now.</p> <p>Question: What is the boy's mother telling him to do before he goes out?</p> <p>繰り返します。</p> <p>〔英文をもう一度読む。〕</p>		間 2 秒 間 2 秒 間 4 秒
<p>No.4</p> <p>A: Ms. Suzuki, how many students will come to the event as volunteers tomorrow?</p> <p>B: I asked five students to come, but two of them cannot.</p> <p>A: I said I couldn't come. But if you need more help, I can come, too.</p> <p>B: Can you? You're a kind student, John. Please meet us here at three.</p> <p>Question: How many students will come to help Ms. Suzuki tomorrow?</p> <p>繰り返します。</p> <p>〔英文をもう一度読む。〕</p>		間 2 秒 間 2 秒 間 4 秒
<p>次に、《その2》に入ります。かおる(Kaoru)さんは、英語の授業でスピーチをしています。かおるさんがクラスメートに伝えたいことは何ですか。最も適当なものを、問題用紙に示されたアからエまでの中から1つ選びなさい。英語は、2回放送します。それでは、始めます。</p>		間 2 秒
<p>In my family, each member has a role. I get up early and take out the garbage every Monday. I also walk our dog when I come home early. My brother is good at cooking, so he cooks our breakfast with my father. Do you help your family at home? I think we should help each other at home to make our own family happier. What do you think?</p> <p>繰り返します。</p> <p>〔英文をもう一度読む。〕</p>		間 2 秒 間 2 秒 間 4 秒
<p>次に、《その3》に入ります。聡(Satoshi)さんは市役所で働いているマリア(Maria)さんにインタビューをしています。放送を聞いて、会話の後の1から3までの質問に対する最も適当な答えを、問題用紙に示されたアからエまでの中からそれぞれ1つ選びなさい。また、あなたも聡さんと一緒にマリアさんにインタビューをしているとして、あなたならマリアさんに何を尋ねたいですか。聡さんとマリアさんのやり取りの内容をふまえて、4の解答欄に5語以上の英語で書きなさい。会話と質問は通して2回放送します。それでは、始めます。</p>		間 2 秒
<p>A: Nice to meet you, Maria. I'm Satoshi.</p> <p>B: Hi, Satoshi. Nice to meet you, too.</p> <p>A: Maria, you are from Brazil, right? I hear you can speak Portuguese and English.</p> <p>B: Yes. I can also speak Japanese because I learned it at university in Brazil. So I decided to work in Japan.</p> <p>A: I see. Could you tell me about your work?</p> <p>B: Sure. I usually support foreign residents in this city when they have troubles in their daily lives.</p> <p>A: How do you support them?</p> <p>B: I give them some information in different languages, like hazard maps.</p> <p>A: Great. What else do you do?</p> <p>B: Well, I help to plan festivals for foreign people. I want them to make friends with Japanese people.</p> <p>A: What festival is the most popular?</p> <p>B: The international food festival is. Everyone enjoys that festival together.</p> <p>A: Sounds interesting. It will be a good chance for both foreign people and Japanese people to meet each other.</p> <p>B: That's right. My goal is to be a bridge between them.</p> <p>A: That's wonderful, Maria. Thank you very much for today.</p> <p>Question 1 When did Maria learn Japanese?</p> <p>Question 2 What does Maria usually do for her work?</p> <p>Question 3 What is Maria's goal?</p> <p>繰り返します。</p> <p>〔英文をもう一度読む。〕</p>		間 2 秒 間 4 秒 間 4 秒 間 4 秒 間 2 秒 間 7 秒
<p>以上で、聞き取りテストの放送を終わります。</p>		