



ENGLISH

2020 年度冬期講習 高校受験対策講座〔M03E〕

IX EDUCATION

1st Day

問題 1 この問題は聞き取り検査です。**問題 A**、**問題 B** に答えなさい。すべての問題で英語は 2 回ずつ放送されます。途中でメモをとっても構いません。〈2017 年岡山英語 第 1 問〉

問題 A 英語の授業で行う活動について、先生が説明をしています。説明の要点がわかるように、[(あ)]、[(い)] にそれぞれ英語 1 語を入れなさい。

Two useful things to do in today's activity.

- Give important [(あ)].
- Use [(い)] language.

問題 B Bill は、夏休みに家族で日本を旅行したことについて、授業でスピーチをしています。そのスピーチを聞いて、①、②に答えなさい。

① 次の文は、Bill のスピーチを聞いたクラスメートの Ann が書いたコメントです。[(あ)]～[(う)] にそれぞれ適当な英語を 1 語入れなさい。

Thank you for your speech. I'm interested in your stay in Japan. I like your story about Japanese food that is like [(あ)]. Also, I want to know more about cool and [(い)] *yukata*, traditional Japanese clothes. Now I want to travel [(う)] like you, and I especially want to visit Japan in the future.

② Bill のスピーチの内容として、当てはまらないものは、**ア～エ**のうちではどれですか。答えなさい。

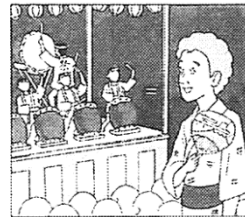
ア



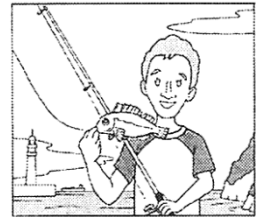
イ



ウ



エ



問題2 放課後に学校のパソコン教室で、Satoshi と留学生の Nancy が話している。次は、その会話の内容の英文と会話の内容に関する **Graph** (グラフ) 1、2である。①～③に答えなさい。〈2017年岡山英語 第2問〉

Satoshi と Nancy の会話

Satoshi: Nancy, I heard you love movies.

Nancy: Yes, I enjoyed an exciting movie at the theater last Saturday. I often see movies made in America and Japan.

Satoshi: Are you interested in movies made in other countries? I've just found some interesting data on the Internet. Look at **Graph 1**. You can see five countries. [(あ)] makes the most movies all of them.

Nancy: Really? Do people in that country often go to theaters?

Satoshi: Let me see. Not so often. Look at **Graph 2**. American people are first, and French people are second. Then, people in India and [(い)] come right after them.

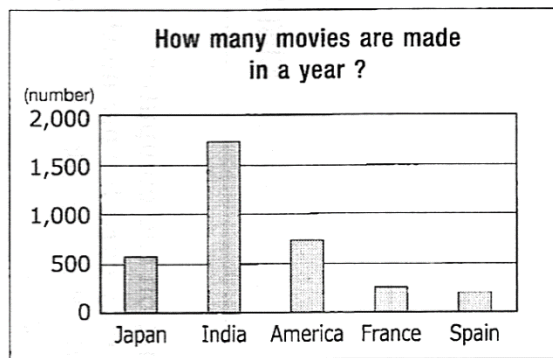
Nancy: I see. Did you find anything about Japan?

Satoshi: Japanese people go to theaters only about [(う)] or twice in a year. But I think some people watch movies at home.

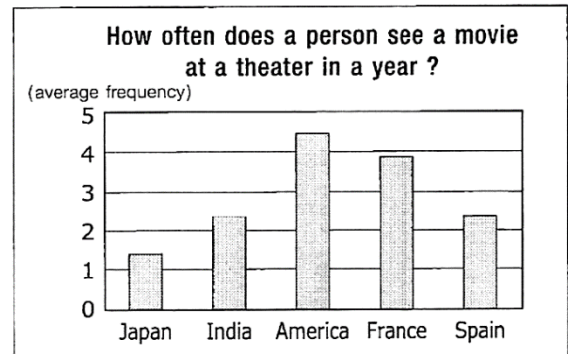
Nancy: [(え)] better, to watch movies at home or to see them at theaters?

Satoshi: I like to watch movies at home better. Especially American movies. I can watch the same scenes many times. So this is very good for my English listening practice.

Graph 1



Graph 2



(Graph 1, Graph 2 は、総務省統計局 Web ページから作成)

[注] theater 映画館 data データ right ~ ちょうど
twice 2回 scene 場面 average frequency 平均回数

① [(あ)], [(い)]に入れるのに最も適当なのは、**ア～オ**のうちではどれですか。それぞれ一つ答えなさい。

ア Japan **イ** India **ウ** America **エ** France **オ** Spain

② [(う)]に入れるのに最も適当な英語を1語書きなさい。

③ あなたが Nancy になったつもりで、[(え)]に適当な英語を書きなさい。

問題3 次の①、②の[]に最も適当な英語を1語入れ、それぞれが自然な会話になるようにしなさい。

〈2017年岡山英語 第3問〉

① Mr. Suzuki : Hello. Welcome to our hotel. How can I help you?

Jenny : I'm going to stay here for two days.

Mr. Suzuki : OK. May I ask your [], please?

Jenny : Jenny Smith.

② Kevin : My sister is in Japan now.

Aya : That's good. When did she come?

Kevin : Well, on the seventeenth of this month.

Aya : It's the twenty-third today, so she has been in Japan for about one [].

問題4 英語の授業で、Kyoko、Yusuke、Mizuhoの3人は食品廃棄物 (food wastes) について知り、その削減のための取り組みについて調べて、発表をした。次の英文は、3人の発表とALT (外国語指導助手) のWilson先生のまとめ、そしてそれらを聞いてまとめたRyotaのノートの一部である。①~⑤に答えなさい。

〈2017年岡山英語 第4問〉

■ 発表



[Kyoko]

I want to talk about "vegebroth." Have you ever heard this word? It is the broth of vegetables. When we make this broth, we use parts of the vegetables which we usually throw away. So we can reduce our garbage. Also, vegebroth is very good for our health. Last night, my mother ^(a) cook curry with vegebroth. I really liked it. I want you to try it.



[Yusuke]


I heard an interesting story from my grandmother. Her town has tried to reduce their garbage and started an interesting program. If she brings her garbage to the city hall, she can get some vegetables. And there is another good thing. The garbage is used as fertilizer in the soil. That means (^(b) better / makes / the garbage / it). Then the vegetables grow well in the better soil.



[Mizuho]

I have an uncle who works as a chef at a restaurant. ^(c) He checks the weather, temperatures, and some other things every day to guess the number of people who will come to his restaurant and the food they will order. Then, he changes how much food he should buy. He doesn't have to buy too much, and his restaurant throws away almost no food.

■ まとめ



OK, everyone. Let's share your ideas. We learned important things from Kyoko, Yusuke, and Mizuho. There are three stages about cooking, and we have something to do at each stage. First, before we cook, it is important to make a good plan. Then, we can cook only the necessary food. Second, when we cook, we need to try to use as many parts of the food as possible. Third, after we cook and eat, we should find how we can use the garbage. We can sometimes use it in other ways.

