

英

第 2 日
英 語

(10 : 10 ~ 11 : 00)

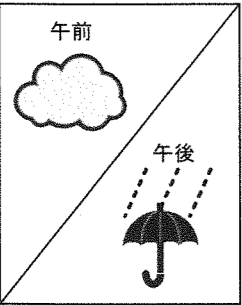
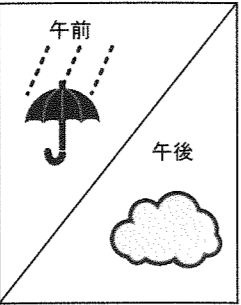
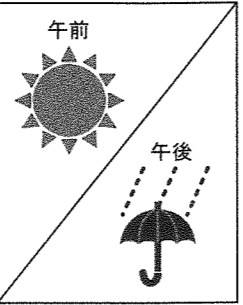
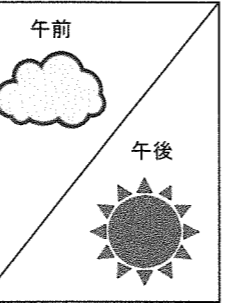
注 意

- 1 検査開始のチャイムがなるまで開いてはいけません。
- 2 最初に、放送による聞き取りテストを行います。検査開始のチャイムがなったらすぐに **英—1** ページを開きなさい。
- 3 受検番号は、放送による聞き取りテストの終了後に、問題用紙と解答用紙の両方に記入しなさい。
- 4 問題用紙の1ページから12ページに、問題が**1**から**4**まであります。
これとは別に解答用紙が1枚あります。
- 5 答えはすべて解答用紙に記入しなさい。

| | | |
|------|---|---|
| 受検番号 | 第 | 番 |
|------|---|---|

1 放送を聞いて答えなさい。

問題A これから、No.1～No.4まで、対話を4つ放送します。それぞれの対話を聞き、そのあとに続く質問の答えとして最も適切なものを、ア～エの中から選んで、その記号を書きなさい。

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|--|--|---|--|-----|------|----|-----|----|--|----|-----|------|-----|----------|----|-----|----|---|------|-----|----------|-----|----|-----|-----|----|---|------|-----|----|-----|----------|-----|-----|----|
| No.1 | <p>ア</p>  | <p>イ</p>  | <p>ウ</p>  | <p>エ</p>  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No.2 | <p>ア</p> <p>好きなスポーツ</p> <table border="1"> <tr><td>バスケットボール</td><td>12人</td></tr> <tr><td>野球</td><td>11人</td></tr> <tr><td>サッカー</td><td>9人</td></tr> <tr><td>その他</td><td>8人</td></tr> </table> | バスケットボール | 12人 | 野球 | 11人 | サッカー | 9人 | その他 | 8人 | <p>イ</p> <p>好きなスポーツ</p> <table border="1"> <tr><td>野球</td><td>14人</td></tr> <tr><td>サッカー</td><td>12人</td></tr> <tr><td>バスケットボール</td><td>8人</td></tr> <tr><td>その他</td><td>6人</td></tr> </table> | 野球 | 14人 | サッカー | 12人 | バスケットボール | 8人 | その他 | 6人 | <p>ウ</p> <p>好きなスポーツ</p> <table border="1"> <tr><td>サッカー</td><td>13人</td></tr> <tr><td>バスケットボール</td><td>11人</td></tr> <tr><td>野球</td><td>10人</td></tr> <tr><td>その他</td><td>6人</td></tr> </table> | サッカー | 13人 | バスケットボール | 11人 | 野球 | 10人 | その他 | 6人 | <p>エ</p> <p>好きなスポーツ</p> <table border="1"> <tr><td>サッカー</td><td>11人</td></tr> <tr><td>野球</td><td>11人</td></tr> <tr><td>バスケットボール</td><td>11人</td></tr> <tr><td>その他</td><td>7人</td></tr> </table> | サッカー | 11人 | 野球 | 11人 | バスケットボール | 11人 | その他 | 7人 |
| バスケットボール | 12人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 野球 | 11人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| サッカー | 9人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| その他 | 8人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 野球 | 14人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| サッカー | 12人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| バスケットボール | 8人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| その他 | 6人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| サッカー | 13人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| バスケットボール | 11人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 野球 | 10人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| その他 | 6人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| サッカー | 11人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 野球 | 11人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| バスケットボール | 11人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| その他 | 7人 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No.3 | <p>ア At 3:00 p.m.</p> <p>イ At 3:10 p.m.</p> <p>ウ At 3:20 p.m.</p> <p>エ At 3:30 p.m.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No.4 | <p>ア Because he enjoyed reading very much.</p> <p>イ Because the books he wanted were borrowed.</p> <p>ウ Because there were too many people.</p> <p>エ Because he was very hungry.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

