

受検番号	第	番
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平成 30 年 度 学 力 検 査 問 題

英 語 (14 時 40 分～15 時 30 分)
(50 分間)

注 意

1 解答用紙について

- (1) 解答用紙は 1 枚で、問題用紙にはさんであります。
- (2) 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) 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) 解答用紙は切りはなしてはいけません。
- (5) 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 問題用紙について

- (1) 表紙の所定の欄に受検番号を書きなさい。
 - (2) 問題は全部で 5 問あり、表紙を除いて 10 ページです。
- ☐ 最初に「放送を聞いて答える問題」を行います。
- ☐ 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。

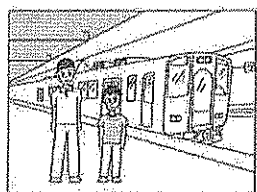
1 放送を聞いて答える問題(28点)

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。

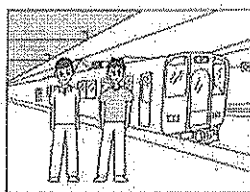
【問題1～問題3】

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)

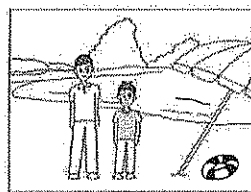
問題1



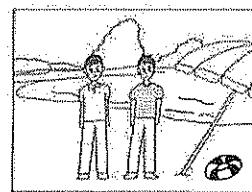
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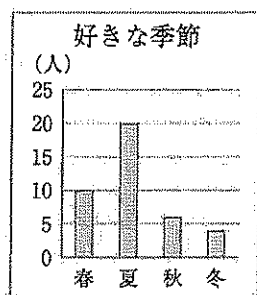


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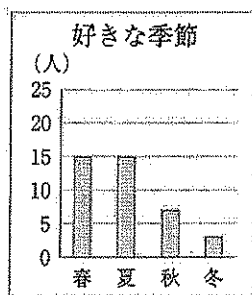


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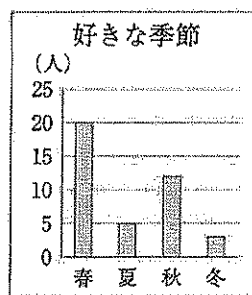
問題2



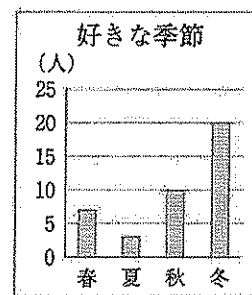
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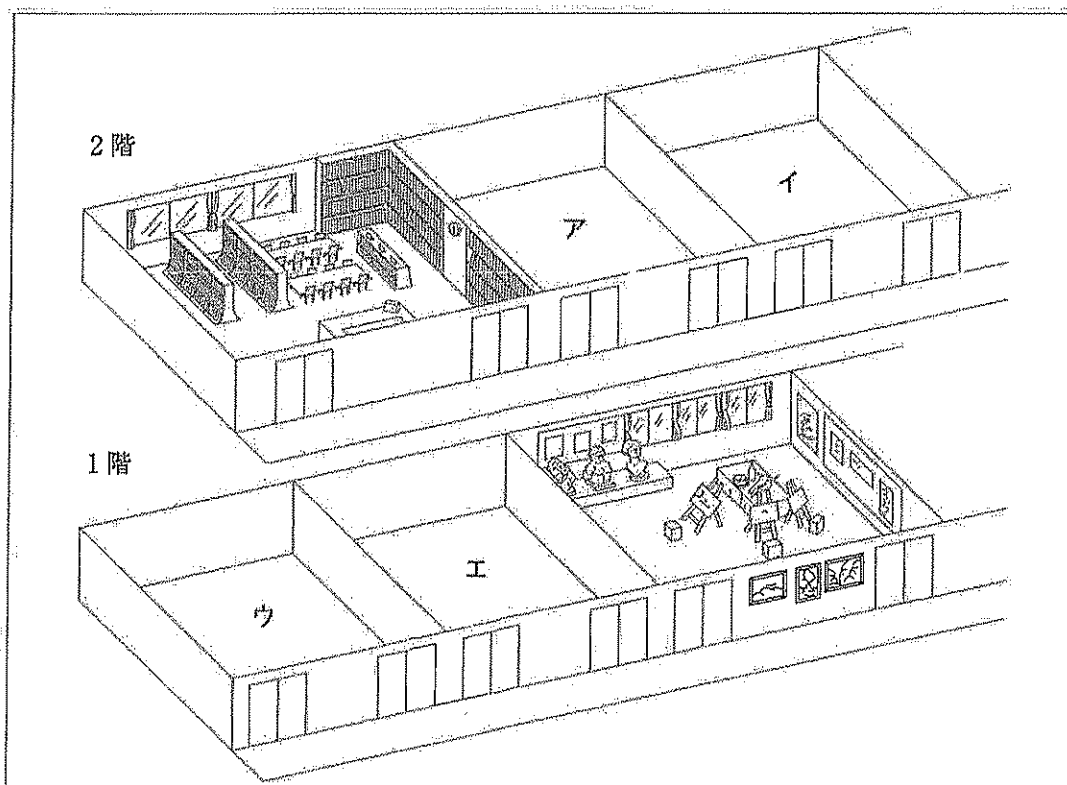