[Mr. Wilson]

■ Ryota のノートの一部

・ 3人の発表の要点

	内 容	発表者
Stage 1	It is necessary to make a good plan.	[(え)]
Stage 2	We should use as many parts of the food as possible.	[(お)]
Stage 3	Trying to find other ways to use garbage is important.	[(か)]

・ 授業を通して考えたこと

We must (き) to reduce food wastes.

[注]

broth スープ (だし汁) vegetable 野菜 throw away ~ ~を捨てる
 reduce ~ ~を減らす garbage 生ごみ fertilizer 肥料
 soil 土 order ~ ~を注文する stage 段階
 plan 計画 as ~ as possible できるだけ~

- ① 下線部(あ)の単語を、最も適当な形に変えて書きなさい。
- ② 下線部(い)の語句をすべて用いて、意味が通るように並べかえなさい。
- ③ 次の [(1)]、[(2)] にそれぞれ適当な日本語を入れて、下線部(う)の目的を説明しなさい。
 [(1)] の数と注文させる品を推測し、[(2)] を調整するため。
- ④ [(え)] ~ [(か)] に入る人物名の組み合わせとして最も適当なのは、**ア~エ**のうちではどれですか。一つ答えなさい。
ア (え) Kyoko (お) Yusuke (か) Mizuho
イ (え) Mizuho (お) Kyoko (か) Yusuke
ウ (え) Mizuho (お) Yusuke (か) Kyoko
エ (え) Yusuke (お) Mizuho (か) Kyoko
- ⑤ あなたが Ryota になったつもりで、[(き)] に what を含む 4 語以上の英語を書きなさい。

問題5 次の英文は、中学生の Yoko がスピーチコンテストで東京 2020 オリンピック (the Tokyo 2020 Olympic Games) のホストタウンプログラム (the “Host Town Program”) について行ったスピーチである。①～⑥に答えなさい。
〈2017 年岡山英語 第5問〉

Do you know that we have a great program for the Tokyo 2020 Olympic Games? It is called the “Host Town Program.” Some people say it started as the “One School, One Country Program” for the Nagano 1998 Olympic Games. Then, seventy-five schools in Nagano were chosen, and each school was usually matched with one country to support. The students and the athletes enjoyed sports and cultural exchanges in the program. After that, some Olympic Games had the same kind of programs. For example, in the Sochi 2014 Olympic Games, one school in Sochi became the host of Japan. At first, the students at the school didn’t know many things about Japan. They studied about Japan and found that Japanese people have respect for others. After this experience, they were able to [(あ)] each other better.

The host town Program for Tokyo in 2020 will be big. Many cities and towns all over Japan have chosen their guest countries. Actually, over one hundred cities and towns have already become host towns and more will join the program. How about our city? Of course, our city is a host town. Our guest country is Jamaica, and I’m very happy about it? Why? Because I’m in the track and field club and Jamaica has many great track and field athletes.

Our Host Town Program has already started, and we had some sports events in our city. [(A)] One event was track and field training with coaches from Jamaica. I took part in it with my friends in our club. We learned a lot from them and decided to practice harder. [(B)] It was held during the Rio 2016 Olympic Games. I went to the event with my family, and we watched the races on a big screen with the guests from Jamaica. [(C)] When athletes from Japan and Jamaica did well, we were all happy. [(D)]

There are other events which will help people from the two countries when they learn about each other’s culture. I’m excited about ⁽¹⁾a dance event we are going to have, and I practice our city’s traditional dance every Sunday. I want people from Jamaica to see it. We wear special clothes and have beautiful umbrellas for our dance. I hope they will like those things. I want to talk with them about many other things, too. Many people speak English in Jamaica, so I’m studying English hard.

I’m really looking forward to the Tokyo Olympic Games, but I think games are not the goal of our Host Town Program. What does it mean? Let’s learn about ⁽²⁾some activities by schools in Nagano. Some schools found that there were many sick children in their guest countries and started to do something for them. They have sent gifts or letters to those children since then. They still do those good things. Other schools learned their guest countries were not the only ones they should help. Now they support other countries that have the same kinds of problems.

From these examples in Nagano, I learned there are two important things we need to do. Helping others only during the Olympic Games is not enough. If we begin doing good things, [(え)]. Also, supporting only guest countries is not enough. There are many countries which need help in the world. We must think about them.

Thank you for listening. 〈579 words〉

〔注〕

match ～ with … …と～を組み合わせる athlete 運動選手 cultural exchange 文化交流
Sochi ソチ (ロシアの都市) guest ゲスト (客) Jamaica ジャマイカ (国名) training 教科訓練
coach コーチ Rio リオ (ブラジルの都市の略称) race 競走 screen スクリーン dance 踊り
umbrella かさ goal 目標 enough 十分な

① [(あ)]に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

ア wait イ forget ウ practice エ understand

② 次の英文を入れるのに最も適当なのは、本文中の[(A)]～[(D)]のうちのどれですか。一つ答えなさい。

Another event was for people who wanted to watch sports.

③ 次の[]に適切な英語を1語入れて、下線部(い)においてYokoが望んでいることを説明する英文を完成しなさい。

Yoko hopes people from Jamaica will enjoy [] her city's traditional dance.

④ 下線部(う)について、次の[]に適切な日本語を入れて、同じ段落で挙げられている活動例の一つを説明しなさい。

自分の学校のゲスト国だけでなく、同じ種類の[]も支援する活動。

⑤ あなたがYokoになったつもりで、[(え)]に5語以上の英語を書きなさい。

⑥ 本文の内容と合っているのは、**ア～オ**のうちではどれですか。当てはまるものをすべて答えなさい。

ア The “One School, One Country Program” was for the Nagano 1998 Olympic Games.

イ Both the students and the athletes had fun in the “One School, One Country Program.”

ウ Cities and towns all over the world have become host towns for the Tokyo Olympic Games.

エ Yoko had a good time at the track and field training held in Jamaica.

オ Yoko is practicing English hard for communication with people from Jamaica.

2nd Day

問題 1 この問題は聞き取り検査です。**問題 A**、**問題 B**に答えなさい。すべての問題で英語は2回ずつ読まれます。途中でメモをとってもかまいません。〈2020年岡山英語 第1問〉

問題 A 留学生の Tomoko が、本日の予定について、留学先の先生から英語で説明を受けています。Tomoko は説明を聞きながら、必要な内容を表にまとめています。[(あ)]、[(い)]にそれぞれ英語1語を入れなさい。

[Tomoko がまとめた表]

Places to visit	Things to see
a <input type="text" value="(あ)"/>	some beautiful flowers
an elementary school	a traditional <input type="text" value="(い)"/>

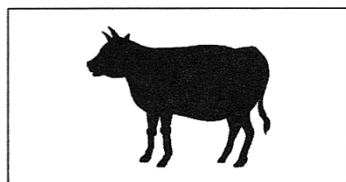
問題 B 中学生の Kenta は、授業でカードを見せながらスピーチをしています。そのスピーチを聞いて、(1)、(2)に答えなさい。

(1) 次は、スピーチを聞いたクラスメートが書いた Kenta へのメッセージです。[(あ)]~[(う)]にそれぞれ適当な英語を1語入れなさい。

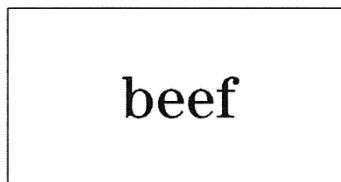
Thank you, Kenta. You spoke about your [(あ)] and his restaurant. I like it. He does good things for a lot of people at his restaurant, especially [(い)] people. He thinks good dishes are not enough to make those people happy. It is also important to [(う)] them when they need. I'll try to be kind to them, too.