問題B これから放送する英文は、英語の授業で、先生がクラスの生徒に対して話したときのもので、先生の質問に対して、あなたなどのように答えますか。あなたの答えを英文で書きなさい。なお、2文以上になっても構いません。

② 拓海, 明日香, ジェーンは, 「科学技術と人々の生活」をテーマとした, 高校生による国際会議の発表者として選ばれました。次の会話は, 拓海たちが発表する内容について事前に話し合ったときのものです。また, グラフ1~3は, そのとき拓海たちが用いたものの一部です。これらに関して, あとの1~5に答えなさい。

Takumi : We've already decided to talk about AI in our lives at the international conference. AI is like a brain in a machine, right?

Asuka : Yes. In our lives, we can see many kinds of machines with AI, like smartphones, robot cleaners, and air conditioners.

Jane : Last weekend, I found a robot with AI at a new shopping mall. It said, "I will give you the information about this shopping mall." I asked where I could buy a CD there, then the robot answered ① the question quickly. I was very surprised.

Takumi : First, we will show examples of machines with AI at the conference.

Asuka : All right. I've brought Graph 1 and Graph 2. With these graphs, we can show how people feel when they have to work with machines with AI.

Takumi : Graph 1 shows that about 75% of the American people are not happy to work with machines with AI. Why is that, Jane?

Jane : In America, people are often evaluated by their work performance. So, they are afraid of losing their jobs when machines with AI do a better job than them.

Asuka : I see. Graph 2 shows that more than 50% of the Japanese people think it is OK to work with machines with AI.

Takumi : Many Japanese people like stories with robots in comic books and movies. I hear this is part of Japanese culture. So, I think it is OK for many Japanese people to work with machines with AI.

Jane : That's interesting. Why don't we talk about this difference between Japanese and American people after showing examples of machines with AI?

Asuka : That sounds good. Takumi, you have brought Graph 3. Will you tell us about it?

Takumi : Well, people over 20 years old answered the question on Graph 3. It shows that about % of the Japanese people say there aren't any skills they want to learn to use AI. I believe the Japanese people will need to learn the skills.

Jane : We should find something we can do to the situation. I think Japanese people should be ready to live with machines with AI.

Asuka : You're right. But from Graph 3, we can also see that some of the Japanese people want to understand AI and think about how to use it. I'm sure a lot of Japanese high school students are interested in AI.

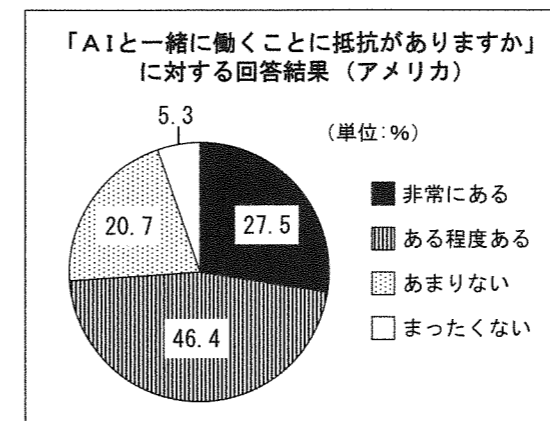
Takumi : I think so, too. Machines with AI are part of our lives. We should think about how to improve our lives by using AI.

Jane : Then, shall we ask questions about living with AI to the students at the conference?

