

# 埼玉県 公立 英語 問題

- 2 文化祭実行委員長の Suzuka が「日本語のメモ」をもとに、文化祭のポスターを英語で作成します。

「日本語のメモ」と「英語のポスター」を読んで、問1～問3に答えなさい。

〔日本語のメモ〕

## 彩の国中学校 文化祭

日時：10月2日 金曜日 午前9時～午後3時 場所：彩の国中学校

- ・生徒による美術と書写の作品が壁にたくさん掲示されます。
- ・吹奏楽部によるコンサートが今年も開催されます。
- ・地域の方々と2年生たちが地域の伝統的な踊りをお見せします。

きっとすてきな1日になると思います！

文化祭についての詳しい情報は、以下の学校ウェブサイトをご覧ください。

[https://sainokuni-jhs.\\*\\*\\*.jp](https://sainokuni-jhs.***.jp)

〔英語のポスター〕

## Culture Festival at Sainokuni Junior High School

Time & Date: From 9 a.m. to 3 p.m. on Friday,  A  2nd Place: Sainokuni Junior High School

- ・ Many works of  B  and calligraphy by our students will be put up on the wall.
- ・ There will be a concert by our brass band club again this year.
- ・ Local people and second-year students will show a local traditional  C .

We are sure that  D  a nice day!

For more detailed information about our culture festival, please check our website below:

[https://sainokuni-jhs.\\*\\*\\*.jp](https://sainokuni-jhs.***.jp)

問1 「日本語のメモ」をもとに、空欄  A  ～  C  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、省略した形や数字は使わないものとします。

問2 「日本語のメモ」をもとに、空欄  D  に適切な3語以上の英語を書きなさい。

**3** 次は、Phase Free product（フェーズフリー商品）について Riki がクラスで発表した英文です。

これを読んで、問1～問5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。

How can we get ready for \*disasters? This is an important question for everyone. Disasters, such as earthquakes, \*can happen at any time. \*Preparing for them may help to save lives. 【 A 】

Today, I would like to tell you about Phase Free products. Have you ever heard of them? “Phase Free” is the idea of designing products and services \*so that we can use them \*not only in daily life, but also in \*emergencies.

Last weekend, I went to a store with my family and found a unique bag. It was a \*water-repellent bag that keeps things in the bag dry when it rains. The [ us / that / told / staff ] the bag can \*store and carry water like a \*bucket when we need water during disasters. 【 B 】

I think using Phase Free products is a ( ) choice. They help us prepare for disasters without buying more emergency items. There are many other interesting Phase Free products in addition to the bag I introduced today. Why don't you try using these items in your daily life to prepare for disasters? 【 C 】

〔注〕 disaster 災害

prepare for ～ ～に備える

not only ～ but also … ～だけでなく…も

water-repellent はっ水性の、水をはじく性質の

bucket バケツ

can happen 起こり得る

so that ～ ～するために

emergency 緊急事態

store ～ ～を貯める

問1 本文中の【 A 】～【 C 】のいずれかに、I was very surprised to learn about that. という1文を補います。どこに補うのが最も適切ですか。【 A 】～【 C 】の中から一つ選び、その記号を書きなさい。

問2 [ ] 内のすべての語句を、本文の流れに合うように、正しい順序に並べかえて書きなさい。

問3 下線部について、( ) にあてはまる最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。

ア poor

イ smart

ウ fast

エ wrong

問4 本文の内容に関する次の質問の答えとなるように、( ) に適切な英語を書きなさい。

Question: What are Phase Free products?

Answer: They are daily items that we ( ) in emergencies.

問5 本文の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。

ア People don't need to prepare for disasters.

イ Riki gave a Phase Free product to his friend.

ウ The bag Riki introduced is one of many Phase Free products.

エ Many people know Phase Free products well because they are expensive.

4 次の 1～4 は、中学生の Miku, Keita と Tom の roadside station (道の駅) についての会話です。  
これらを読んで、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。

1 〈One day, Miku, Keita, and Tom are talking in the classroom.〉

Miku: I went to a roadside station in Nagano with my family last week.

Keita: A roadside station? What is that?

Miku: It is a place which has both rest \*facilities and \*regional development facilities. It also \*offers information about \*roads and the local area. It is built by local governments and road \*administrators in Japan. Have you ever seen ①this \*symbol?

Keita: No, I've never seen it before. What does it \*stand for?

Miku: On the left side, there are two trees and a parking space. On the right side, there are a building and a human \*figure. The human figure looks like the “i” for information. Also, the trees, parking space, and road are drawn to look like “shinnyo.” It is part of the *kanji* for “road.”

Tom: That's interesting. So, what did you do at the roadside station?

Miku: I went to the hot spring, had lunch, and bought some local fruits and vegetables.

[注] facility 施設

regional development 地域振興

offer ～ ～を提供する

road 道路

administrator 管理者

symbol シンボルマーク

stand for ～ ～を表す

figure 像

問 1 下線部①this symbol のさすものとして最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。

ア



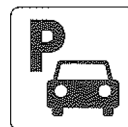
イ



ウ



エ



2 〈The students continue talking.〉

Tom: I watched the news about roadside stations on TV. It said roadside stations are very popular now. But, why are they popular?

Miku: Actually, I had ②the same question. According to a website I found, some roadside stations offer \*cultural experiences to people who visit. For example, people can try making *soba* or Japanese paper at some roadside stations.

Tom: That's really nice. So, roadside stations are not just places for rest. They are like small tourist spots.

Miku: Some people like the special \*products that they can only buy there.

