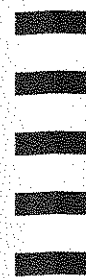


英



第 2 日 英 語

(10 : 10 ~ 11 : 00)

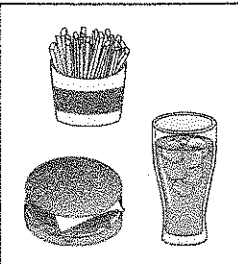
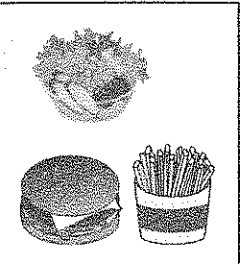
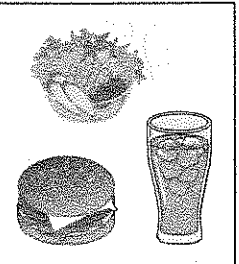
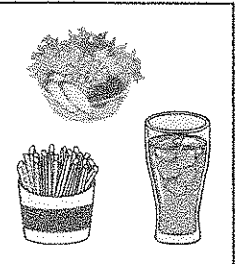
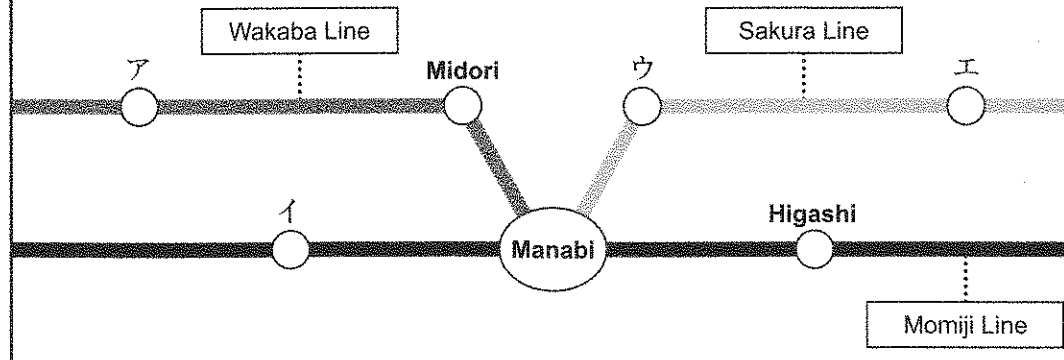
注 意

- 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、男性と女性による対話を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	<div>ア</div>  <div>イ</div>  <div>ウ</div>  <div>エ</div> 
No.2	
No.3	<div>ア On Tuesday.</div> <div>ウ On Thursday.</div> <div>イ On Wednesday.</div> <div>エ On Friday.</div>
No.4	<div>ア Because she has already finished her math homework.</div> <div>イ Because she needs Kenta's help to do her math homework.</div> <div>ウ Because she wants Kenta to come to her house at one o'clock.</div> <div>エ Because she wants to help Kenta with his math homework.</div>

問題B これから放送する英文は、英語の授業で、ブラウン先生がアメリカから来る留学生について話したときのものです。ブラウン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2文以上の英語で書きなさい。

② 次の会話は、ひばり高校の生徒会役員である海斗、サラ、晴香、翼が、地域の高齢者で行うプロジェクトについて話し合ったときのものであり、グラフ1～3は、海斗たちがその話し合いの際に用いたものの一部です。これに関して、あとの1～6に答えなさい。

Kaito : Everyone, look at Graph 1. In 2013, 60.1% of households in Japan were nuclear families, and 26.5% were one-person households.

Sarah : You mean most households in Japan today are nuclear families and one-person households?

Kaito : That's right. Now, look at Graph 2. The number of old people who are living alone is increasing. In 2010, about A million old people were living alone. What do you think about these graphs, everyone?

Haruka : Well, actually, my grandmother is living alone, and I don't have much time to talk with her. I'm afraid that the relationship between young people and old people is becoming weak.

Sarah : I think so, too, Haruka. That is one of the social problems in Japan now. As high school students, I think we should find something we can do B .

Kaito : I agree with you, Haruka and Sarah. Now, look at Graph 3. It shows that 59.9% of old people want to communicate with young people. I think this will be a big hint about our project.

Tsubasa : Well, I have an idea. Old people have a lot of knowledge and wisdom. They also know ① old traditions that we should learn. We don't have a lot of opportunities to talk with them, but if we work together with old people, I think we can learn a lot of things from them. How about making an opportunity to talk with each other?

Sarah : I think that's a great idea. When I was living in England, I joined a project called "Historypin." Many people collected old photos of our town, and we used them as a tool to make new relationships between young people and old people. My grandfather also joined this project, and he talked about his old memories with young people. We had a very good time.