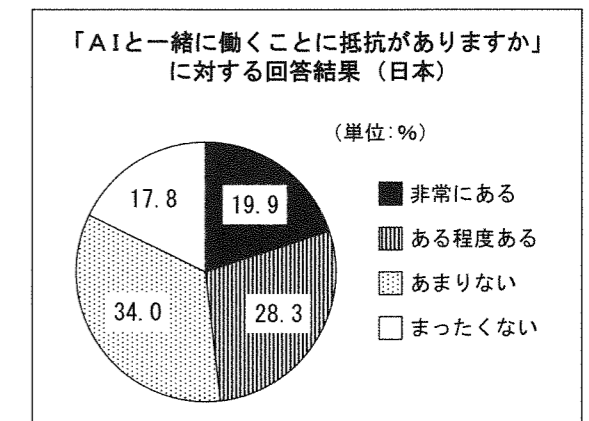
Takumi : OK. Let's talk about ② what questions we will ask at the conference now!

(注) AI 人工知能 (artificial intelligence の略) conference 会議
 brain 頭脳 machine 機械 smartphone スマートフォン
 robot cleaner ロボット掃除機 air conditioner エアコン
 shopping mall ショッピングモール evaluate 評価する
 performance 成果 skill 技能

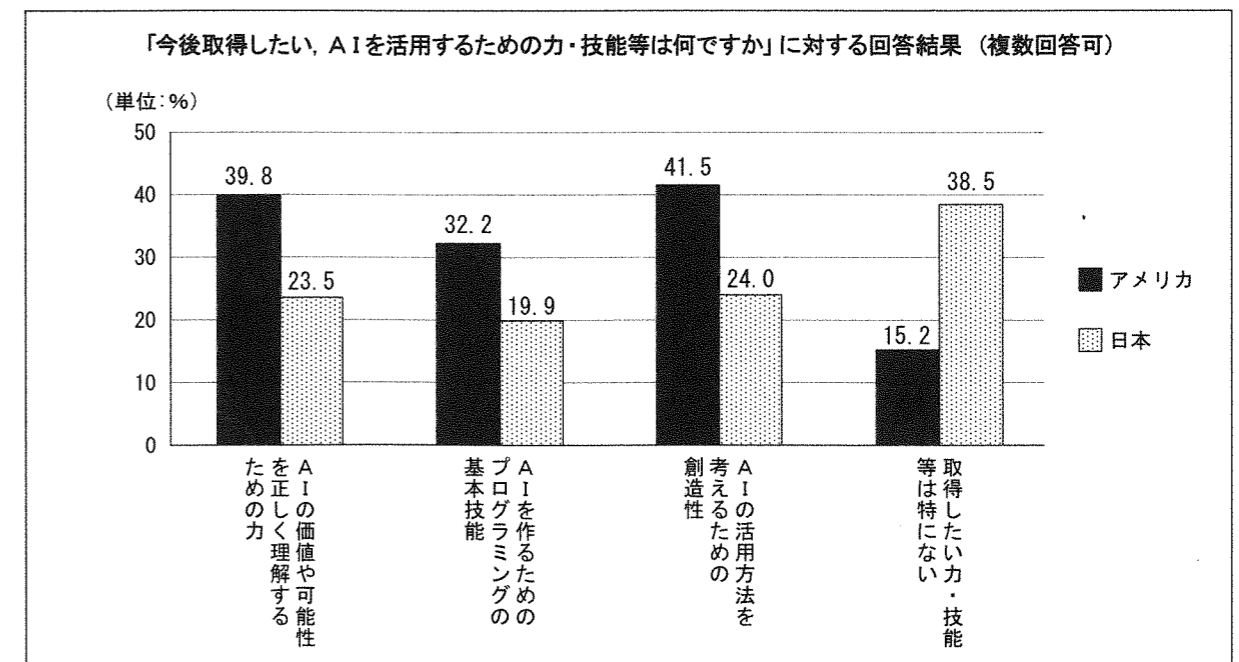
グラフ1



グラフ2



グラフ3



(グラフ1~3 総務省「平成28年度版 情報通信白書」による。)

1 本文中の下線部①について、その内容を表している最も適切な英文を、次のア～エの中から選び、その記号を書きなさい。

- ア “How can I go to the shopping mall?”
- イ “When will you give me the information?”
- ウ “Where can I buy a CD in this shopping mall?”
- エ “Why are you surprised?”