(2) Kenta がスピーチでクラスメートに見せたカードとして、最も適当なのは、ア~エのうちではどれですか。一つ答えなさい。

ア



イ



ウ



エ



問題2 次の英文は、中学生の Taku が、調べたことについて **Slide** (スライド) **1**～**3** を用いて授業で発表する原稿の一部である。①～④に答えなさい。〈2020年岡山英語 第2問〉

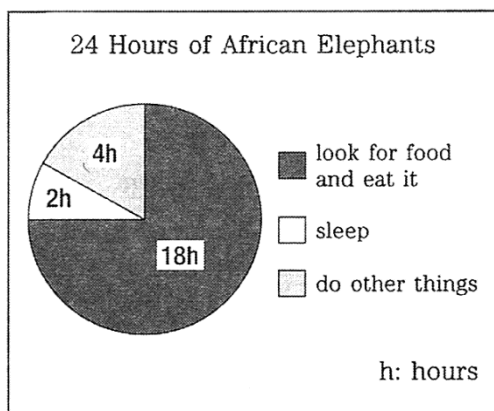
Slide 1

Average Sleeping Time of Animals in a Day	
animal	average sleeping time in a day
(あ)	15.8 h
lion	13.5 h
(い)	2.9 h
African elephant	2.0 h
(う)	1.9 h

h: hours

How long do animals usually sleep in a day? **Slide 1** shows the answer to this question, about five kinds of animals. Tigers and lions usually sleep for more than half of the day. Giraffes, horses, and African elephants don't sloop for a long time. The sleeping time of giraffes is the shortest of the five.

Slide 2

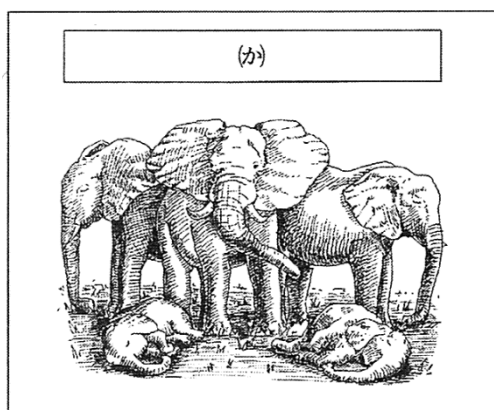


(Slide 1, 2は, University of Washington Web ページなどから作成)

Now you understand that some animals which eat plants sleep for only a few hours each day. Why? Some scientists have found two reasons.

[(え)], these animals need a lot of time to look for food and eat it. Look at **Slide 2**. For example, African elephants use about [(お)] % of the day to do so.

Slide 3



Second, some animals which eat plants need to be awake and careful about dangerous things. Other animals like lions may try to eat them. Look at **Slide 3**. In this slide, you can see a group of African elephants. One is awake and the other elephants are sleeping. Baby elephants are lying down. Adult elephants stay standing and take turns sleeping.

〔注〕

average 平均の African アフリカの giraffe キリン awake 眠らずに
by lying down 横になっている adult 成長した stay ～ ～のままに取る take turns ～ 交代で～する

① [(あ)]～[(う)]に入れる英語の組み合わせとして最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

- ア (あ) tiger (い) horse (う) giraffe
- イ (あ) tiger (い) giraffe (う) horse
- ウ (あ) horse (い) tiger (う) giraffe
- エ (あ) giraffe (い) horse (う) tiger

② [(え)]に入れるのに最も適当な英語を1語書きなさい。

③ [(お)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア 6 **イ** 18 **ウ** 25 **エ** 75

④ Slide 3 の標題として、[(か)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

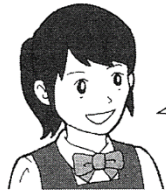
ア African Elephants and Their Friends, Lions.

イ Sleeping Styles of African Elephants in a Group.

ウ Sleeping Places African Elephants Love.

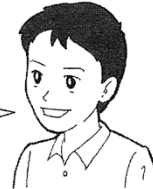
エ Good Food and Rest for African Elephants in a Group.

問題3 調理部員の Mako、Yuta、Kumi は、どら焼きを作り、アメリカ出身の ALT (外国語指導助手) の Green 先生に食べてもらうことにした。会話の内容に合うように、書き出しに続けて、[①]、[②] にそれぞれ4語以上の英語を書き、どら焼きと一緒に渡すメッセージカードの英文を完成させなさい。ただし、どら焼きは (Dorayaki) と書くこと。〈2020年岡山英語 第3問〉



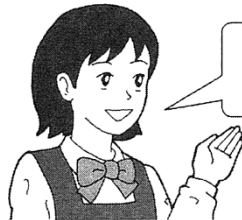
[Mako]

日本語でどら焼きと呼ばれていることを教えてあげようよ。



[Yuta]

Green先生の好きなアメリカの食べ物を知りたいなあ。

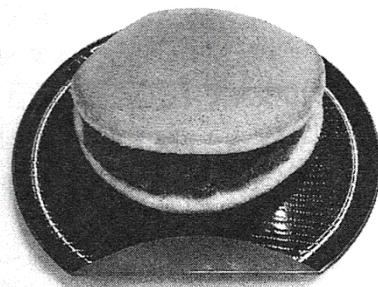


[Kumi]

その作り方も教えてほしいね。

メッセージカード

Dear Mr. Green,
This is for you.
We ① Japanese.
What is your favorite American food?
We want to ② it.
Mako, Yuta, Kumi



どら焼き

問題4 高校生による国際会議で、Akiko が司会をして、各国代表の Kevin、Cathy、Ben が、プラスチックごみ (plastic waste) について話し合い (discussion) をした。次の英文は、話し合いの一部と、それを聞いて Satomi が書いたメモと感想である。①～⑥に答えなさい。

■ 話し合い

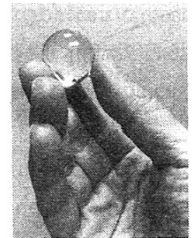
Kevin : In Indonesia, there was a man who made a great machine. It burns plastic waste and produces energy. A few years ago, he (あ)go on a trip by motorbike with that machine. While he was traveling, he collected plastic waste on the streets to get energy for his motorbike. In this way, he traveled about 1,200 kilometers. He said he was going to try that machine on a bus the next year. Today the same kinds of machines are used by other people.

Akiko : That's interesting! Plastic waste is used in a good way, but we should not have more waste. What can we do about that?

Cathy : I know a good example from our country. In Australia, some coffee shops (い)to / and use / their customers / ask / bring their own cups. If the customers do so, their coffee will be cheaper. A lot of customers like this idea, and my mother is one of them. Every morning, she visits her favorite coffee shop with her own cup before she goes to her office.

Akiko : Good idea. People usually use plastic cups only once and throw them away. It is a problem. We must stop doing that.

Ben : [(う)]. Most of the plastic waste doesn't biodegrade easily, and it may remain on the earth for many years. We are worried about that, so a company in our country has made "water balls." Look at this picture. The water balls in their mouths, bit the balls, and drink the water. After that, they can eat the balls. Last year, I joined a marathon race held in London as a volunteer and gave the runners water balls. The runners didn't have to hold the cups and throw them away. Then we didn't have to worry about cleaning the streets so much. The balls were [(え)] by the runners after they finished drinking the water.