Haruka : That sounds interesting. My grandmother sometimes shows her old photos to me, and she talks about her memories. Her stories are always very interesting. I ask her many questions and imagine what her life was like a long time ago. Through the photos, we can share C .

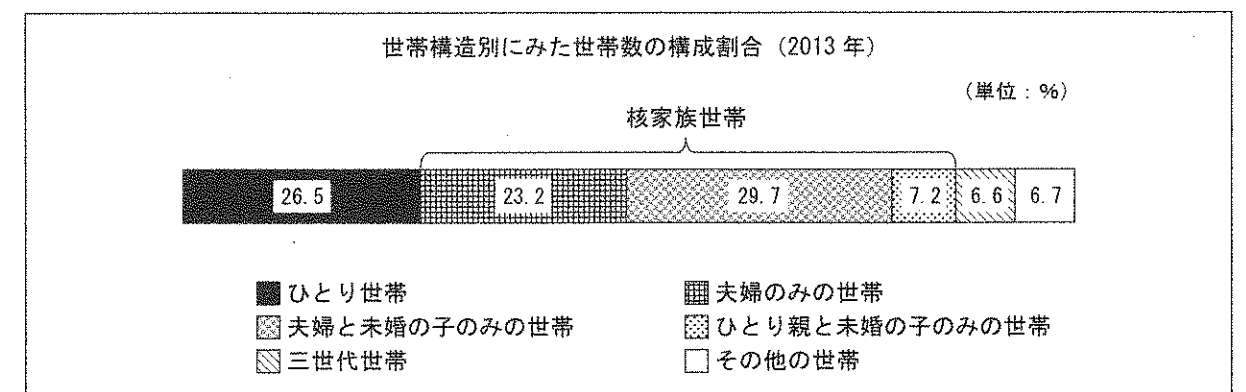
Tsubasa : Listen, everyone. Why don't we tell the students to collect old photos of this town? Then, let's use those photos to talk with old people about their memories. I think

② this will be the beginning of building a relationship between young people and old people of our community.

Sarah : I agree with you, Tsubasa! How about you, Kaito and Haruka?

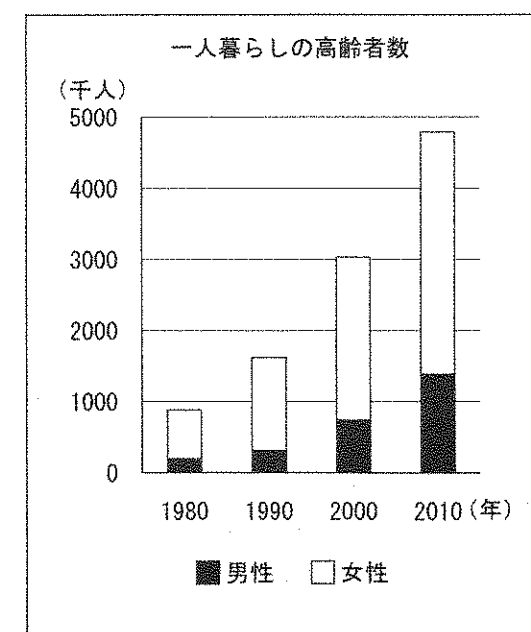
(注) household 世帯 nuclear family 核家族 increase 増加する
relationship 関係 hint 手がかり project 企画 knowledge 知識
wisdom 知恵 opportunity 機会 Historypin ヒストリーピン (世代を超えた交流を生み出す取り組み) tool 手段 community 地域社会

グラフ1

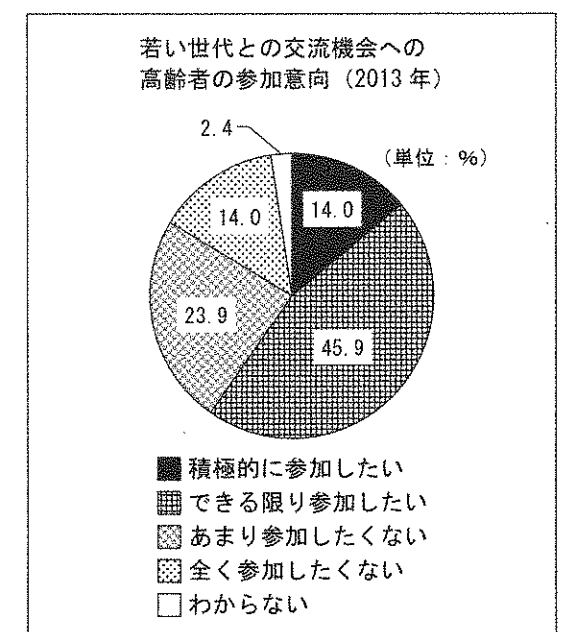


(厚生労働省大臣官房統計情報部「平成26年 グラフでみる世帯の状況」による。)

