

問 8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Kenji, Satsuki, and Riku are high school students. They are talking about their presentation in a group in class. Their teacher Ms. Green comes to them.

Ms. Green : How's your work for the presentation ?

Kenji : Umm It's good and bad. We've already decided to talk about *environmental problems.

Ms. Green : Oh, that's an important subject.

Satsuki : Yes, we all think so. But we don't agree on some points. For example, I don't think we should buy drinks in *plastic bottles because plastic bottles are bad for the environment. But Riku doesn't agree with me.

Riku : No, no. Of course, I know plastic bottles are bad for the environment, too. On that point, I agree with Satsuki. But plastic bottles are very convenient. They are strong and light. We can easily buy drinks in them when we go out, and *throw the bottles away after using them. If we throw them away in the right way, they can be recycled, and don't *damage the environment.

Satsuki : I worry we often throw them away in a bad way. Plastic *waste is a very big problem all over the world.

Ms. Green : OK. I can understand both of your ways of thinking. Let's *sort them out. Everything has some different *aspects. In the case of environmental problems, many people think *eco-friendliness is the most important, but some think *convenience is just as important as that.

Riku : Yes, I think so, too.

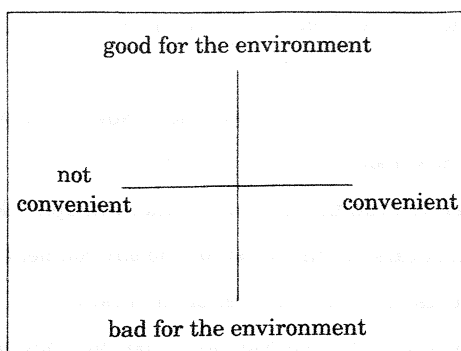
Ms. Green : Then, why don't you make a *chart like this ?

*Ms. Green *draws something on paper and shows it to the students.*

*environmental : 環境の plastic bottle(s) : ペットボトル throw ~ away : ~を捨てる

damage ~ : ~に損害を与える waste : ごみ sort ~ out : ~を整理する aspects : 側面

eco-friendliness : 環境へのやさしさ convenience : 便利さ chart(s) : 図表 draw ~ : ~を描く



Ms. Green : You see four parts in this chart. You can put something in one part of it, *according to the eco-friendliness and convenience. For example, if you think something is good for the environment and convenient, you should put it in the *upper right part. If you think something is bad for the environment and not convenient, you should put it in the *lower left part.

Riku : That sounds interesting. I think plastic bottles are bad for the environment but convenient, so we should put them in the lower right part. Satsuki, what do you think about that ?

Satsuki : I'm not sure plastic bottles are so convenient. I'd like to put them on the *border between the left part and the right part. Ms. Green, can we do that ?

Ms. Green : Yes, you can.

Riku : OK. We'll use Satsuki's idea.

Kenji : By the way, Satsuki, what do you do if you want to drink something when you go out ?

Satsuki : I usually take my own bottle when I go out, so I drink from that. If I don't have it or I want to drink something different, I go into a coffee shop or something.

Kenji : What do you do if you take a drink *out of the coffee shop ?

Satsuki : I use a paper cup the shop gives me.

Riku : Wait. I don't think paper cups are good for the environment, either, because they have to *cut down trees to make paper cups.

Satsuki : Really ? I have never thought of that.

Kenji : Let's put 'own bottle' and 'paper cup' on this chart. Paper cups are really convenient, but not so good for the environment.

Satsuki : Not so good, but better than plastic bottles, right ?

Riku : Well, that may be right. Let's put it on the border between 'good' and 'bad.'

Satsuki : OK. Our own bottles are convenient and good for the environment.

* according to ~ : ~にしたがって upper : 上側の lower : 下側の border : 境界線
 out of ~ : ~の外へ cut down ~ : ~を切り倒す

- Riku** : No, no. They are good for the environment, . They aren't convenient at all.
- Satsuki** : All right. I'll use your idea this time. Now, we've put three things on our chart. Ms. Green, how about ① this ?
- Ms. Green** : Good. Then you can think about another example, like *transportation.
- Kenji** : I see. I think cars are the worst for the environment because they *emit some bad *gases. Buses and trains are better than cars.
- Riku** : I agree. Buses emit some bad gases, too, but they can carry many people. So if more people stop using their cars and start taking buses, it's better for the environment. I'd like to put 'bus' on the border, and 'train' in the upper part.
- Satsuki** : You're right about the eco-friendliness, Riku. About the convenience, I don't think buses are so convenient because they are often late. And we sometimes must *get off trains and walk to *destinations *far away, so they are not as convenient as cars.
- Kenji** : I see. Then let's put both of them on the border. How about bikes ? I think they are the best for the environment.
- Riku** : You're right. They don't emit any bad gases, and riding a bike is good for our health. So I usually come to school by bike. But it's not much fun when it is rainy or windy. I can't say it's convenient.
- Satsuki** : I like riding a bike because I can see many interesting things when I ride a bike. But, about the convenience, I agree with Riku because it's sometimes dangerous to go by bike on the streets with many cars. And we have finished ② the chart about transportation.
- Ms. Green** : Good job. In this way, you can make some charts. They will give you some useful *hints for your presentation. Try it.