[water ball]

Akiko : That's nice. I hope that people will use those balls in more races around the world. Thank you for your good ideas, everyone. The efforts in all these countries are useful to protect our earth.

■ Satomi のメモ

[(お)]

■ Satomi の感想

Plastic waste is a problem all over the world. The three countries in the discussion have already [(か)]. These efforts are important for our earth.

[注]

Indonesia インドネシア (国名) burn ~ ~を燃やす produce ~ ~を生み出す
motorbike オートバイ cup カップ throw ~ away ~を捨てる biodegrade 微生物の作用で分解される
remain 残る make ~ from ... ~を...から作る bite ~ ~をかんで穴をあける
marathon race マラソン大会 runner ランナー (走者)

① 下線部(あ)の単語を、最も適当な形に変えて書きなさい。

② 下線部(い)の語句をすべて用いて、意味が通るように並べかえなさい。

③ [(う)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア I understand your point, but I don't think plastic is bad for the earth

イ I don't agree with Cathy because I don't like expensive coffee

ウ We have another problem about plastic waste

エ Using cups with good design is also important

④ [(え)]に入れるのに適当な英語を1語書きなさい。

⑤ 話し合いで紹介された内容として、[(お)]に入れるのに適当でないものは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア To collect and use plastic waste to get energy

イ To clean the streets as volunteers and then carry the waste by bus

ウ To choose something we can use many times in everyday life

エ To use things that don't remain as waste for a long time

⑥ あなたが Satomi になったつもりで、[(か)]に3語以上の英語を書きなさい。

問題5 次の英文を読んで、①～⑥に答えなさい。〈2020年岡山英語 第5問〉

Do you often use your smartphone when you don't have anything to do? When you ride a train in Japan, you find that many people are using their smartphones. In the past, however, Japanese people often read books when they had time. When Perry came to Japan from America in the Edo period, he was [(あ)] to find that so many Japanese people were interested in reading books. Later, in his book, he said that Japanese people enjoyed learning from books and that was amazing.

Today, there are some Japanese people who don't often use libraries, so some libraries are trying to start ^(い)new things. For example, some libraries have volunteers who visit people's houses with books for them. This is good for people who live a long distance from the library and cannot go there easily. Some libraries feature books no one has borrowed yet. Some people want to read those books. In other libraries, music is played softly, so many people feel good while they are reading books or studying there.

There is another interesting event, "Human Library." It is held in several places, like libraries and schools, or even outside. Usually, when you visit a library, you borrow books and read them, but in this event, you borrow humans. You can choose a person, sit together, and listen to ideas and experiences from the person. You can also ask the person some questions. In this special "library," you have one important thing to remember. You must respect the person. When you borrow books, you treat them carefully. Just like ^(う)that, you must treat the humans well.

Human Library is becoming popular around the world. Now, this event is held in over ninety countries. ^(え)Why is it popular? Some people think that this event gives them a chance to tell other people about their ideas and experiences, so they want to be "books" in Human Library. Other people think that learning new things from listening to someone's story is very interesting. People have different reasons to enjoy Human Library, but they all can enjoy communication in this event.

Some people may think that listening to someone's story in Human Library is better than reading books borrowed from libraries. However, there is not much difference between them. Why? Writers often record their ideas and experiences and share them with the readers, both now and in the future. Readers often learn what the writers are thinking and what is important in the writer's lives. When they have questions while they are reading, they usually continue reading and try to find the answers. When you think about these things, you can find that [(お)] as listening to someone's story. Which do you want to choose for communication? 〈470 words〉

〔注〕

smartphone スマートフォン past 過去 Perry ペリー (人名) Edo 江戸
feature ～ ～を特集する no one ～ だれも～ない softly 静かに human 人間 treat ～ ～を扱う
record ～ ～を記録する reader 読者

① [(あ)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア worried **イ** surprised **ウ** angry **エ** sad

② 下線部(い)について、紹介されている内容として、当てはまらないものは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア スマートフォンでの蔵書検索 **イ** ボランティアが本を配達すること
ウ 貸し出されたことがない本の特集 **エ** 館内で静かな音楽を聞き流すこと

③ 下線部(う)の具体的内容を説明する次の [(1)]、[(2)] にそれぞれ適当な日本語を入れなさい。
人々が [(1)] のとき、それらを [(2)] こと。

④ 下線部(え)について、次の [] に適当な英語を1語入れて、本文で挙げられている最初の理由を説明する英文を完成させなさい。

Some people want to share their ideas and experiences with others by [] to them in Human Library.

- ⑤ 文脈に会うように、[(お)]に5語以上の英語を書きなさい。
- ⑥ 本文の内容と合っているのは、**ア～オ**のうちではどれですか。当てはまるものをすべて答えなさい。
- ア** Perry's book said that Japanese people had fun when they read books.
 - イ** Human Library started in America and then came to Japan in the Edo period.
 - ウ** People have Human Library only in high schools.
 - エ** People must not ask any questions in Human Library.
 - オ** Human Library is held in more than ninety countries.

3rd Day

問題 1 この問題は聞き取り検査です。問題A・問題Bに答えなさい。〈2015年岡山英語 第1問〉

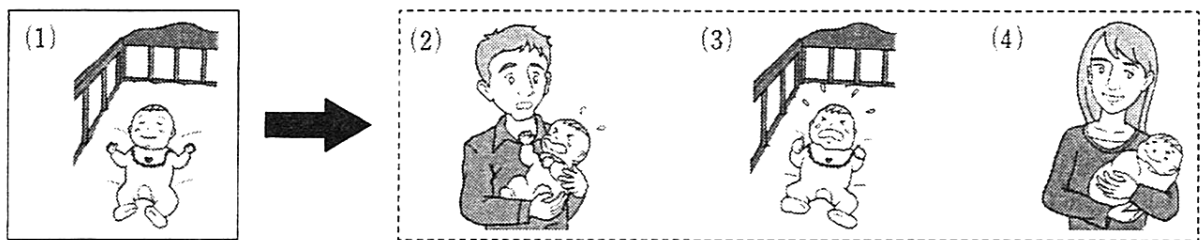
問題 A 英語の授業で行うスピーチの日程と練習日について、先生が変更点を述べています。聞いた英語をもとに、変更内容がわかるように、[(あ)]、[(い)]にそれぞれ英語1語を入れなさい。

● Date : July 2 → [(あ)] 25

● Practice day : every Monday → every Monday and every [(い)]

問題 B 中学生の Masato のもとに、アメリカでホームステイをした時のホストファミリーから動画が届きました。その内容を聞いて、①、②に答えなさい。

① この動画で紹介されている順になるよう、(1)の場面に続けて(2)~(4)の場面を並べ替える時、最も適当なのは、**ア**~**エ**のうちではどれですか。一つ答えなさい。



ア (3) → (2) → (4)

イ (4) → (2) → (3)

ウ (3) → (4) → (2)

エ (4) → (3) → (2)

② Masato は動画を見た後で、次のメールを John に送りました。[(あ)]~[(う)]に適当な英語1語を入れなさい。

Hi. John,

Thank you very much for the video. I'm happy that the baby was [(あ)] one month ago. She is so cute! I can understand why you wanted to [(い)] me the baby.