Keita: You mean local fruits and vegetables?

Miku: That's right. In fact, my uncle grows vegetables on his \*farm and sells them at the roadside station.

Keita: Really? Please tell me more.

〔注〕 cultural 文化的な  
farm 農場

product 商品

問2 下線部②the same question のさす質問の具体的な内容を、日本語で書きなさい。

問3 本文 [2] 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～エの中から一つ選び、その記号を書きなさい。

Some roadside stations are popular because

- ア people can buy expensive vegetables there.
- イ people who visit can have a cultural experience.
- ウ Miku's uncle teaches tourists how to grow vegetables there.
- エ tourists can buy local fruits and vegetables there only during special events.

[3] 〈Miku talks about her uncle.〉

Tom : I have bought fruits and vegetables at roadside stations a few times. I like buying them there because they have a \*label with the name and picture of the farmer.

Keita : I've seen those labels. They tell us about the people who grew the fruits and vegetables sold there. \*Thanks to those labels, we can feel that the products are safe.

Miku : A My uncle says he sometimes meets the people who buy his vegetables and enjoys talking with them, and some customers have become his fans. He also says that the roadside station [ of / has / him / made / proud ] his work.

Tom : I think roadside stations are not just places to buy local products.

Keita : There are roadside stations all over Japan, aren't there? That's wonderful.

Miku : The roadside station staff and the local people are working very hard to make their hometowns more \*appealing.

〔注〕 label ラベル  
appealing 魅力的な

thanks to ～ ～のおかげで

問4 空欄 A にあてはまる最も適切なものを、次のア～エの中から一つ選び、その記号を書きなさい。

- ア We should be careful.
- イ They look too old.
- ウ I don't like labels.
- エ You're right.

問5 [ ] 内のすべての語を、本文の流れに合うように、正しい順序に並べかえて書きなさい。

4 〈The students talk about the problems that roadside stations have.〉

Keita : Now I understand why roadside stations are good places.

Tom : Me, too. But, I heard there are problems with roadside stations.

Miku : Well, it has been about thirty years since the roadside station \*system started. Some of the facilities have become old, and a lot of money is needed to \*repair them. Also, the farmers are getting older, and the \*amount of fruits and vegetables they can grow is decreasing. When there are not many fruits and vegetables, some people don't go to roadside stations. So, younger farmers are necessary.

Keita : Is there any way to solve these problems?

Miku : Some roadside stations are working together to sell more products. They also try to sell products on the internet and have events \*so that more people will come. The \*proceeds will help them repair the facilities. In addition, they are also working with universities. For example, some university students work at the farms or help to develop new products. Through these experiences, the farmers hope they will work at the farms after graduation.

Keita : Oh, I see.

Tom : We should visit roadside stations more often and buy local products. That would be good for the roadside stations.

〔注〕 system 制度

repair ～ ～を修理する

amount 量

so that ～ ～するために

proceeds 売り上げ

問6 本文 4 の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。

ア People come to the roadside stations to meet the university students working there.

イ Some roadside stations will be closed because they are too old.

ウ Miku explains how roadside stations try to sell more products.

エ Local areas cannot develop without roadside stations.

問7 次は、後日の Tom と Keita の会話です。自然な流れになるように、( ) に適切な 3 語以上の英語を書きなさい。

Tom : I went to a roadside station last weekend with my family. I took part in an event to learn how to make soup with local vegetables. The soup I had was better than the one I had at home.

Keita : Great! ( ) me how to make the soup?

Tom : Sure. How about this Sunday? Do you have time?

Keita : Yes, I do.

- 5 次は、英語の授業で、ALT の Ms. King が行ったスピーチです。これを読んで、問 1 ～問 3 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。

Japanese schools have changed a lot \*over the years. I found a website that shows many new teaching tools. Today, there are small \*projectors and big \*screens in classrooms. They help to make lessons easier to understand. More than twenty years ago, when I was a junior high school student, we only had a blackboard with the teacher's writing and a few pictures. \*Without all the useful tools we have now, you would \*have trouble in understanding the lesson in the past. However, some reports say that because of so many pictures and videos, students are not using their \*imagination.

I read an \*article about a new \*system of elementary schools in Japan. In the past, one teacher usually taught all subjects. Today, however, more and more schools are \*adopting a subject teacher system in some subjects, such as science or English. In the article, a student said, "I was nervous at first about having a different teacher in some subjects. But I am happy now because I can learn from many teachers."

What do you think about the use of computers, such as \*tablets? You can watch videos to study on your computer at home. Now, I'm going to ask you one question. Which do you like better, studying in a classroom with teachers and friends or studying by watching videos at home?

〔注〕 over the years 長年にわたって

screen スクリーン

have trouble in ～ ～に苦労する

article 記事

adopt a subject teacher system 教科担任制を採用する

tablet タブレット型のコンピュータ

projector プロジェクター

without ～ ～がなかったら

imagination 想像力

system 制度

- 問 1 本文の内容に合うように、次の英文の( )にあてはまる最も適切な 1 語を、本文中から抜き出して書きなさい。

New teaching tools, such as projectors and screens, are ( ) when students study at school.

- 問 2 本文の内容と合うものを、次のア～エの中から一つ選び、その記号を書きなさい。

ア プロジェクターやスクリーンによって、生徒は授業を理解することに苦労している。

イ 教科によって先生が変わるので、ある小学生は今でも緊張している。

ウ Ms. King が中学生の頃、授業は黒板を使って行われていた。

エ 教科担任制を採用する学校は、減ってきている。