* transportation : 交通機関 emit ~ : ~を排出する gases : 気体, ガス

get off ~ : ~を降りる destinations : 目的地 ~ far away : 離れた~ hints : ヒント

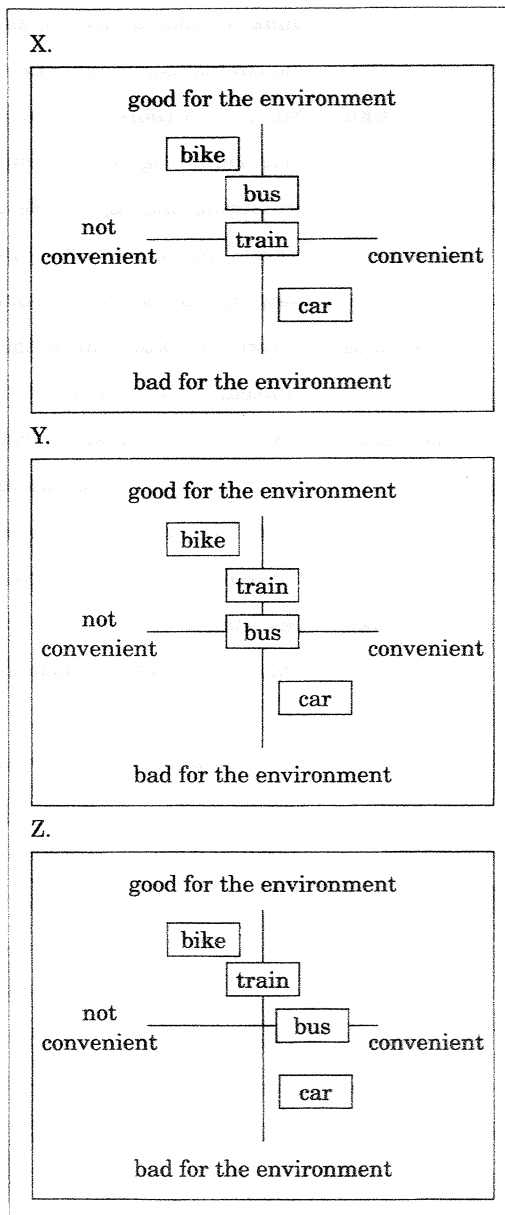
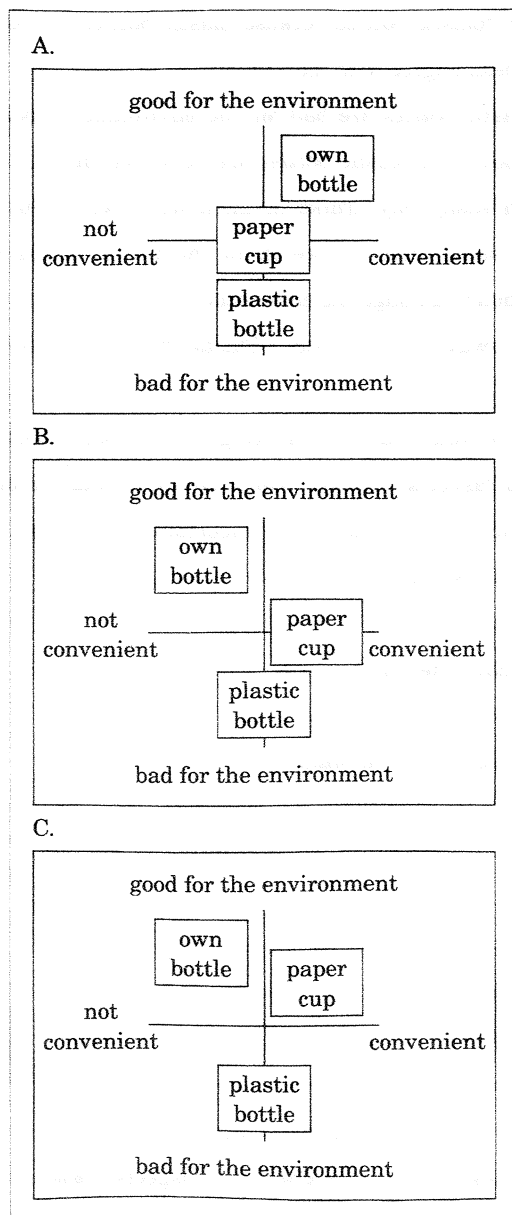
(ア) 本文中の の中に入れるのに最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1. but I don't want to take them with me
2. but we can use them only one time
3. and they are strong and light
4. and we can't get them at any shops

(イ) 本文中の——線①と——線②が表す内容を、①はア群、②はイ群の中からそれぞれ選んだときの組み合わせとして最も適するものを、あとの1～6の中から一つ選び、その番号を答えなさい。

ア群

イ群



1. ① : A ② : X
2. ① : A ② : Z
3. ① : B ② : Y
4. ① : B ② : Z
5. ① : C ② : X
6. ① : C ② : Y

(ウ) 次の a ～ f の中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの 1 ～ 8 の中から一つ選び、その番号を答えなさい。

- a. The three students haven't decided the subject of their presentation yet.
- b. Riku thinks that plastic bottles are very good for the environment because they can be recycled.
- c. Ms. Green thinks that people think about environmental problems in some different ways.
- d. Satsuki usually takes her own bottle with her, so she never uses plastic bottles or paper cups when she goes out.
- e. Satsuki thinks that trains are not so convenient because sometimes the stations aren't near the destinations.
- f. Riku usually goes to school by bus because riding a bike in bad weather isn't much fun.

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|----------|----------|----------|----------|
| 1. a と c | 2. a と e | 3. b と d | 4. b と f |
| 5. c と e | 6. c と f | 7. d と e | 8. d と f |