



中学3年 英語

神奈川県模試

2021年7月実施 所要時間50分

【入上の注意】 顔にQRコードを貼って検閲を受ける
番号はすべて、顔にQRコードを貼って検閲を受ける
(生徒番号の例) □□1234 → □□1234

公開会場使用欄
ここにQRコードの
シールを貼って下さい。

教科	団体コード(4桁)	教室コード(3桁)
101		
氏名		

生徒番号									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

の部分が一シート方式による解答欄です。

注意事項

- HBまたはBの鉛筆(シャープペンシルも可)を使用して、○の中を塗りつぶすこと。
- 答えや文字などは、きれいに消して、消しくずを現さないこと。解答欄からはみ出さないように、はつきり書き入れること。
- 解答用紙を折したり、折り曲げたりしないこと。
- この解答用紙はコピーを取ったものはご利用できません。

正しい例	悪い例

問1	(ア) No.1	①	②	③	④	1
	(イ) No.2	①	②	③	④	2
	(ウ) No.3	①	②	③	④	3
	(エ) No.1	①	②	③	④	4
	(オ) No.2	①	②	③	④	5
	(カ) No.1	①	②	③	④	6
	(キ) No.2	①	②	③	④	7

*解答欄は裏面にあります。

各3点×7=21点

問2	(ア)	*解答欄は裏面にあります。	9
	(イ)	*解答欄は裏面にあります。	9
	(ウ)	*解答欄は裏面にあります。	10

各2点×3=6点

問3	(ア)	①	②	③	④	11
	(イ)	①	②	③	④	12
	(ウ)	①	②	③	④	13
	(エ)	①	②	③	④	14

各3点×4=12点

問4	(ア)	①	②	③	④	⑤	⑥	15
	(イ)	①	②	③	④	⑤	⑥	16
	(ウ)	①	②	③	④	⑤	⑥	17
	(エ)	①	②	③	④	⑤	⑥	18

各4点×4=16点 (各空密)

問5	*解答欄は裏面にあります。	5点
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問6	(ア)	①	②	③	④	⑤	⑥	20		
	(イ)	①	②	③	④	21				
	(ウ)	①	②	③	④	⑤	⑥	⑦	⑧	22

各5点×3=15点

問7	(ア)	①	②	③	④	⑤	23
	(イ)	①	②	③	④	⑤	24

各5点×2=10点

問8	(ア)	①	②	③	④	⑤	⑥	25		
	(イ)	①	②	③	④	26				
	(ウ)	①	②	③	④	⑤	⑥	⑦	⑧	27

各5点×3=15点

問1(ウ)	No.2	7
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問2(ウ)	8
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問2(イ)	9
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問2(ウ)	10
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問5	here?	19
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2021年7月実施
中学3年
神奈川県模試

英 語

注 意 事 項

- 1 開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 問題は問8まであり、1ページから14ページに印刷されています。
- 3 答えは、解答用紙の決められた欄に、記入またはマークしなさい。
- 4 数字や文字などを記述して解答する場合は、解答欄からはみ出さないように、はっきり書き入れなさい。
- 5 マークシート方式により解答する場合は、その番号の○の中を塗りつぶしなさい。
- 6 英語で答える場合は、活字体でも筆記体でもかまいません。
- 7 終了の合図があったら、すぐに解答をやめなさい。

所要時間50分

問1 リスニングテスト (放送の指示にしたがって答えなさい。放送を聞きながらメモをとってもかまいません。)

(ア) チャイムのところに入るジュディの言葉として最も適するものを、次の1～4の中からそれぞれ一つずつ選び、その番号を答えなさい。

- No.1
1. I didn't know that I could see our city from there.
 2. Sure, because I was free last Sunday.
 3. Sorry, I have to visit my grandmother.
 4. My brother said that it was a nice place.

- No.2
1. She lives in London, so she couldn't come to see me.
 2. She gave it to me at the birthday party.
 3. She is going to buy it for me next week.
 4. I heard the bag was made in London.