グラフ2



グラフ3



(グラフ2・3 内閣府「平成28年版 高齢社会白書」による。)

1 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 5 イ 50 ウ 500 エ 5000

2 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 for old people who want to know more about social problems

イ for young people who are living alone

ウ to build a strong relationship between teachers and students

エ to make the relationship between young people and old people stronger

3 本文中の下線部①について、あなたなら高齢者からどのようなことを学びたいと考えますか。具体的な例を1つ挙げ、それを挙げた理由を含めて、あなたの考えを25語程度の英語で書きなさい。なお、2文以上になっても構いません。

4 本文中の に適切な語を2語補って、英文を完成しなさい。

5 本文中の下線部②の内容を、日本語で書きなさい。

6 次の会話は、後日、海斗とサラが、自分たちのプロジェクトについて海斗の祖母と話したときのものです。この会話中の ・ に適切な語をそれぞれ4語以上補って、会話を完成しなさい。

Kaito : Grandmother, we need some old photos. Will you show us your favorite ones?

Grandmother : Sure. But why do you need them?

Sarah : We would like to to make new relationships between young people and old people.

Grandmother : Oh, that sounds interesting! Please tell me more.

Kaito : Well, high school students with old people, so we've decided to make an opportunity to meet with each other. Will you join our project?

Grandmother : Of course!

問題は、次のページに続きます。

- ③ 次の英文は、アフリカで稲作指導を行う直輝が、ウェブページで発信している体験記の一部です。これに関して、あとの1～5に答えなさい。

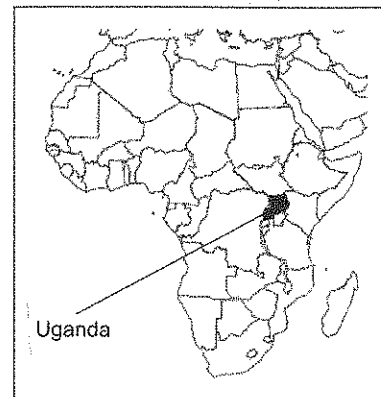
Making a New Future for Africa Together

If you see hungry people, what will you do for them? You may say that you will give them food. If you do so, they may say, "Thank you," and you may feel happy about it. But what will happen after they finish eating that food? They can survive that one day, but what will happen to them the next day?

In 2004, my life changed when I talked with Tatsuya Oishi in Japan. He came to my high school as a rice farming specialist, and he talked about his experiences in Uganda. He left Japan in 1997 and started teaching African people how to grow rice. In his lecture, he gave us one question. He said, "What should we do to help hungry people in the world?" I raised my hand and said, "Well, I think we should give them something." Mr. Oishi smiled at me and said, "Your answer is not bad, but giving hungry people something is not the only way to help them. We need to think about their future—tomorrow, next week, next year, and even 50 years from now. So, I teach African people rice farming."

Mr. Oishi's words touched my heart, and I wanted to know more about Africa. I started reading a book written by Mr. Oishi to study the situation in Africa. In Africa, many people were hungry and poor. They didn't have enough food. They couldn't go to hospitals even though they were sick, and their children couldn't go to school. Rice was expensive, so they ate it only on special occasions. I thought, "If farmers learn how to grow rice, they will be able to eat it every day. If they get more rice, they will sell it and get some money. Then, with the money they get, they will be able to go to hospitals and send their children to school. Rice can change the future of Africa!"

In 2011, I went to Uganda to join Mr. Oishi's rice farming team. At that time, we started teaching in one village. At first, African farmers thought making rice was too difficult, and they didn't believe that it could change their future. I was sad, but I encouraged them to work together every day. Then, little by little, farmers started joining us. They didn't know anything about rice farming, so I had to teach them everything. It was hard, but I didn't want to give up. Several months later, we finally had a large harvest of rice. When the farmers ate the rice they made, they looked happy.



One day, one farmer spoke to me. He said, "Naoki, I've got a dream. I want to send my children to school with the money I make from rice farming." I said to him, "I'm sure we can. I will never give up until every child in Africa goes to school." He said, "We are making a new future together." When I heard his words, ① I almost cried.

Today, about 20 countries in Africa grow rice. After spending years in Uganda, now I understand Mr. Oishi's words. If you want hungry people to change their lives by themselves, think about their future and help them. You may see the results 50 years from now.

