

じゅ けん ばん ごう
受検番号

だい
第

ばん
番

へい せい ねん ど がく りょく けん さ もん だい
平成30年度学力検査問題

えい ごと
英語 [学校選択問題]

じ じ ぶん ぶん
(14時40分～15時30分)
ぶん かん
<50分間>

ちゅう い
注 意

1 かいとうようし
解答用紙について

- (1) かいとうようし まい もんだいようし
解答用紙は1枚で、問題用紙にはさんであります。
- (2) かり せんせい しじ したが しよてい らん しょ じゅけんばんごう か
係の先生の指示に従って、所定の欄2か所に受検番号を書きなさい。
- (3) こた かいとうようし か
答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
- (4) かいとうようし き
解答用紙は切りはなしてはいけません。
- (5) かいとうようし じるじ しゅうけい かいとう かんけい
解答用紙の*印は集計のためのもので、解答には関係ありません。

2 もんだいようし
問題用紙について

- (1) ひょうし しよてい らん じゅけんばんごう か
表紙の所定の欄に受検番号を書きなさい。
 - (2) もんだい ぜんぶ もん ひょうし のぞ
問題は全部で4問あり、表紙を除いて9ページです。
- さいしょ ほうそう き こた もんだい おこな
最初に「放送を聞いて答える問題」を行います。
- いんさつ て かり せんせい き
印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

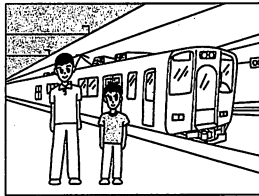
1 放送を聞いて答える問題(28点)

問題は、全部で7題あります。問題7は、英語による指示が1回のみ放送されます。放送中メモを取ってもかまいません。問題7の英語による指示以外の英語は、各問題とも2回ずつ放送されます。

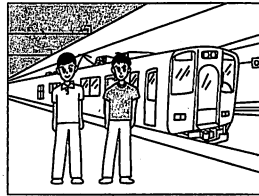
【問題1～問題3】

それぞれの会話を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各2点)

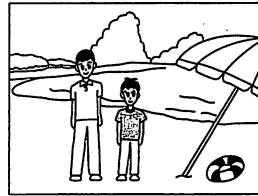
問題1



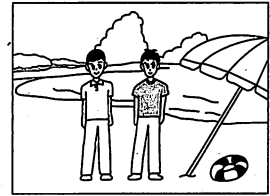
ア



イ

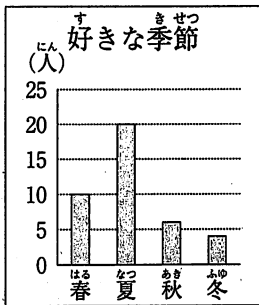


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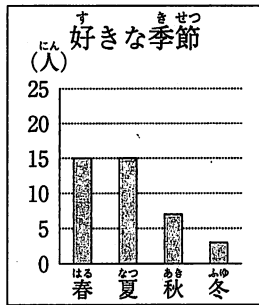


