

H30 埼玉県 公立 英語 問題

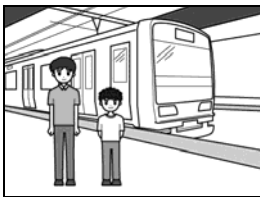
1 【問題B】 放送を聞いて答える問題

問題は、全部で7題あります。問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1～問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。

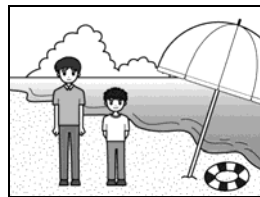
問1



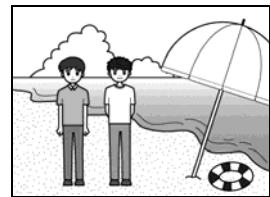
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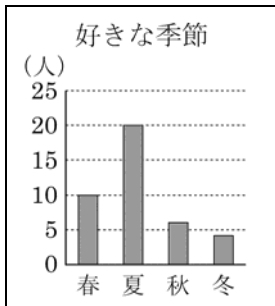


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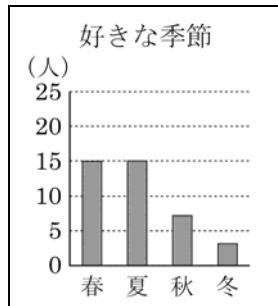


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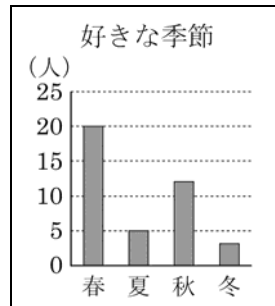
問2



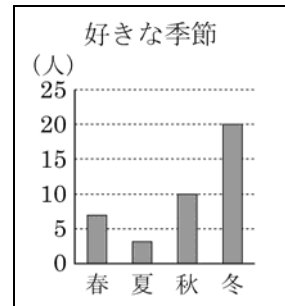
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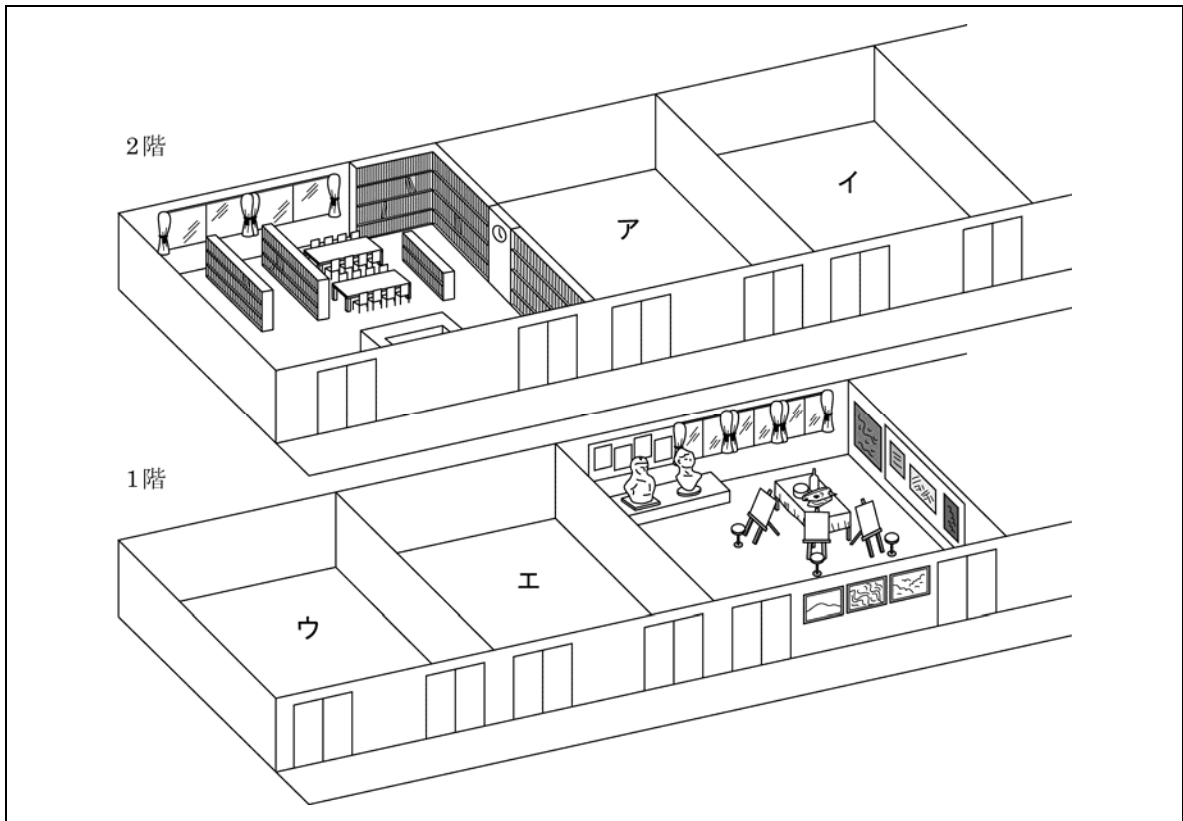


ウ



エ

問3



【問4，問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。

問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。

- (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7】

(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.