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問題3



【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)の質問に日本語で答えなさい。(各 3 点)

- (1) Emma が日本に来た理由は何ですか。
(2) Emma はどこで昼食を食べましたか。
(3) Mr. Fukuda は、どのようなことを宿題として出しましたか。

【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 Haruki は留学生の Peter に、バスケットボールの試合があることを伝えるため、メールを英語で作成します。〔日本語のメモ〕をもとに、空欄 A ~ D にあてはまる適切な 1 語を、それぞれ英語で書きなさい。なお、空欄 A ~ D には省略した形や数字は使わないものとします。(12 点)

〔日本語のメモ〕

バスケットボールの試合

日付：4 月 15 日 日曜日

時間：午前 8 時から午前 11 時

場所：みどり体育館

連絡：家で朝食を食べてきてください。

試合には赤色のユニフォームを着用します。

試合の後にみんなで写真を撮ります。

君の家族に送ってあげてください。

From: Haruki

To: Peter

Date: March 20, 2018 18:15

Subject: Basketball game

Hi, Peter.

How are you?

We have a basketball game next month.

Date: Sunday, A 15

Time: 8 a.m. to 11 a.m.

Place: Midori Gym

* Please have B at home.

* We will wear the C uniforms during the game.

We'll take pictures after the game.

Please send the pictures to your D .

(各 3 点)

(問題は次のページに続きます。)

- 3 中学生の Miyuki は、留学生の Kate とデパートでの職業体験プログラムに参加しました。次は、その体験について Miyuki が書いた文章です。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。(20 点)

Last month, Kate and I joined a *job experience program at a department store. We worked as *salespeople in the *socks section for three days. A On the first day, we first met Mr. Ueda, the *manager of the section. He said, "Helping customers will not be easy. But you can do it." Before we went to our section, he taught us how to help customers.

There were a lot of customers when the department store opened. All the salespeople welcomed them with a smile. We tried to smile too. Then, an *elderly Japanese woman came to us. She said, "Show me some *men's socks, please. B I'm looking for some nice socks for my husband." I got nervous. There were many kinds of socks in our section, but I didn't know which ones to show her. Kate looked nervous too. We couldn't say anything. The woman said, "Never *mind, it's OK," and went to another section. We were sad because we couldn't help her. C He said, "We have to know a lot about the things we sell to make our customers happy."

On the second day, we tried to answer questions from customers. I felt that I was doing better. But then a man asked me a question in English. He asked, "Where can I get children's socks?" I understood him, but I couldn't help him in English. Kate came and answered his question. He told her, "Thank you very much. You're a good salesperson." She looked happy, but I was sad again. She said, "Don't be sad, Miyuki. I've practiced Japanese hard since I came to Japan, and now I can speak Japanese, so if you practice hard too, your English will get better." Her words *cheered me up. After I went back home, I opened my English textbook and read it again and again. D

On the last day, I was able to talk to customers a little better. My English wasn't (), but when a few customers who didn't speak Japanese came, I helped them in English. In the afternoon, I saw the elderly woman who came on the first day. I asked her, "() I help you?" She answered that she was looking for socks again. So I showed her some socks. She said, "These blue ones are nice. I'll take them." She smiled and continued, "I'm *looking forward to giving these to my husband. Thank you very much." I was very happy to hear that.

Before finishing the program, we talked with Mr. Ueda. He said, "I love my job because I have a wonderful time with many people." Selling things isn't easy, but it is exciting. This experience gave me a chance to think about working in the future.

- 〔注〕 job experience program……職業体験プログラム salespeople……販売員(単数形は salesperson)
socks section……靴下売場 manager……(売場などの)責任者
elderly……年配の men's……男性用の
mind……気にする cheer～up……～を励ます
look forward to～……～を楽しみに待つ

問 1 本文中の ～ のいずれかに, After that, we learned more about socks from Mr. Ueda. という 1 文を補います。どこに補うのが最も適切ですか。 ～ の中から 1 つ選び, その記号を書きなさい。(3 点)

問 2 下線部①について, () にあてはまる最も適切な 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 poor イ perfect ウ difficult エ important

問 3 下線部②が「いらっしゃいませ。」という意味になるように, () にあてはまる適切な 1 語を, 英語で書きなさい。(3 点)

問 4 本文の内容に関する次の質問の答えとなるように, () に適切な英語を, 5 語の英文 1 文で書きなさい。(4 点)

Question : What did Miyuki read after she came home on the second day of the program?