I'm also excited about your trip to Japan. When are you going to [(う)] Japan? Please tell me the date. You can stay with us while you're in Japan. Goodbye,

Masato

- ④ あなたが Kengo になったつもりで、[(え)]に friends を含む 4 語以上の英語を書きなさい。
- ⑤ []に共通する適当な日本語を入れて、Kengo が下線部(お)の表現を用いている理由を説明しなさい。
Kengo は、クール (cool) という単語に「涼しい」と「[]」の二つの意味を込めており、祖母が住んでいるまちを、人が集まる場所を提供し、他の都市のお手本となるような[]活動をしている最先端のまちであると考えているため。
- ⑥ 本文の内容と合っているのは、**ア～オ**のうちではどれですか。当てはまるものをすべて答えなさい。
- ア** Kengo was in his grandmother's city when it had the hottest day in Japan in 2007.
 - イ** Over 50% of the people in Kengo's city have "Cool Share" experience.
 - ウ** Kengo wants to study at the art university which started "Cool Share."
 - エ** Some public places have become "Cool Share" spots in Kengo's grandmother's city.
 - オ** Kengo is going to visit his grandmother with friends in summer.

問題3 次の英文は、建築材料 (building materials) に紙の筒 (paper tubes) を使用する坂茂氏について書かれたものである。①～⑥に答えなさい。〈2015年岡山英語 第5問〉

Have you ever heard about Mr. Ban? He is a Japanese architect and has designed many beautiful buildings around the world. He is also an architect who uses paper tubes for his work. Architects usually try to design buildings which make clients happy. But Mr. Ban thinks (あ) this is only a part of his work. Why? He does not like working only for clients. He thinks he should work for society, too.

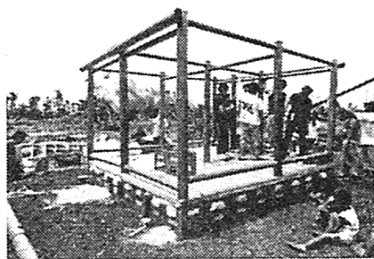
In 1994, Mr. Ban went to Africa. Many people lost their houses in the war. They started cutting down trees to build their houses. It was necessary to stop (い) it because many trees were lost. The team of the United Nations gave them aluminum tubes for their houses, but people didn't want to use them. They knew that aluminum tubes were expensive and sold them to get money. Mr. Ban said to the team, "You should give paper tubes to them. People will not sell them because paper tubes are not expensive." People started using paper tubes for their houses and stopped cutting down trees.

Mr. Ban has used paper tubes for about 30 years. When he was young, he had to design a building without much money. He found some paper tubes in his office. They were going to be thrown away. He used them as building materials in 1986.

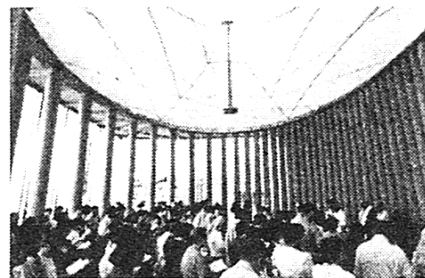
Paper tubes are not expensive, and they are very strong. It is easy to get them. It is also easy to make buildings out of them. (う) Paper tubes are really useful for Mr. Ban. When buildings are dismantled, there is so much waste. It is never recycled, but paper tubes can be used again. They will not become just [(え)] after paper buildings are dismantled.

In 1995, there was a big earthquake in Japan. Mr. Ban soon went to Kobe. He saw a lot of people at a church. The church was destroyed in a fire after the earthquake, but they got together at the place. Mr. Ban had an idea to build the church again out of paper tubes. This idea was not accepted at first. He didn't give up, and he visited Kobe many times. He made more than 50 temporary paper buildings there. Making paper buildings was easy, and a lot of young people helped Mr. Ban. The paper buildings he designed were strong and beautiful. Finally, his idea was accepted, and he began to make the church out of paper. After only five weeks, the paper church was made. He thought it was a temporary building, but the paper church was not just a temporary one for people in Kobe. It became an important place for them, and it was used for more than ten years. In 2005, the paper church was dismantled and sent to people in another place who also lost their church. It was built again and is still used even now. People in Kobe are glad because the building they loved is used again in another place.

〈508 words〉



紙の筒を使用した
仮設住宅を建設
する様子



1995年に神戸に
再建された教会
の一部

(坂茂建築設計 公式 Web ページから引用)

〔注〕 client (建築の) 依頼人 society 社会 the United Nations 国際連合
 aluminum tube アルミニウムの筒 expensive 高価な sold *sell* ~ (～を売る) の過去形
 thrown away *throw away* ~ (～を捨てる) の過去分詞形 out of ~ ~を材料にして
 dismantle ~ ~を解体する earthquake 地震 church 教会 destroy ~ ~を破壊する
 accept ~ ~を受け入れる temporary 仮設の

- ① 下線部(あ)の内容を[]に適切な日本語を入れて、説明しなさい。
 建築家が通常は[]こと。

② 下線部(い)が指す内容として最も適当なのはア～エのうちではどれですか。一つ答えなさい。

ア 家を失ったアフリカの人々が、家を建てるために木を切り倒すこと。

イ 家を失ったアフリカの人々が、支給されたアルミニウムの筒を売ること。

ウ 国際連合のチームが、家を失ったアフリカの人々に建築材料としてアルミニウムの筒を支給すること。

エ 国際連合のチームが、家を失ったアフリカの人々に建築材料として紙の筒を支給すること。

③ 次の[]に適切な英語 1 語を入れて、下線部(う)についての説明を完成させなさい。

Mr. Ban can easily get paper tubes. He doesn't need so much money to get them. They are strong, and making buildings out of them is not [] for him.

④ [(え)]に入れるのに最も適当な英語 1 語を、同じ段落中から抜き出して書きなさい。

⑤ 神戸に再建された教会について、本文の内容と合っているのは、ア～オのうちではどれですか。当てはまるものをすべて答えなさい。

ア The building designed by Mr. Ban was destroyed in a fire.

イ The building was just a temporary one and was used for a few years.

ウ People in another place came to Japan to learn about recycling the building.

エ People in another place have used the building since it was built again there.

オ The building loved by people in Kobe is used by people in another place.

⑥ 次の英文は、本文を読んだ高校生の Aki によって書かれた感想文である。あなたが Aki になったつもりで、[]に 6 語以上の英語を入れて感想文を完成させなさい。

Mr. Ban helps other people by making new kinds of buildings. I can't help people like Mr. Ban, but I can do something for them. I will [].

4th Day

問題 1 この問題は聞き取り検査です。**問題 A**、**問題 B** に答えなさい。〈2019 年岡山英語 第 1 問〉

問題 A 日本の高校を訪問している Alice が、図書委員会の活動について、委員の生徒から英語で説明を受けています。Alice は説明を聞きながら、必要な内容をメモにまとめています。[(あ)]、[(い)] にそれぞれ英語 1 語を入れなさい。

[Alice のメモ]

The Next Reading Activity

- ・ What to use : the same [(あ)] for each person
- ・ Where : in the library
- ・ When : on [(い)]

問題 B Naoto は、まつづくりについてスピーチをしています。そのスピーチを聞いて、(1)、(2) に答えなさい。

(1) Naoto が自分のまちの実態について話している内容として、最も適当なのは、**ア～エ**のうちではどれですか。一えなさい。

- ア** 登下校時に道路が混雑する。
- イ** 通学路にごみが落ちている。
- ウ** 英語の道路標識が少ない。
- エ** 商店街に活気がない。

(2) 次は、Naoto のスピーチを聞いたクラスメートが書いた感想です。[(あ)]～[(う)] にそれぞれ適当な英語 1 語を入れなさい。

I like Naoto's idea. He has been to [(あ)]. His idea came from a city in that country. I want to work with him. If our street has a lot of [(い)], we will enjoy them and walking there will be fun. I also hope they will [(う)] communication for people in our city. I believe we can make our city better.