- No.3
1. He is six years old.
 2. He is the one with a blue cap.
 3. He likes to play in the park.
 4. He is playing a game at home.

(イ) 対話の内容を聞いて、それぞれの **Question** の答えとして最も適するものを、あとの1～4の中から一つずつ選び、その番号を答えなさい。

No.1 **Question : What can we say about Emi?**

1. She is a good tennis player because she plays it every day.
2. She isn't tired, so she doesn't need to drink anything.
3. She isn't going to go to the store with Mark.
4. She is happy to play tennis with Mark.

No.2 **Question : Which is true about Mark?**

1. He found his science textbook on the desk.
2. He finished his science homework.
3. He went to the library before he talked to Emi.
4. He needs some help from Emi to do his science homework.

(ウ) ALTのブラウン先生 (Mr. Brown) のお別れ会 (Farewell party) について、英語クラブのハルカ (Haruka) が全校生徒に放送で説明します。説明を聞いて、次のNo.1とNo.2の問いに答えなさい。

No.1 放送のためにハルカが作った次の<メモ>を完成させるとき、 ~ の中に入れるもの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。

<メモ>

Farewell party for Mr. Brown

- Mr. Brown will leave at the end of this month.
- The party will be held on at 4:00 p.m.
- The party will be held in classroom .
- Juice, tea and cake will be there.
- The students will sing some songs.
- The students will write messages on the card.

- | | | |
|-------------|-------|------------|
| 1. ① Sunday | ② 120 | ③ Japanese |
| 2. ① Friday | ② 210 | ③ Japanese |
| 3. ① Friday | ② 120 | ③ Japanese |
| 4. ① Friday | ② 210 | ③ English |
| 5. ① Sunday | ② 210 | ③ English |
| 6. ① Sunday | ② 120 | ③ English |

No.2 ハルカがブラウン先生にあてて書いた次の<メッセージ>の () の中に適する1語を英語で書きなさい。ただし、答えは () 内に指示された文字で書き始め、一つの _ には1文字が入るものとします。

<メッセージ>



Dear Mr. Brown,
 Thank you very much for your wonderful English class.
 I enjoyed it so much. I'm going to try harder to (1 _ _ _ _)
 English because my dream is to study in Canada. Please
 remember our school. I hope I can see you again in the
 future.

問2 次の英文は、留学生のケビン (Kevin) と彼の友人であるユウコ (Yuko) の対話です。対話文中の(ア)~(ウ)の () の中にそれぞれ適する1語を英語で書きなさい。ただし、答えはそれぞれの () 内に指示された文字で書き始め、一つの _ に1文字が入るものとします。

Kevin : Hi, Yuko. I have a plan to go to Minami Beach. How can I get there?

Yuko : You can take a bus from Aoba Station. It takes about thirty (ア) (m _ _ _ _ _).
When are you going to go there?

Kevin : This weekend. I have soccer practice on Sunday, so I will go to the beach on (イ) (S _ _ _ _ _). I * am looking forward to seeing the beautiful sea.

Yuko : Well, the sea is beautiful, but you should wear *sandals.

Kevin : Why?

Yuko : On the beach, you often find *pieces of broken glass. Some people don't take their *trash home with them. I am (ウ) (s _ _) about that.

* am looking forward to ~ ing : ~することを楽しみにしている sandals : サンダル
pieces of broken glass : 割れたガラスの破片 trash : ごみ

問3 次の(ア)~(エ)の文の () の中に入れるのに最も適するものを、あとの1~4の中からそれぞれ一つずつ選び、その番号を答えなさい。

(ア) Sota enjoyed () his grandmother.

1. talking with 2. to talk with 3. talking for 4. to talk for

(イ) The Shinano River is () than the Tone River.

1. long 2. more longer 3. longest 4. longer

(ウ) May I () you Taku?