2 本文中の に当てはまる最も適切な数字を、次のア～エの中から選び、その記号を書きなさい。

- ア 15 イ 20 ウ 30 エ 40

3 本文中の に適切な語を1語補って、英文を完成しなさい。

4 次のメモは、本文で示されている話し合いに基づいて、国際会議での発表の流れやそこで話す内容を、ジェーンがまとめたものの一部です。このメモ中の ・ に適切な語をそれぞれ1語補って、メモを完成しなさい。また、(a)～(d) に当てはまる最も適切な英語を、あとのア～カの中からそれぞれ選び、その記号を書きなさい。ただし、文頭に来る語も小文字で示されています。

Things to do at the international conference

1. Show some of machines with AI
2. Talk about the difference between American and Japanese people
* difference : (a) of the American people think it is OK to work with machines with AI, but (b) of the Japanese people think so.
* reasons : American people (c) .
 Japanese people (d) .
3. Talk about our with AI and ask some questions

- ア about 25%
- イ about 75%
- ウ more than half
- エ like stories with robots in comic books and movies
- オ think they don't want to learn the skills to use AI
- カ worry about losing their jobs

5 本文中の下線部②について、あなたならどのような質問をしますか。本文の内容に基づいて、具体的な質問を英文で書きなさい。

③ 次の英文は、日本の里山で暮らすジェームズについて、国際交流を推進する団体のウェブページに掲載された記事の一部です。これに関して、あとの1～6に答えなさい。

James Johnson is a Canadian who has lived in Japan for fifteen years. He is married to a Japanese woman named Yuri and now they have two young sons. When James visited Yuri's parents in Japan for the first time, he fell in love with the town. James and Yuri thought they should bring up their children in this beautiful town, so they decided to live there.



James and Yuri's dream was to run a cafe in an old Japanese traditional house. They found a nice house in the town. James told Yuri, "I think this will be a good place for our cafe. I hope everyone will have a wonderful time here." Then they bought the house and opened their cafe. 【あ】

Soon, many people in the town began to come to the cafe. James and Yuri always enjoyed talking with the people at their cafe. One day, James and his friends were talking about their town. His friends said, "Many people are leaving our town because they think it is better to live in the city. This is a big problem for our town." When James heard that, he was sad. "We have a lot of good things in this town, but many people don't know that." James said to his friends. James asked Yuri, "What can we do to solve this problem in our town?"

① James and Yuri (know wanted people many to) the great things in their town, so they tried to make a website about the town. James collected information about popular places in the town and made a map for the website. He also joined many traditional events in the town and met a lot of people there. He learned the histories and traditions about the events. James and Yuri wrote about them in English and Japanese, and they put the stories on the website. 【い】

A few months later, people from other towns and countries began to come to the town because they saw James and Yuri's website. James's friends were excited because people from other places were interested in the town. They thanked James and Yuri a lot. They said to James, "Is there anything we can do to help you?" James told them, "I want to make some tour programs. Will you be the tour guides for the programs?"

James, his friends, and some of the people in the town became the tour guides and made ② some interesting tour programs. Many people from other places in Japan and from other countries around the world visited the town and had a great time during the tour programs. For

example, they could visit the popular places on James's map, join a town festival, or harvest rice with people in the town. After the tours, the visitors went to James and Yuri's cafe. They talked about the great charm of the town. People in the town were very glad to hear that.

【う】

James said, "Now people in the town know there are many beautiful things here. They are proud of their town, and they want to tell visitors about it." Yuri said, "Sometimes, our sons help us with the tour programs. We hope more young people will understand the charm of our town and live here in the future." 【え】

(注) Canadian カナダ人 be married to ～ ～と結婚している

for the first time 初めて fell in love with ～ ～が大好きになった

bring up ～ ～を育てる run 経営する cafe カフェ solve 解決する

tradition 伝統 tour program 観光プログラム harvest 収穫する

visitor 訪問者 charm 魅力 be proud of ～ ～を誇りに思う

1 次の(1)・(2)に対する答えを、英文で書きなさい。

(1) How long has James lived in Japan?

(2) What did James and Yuri enjoy at their cafe?

2 本文中の下線部①が意味の通る英語になるように、()内の語を並べかえて、英語を完成しなさい。

3 本文中の下線部②について、その具体的な内容を表している適切な英文を、次のア～エの中から全て選び、その記号を書きなさい。

ア The visitors could become the guides in the tour programs with people in the town.

イ The visitors could make a map about some popular places in the town.

ウ The visitors could go to a festival and enjoy it with people in the town.

エ The visitors could harvest rice with people in the town.