問題2 次は、Mayu、John、Fei の3人がマラソン大会 (marathon race) について交わした会話の英文と会話の内容に係る **Website** の一部である。①～③に答えなさい。〈2019年岡山英語 第2問〉

Mayu、John、Fei の会話

Mayu : I'm going to run in a marathon race held in [(あ)].

John : Really? I've never run in a race. I like watching better.

Fei : There is another way to enjoy the race. When I joined it as a runner before, a lot of volunteers helped me. This year I'm going to do volunteer work.

John : Oh, I want to do that, too.

Mayu : Then, look at the **website**. Well, there are five kinds of volunteer work.

Fei : I've signed up for Work [(い)].

Mayu : Good choice! You speak Japanese, English, and Chinese. If you do that work, it will be a big help for foreign runners.

John : Sorry, I must get home at about 4 p.m. on that day. I can't do that work.

Fei : Now you have three choices. One of them still needs more than ten volunteers. How about that one? Its work is to [(え)] and food. From my experience, I knew the runners will be happy to get those things.

John : That sounds nice. I'll try it.

Website の一部

マラソン大会ボランティア募集				
大会開催日 (活動日) : 2018年11月17日 (土)				
活動	活動内容	活動場所	活動時間	残り募集人数
A	受付	スタート地点	6:00 ~ 10:30	2
B	通訳	総合案内	6:00 ~ 12:00	受付終了
C	沿道整備	沿道	7:00 ~ 10:30	4
D	給水・給食	沿道	8:00 ~ 14:00	12
E	完走メダル贈呈	ゴール地点	9:00 ~ 17:00	11

募集期間 : 2018年8月6日 (月) ~ 2018年9月21日 (金) *定員に達し次第, 受付を終了します。
 申込条件 : 2018年10月14日 (日) 実施の説明会に参加可能であること。

〔注〕 runner ランナー (走者) sign up for ~ ~への参加登録をする

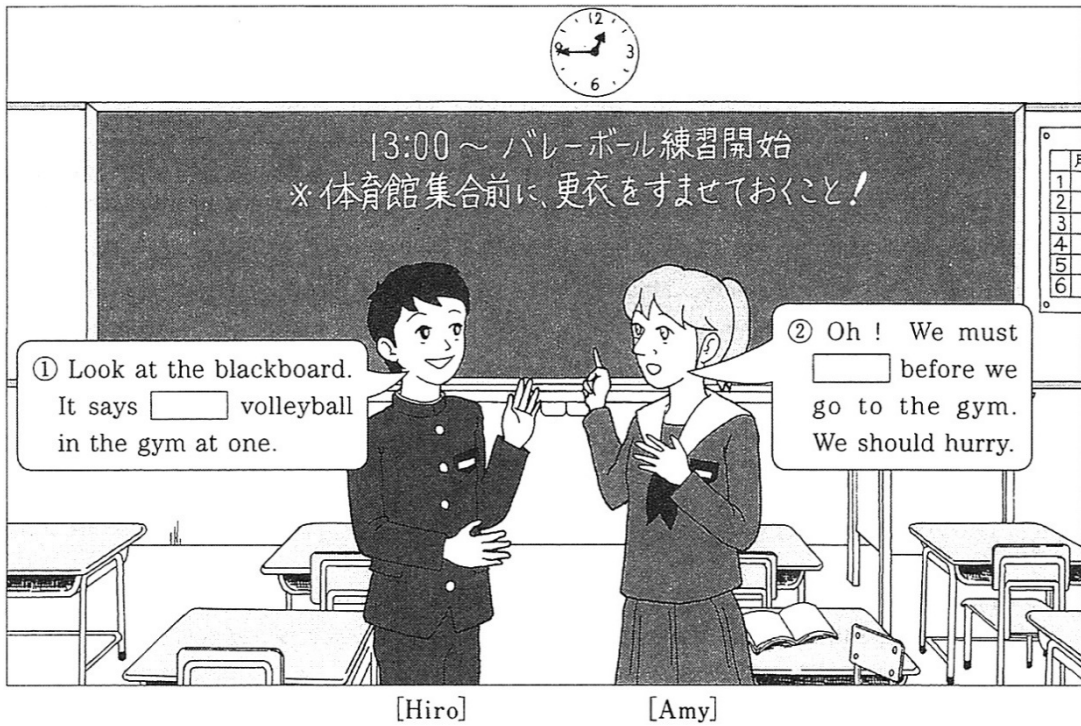
① [(あ)]に入れるのに最も適当なのは、**A~E**のうちではどれですか。一つ答えなさい。

A August **I** September **U** October **E** November

② [(い)], [(う)]に入れるのに最も適当な活動は、**Website** は表中の **A~E** のうちではどれですかそれぞれ一つ答えなさい。

③ あなたが Fei になったつもりで、[(え)]に2語以上の英語を書きなさい。

問題3 Hiro と留学生の Amy が、黒板を見て話をしている。板書の内容に合うように、書き出しに続けて、[]にそれぞれ3語以上の英語を書き、英文を完成させなさい。なお、会話は①、②の順に行われています。
(2019年岡山英語 第3問)



問題5 中学生の Kento が Grandfather と自分の部屋で話をしている。次の英文は、その会話である。①～⑥に答えなさい。〈2019 岡山英語 第5問〉

Grandfather : Did you enjoy English Camp last week?

K e n t o : Yes, I did. I was surprised that students from other countries knew so much about Japanese anime. We became [(あ)] by talking about it. Love for anime became a “bridge” between us. Japanese anime is amazing. I respect people who make it.

Grandfather : Me too. By the way, what job do you want to have in the future?

K e n t o : I've not decided, but in my future job I want to help others.

Grandfather: Then, how about going on a trip on this map? Let's see how people work in the world.

K e n t o : A trip on this map?

Grandfather : That's right. Imagine we're birds now. Let's start our trip!

Grandfather : Look! Here is Argentina. Some children are enjoying baseball! They have a coach sent from Japan in a support program. When they began baseball, they thought getting better skills is important. But that is not enough.

K e n t o : It's also important to work together in a [(い)].

Grandfather : You're right. Their coach thought in the same way. He told the children to be one as a [(い)]. They followed his words. Today they can think about other members.

K e n t o : Good. I hope this program will spread to other countries.

Grandfather : It is spreading, and more good players are growing up. Now we will fly to another country to see another job. A Japanese doctor is working in Vietnam.

K e n t o : I've read about him. He comes and goes between the two countries. For half of the month, he works at some hospitals in Japan. He gets money there and then goes to Vietnam with the money. For the other half of the month, he cures people there by using it. He has continued ⁽³⁾this life-style for more than ten years.