1. have 2. say 3. call 4. talk

(エ) Lucy () sick for two weeks.

1. have been 2. has been 3. have had 4. has had

問4 次の(ア)~(エ)の対話が完成するように、()内の六つの語の中から五つを選んで正しい順番に並べたとき、その()内で3番目と5番目に来る語の番号をそれぞれ答えなさい。(それぞれ一つずつ不要な語があるので、その語は使用しないこと。文頭にくる語も小文字にしてあります。)

(ア) A : (1. you 2. were 3. what 4. how 5. when 6. doing) I called you?

B : I was reading a book then.

(イ) A : (1. is 2. dinner 3. will 4. cooked 5. be 6. by) Kumi tomorrow?

B : No, I'll cook dinner.

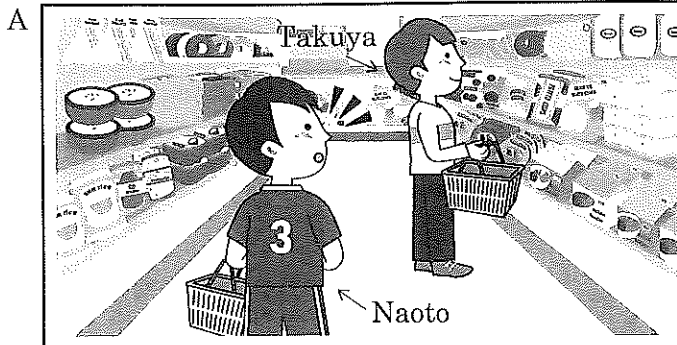
(ウ) A : Is that a present from Tom?

B : Yes. (1. books 2. to 3. for 4. gave 5. he 6. some) me. They are very good.

(エ) A : I'm hungry. (1. to 2. like 3. want 4. I 5. would 6. eat) something.

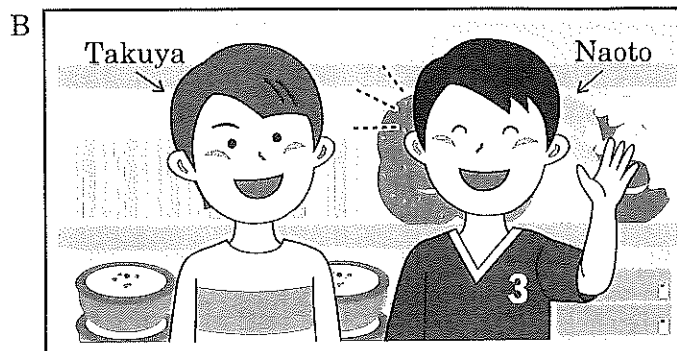
B : Me, too.

問5 次のA～Cのひとつづきの絵と英文は、ナオト (Naoto) のある日のできごとを順番に表しています。Aの場面を表す<最初の英文>に続けて、Bの場面にふさわしい内容となるように、の中に適する英語を書きなさい。ただし、あとの<条件>にしたがうこと。

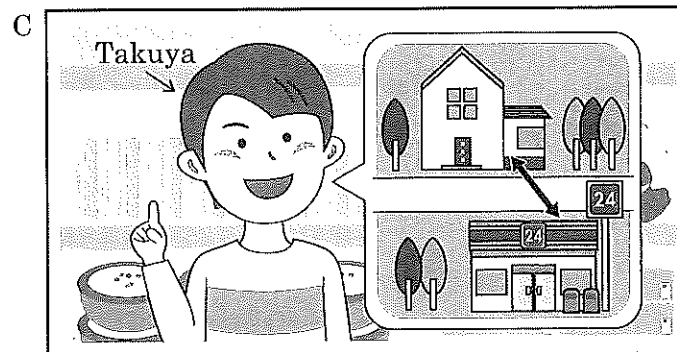


<最初の英文>

Naoto went to a *convenience store after his soccer practice. At the store, Naoto saw his classmate Takuya.