平成 30 年度 放送台本 (問題の部)

※「チャイム」

これから「放送を聞いて答える問題」を始めます。

問題用紙の第 1 ページ, 第 2 ページを見てください。問題は, 全部で 7 題あります。問 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 7 の英語による指示以外の英語は, 各問題とも英語は 2 回ずつ放送されます。

第 1 ページを見てください。

最初に, 「問 1」から「問 3」を行います。

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。

では, 始めます。

問 1

A: This is a picture of my brother and me. It was taken at the station last summer.

B: Is he your younger brother?

A: Yes, but he is tall.

B: Oh, he is as tall as you.

Question: Which picture are they looking at?

(会話と質問を繰り返します。)

問 2

A: Which season do you like the best?

B: I like winter.

A: I see. Please look at this. I asked the same question to 40 students in my class. These are their answers.

B: Wow, half of your classmates like spring the best.

Question: Which shows the answer?

(会話と質問を繰り返します。)

問3

A: We have English class after art class, right? Do you know where English class is today, Maya?

B: In the computer room, Tom.

A: Where is that? I've never been there.

B: It's on the second floor, next to the school library.

Question: Where will they go after art class?

(会話と質問を繰り返します。)

第2ページを見てください。

次に、「問4」と「問5」を行います。

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。

では、始めます。

問4

Cindy is calling Ken on the phone.

But he is not at home, so he cannot answer the phone.

His mother says he will get home at seven.

Question: What does Cindy say to Ken's mother?

(英文と質問を繰り返します。)

問5

Saki is at a store.

She is looking for a bag there.

She finds a good bag and says to the storekeeper, "I'll take this bag, please."

Question: What does the storekeeper say to Saki?

(英文と質問を繰り返します。)

次に、「問6」を行います。

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)の質問に問題用紙の指示に従って答えなさい。

では、始めます。

Satoshi: Hi, Emma. We learned about Japanese history in social studies class today. Is Japanese history difficult for you?

Emma: No, it isn't. It's very interesting for me. I came to Japan because I was interested

in Japanese history. I often watched movies about Japanese history when I was an elementary school student.

Satoshi : Oh, I see. Have you ever visited the museum of Japanese history in this town?

Emma : Yes, I just went to the museum with my friend last weekend.

Satoshi : Really? How was it?

Emma : I learned a lot. We went there in the morning because I wanted to see many things.

Satoshi : How long did you stay there?

Emma : We stayed for three hours and we saw almost everything. Next month, there will be some new things to see, so I really want to go back. After we left the museum at noon, we had lunch in the park.

Satoshi : That's great. Hey, I have an idea. Today, our teacher, Mr. Fukuda, told us to make a newspaper as homework. Why don't you write about the things you learned in the museum for the newspaper?

Emma : Yes, that's a good idea. I'll try that.

(会話を繰り返します。)

Now move to Question No. 7.

Listen to the speech about the experience of an ALT, Ms. Kean, and choose the best answer from A, B, C and D for questions 1, 2 and 3. Then write your answer.

Let's start.

I want to tell you about my experience in Japan. Last summer, I went up Mt Fuji with my friend because I wanted to see the morning sun from the top of the mountain. My friend has been there many times, so he told me to walk slowly because getting to the top is very hard. Though I was very tired, I was happy to see the morning sun from the top of the mountain.

When we went down Mt Fuji, we saw some Park Volunteers who were cleaning the mountain roads and checking that they were safe. Park Volunteers have learned about the trees and flowers in the national park and they keep the mountain clean and safe. I once saw on TV that Mt Fuji was not clean. For example, people brought something to drink but they didn't bring their bottles back, so there were many old bottles on the mountain. But these days, this situation is getting better because many people brought their bottles back after they heard about the Park Volunteers. I want to say thanks to these people for helping. We are helped by a lot of people like this, though we cannot see them. So, we should help other people even when no one sees us.

Question 1 : Why did Ms. Kean go up Mt. Fuji?

Question 2 : What kind of volunteer activities did Ms. Kean see?

Question 3 : Which answer is true?

(スピーチと質問を繰り返します。)

以上で「放送を聞いて答える問題」を終わります。では、ほかの問題を始めてください。

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2 【問題B】 次の問1～問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、(1)～(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。

問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

(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。

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

問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……車線

(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。

(5) 問1～問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。

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.

(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。

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.

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3 【問題B】次は、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。

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. ③ 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 B 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	research……調査
billion……10億	rural……田舎の, 農村の
controller……制御装置	LED……発光ダイオード
cellphone……携帯電話	microcredit……少額融資
interest rates……利率	Bangladesh……バングラデシュ (国名)
organization……組織, 団体	fund……基金
Benin……ベナン (国名)	crop……作物
develop～……～を発展させる	community……地域社会
efficient……効率的な	reach～……～を達成する

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。

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。

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。

- 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.

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。

- ア those イ others ウ them エ ones

問5 本文の内容に関する次の質問に, 英語で答えなさい。

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

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。

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。

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.

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- 4 【問題B】 次の AI (人工知能) についての英文を読んで、あなたの考えを、〔条件〕と〔記入上の注意〕に従って 40 語以上 50 語程度の英語で書きなさい。

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.....				

【下書き欄】

				40 語
				50 語