エ

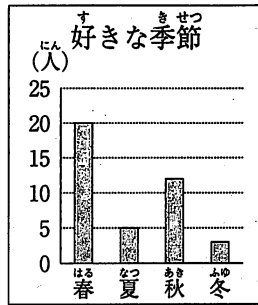
問題2



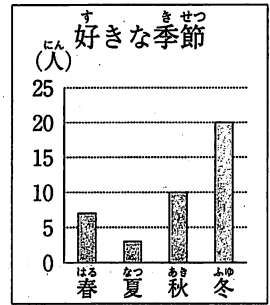
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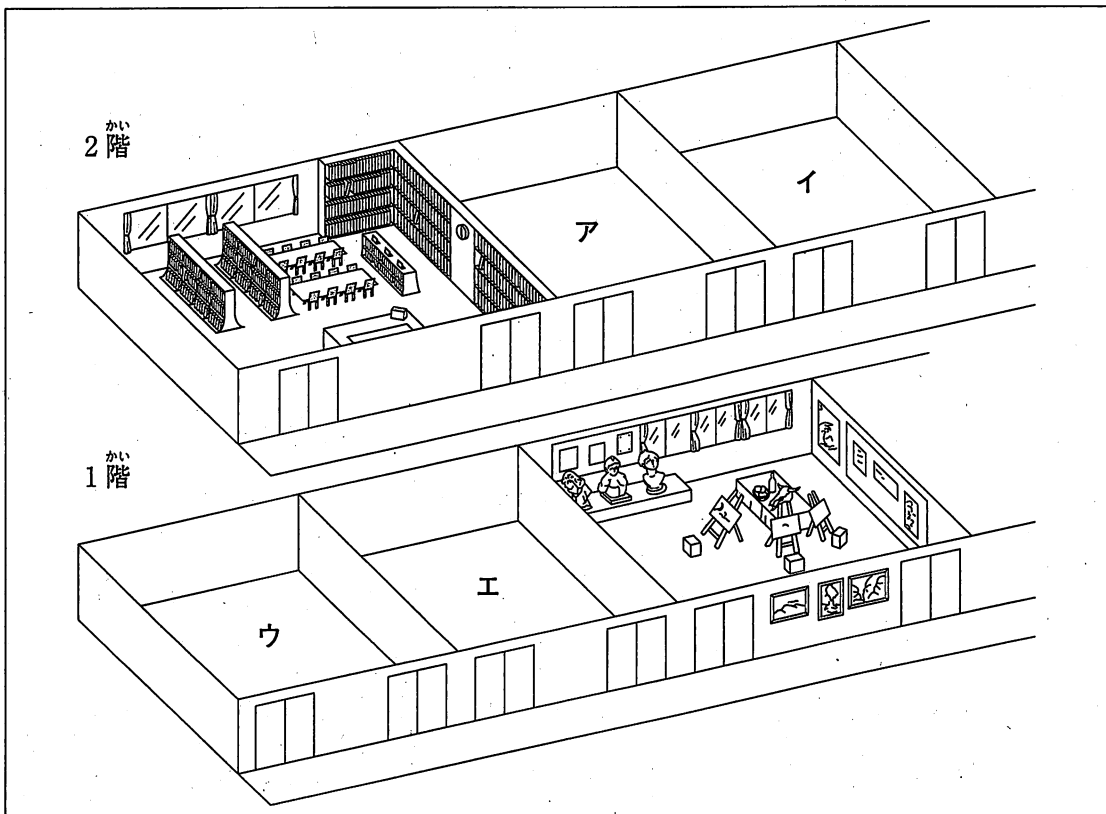


ウ



エ

問題3



【問題 4, 問題 5】

それぞれの「ある場面」を説明する英文を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各2点)

問題 4

- ア Do you want to leave a message? イ This is Ken speaking.
ウ Sorry, he is not at home. エ I'll call him later.

問題 5

- ア Sure, do you need anything else? イ Please show me other bags.
ウ OK, send it to my house, please. エ Thank you for selling me that.

【問題 6】

留学生の Emma とクラスメートの Satoshi の会話を聞いて、次の(1)～(3)の質問に英語で答えなさい。(各3点)

- (1) Why did Emma come to Japan?
(2) What time did Emma arrive at the museum?
(3) What did Mr. Fukuda tell Satoshi and Emma to do?

【問題 7】 (各3点)

(1) Question 1

- A To keep walking slowly.
B To clean the mountain.
C To see the morning sun.
D To take the flowers.

(2) Question 2

- A Checking that the mountain roads were safe.
B Learning about the plants on the mountain.
C Keeping their office clean.
D Giving their warm clothes to people who needed them.

(3) Question 3

- A Ms. Kean thinks that we should do things without help because no one sees us.
B Ms. Kean believes that helping people is important even when no one sees us.
C Ms. Kean wanted to tell her students that they should not bring their bottles back.
D Ms. Kean found that she could not keep walking up Mt. Fuji because she was too tired.

2 つぎの [1] ~ [4] は, Arisa, Makoto とイギリス (the UK) 出身の ALT の Ms. Smith の会話と発表です。これを読んで, 問 1 ~ 問 6 に答えなさい。* 印のついている語句には, 本文のあとに〔注〕があります。(28 点)

[1] 〈Arisa, Makoto and Ms. Smith are talking.〉

Arisa : Ms. Smith, what did you do last weekend?

Ms. Smith : I rode my bike along a river in my town with my friends. I had a good time.

Makoto : Wow, that's interesting! I often see people who ride cool bikes around my town.

Arisa : I do too. My father works at his office about 5 kilometers away from our home. He has a car, but he usually goes to his office by bike. He said, "Cycling to work is good for the environment."