Naoto said to him, "Hi, Takuya! We have seen each other many times here. here?"



Takuya answered, "Almost every day. This is the nearest store from my house."

* convenience store : コンビニエンスストア

<条件>

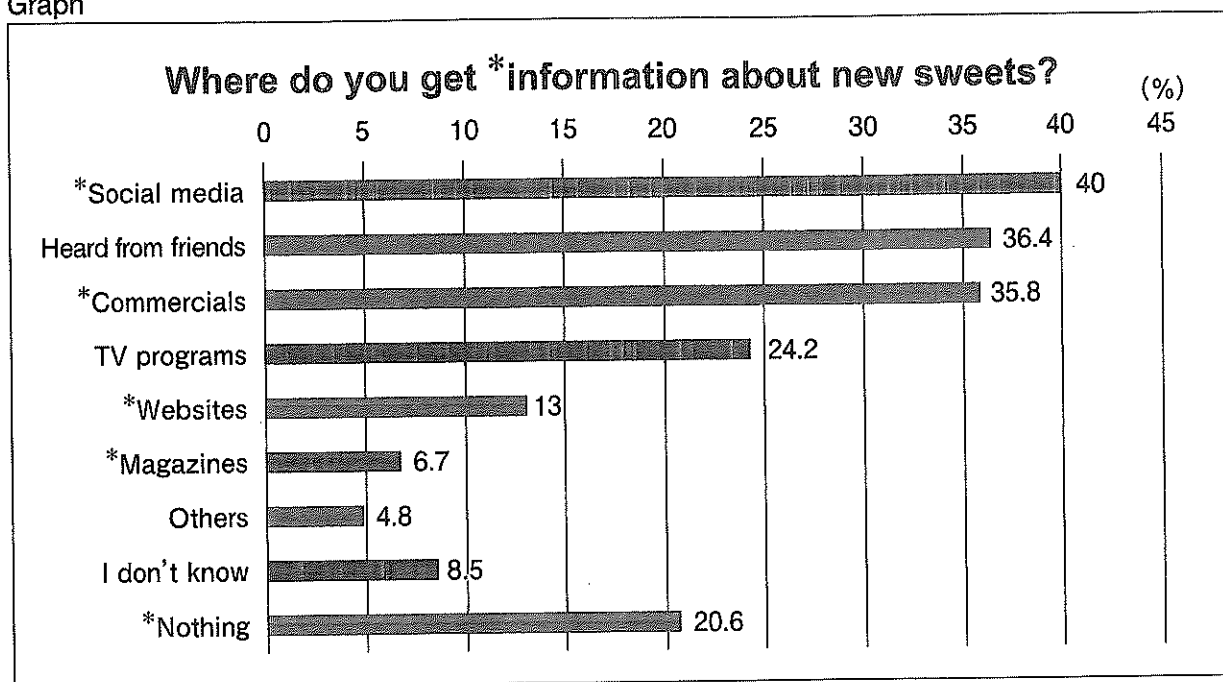
- ① often と do を形を変えずに用いること。
 - ② ①に示した語を含んで、内を5語以上で書くこと。
 - ③ here?につながる1文となるように書くこと。
- ※ 短縮形 (I'm や don't など) は1語と数え、符号 (, など) は語数に含めません。

問6 次の英文は、高校生のエリカ (Erika) が英語の授業で行った発表の原稿です。英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

Hello, everyone. I am Erika. Today, I want to talk about *sweets and snacks. Do you like to eat sweets and snacks? I'm sure many of you do. I like them, too. *In fact, I eat sweets and snacks every day. I usually eat them *while I watch TV after dinner.

I watched a TV program a few days ago. It was about a famous snack food *company. There are so many kinds of sweets and snacks at supermarkets and *convenience stores, and most of the *consumers of these *products are young people. So, the *employees of this company always *research popular things *among young people. Please look at the *graph.