Grandfather : He says he feels happy when his patients smile. Today more doctors and nurses agree with him and help.

K e n t o : That's nice.

Grandfather : There is another long support program by Japanese scientists in Guinea. Let's go there to see the program called the Green Corridor Project.

K e n t o : What's the Green Corridor?

Grandfather : It's like a long green “bridge” between the forests. Chimpanzees come and go through it. Look carefully. Can you see them? About twenty years ago, the scientists began making the corridor by growing trees. Since then, they have tried to protect chimpanzees living in the forests.

K e n t o : Why is the corridor necessary for chimpanzees?

Grandfather : Many trees were cut down to make fields. Then the forests were divided, and the chimpanzees had to live in a small forest only with their family. They lost their chance to [(え)] chimpanzees in other forests. They [(お)] the corridor to move and then make a new family.

K e n t o : What do the local people think about this project?

Grandfather : Today some of them know it's wonderful project for all living things in Guinea and help the project. Well, we have visited three countries. Did you enjoy our trip?

K e n t o : It was very useful for me because I have a [(か)].

Grandfather : I remember you said so before our trip. There are many ways to help. If we work hard for someone, that will influence others and they will help us. Even small support is good because it can be bigger.

K e n t o : For my future job, I'll experience a lot of things and meet many people. This kind of trip was very exciting. It was nice to be a bird. I looked at things in a new way. I want to travel with you again soon.

〈640 words〉

[注] anime アニメ imagine ～ ～と想像する Argentina アルゼンチン (国名) coach コーチ
skill 技術 Vietnam ベトナム (国名) cure ～ ～を治療する Guinea ギニア (国名)
the Green Corridor Project 緑の回廊プロジェクト (プロジェクト名) forest 森林
chimpanzee チンパンジー cut *cut*の過去分詞形 field 畑 divide ～ ～を分断する
local 地元の

① [(あ)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア friends **イ** farmers **ウ** carpenters **エ** students

② [(い)]に共通して入れるのに、適当な英語を1語書きなさい。

③ 次の[(1)], [(2)]にそれぞれ適当な日本語を入れて、下線部(う)の具体的内容を説明しなさい。

日本の[(1)]ことと、日本で[(2)]を使ってベトナム国内の人々の治療をすることを、半月ごとに行うこと。

④ [(え)], [(お)]に入る英語の組み合わせとして最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア (え) meet (お) lose **イ** (え) study (お) lose

ウ (え) study (お) need **エ** (え) meet (お) need

⑤ あなたが Kento になったつもりで、[(か)]に5語以上の英語を書きなさい。

⑥ 本文の内容と合っているのは、**ア～オ**のうちではどれですか。当てはまるものをすべて答えなさい。

ア Argentina has a support program to send a baseball coach to Japan.

イ There is a Japanese doctor who built some hospitals with his patients in Vietnam.

ウ The Green Corridor Project has continued for about twenty years in Guinea.

エ Kento's grandfather thinks Kento must join a big project to protect animals.

オ Kento hopes that he will go on the next trip with his grandfather soon.

5th Day

問題 1 この問題は聞き取り検査です。問題A～問題Cに答えなさい。すべての問題で英語は2回ずつ放送されます。途中でメモをとってもかまいません。〈2018年岡山英語 第1問〉

問題 A (1)、(2)のそれぞれの英文で説明されているものとして最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

- (1) **ア** 辞書 **イ** 日記 **ウ** 筆 **エ** ものさし
 (2) **ア** おしぼり **イ** まな板 **ウ** メニュー **エ** 皿

問題 B 文化祭で英語クラブが行う活動について、部員が説明をしています。今年の内容と合うように、[(あ)]、[(い)]にそれぞれ英語1語を入れなさい。

[文化祭パンフレット]

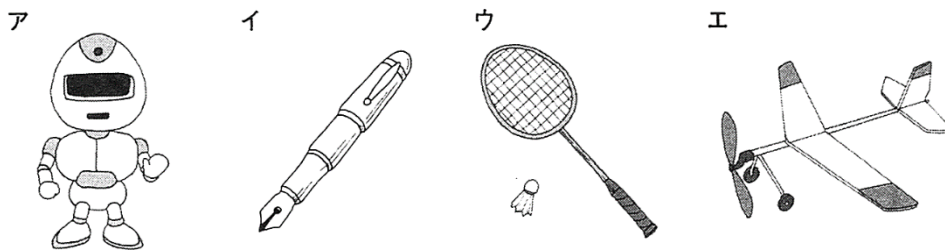
団体名	内 容
English Club	・ English <input type="text" value="(あ)"/> ・ Talk about <input type="text" value="(い)"/> in English

問題 C Shingo は、自分が体験したことについて、授業で具体的なものを見せながらスピーチをしています。そのスピーチを聞いて、(1)、(2)に答えなさい。

(1) 次は、Shingo がスピーチ原稿を書くときに使ったメモの一部です。[(あ)]～[(う)]にそれぞれ適当な英語を1語入れなさい。

- ・ I joined a great event held by my father's company this [(あ)] .
- ・ It is not [(い)] for my father to spend a lot of time with our family, but he tries to do that.
- ・ In the event, I found a dream about my future job and then [(う)] more about my father.

(2) Shingo がスピーチでクラスメートに見せたものとして、最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。



問題2 Kumi と留学生の Judy がハイキングの計画を立てている。次は、その会話の英文と会話の内容に関する **Course List** (コース一覧表) である。①～③に答えなさい。〈2018年岡山英語 第2問〉

Kumi と Judy の会話

Kumi : Let's choose one course from this list. There are five courses on it. Course A is the of the five. We can enjoy watching birds. Would you like to hike on it ?

Judy : I've been there once. It was great, but I'd like to try one I've never done.

Kumi : OK. Well, I think is hard for me. If we choose it, we will need to walk over ten kilometers.

Judy : I agree. Oh, I want to see a lake. How about you ?

Kumi : Me too. There are two good courses to do that. Let's choose from these. Which course do you like ?

Judy : Let's check the walking time. If we choose the longer course and walk on it, it will hours. That's too long. We need time to eat lunch, take pictures, and do some other things. But we won't have so much time to do them on that course. So, can we hike on the other course ?

Kumi : Sure. Let's hike on .

Course List

人気順	コース	歩行距離	歩行時間	特長
第1位	A	8 km	4 時間	たくさんの野鳥を観察することができる
第2位	B	9 km	7 時間	大きな湖を見ることができる
第3位	C	13 km	6 時間	見晴らしのよい展望台がある
第4位	D	6 km	3 時間	きれいな湖を見ることができる
第5位	E	7 km	4.5 時間	有名な郷土料理店がある

[注] hike ハイキングをする

① [(あ)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア more popular **イ** most popular **ウ** popular **エ** as popular

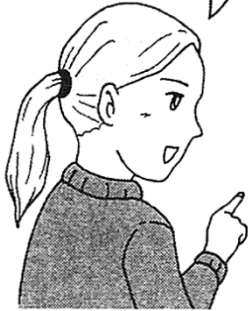
② [(い)], [(え)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。それぞれ一つ答えなさい。

ア Course B **イ** Course C **ウ** Course D **エ** Course E

③ あなたが Judy になったつもりで、[(う)]に適当な英語2語を書きなさい。

問題3 留学生の Mary が、中学校の掲示板を見て Takashi と話している。あなたが Takashi になったつもりで、書き出しに続けて、[]に8語以上の英語を書きなさい。2文以上になってもかまいません。なお、会話は①、②の順に行われています。〈2018年岡山英語 第3問〉

① Oh, it's hard for me to read this. Can you read it for me?