Makoto : I think so too. , but you should be careful.

Ms. Smith : What do you mean?

Makoto : Two months ago, I was walking on the *sidewalk on my way home in the evening. It was a little dark. Suddenly, a young man riding a bike almost hit me. I was so surprised because I didn't see him. I said to the young man, "Be more careful! You should use your bike's headlight when it's dark!" He said, "I'm sorry, I forgot to use my bike's headlight."

Ms. Smith : Oh, no! But I'm glad you're OK. We should think about this problem. Arisa, next week you're going to write a speech, right? Why don't you make a speech about bike safety for our next class?

Arisa : That's a good idea! I have a poster I got from the police. I'll use that for the speech. Ms. Smith, your country has a training program about bike safety. Can you tell us about that?

Ms. Smith : Sure. I'll ask my friends in the UK about their experiences.

〔注〕 sidewalk……歩道

問 1 空欄 にあてはまる最も適切なものを, 次のア~エの中から 1 つ選び, その記号を書きなさい。(3 点)

- ア Bikes are not so safe
- イ Bikes are useful in many ways
- ウ Your father never uses a car to go to work
- エ Your father works in front of your house

2 <After talking with Makoto and Ms. Smith, Arisa makes a speech about the poster in class.>

Should bikes follow the rules for cars or *pedestrians? In Japan, the police say they should follow the rules for cars. Bikes also have special rules to follow. Please look at this poster. It tells us five rules for riding a bike.

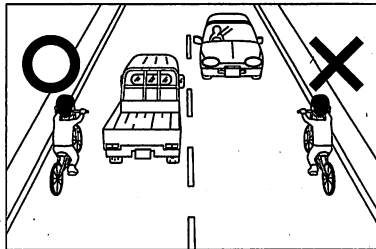
Five rules to ride bikes safely

- 1 *As a general rule, do not ride on the sidewalk.
- 2 B of the road.
- 3 If you cannot ride on the road at all, go slowly along *the side of the sidewalk closest to the road.
- 4 Follow the traffic rules. For example, use your bike's headlight when it is dark.
- 5 Children must wear helmets when they ride bikes.

Let's follow the traffic rules and ride bikes safely!

〔注〕 pedestrian……歩行者 as a general rule……原則として
 the side of the sidewalk closest to the road……歩道の中で車道に最も近い側

問 2 次の絵は、自転車^{じてんしゃ}が車道^{しゃどう}を通行^{つうこう}するときのルール^{ルール}を示したもので、Arisa^{ありさ}が示した5つのルール^{ルール}のうち^{うち}の2番目^{ばんめ}のルール^{ルール}です。空欄^{くうらん} B に適切な英語^{てきせつ えいご}を入れ、英文^{えいぶん}を完成^{かんせい}させなさい。(4点^{てん})



3 <After Arisa's speech, Ms. Smith talks to the students.>

In the UK, the number of traffic accidents began to increase about fourteen years ago. To stop this, a special training program was made in 2007. About 80% of school children take these lessons. The program has three age levels. At Level 1, children learn how to ride and how to check a bike for safety at the age of nine. At Level 2, children from ten to eleven years old learn traffic rules and *hand signals. At Level 3, children from eleven to eighteen years old learn how to decide which road to take safely. If they pass the test for their age level, they receive a *badge.

〔注〕 hand signal……手信号 badge……バッジ

問 3 Ms. Smith のスピーチのタイトルとして最も適切なものを、次のア～エの中から1つ選び、その記号^{きごう}を書きなさい。(4点^{てん})

- ア School children in the UK
- イ Checking a bike at bike shops in the UK
- ウ Children's bike lessons in the UK
- エ Special English lessons in the UK

4 <Arisa, Makoto and Ms. Smith are talking about the speech after the lesson.>

Makoto : Thank you for your speeches, Ms. Smith and Arisa. By the way, have you ever seen this picture?



Arisa : Yes, it is a sign which shows bike *lanes.

Makoto : Thanks to bike lanes, cyclists don't have to worry about pedestrians, so it is easier for them to ride.

Arisa : You're right, but I think there is one problem. When I ride in the bike lanes on the road, the cars are near my bike and I'm worried they will hit me.

Ms. Smith : That's true, Arisa, but there are too many pedestrians on the sidewalks, so cyclists should ride on the road.