Graph



The company asked 330 high school students. The question was, "Where do you get information about new sweets?" The graph shows that social media is the most important *source for the students. An employee in the *design department said that she looked for (①) so she could see the *trend. Social media became the place for people to *exchange information. Another employee said, "I didn't have to research social media 10 years ago. Most consumers got information about new sweets from TV commercials then." Now she gets the most useful information from social media for *developing new products. A lot of companies *find out popular products among young people by researching social media. I understand that young people like things on social media. It's because they can get information about new products from other people's *comments. When I see new sweets or snacks on social media, I want to try them too. But that's OK. We still think trying a new *flavor is fun.

My friends and I often send *text messages to each other when we find *tasty new snacks. My friends sent me a photo of a new snack with a *funny name last week. The name was very funny, so I bought it right away. Another friend of mine bought the same snack for the same

*reason. I think I *get influenced by my friends and social media.

My brother is different from me. He says he usually finds (②). When he watches videos on *YouTube, there are commercials, and they *make him want to try their products. *As you can see from the *result of the research of the company, many people get influenced by commercials and TV programs, too. They are also (③).

Where do you get information about new sweets and snacks? Please tell me.

*sweets and snacks : 甘いお菓子やスナック菓子 In fact : 実は while ~ : ~している間

company : 会社 convenience stores : コンビニエンスストア

consumers : 消費者 products : 商品 employees : 従業員

research ~ : ~を調査する, 調査 among ~ : ~の間で graph : グラフ

information : 情報

Social media : (インスタグラムなどの) ソーシャルネットワーキングサービス (SNS)

Commercials : コマーシャル・広告 Websites : ウェブサイト Magazines : 雑誌

Nothing : 何もない source : 情報源 design department : 商品デザイン部門

trend : 流行 exchange ~ : ~を交換する

developing ~ : ~を開発すること find out ~ : ~を見つける

comments : コメント flavor : 味 text messages : (携帯電話で送る) メッセージ

tasty : おいしい funny : おもしろい reason : 理由

get influenced by ~ : ~に影響される YouTube : ユーチューブ (動画配信サービス)

make ~ ... : ~に...させる As ~ : ~するように result : 結果

(ア) 本文中の (①) ~ (③) の中に, 次の A ~ C を意味が通るように入れるとき, そ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。

A. information about new sweets and snacks from commercials

B. good ways to get information about new products

C. ideas for new sweets and snacks on social media

1. ①-A ②-B ③-C 2. ①-A ②-C ③-B 3. ①-B ②-A ③-C

4. ①-B ②-C ③-A 5. ①-C ②-A ③-B 6. ①-C ②-B ③-A

(イ) 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. We think sweets and snacks on social media are very good.

2. We find that some sweets and snacks are not as good as other people say.

3. We think we have to buy sweets and snacks because our friends like them.

4. We can look for other sweets and snacks.

(ウ) 次の a～fの中から、エリカの発表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 employees of the snack food company research many supermarkets and convenience stores.
- b. One of the employees of the snack food company said that she had to research the Internet before.
- c. Erika thinks that social media became the place for people to get information about new products.
- d. Erika and her friends often exchange information about tasty new snacks by sending text messages.
- e. The snack's funny name was very good, but Erika thought she didn't have to buy it.
- f. Erika's brother says he wants to buy new snacks when he watches TV commercials.

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

問7 次の(ア)の英文と表 (Chart) , (イ)の英文と天気予報 (Weather Report) について, それぞれあとの **Question** の答えとして最も適するものを, 1~5の中からそれぞれ一つずつ選び, その番号を答えなさい。

(ア)

Adam is an *exchange student in Hana's junior high school. They *researched future jobs. Adam asked his old classmates in *America. Hana asked her classmates.

