

英



第 2 日 英 語

(10:10~11:00)



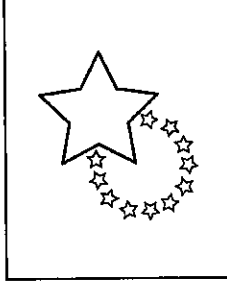
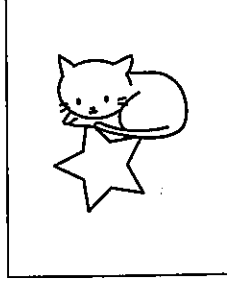
注 意

- 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11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 Three apples.</p> <p>イ Eight apples.</p> <p>ウ Eleven apples.</p> <p>エ Fourteen apples.</p>
No.3	<p>ア After school on Wednesday.</p> <p>イ Before the English class on Wednesday.</p> <p>ウ After school on Thursday.</p> <p>エ Before the English class on Thursday.</p>
No.4	<p>ア Because he often cooks dinner.</p> <p>イ Because he watched TV before dinner.</p> <p>ウ Because he helped his mother with dinner.</p> <p>エ Because he usually does his homework after dinner.</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す。先生の質問に対して、あなたなら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 次の会話は、日本の高校生の雄太と彩花が、オーストラリアの高校生のスチュワードとジェシーと、テレビ会議システムを使って海洋ごみ問題について話し合ったときのもので、また、グラフ1は、そのとき雄太たちが用いた資料の一部です。これらに関して、あとの1～5に答えなさい。

Yuta : Now, let's talk about the problems of marine debris in Australia and Japan. Our town had a beautiful beach, but now we see a lot of debris there. How about your town?

Steward : Our beach has a lot of debris, too. In Australia, about 75% of debris along the coast is plastic products.

Ayaka : Well, Graph 1 shows that % of debris along the coast is plastic products in Japan.

Jessie : Some people say that there will be more plastic debris than fish in the sea by 2050.

Yuta : Really? There are so many plastic products in our lives. For example, we use plastic bottles, containers for food, and bags. They are used only once and thrown away. Then, some plastic products go into the sea.

Steward : That's right. Those plastic products stay in the sea for a long time and break into pieces. Some people try to collect them, but some of them are small to collect.

Jessie : I also heard they can go into and stay in the bodies of fish and other marine animals. If we eat these fish, we may have health problems.

Ayaka : Then, what should we do to reduce plastic debris?

Yuta : 48.1% of plastic debris along the coast is plastic bottles, so let's think about them. We should find some ways to reduce the number of plastic bottles which go into the sea.

Jessie : . If people recycle plastic bottles, they will not go into the sea. Then, we will not see any debris on our beaches.

Steward : But some people don't recycle. They just throw away plastic bottles after they drink water or juice. They don't understand the problems of marine debris, so recycling is not enough to reduce the number of plastic bottles.

Ayaka : I have found an interesting idea on the Internet. Some companies have started choosing eco-friendly products instead of plastic bottles. For example, in England, a company sells water in small containers which are made from seaweed.

Steward : That's a nice idea. In our country, a town became famous because every store stopped selling water in plastic bottles. I think it's a good idea. What do you think?

Ayaka : ① I think we should do the same thing in our town.