Makoto : Yes. Having these lanes in Japan is great, but [thing / remember / have / the / that / we / important / to / most] is that we all should be kind to others on the road.

Arisa : Yes, that's right, Makoto.

Ms. Smith : Pedestrians, cyclists, and car drivers should all work together to make society safe for all people. Let's follow the traffic rules.

〔注〕 lane……^{ちゆう}車線^{しゃせん}

問 4 []内のすべての語を正しい順序に並べかえて書きなさい。(4点)

問 5 1 ~ 4 の会話と発表の内容と合うように、次の(1)~(3)の英語に続く最も適切なものを、ア~エの中から1つずつ選び、その記号を書きなさい。(各3点)

(1) The young man who almost hit Makoto

- ア rode his bike on the sidewalk.
- イ was angry because Makoto told him to be more careful.
- ウ didn't have a headlight.
- エ didn't listen to Makoto.

(2) In her speech, Arisa told her classmates about traffic rules in Japan. For example,

- ア cyclists have to take three age levels in the program.
- イ children need to wear helmets when they ride bikes.
- ウ cyclists are always able to go slowly along the side of the sidewalk closest to the road.
- エ cyclists must ride on the sidewalk.

(3) In Ms. Smith's speech, the students in the UK learn

- ア how to use hand signals when they are nine years old.
- イ about checking their bikes for safety at Level 3.
- ウ the traffic rules after receiving the badge for Level 2.
- エ about bike safety in a special program.

問 6 次は、後日の Arisa と Ms. Smith の会話です。自然な会話になるように、() に適切な英語を、5語以上8語以内で書きなさい。(4点)

Arisa : Ms. Smith, I usually take the bus to go shopping, but I rode my bike to the department store yesterday because you told me that you enjoyed cycling.

Ms. Smith : That's nice! () from your house to the department store by bike?

Arisa : About 30 minutes. It was a little long, but I enjoyed being outside and hearing the sounds of the birds, so I had a good time.

- 3 つぎは、高校1年生の Saori が書いた文章です。これを読んで、問1～問7に答えなさい。*印のついている語句には、本文のあとに〔注〕があります。(34点)

In Japan today, we often see many houses with solar panels, so people can make electricity at home and reduce CO₂. We also see solar panels in parks or on road signs. But how about other countries?

A few months ago, I was surprised when I watched a TV news report which showed that the use of solar panels is growing very fast in *developing countries. Many people in the world still cannot use electricity in everyday life. *Research says that in 2014 about 1.2 *billion people in the world lived without electricity. About 54% of them lived in Africa, and developing countries in Asia followed at about 43%. They usually lived in *rural areas and were very poor. However, I've found that the electricity [much / makes / made / solar panels / more / their lives / by] convenient.

The news report showed an example of a solar home system (SHS). SHSs are becoming popular in developing countries, especially in Africa and South Asia. They are simple systems that are usually made of a set of small solar panels and a *controller. But they can produce enough electricity to give power to some *LED lights and *cellphones. Can you imagine how SHSs can help people who once lived without electricity? People can do many things if they have electricity: They can study at night with LED lights and get information for business with cellphones. SHSs can also help important public places such as schools. By using electricity made by an SHS at school, students can study in a bright classroom and use computers. I have learned that only a few solar panels have the power to change the lives of many people.

But there is one problem. The price of one SHS is usually a few hundred dollars. This is very for many people living without electricity. So in some developing countries, people use unique banks to pay for SHSs. People call them *microcredit banks. Through these banks, people in such areas can borrow money to buy an SHS with very low *interest rates. Microcredit banks were first started to help poor people in *Bangladesh, and now they are spreading around the world. If people buy SHSs in this way, they can use electricity without serious money problems.

When I was surfing the Internet to learn more about solar energy in developing countries, I found a report by the United Nations. This *organization is called the Solar Electric Light *Fund (SELF). SELF has made a solar energy system to help poor and hungry people in rural villages in *Benin, a country in West Africa. In those areas, it doesn't rain for a long time during the dry season. Farmers couldn't grow enough *crops during that time of the year before. Also, people in those areas were very hungry because they didn't have enough food. Then SELF started a project to solve these problems. It *developed a simple system with solar panels to make electricity for water pumps. Water pumps are machines that take water from underground. When the sunny weather gives a lot of light to the panels, the electricity is used in the machines to get water under the ground. Then this water can be used on the farm. Now farmers are able to grow and sell crops even in the long dry season. I think this is a good example of helping the whole *community with solar energy.