Chart

【What kind of job do you want to do in the future?】

answers	Hana's class(%)	Adam's old class(%)
*Government worker	22.8	
*Businessperson	21.4	5.7
*Entertainer	13.1	18.6
*President of a company	9.4	
Teacher	8.3	15.2
Doctor	5.6	
*Professional athlete	3.2	7.5
Others	6.4	7.4
I don't know	9.8	6.2

Hana : Thank you for getting the answers from your old classmates, Adam.
 Adam : You're welcome. We can see the answers of students in Japan and America.
 Hana : *Out of the seven jobs, being an entertainer is popular in *both classes.
 Adam : Yes. Being a doctor is the most popular answer in my old class.
 Hana : Being a doctor is not so popular in my class. I am surprised that the most popular answer in my class is *the least popular answer in your old class.
 Adam : Yes, that is very interesting. About 16% of my old classmates want to have their *own *business.
 Hana : You are right. *It looks like Japanese students want to work for companies more than American students do.

*exchange student : 交換留学生 researched ~ : ~を調査した

America : アメリカ Government worker : 公務員 Businessperson : 会社員

Entertainer : 芸能人 President of a company : 会社の社長

Professional athlete : プロスポーツ選手 Out of ~ : ~の中で both : 両方の

the least : 最も~でない own : 自分自身の business : 事業

It looks like ~ : ~のように思われる

Question : What are the 1st, the 3rd and the 7th answers of the seven jobs in Adam's old class?

- | | | |
|----------------------|------------------------------|-------------------------|
| 1. 1st : Entertainer | 3rd : President of a company | 7th : Government worker |
| 2. 1st : Doctor | 3rd : President of a company | 7th : Businessperson |
| 3. 1st : Entertainer | 3rd : Teacher | 7th : Businessperson |
| 4. 1st : Doctor | 3rd : President of a company | 7th : Government worker |
| 5. 1st : Doctor | 3rd : Teacher | 7th : Government worker |

(1)

Satoru and his father are going on a trip on Sunday. They are looking at the weather report of their *destination and talking about their plan.

Weather Report

H : Highest *Temperature

L : *Lowest Temperature

Sunny ☀ Cloudy ☁ Rainy ☔
Morning → Afternoon

Osaka

H : 24°C / L : 17°C

☁ → ☀

Fukuoka

H : 24°C / L : 19°C

☔ → ☀

Sapporo

H : 16°C / L : 9°C

☀ → ☁

Sendai

H : 23°C / L : 12°C

☁ → ☔

Nagoya

H : 25°C / L : 18°C

☀ → ☁

Father : Satoru, let's *check the weather report for Sunday.

Satoru : *It looks like the highest temperature will be more than 20°C .

Father : You are right. The lowest temperature will not be lower than 10°C . So, we don't have to bring a *thick coat.

Satoru : Should we bring *umbrellas with us?

Father : No, we don't need them.

Satoru : I'm thinking of *wearing a new T-shirt.

Father : It is going to be warm in the morning here in Kanagawa, but it may be a little cool there, so you should bring a *jacket. It will be sunny in the afternoon, so you can *take it off then.

Satoru : OK.

*destination : 目的地 Temperature : 気温 Lowest : low (低い) の最上級の形

check ~ : ~を確認する It looks like ~ : ~のように思われる

thick coat : 厚手のコート umbrellas : 傘 wearing ~ : ~を着ること

jacket : ジャケット take ~ off : ~をぬぐ

Question : Where are Satoru and his father going to visit on Sunday?

1. Sapporo. 2. Sendai. 3. Nagoya. 4. Osaka. 5. Fukuoka.

問8 次の英文を読んで、あとの(ア)~(ウ)の問いに答えなさい。

*Josh is a high school student from *New Zealand. He went around Tokyo with Kaori and Shota on the weekend.*

Josh : Thank you for showing me around Tokyo yesterday. I enjoyed it very much.

Kaori : Oh, you're welcome, Josh. I had a good time, too.

Shota : The *illuminations along the streets were so beautiful, right? Josh, you told me that people in New Zealand try to *save *energy in *various ways. I want to know more about it.