4 次の英文は、本文中から抜き出したものです。この英文を入れる最も適切なところを本文中の【あ】～【え】の中から選び、その記号を書きなさい。

So people all over the world could read them.

5 次のア～エの中で、本文の内容に合っているものを1つ選び、その記号を書きなさい。

ア People in the town built a Japanese traditional house for James and Yuri.

イ James's friends asked James to be a guide for the tour programs.

ウ People in Japan and people from other countries enjoyed the tour programs.

エ James and Yuri's sons sometimes help them with making their website.

6 次の対話は、英語の授業で、生徒がペアになって本文の内容について話したときのもので、優太からの質問に対して、あなたが菜月ならどのように答えますか。この対話中の (1) (2) に、あなたの答えをそれぞれ英文で書いて、対話を完成しなさい。なお、それぞれ2文以上になっても構いません。

Yuta : James has done several things to try to solve the problem of the town. What should he do next to try to solve it? Please tell me your own ideas.

Natsuki : (1)

Yuta : I see. Why do you think so?

Natsuki : (2)

問題は、次のページに続きます。

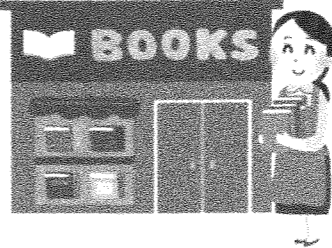
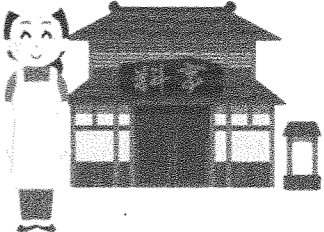
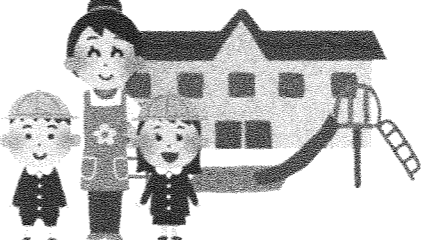
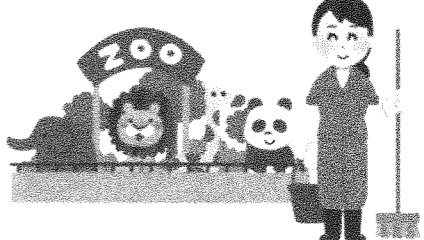
4 中学生の香織の家に、香織の学校を訪れることになっているケイティがホームステイをすることになっています。来日後すぐに実施される職場体験に、ケイティも参加する予定です。香織は、担任の先生から、ケイティに職場を1つ推薦するように頼まれました。次の電子メール①はケイティから香織に送られたものです。また、あとの資料は、先生から渡された参加できる職場のリストです。香織は、資料の中から職場を1つ選び、あとの電子メール②によってケイティに返信しようとしています。あなたが香織なら、どのような返事を書きますか。電子メール①と資料に基づいて、電子メール②中の に、推薦する職場とその理由について25語程度の英文を書いて、電子メール②を完成しなさい。なお、2文以上になっても構いません。

電子メール①

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|---|
| <p>件名：About the things I do in my free time</p> <p>Hi, Kaori.</p> <p>Thank you for your message.</p> <p>I am glad to know that you will recommend a place for my internship.</p> <p>I will write about the things I do in my free time, and I hope this information will be useful.</p> <p>I have a little brother, and I play with him when I am free. He enjoys it so much.</p> <p>I have two dogs. I walk them every morning and brush their hair every evening.</p> <p>I cook dinner for my family on weekends, and they really like it.</p> <p>I read more than three books every month and talk about the stories with my friends.</p> <p>I am waiting for your e-mail!</p> <p>Katy</p> |
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(注) recommend 推薦する internship 職場体験 brush ブラシをかける

資料

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|---|--|
| <p>Bookstore</p>  | <p>Japanese restaurant</p>  |
| <p>Nursery school</p>  | <p>Zoo</p>  |

(注) nursery school 保育所

電子メール②

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|---|
| <p>件名：Internship</p> <p>Hello, Katy.</p> <p>I recommend this place for your internship.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>I think you will have a good experience there.</p> <p>What do you think?</p> <p>Ask me if you have any questions.</p> <p>Kaori</p> |
|---|