Though some people in the world are too poor to buy an SHS even with the help of microcredit banks, people in rural areas can make enough money to live, get enough food, and receive a good education if they have electricity in their lives. And of course, solar energy is helpful to reduce CO₂. I know that it is important to think about many solutions to these kinds of problems, but I'm still sure that solar energy is an important way to solve the world's environmental problems in the 21st century.

We have to save the earth and improve people's lives at the same time. For these purposes, solar energy systems are very *efficient. I've started to think about becoming an engineer because I learned about SHSs. As an engineer, I will work to make cheaper and more efficient in the future. This may sound difficult, but I believe I should try my best to *reach my goal. I will study harder and make the world a better place for all people.

〔注〕 developing……発展途上の
 billion……10億
 controller……制御装置
 cellphone……携帯電話
 interest rates……利率
 organization……組織、団体
 Benin……ベナン(国名)
 develop～……～を発展させる
 efficient……効率的な

research……調査
 rural……田舎の、農村の
 LED……発光ダイオード
 microcredit……少額融資
 Bangladesh……バングラデシュ(国名)
 fund……基金
 crop……作物
 community……地域社会
 reach～……～を達成する

もん問 1 []内のすべての語句を正しい順序に並べかえて書きなさい。(3点)

もん問 2 空欄 **A** にあてはまる適切な1語を、英語で書きなさい。(3点)

もん問 3 空欄 ① ~ ③ にあてはまる最も適切な文を、次のア～カの中から1つずつ選び、その記号を書きなさい。なお、同じ記号を2度以上使うことはありません。(各3点)

- ア They were very poor because they didn't have anything to sell.
- イ We should make solar panels cheaper to help people in rural areas in Benin.
- ウ Traditional ways of life without electricity are important for them, so they don't need help.
- エ It was about an American group which works hard for wider use of solar energy in Africa.
- オ People are now healthier than before because they have enough food all year round.
- カ So they could start the new job with their cellphones.

もん問 4 空欄 **B** にあてはまる適切な1語を、次のア～エの中から1つ選び、その記号を書きなさい。(3点)

- ア those イ others ウ them エ ones

もん問 5 本文の内容に関する次の質問に、英語で答えなさい。(4点)

What can students in developing countries do with SHSs at school?

もん問 6 Saoriは、Beninでの農業について、たくさんの光がsolar panelsにあたると、作られた電気が何に使われると述べていますか。日本語で書きなさい。(3点)

もん問 7 次の英文は、本文の内容をまとめたものです。次の(1)～(3)に適切な英語を、それぞれ2語で書きなさい。(各3点)

Saori first learned through TV that many people in the world live without electricity, and research says that (1) half of them live in Africa. But she also learned that the use of solar panels is spreading and that SHSs can help people in rural areas to use LED lights or cellphones. She found out that there are unique banks called microcredit banks and that poor people can borrow money from them to buy SHSs. In addition, she learned about the activities of SELF in rural villages in Benin on the Internet. Some people are (2) that they can't get an SHS. However, their lives will be better if they have electricity. So she became interested (3) as an engineer to make the world a better place.

- 4 つぎ ^{じんこうちのう} AI(人工知能)についての英文を読んで、あなたの ^{かんが} 考えを、[条件]と[記入上の注意]に ^{したが} 従って 40 語以上 50 語程度の英語で書きなさい。(10 点)

Today AI is widely used for a lot of different purposes, such as computers and machines. Some people say that AI should be used more. What do you think about this idea?

[条件] 賛成か反対か自分の立場を明らかにして、その理由が伝わるように書きなさい。

[記入上の注意]

- ① 【記入例】にならって、解答欄の下線 _____ の上に 1 語ずつ書きなさい。
 ・符号(, . ? ! など)は語数に含めません。
 ・50 語を超える場合は、解答欄の破線 で示された行におさまるように書きなさい。
- ② 英文の数は問いません。
- ③ 【下書き欄】は、必要に応じて使ってかまいません。

[記入例]

Hi!	I'm	Nancy.	I'm	from
America.	Where	are	you	from?
~~~~~				
is	April	2,	2001.	It
is Ken's birthday too.				50 語
-----				

(以上で問題は終わりです。)