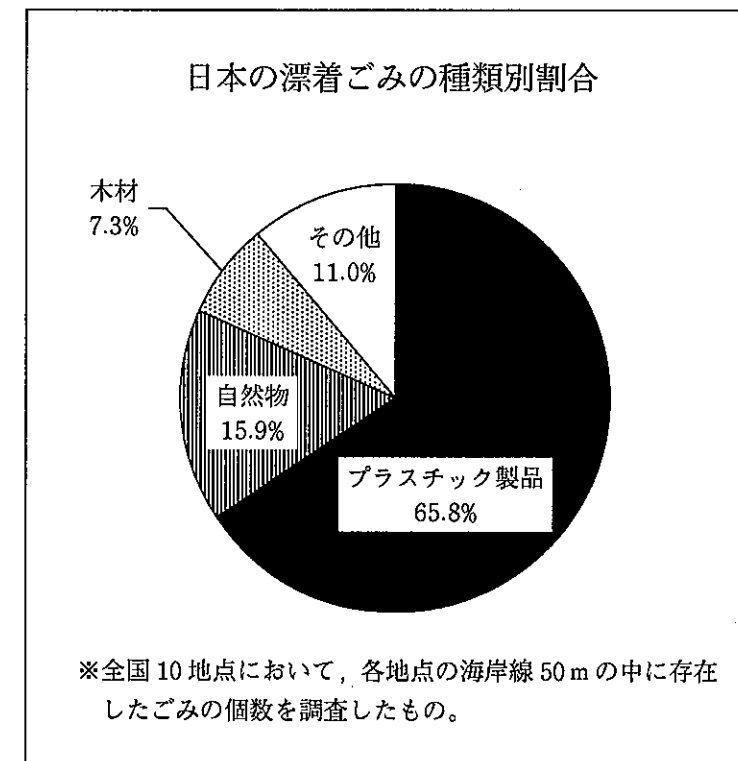
Jessie : I think there will be some problems if you do this at every store. We can find another

way.

Yuta : Well, there are many ways to reduce the number of plastic bottles. Let's learn more and find our own way.

(注) marine 海洋の debris ごみ beach 浜辺 coast 海岸
 plastic プラスチックの product 製品 plastic bottle ペットボトル
 container 容器 be thrown away 捨てられる
 break into pieces 粉々に砕ける body 体 reduce 減らす
 throw away ~ ~を捨てる eco-friendly 環境に優しい
 instead of ~ ~の代わりに seaweed 海草

グラフ1



(環境省「海洋ごみをめぐる最近の動向 平成30年9月」により作成。)

1 本文中の に当てはまる数値を、数字を用いて書きなさい。

2 本文中の に適切な語を1語補って、英文を完成しなさい。

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

- ア Many people don't usually recycle
- イ I think recycling is the best way
- ウ I don't know how to recycle
- エ Recycling needs a lot of money

4 次のメモは、雄太が話し合いの内容を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、英文を完成しなさい。また、(a) ・ (b) に当てはまる最も適切な英語を、あとのア～エの中からそれぞれ選び、その記号を書きなさい。

The problems of marine debris in Australia and Japan

1. Situation

- ・Our beaches are not because of debris.
- ・A lot of plastic products were found as marine debris.
- ・We (a) so many plastic products in our lives.

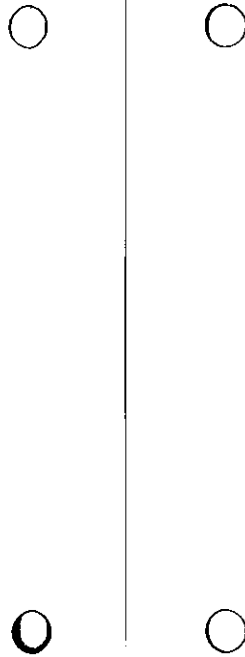
2. Problems of plastic debris

- ・Many plastic products (b) only once and thrown away.
- ・Plastic products break into pieces in the sea and it is difficult to collect them.
- ・Fish and other marine animals eat plastic debris.
- ・It may not be for our health to eat these fish.

↓

- ア are
- イ use
- ウ are used
- エ don't use

5 下線部①について、あなたは彩花の考えに賛成ですか、反対ですか。理由を含めて、あなたの考えを25語程度の英文で書きなさい。なお、2文以上になっても構いません。



③ 次の英文は、日本文化を世界に発信するウェブページに、日本で琵琶奏者として活躍するイギリス人のダニエルと、彼の師匠である明子が紹介された記事です。これに関して、あとの1～6に答えなさい。

【Daniel】



I came to Japan 32 years ago because I wanted to study Japanese at university. One day, my friend invited me to a Japanese music concert. I was moved by the sound of the *biwa*, a traditional Japanese musical instrument, and decided to take lessons. The *biwa* looks like a guitar. I often played the guitar, so I thought it would be easy to play the *biwa*. However, I had to learn many things. While we are playing the *biwa*, we often sing. So I had to learn how to sing in Japanese, too.