Answer : ().

問 5 Mr. Ueda は, 自分の仕事が大好きな理由を何と言っていますか。日本語で書きなさい。
(4 点)

問 6 本文の内容と合うものを, 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 Miyuki and Kate joined a job experience program at different sections.

イ Because the elderly woman didn't like the socks Miyuki showed her, she didn't buy them on the first day.

ウ Miyuki felt that selling things at the department store was a good experience for her.

エ Miyuki was able to help customers in English on the second day because Kate taught her English.

- 4 次の[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8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。(30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. [A], 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〕 rode……rideの過去形 environment……環境
sidewalk……歩道 careful……注意して
bike's headlight……自転車のライト safety……安全
training program……トレーニングプログラム

問1 空欄 [A] 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

問2 本文[1]の内容と合うように、次の英語に続く最も適切なものを、ア～エの中から1つ選び、その記号を書きなさい。(3点)

- 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 <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

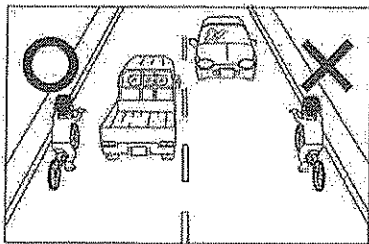
B

 of the road.
- 3 If you can *not 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] follow～……～に従う rule……ルール
pedestrian……歩行者 safely……安全に
as a general rule……原則として not～at all……全く～ない
the side of the sidewalk closest to the road……歩道の中で車道に最も近い側
traffic……交通の

問 3 次の絵は、自転車が車道を通行するときのルールを示したもので、Arisaが示した5つのルールのうちの2番目のルールです。空欄 **B** に適切な英語を入れ、英文を完成させなさい。(4点)



- 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.

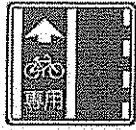
- 〔注〕 accident……事故
level……段階
pass～……～に合格する
increase……増える
hand signal……手信号
badge……バッジ

問 4 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、その記号を書きなさい。(4 点)

- 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, C



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

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

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 the most important thing that we have to remember 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〕 sign……標識

lane……車線

thanks to～……～のおかげで

cyclist……自転車に乗る人

society……社会

問 5 空欄 C 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。(4点)

ア did you see my new bike?

イ are you good at taking pictures?

ウ will you show me your new bike?

エ have you ever seen this picture?

問 6 []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 7 Makoto は、覚えていなければいけない最も大切なことは、どのようなことだと述べていますか。日本語で書きなさい。(4点)

問 8 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4語以上の英語を書きなさい。(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! () there?

Arisa : I bought a cycling helmet. My father's birthday is next Saturday, so I will give it to him then.

Ms. Smith : I'm sure he'll like it.

5 次の〔質問〕に対して、〔条件〕に従い、まとまった内容の文章を5文以上の英文で書きなさい。

(10点)

〔質問〕 When you are a high school student, what do you want to try?

〔条件〕 ① 1文目はI want to に続けて、〔質問〕に対する答えを解答欄の①に書きなさい。

② 2文目以降は、その理由が伝わるように、4文以上で解答欄の②に書きなさい。

(以上で問題は終わりです。)

5 / 1

以下学校選択問題

受検番号

第

番

平成30年度学力検査問題

英語〔学校選択問題〕

(14時40分～15時30分)
(50分間)

注 意

1 解答用紙について

- (1) 解答用紙は1枚で、問題用紙にはさんであります。
- (2) 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) 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) 解答用紙は切りはなしてはいけません。
- (5) 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 問題用紙について

- (1) 表紙の所定の欄に受検番号を書きなさい。
- (2) 問題は全部で4問あり、表紙を除いて9ページです。
- 最初に「放送を聞いて答える問題」を行います。
- 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。

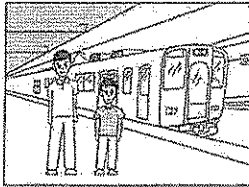
1 放送を聞いて答える問題(28点)

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。

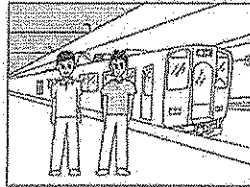
【問題1～問題3】

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)

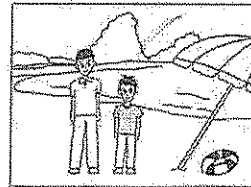
問題1



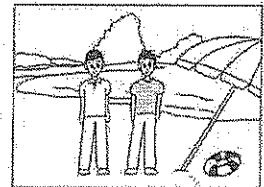
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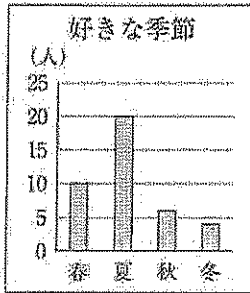