(注) survive 生き残る farming 農業 specialist 専門家 grow 育てる
lecture 講演 even though ~ ~だけれども occasion 行事
encourage 励ます little by little 少しずつ harvest 収穫
by themselves 彼ら自身で result 成果

1 次の(1)・(2)に対する答えを、英文で書きなさい。

- (1) When did Mr. Oishi go to Naoki's high school as a rice farming specialist?
(2) Why did Naoki have to teach everything about rice farming to farmers in Uganda?

2 直輝は大石さんによって書かれた本を読んでアフリカについて調べました。次のメモは、そのときに直輝が書いたものの一部です。本文の内容に基づいて、このメモ中の(1)・(2)に適切な語をそれぞれ2語補って、英文を完成しなさい。

Many people in Africa are hungry and poor.

↓

If they learn how to grow rice, they can get (1) to eat.

↓

If they get more rice, they will sell it and get some money.

↓

If they get money,
· they can go to hospitals when they are sick.
· their children can go to school.

↓

★ They may be able (2) the situation in Africa.

- 3 次の文は、本文中の下線部①について、直輝がそのような気持ちになった理由をまとめたものです。この文中の（ ）に25字程度の適切な日本語を補って、文を完成しなさい。

（ ）という思いを、一人の農夫と共有できたと実感したから。

- 4 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 Mr. Oishi became a rice farming specialist in 1997, and he started teaching how to grow rice at a high school in Japan.

イ Mr. Oishi believes that giving food to hungry people is the best way to make a new future for Africa.

ウ African farmers didn't become interested in rice farming, so Naoki gave up teaching rice farming in Uganda.

エ Naoki has taught rice farming in Uganda for years, and now he understands what Mr. Oishi really meant.

- 5 次の対話は、英語の授業で、先生と生徒が本文の内容について話したときのものです。先生からの質問に対して、あなた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語で書いて、対話を完成しなさい。ただし、（2）については、2文以上で書きなさい。

Teacher : What will Naoki do next after working in Uganda for years? Please tell me your own ideas.

Student : （1）

Teacher : Why do you think so?

Student : （2）

問題は、次のページに続きます。

4 高校生の七海は、夏休みに短期留学でハワイに行き、ホームステイをすることになりました。次の英文は、ホームステイ先のロバーツさんと七海がやりとりした電子メールの一部です。また、あとの資料①はハワイの観光地について七海が調べた情報の一部であり、資料②は七海の短期留学の行程表です。ロバーツさんからの電子メールに対して、あなたならどのような返事を書きますか。資料①と資料②に基づいて、電子メール中の に3文以上の英文を書いて、電子メールを完成しなさい。

件名：Hello from Hawaii

Dear Nanami

Thank you for your e-mail.

My family and I are so happy to welcome you to our house next month.

From your e-mail, we know that you want to have special experiences in Hawaii.

You are going to stay with us only for a short time, but we would like to take you to a special place. In Hawaii, there are many places that are very popular among tourists from all over the world. If you find a place you want to visit, we can drive you there.

First, decide where you want to go and what you want to do there.

Then, tell me when we can do it together. We can't go out together on August 9, on the morning of August 12 and on the afternoon of August 17, because my family and I are busy.

I hope to hear from you soon.

Your host mother,

Tina Roberts

件名：Hello from Hiroshima

Dear Mrs. Roberts

Hello. Thank you for your e-mail.


I hope to hear from you soon again.

Nanami Suzuki

(注) host mother ホームステイ先の一家の母親


資料①

Ala Moana Shopping Center




・営業時間：月曜日～土曜日 9:30～21:00
日曜日 10:00～19:00
・ホームステイ先から車で約15分

Waikiki Beach



・ホームステイ先から車で約20分

Diamond Head



・毎日6:00～18:00 登山可能
(所要時間：往復約2時間)
・ホームステイ先から車で約7分

Honolulu Zoo

動物園の写真

・営業時間：毎日9:00～16:30
・ホームステイ先から車で約10分

資料②

8/7 (月)	8/8 (火)	8/9 (水)	8/10 (木)	8/11 (金)	8/12 (土)	8/13 (日)
午後、ホノルル空港に到着	学校 9:00～13:00	学校 9:00～13:00	学校 9:00～13:00	学校 9:00～13:00	終日自由	終日自由
夕方、ホームステイ開始	自由 13:00～	自由 13:00～	自由 13:00～	自由 13:00～		
8/14 (月)	8/15 (火)	8/16 (水)	8/17 (木)	8/18 (金)	8/19 (土)	
学校 9:00～16:30	学校 9:00～16:30	学校 9:00～16:30	学校 9:00～16:30	学校 9:00～13:00	午前、ホノルル空港へ出発	
自由 16:30～	自由 16:30～	自由 16:30～	自由 16:30～	お別れパーティー 14:00～16:00		