The lyrics are old Japanese stories. It was very difficult for me to understand the situations and characters' feelings in each story. My master taught me the *biwa* again and again. It was fun to learn the *biwa* and I practiced hard every day.

Three years later, I asked my master, "Can I have a concert with you this year?" She answered, "No, you can't." I asked, "Why?" She answered, ① "Now, you have a good technique as a musician, but what do you want to tell people through music?" I didn't understand her words.

After that, I visited many places in Japan and talked with many people. Thanks to these experiences, I learned about Japanese history, culture and how people think. Then, I could understand the situations and characters' feelings in each story. After 24 years of learning the *biwa*, I finally understood the words my master said. One day, she said, "You have become a better musician. Now it's time to create your own music." Through my music, I want people to feel that life is wonderful.

【Akiko】

When Daniel first took my lesson, he spoke Japanese only a little, and I spoke English only a little. It was very difficult for me to teach him the *biwa*.

However, he practiced very hard. I showed him the lyrics in simple Japanese and told him the meanings of the lyrics with my Japanese students who could speak English. I also taught him how Japanese people feel and behave because I wanted him to learn about Japanese culture. He soon started playing and singing well. However, I didn't think that he really understood the meanings of the lyrics. So when he asked me to have a together, I answered, "No, you can't." I thought he needed more time to become a better musician. It was necessary for him to express the messages



of the music. The *biwa* is always connected with people's lives and culture. When he understood that, he became a better musician. While I taught him, I began to understand that Japanese culture is not only for Japanese people. ② Anyone (about learn who to culture wants) can learn about it.

Now, many Japanese people and people from abroad come to his concerts. I am very happy about it. I think Daniel tells people about Japanese culture and also creates his own music through the *biwa*.

(注) university 大学 be moved by ~ ~に感動する musical instrument 楽器
take lessons レッスンを受ける lyric 歌詞 character 登場人物
feeling 感情 master 師匠 again and again 何度も technique 技巧
thanks to ~ ~のおかげで meaning 意味 'behave ふるまう
express 表現する be connected with ~ ~とつながりがある
anyone だれでも

- 次の(1)・(2)に対する答えを、英文で書きなさい。
 - What musical instrument did Daniel often play before taking the *biwa* lessons?
 - Was it easy for Akiko to teach Daniel the *biwa*?
- 下線部①について、明子の発言の理由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 Because Akiko thought that Daniel needed to express the messages of the music.
 - イ Because Akiko thought that Daniel really understood the meanings of the lyrics when he played the *biwa* and sang.
 - ウ Because Akiko thought that Daniel wanted to play the *biwa* and sing in his own concert.
 - エ Because Akiko thought that Daniel knew much about Japanese culture.
- 本文中の に適切な語を1語補って、英文を完成しなさい。
- 下線部②が意味の通る英文になるように、()内の語を並べかえなさい。

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

ア Daniel came to Japan because he wanted to take the *biwa* lessons.

イ Daniel wants to have a concert in many countries.

ウ Akiko helped Daniel in several ways when she taught him the *biwa*.

エ Akiko feels happy because many people come to Daniel's concerts.

6 ある中学校でダニエルを迎え、琵琶の演奏会が行われることになりました。事前学習として、生徒たちは、英語の授業でダニエルと明子が紹介された記事を読み、それについての感想と、記事の内容に基づいた彼への質問をメモに書くことにしました。あなたならどのように書きますか。次のメモ中の には記事の感想を、また、 にはダニエルへの質問をそれぞれ英語で書きなさい。ただし、 については、15語程度で書きなさい。

The *Biwa* Concert

Thank you very much for coming to our school.

.

Now, I have a question.

?

問題は、次のページに続きます。

4 次のイラストと英文は、高校生の海斗と留学生のスーザンが、部活動について話したときのものです。①～⑥の順に対話が自然につながるように、 ～ にそれぞれ適切な英語を書いて、対話を完成しなさい。ただし、 については、10語程度で書きなさい。

Yesterday...

① Kaito, you look so happy today. What happened?

② yesterday, so I'm happy.

③ That's great! I'm interested in club activities in Japan. What is a good point of them?

④ I think they have many good points. For example, we can .

⑤ Oh, I see. I want to learn more.

⑥ We have many clubs in our school, so .