Josh : Why don't we talk to Ms. Kato? She is a science teacher, so we can ask her some questions.

Kaori : That's a great idea.

After school that day, Josh, Kaori and Shota visit Ms. Kato, their science teacher.

Kaori : Hello, Ms. Kato, may we come in?

Ms. Kato : Of course. What can I do for you?

Josh : We went to Tokyo yesterday and saw beautiful illuminations. We enjoyed them very much, but we started thinking about the energy problem *at the same time.

Shota : I heard that ① *LED *lights are used for most illuminations today. Is that right?

Ms. Kato : That's right. LED lights are *probably one of the best *inventions. They use much *less *electricity than *incandescent light bulbs. They also keep longer.

Josh : How do LED lights *work?

Ms. Kato : OK, LED means Light-Emitting Diode. LED *emits light when an *electric current goes through it. *On the other hand, incandescent light bulbs emit light by *heating a *metal filament *inside them. They need much more electricity *because of that.

Kaori : I see. Now *I know why they become so hot.

Ms. Kato : You are right, Kaori. Do you know *fluorescent lamps? They have *mercury inside them, and they emit light by *producing *ultraviolet light.

Shota : Aren't mercury and ultraviolet light good for us?

Josh : They are *not good for the *environment, either.

Kaori : I agree. So LEDs are better than other kinds of light because they use less electricity. That's good for the earth, right?

Shota : I can't think of a *reason not to use LEDs.

Ms. Kato : Well, the *price of LED bulbs is higher than the other bulbs. Some people don't want to change to LED bulbs because of that reason. But more people are using LEDs than before. Look at ② the *graph. What can you find?

Shota : *It doesn't look like LED bulbs were popular in 2006 and 2007.

- Kaori :** Many people started using LED lights in 2010. Also, after March 2011. Why?
- Ms. Kato :** LED lights started becoming more popular *as the price became *lower around 2009. But the big *earthquake in Tohoku in 2011 changed the people's ways of thinking.
- Kaori :** Of course! People needed more electricity, but there was already a *movement to save energy in the world then. LEDs were good for *both.
- Josh :** In New Zealand, about 80% of electricity *is produced from *natural energy like *wind power or *water power.
- Shota :** Wow, that's amazing! I think the number is about 23% in Japan. I hope more people will use LED bulbs. Now we have to think of other ways to save energy for the environment in Japan.
- Josh :** My father told me about a way to save energy in *Germany. They try to use natural light. They have many great ideas on *how to get *sunlight inside the house.
- Shota :** I read about Earth Hour on the newspaper last week. People *turn off the lights in their cities for an hour. The *article said more than 7,000 cities in 162 countries joined the event in 2014.
- Kaori :** Can we talk about ③ this in the next science class, Ms. Kato? I want to think about ideas to save energy with everyone in the class.
- Ms. Kato :** Sounds like a great idea!

* *New Zealand* : ニュージーランド illuminations : イルミネーション・電飾
 save ~ : ~を節約する energy : エネルギー various : さまざまな
 at the same time : 同時に LED (Light-Emitting Diode) : 発光ダイオード
 lights : 光, 明かり probably : おそらく inventions : 発明 less : より少ない
 electricity : 電気 incandescent light bulbs : 白熱電球 work : 機能する
 emits ~ : ~を発する electric current : 電流 On the other hand : 一方で, それに対して
 heating ~ : ~を熱すること metal filament : 金属フィラメント inside ~ : ~の中の
 because of ~ : ~の理由で I know why ~ : なぜ~かわかる fluorescent lamps : 蛍光灯
 mercury : 水銀 producing ~ : ~を作り出すこと ultraviolet light : 紫外線
 not ~, either : ...も~ない environment : 環境 reason not to ~ : ~しない理由
 price : 値段 graph : グラフ It doesn't look like ~ : ~とは思われない
 as ~ : ~につれて lower : より安い earthquake : 地震 movement : 動き
 both : 両方 is produced : 作られている natural : 自然の wind power : 風力
 water power : 水力 Germany : ドイツ how to ~ : どのように~したらよいか
 sunlight : 日光 turn off ~ : ~を消す article : 記事

(ア) 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

A.