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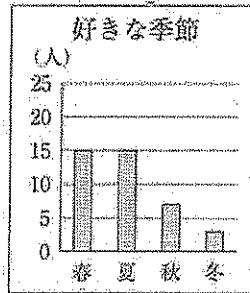


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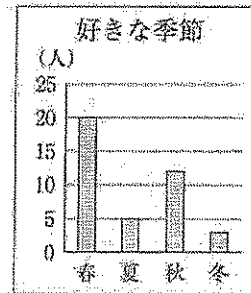
問題2



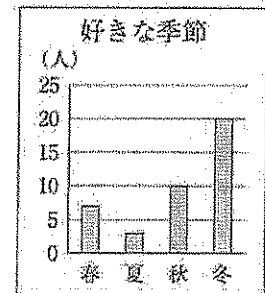
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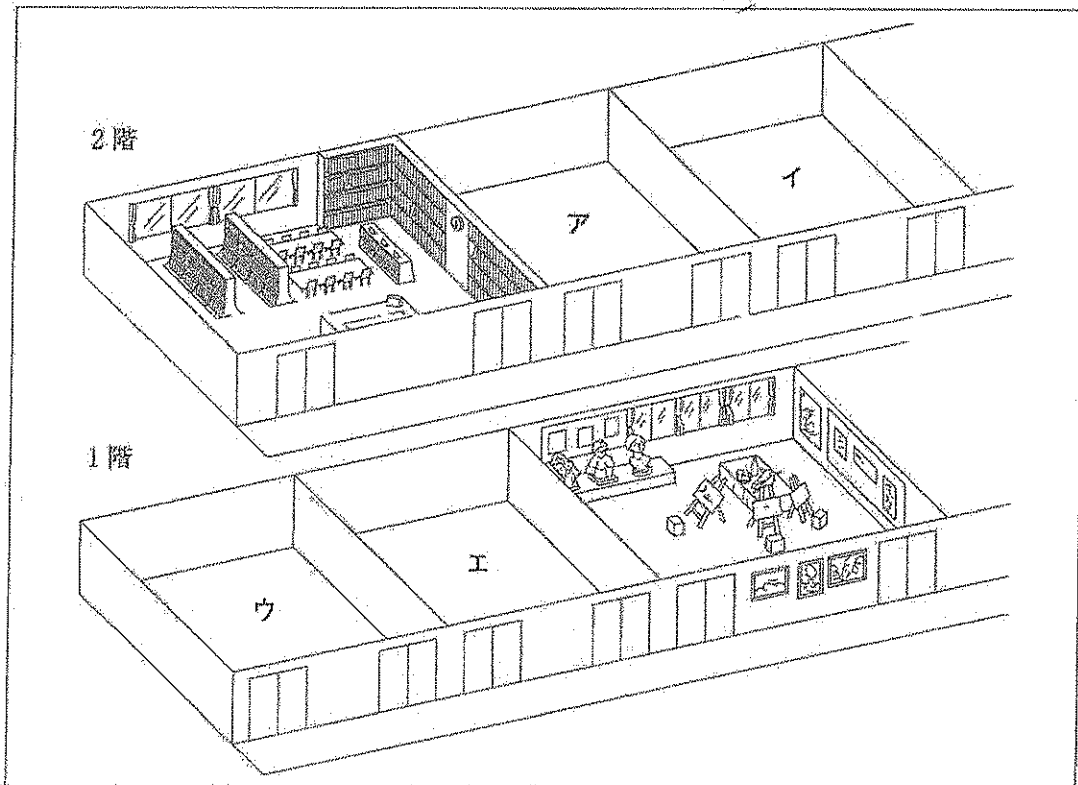


ウ



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 次の[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. [A], 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 [A] 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.

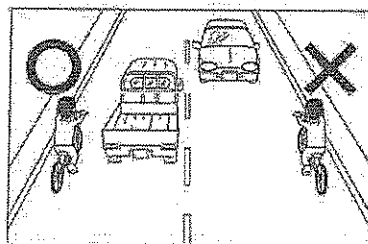
Five rules to ride bikes safely

- 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、自転車が車道を通行するときのルールを示したもので、Arisa が示した5つのルールの中の2番目のルールです。空欄 B に適切な英語を入れ、英文を完成させなさい。(4点)



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、その記号を書きなさい。(4点)

- 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……車線

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 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。(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 [A] 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. [①] 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. [②] 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。(3点)

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)

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.

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

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?

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)

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 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。(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.				

(以上で問題は終わりです。)

【下雪送柳】

[illegible]