[Mary]

ボランティア募集
あなたも先生になってみませんか。
教科： 理科
対象： 小学生
時： 放課後
詳しくは職員室の山本まで

② No problem. Our school needs volunteers []. If you are interested in it, I can go to Mr. Yamamoto with you.



[Takashi]

問題4 Tomoya のクラスでは、英語の授業で、AI (artificial intelligence 「人工知能」) について、否定側のグループ A と肯定側のグループ B に分かれて考えた。次の英文は、それぞれのグループの代表者が話し合った内容と、それを聞いた Tomoya の感想である。①～⑥に答えなさい。

■ 話し合い

[話し合い 1]

Group A: Our group thinks many people won't be able to get jobs because AI will do some of the work we're doing now. Last week I (あ) watch the news about it. I'm afraid I can't get a job in the future.

Group B: I know about the news, but we think AI is good for the problem some companies have. Those companies don't have enough workers, so they need more workers. If AI works for the companies, the companies will be happy.

[話し合い 2]

Group A: In our everyday lives, AI can do many things for us, like cleaning rooms and changing the temperature in houses. (い) That brings a lot of convenience to us. But we won't do most of the things we are doing now because AI will do them for us. AI may make us lazy.

Group B: AI can support people who need help in their everyday lives. For example, going shopping is difficult for some people. We think cars with AI will be useful for them. They won't need to drive the cars. The cars will take those people to the shops.

[話し合い 3]

Group A: Do you know AI can do amazing thing? It can talk with us. We can learn a lot of things from it. That's nice, but what's next? It may ((う) to / us / tell / do / what). AI may have more power than people.

Group B: Don't worry about such bad situations. AI is a thing which we make and use. If we design and use it in a bad way, it may do bad things for us. But if we do that well, it may be good for us. It is necessary to do so. We believe we can live with AI and become happier.

■ Tomoya の感想

Now I understand the ideas of both groups. Because of AI, we may lose some of our jobs and [(え)] doing most of the things we are doing now. Also, AI may decide everything about us. I'm worried about these ideas, but there are (お) good things about AI. AI will support us in many situations. One of the classmates thinks that we need to design and [(か)]. I agree with that idea. I hope we will have happier lives with AI.

[注] enough 十分な lazy 怠惰な drive ～ ～を運転する

① 下線部(あ)の単語を、最も適当な形に変えて書きなさい。

② 次の[]に適当な日本語を入れて、下線部(い)の内容を説明しなさい。

AI が日常生活において、[]や屋内の温度調節など、多くのことを私たちに代わって可能にしてくれること。

③ 下線部(う)の語をすべて用いて、意味が通るように並べ替えなさい。

④ [(え)]に入れるのに最も適当なのは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア like **イ** start **ウ** enjoy **エ** stop

⑤ 下線部(お)について、話し合いで取り上げられた内容として、当てはまらないものは、**ア～エ**のうちではどれですか。一つ答えなさい。

ア AI will be useful for companies which want to have more workers.

イ AI can help people who have some trouble in their everyday lives.

ウ People won't go out because AI does everything for them at home.

エ People don't have to be afraid of AI, and it can make them happier.

⑥ あなたが Tomoya になったつもりで、[(か)]に AI を含む 3 語以上の英語を書きなさい。なお、AI は 1 語とします。

問題5 次の英文は、中学3年生の Mei がSDGs (Sustainable Development Goals「持続可能な開発目標」) について調べて書いたスピーチ原稿である。①～⑥に答えなさい。(2018年岡山英語 第5問)

Do you know about SDGs? They are goals to make the earth sustainable. They are shared by many countries for the better future. Today we have a lot of problems on the earth. The problems are so [(あ)] that we must work together for the SDGs. One way to find an answer to the problems is to think about the clothes we wear every day. Many companies know they must do something, and they are doing some interesting things.

Some companies make organic clothes. They are usually more expensive, and organic cotton is often used for them. To grow organic cotton, the farmers may need more people and time. But when they grow it, they usually use almost no chemicals. Also, they don't need so much water then. So it is good for the earth. They can grow organic cotton almost without any [(い)] and save some [(う)].

Some companies make clothes by hand, without machines. There are some good things about this. If machines are used, we will have more CO₂. If they are not used, we can reduce it. Also, when clothes are made by hand, the companies will need more workers. So more people will get jobs. I heard a story about a woman who lives in a small village in India. In that country, many people must leave their villages to find jobs in big cities because it is difficult to get jobs in their villages. But that woman doesn't have to (^え)do so. She is a good worker. Her job is to make clothes by hand. She doesn't use machines, and she can work at home. She is glad to have a job and live with her family in her village. I hope more people will be happy like her.

Other companies collect used clothes to reuse or recycle them. By doing so, they can reduce waste. "Upcycling" is also useful. It means that we make better things by using old or unwanted things. I know about some upcycled things. Some shoes are made from plastic waste in the sea. That is useful for reducing the waste in the sea. I also think we will remember another important thing by wearing them. The sea color is used for them. So, when we wear them and see the color, we will not [(お)] that we must make the sea clean.

Most of the things these companies are doing are good, but they are not new. Do you know people in the old days did the same kind of things? Traditional Japanese clothes, kimonos, are good examples. A long time ago, Japanese people wore kimonos every day. They were organic clothes and made by hand. People wore them for many years with love. People's lives were sustainable then.

At first, I thought that SDGs were only for companies. But now I've found that each of us has a thing we can do for these goals. We wear something every day. That means we can do something. I will think more about the clothes I wear every day. When I go shopping, I will try to [(か)]. Then I will wear them with love. When they become old, I want to upcycle them. I believe our clothes can change the world and everyone will be happy.

(570 words)

[注] organic 有機栽培の cotton 綿 chemical 農薬 machine 機械 CO₂ 二酸化炭素
reduce ~ ~を減らす waste ごみ unwanted 不必要な make ~ from... ~を...から作る
in the old days 昔の

① [(あ)]に入れるのに最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

ア perfect イ big ウ right エ short

② [(い)], [(う)]に入る英語の組み合わせとして最も適当なのは、ア～エのうちではどれですか。一つ答えなさい。

ア (い) people (う) water
イ (い) chemicals (う) time
ウ (い) people (う) time
エ (い) chemicals (う) water

- ③ 次の[(1)], [(2)]にそれぞれ適当な日本語を入れて、下線部(え)の具体的内容を説明しなさい。
大都市で[(1)]という目的のために、自分の[(2)]。
- ④ [(お)]に入れるのに適当な英語 1 語を書きなさい。
- ⑤ あなたが Mei になったつもりで、[(か)]に 6 語以上の英語を書きなさい。
- ⑥ 本文の内容と合っているのは、**ア～オ**のうちではどれですか。当てはまるものをすべて答えなさい。
- ア** Many companies have already started doing something for SDGs.
 - イ** Mei likes organic clothes very much because they are not so expensive.
 - ウ** More companies are trying to reduce CO₂ by using good machines.
 - エ** People can make things better by using new things for upcycling.
 - オ** Kimonos in the old days show Japanese people had sustainable lives then.