- ・ They are good for the earth.
- ・ The price of them is higher than the other bulbs.
- ・ They need much electricity.

B.

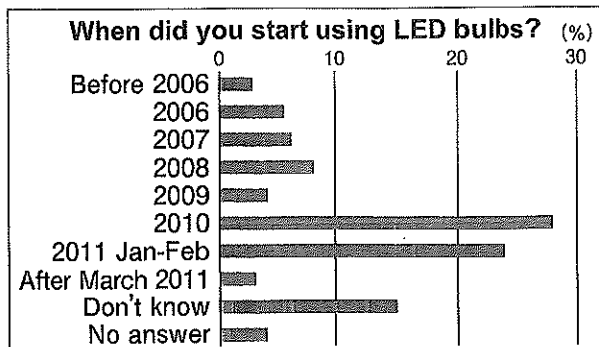
- ・ They are good for the earth.
- ・ They emit light by heating a part of them.
- ・ They have mercury and produce ultraviolet light.

C.

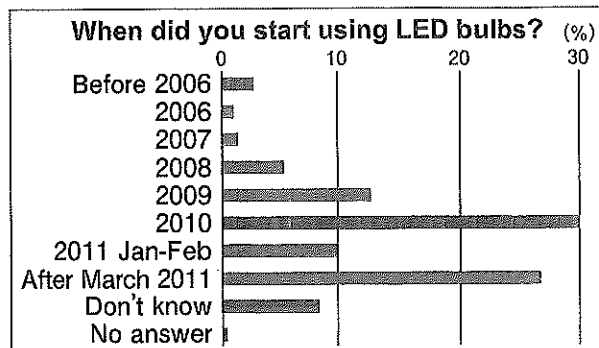
- ・ They are good for the earth.
- ・ They use less electricity than the other bulbs.
- ・ The price of them is higher than the other bulbs.

イ群

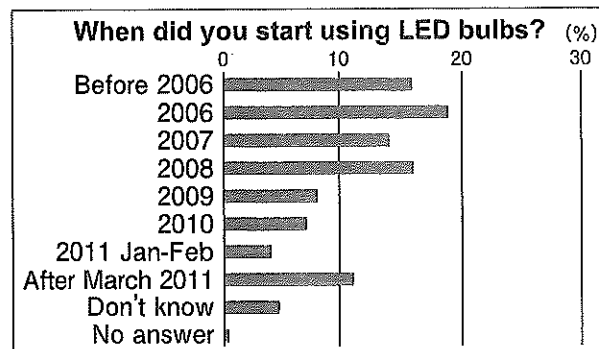
X.



Y.



Z.



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

(イ) 本文中の——線③の内容を表したものとして最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

1. Josh says that people in Germany try to use natural light.
2. In New Zealand, people have many ideas on how to get sunlight inside the house.
3. Using LEDs is the best way to save the earth.
4. In an event for the environment, people in many cities around the world turn off the lights for an hour.

(ウ) 次のa～gの中から、本文の内容に合うものを二つ選んだ時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. People in New Zealand have ideas about saving energy and do good things for the environment.
- b. Josh, Kaori and Shota visited Ms. Kato to talk about the beautiful illuminations of New Zealand.
- c. LED lights are better because they keep longer than incandescent light bulbs.
- d. Many people started using LEDs around 2009 because people changed their ways of thinking.
- e. A movement to save energy in the world began after 2011.
- f. Only 23% of people in Japan use natural energy like wind power or water power.
- g. Kaori wants to think about saving energy with science teachers.

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

(問題は、これで終わりです。)