

中学校2年 Let's Read3 Pictures and Our beautiful Planet

【問題1】

8 次の表は、カルチャースクール（大人向けの習い事教室）のスケジュールの一部です。このスケジュールから読み取れる内容と合っている英文を、あとのア～エから1つ選びなさい。

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 ~ 10:00	English	Piano		Cooking	Piano	Art
10:30 ~ 11:30	Cooking	English		Computer	English	English
13:30 ~ 14:30	Dance	Art	Cooking	Piano		Dance
15:00 ~ 16:00		Dance	English	Dance		Chorus

- ア On Tuesday and Thursday, the students can take both Art and Piano classes.
- イ The school has four Dance classes in the afternoon from Monday to Saturday.
- ウ The students can take English classes every day.
- エ The school has Chorus and Cooking classes on the same days.

【問題2】

- 9 次の英文は、地域の広報誌に掲載された国際交流員のサムさんの体験談です。その体験談を読み、内容を表す絵として適切なものを、あとのア～カから4つ選び、体験談の内容の順番に並べなさい。

I stayed in Japan for three weeks when I was a junior high school student.

One day, I took a train to my friend's house. When I arrived at the station, my phone was not in my pocket. I was not good at speaking Japanese, so I was really in trouble.

Then a Japanese girl asked me, "Do you have a problem?" I said, "Yes. I can't find my phone. I think I lost it on the train." The girl said, "OK. Come with me. I'll talk to the station staff for you." The girl explained my problem to the station staff.

A few days later, a station staff member called me and said, "We have your phone." I was so happy.

Now I am in Japan again. When I am in trouble, Japanese people always help me. If I see people in trouble, I also want to help them.



【問題3】

- 10 次の英文は、英語スピーチコンテストに出場した花子さんのスピーチ原稿です。これを読んで、あとの問いに答えなさい。

【スピーチ原稿】

Many people in Japan have animals as pets. I think they have special power. I read an article about dogs and cats at nursing homes. When the old people spend time with the animals, they feel happy. You will have the same experience if you have pets. Having a pet is good for us. However, there are things to remember before that.

I often see a street dog in my town. It is always alone and walks around the town for food on very hot days and very cold days, too. Why did it become a street dog? Did it run away from the owner? Or did the owner leave it on the street? I feel so sad when I see that dog.

When pets lose their owners, animal shelters usually help them. If animal shelters cannot find new owners, they have to kill those pets. In Japan, about 5,600 dogs and 27,000 cats lost their lives in animal shelters in 2019. We must think about this problem. "What should we do for such dogs and cats?" For example, some animal shelters hold events to find new owners. We junior high school students should learn and talk about pets at school, too.

I wanted a dog and asked my mother for one many times, but she never said yes. I didn't understand why at the time. Now I understand the reason. Having a pet is not easy. It means taking responsibility for its life. We should not decide to have a pet easily. We must think before getting a pet. An animal's life is as important as ours.

(注) nursing home : 老人ホーム owner : 飼い主 animal shelter : 保健所
kill : ~を殺処分する responsibility : 責任

- (1) このスピーチのタイトルとして最も適切なものを、次のア～エから1つ選びなさい。
- ア Losing a Pet
 - イ Dogs and Cats
 - ウ Having a Pet
 - エ The Power of Animals

(2) このスピーチの中で花子さんが伝えたいこととして最も適切なものを、次のア～エから1つ選びなさい。

ア Our life will be better if we have pets.

イ We should think a lot and be careful when we have pets.

ウ We must not leave our pets on the street.

エ Animal shelters are very important for street dogs and cats.

(3) 花子さんのスピーチ原稿を読んだあとに、あなたはALTと次のように会話をしています。会話の内容を踏まえ、We can に続けて _____ に入る4語以上15語以内の英語を書きなさい。なお、スピーチ中の英語を使用しても構いません。

ALT: I learned that many dogs and cats are losing their lives in animal shelters. Hanako showed us some ideas to help such animals. What can we do to help them?

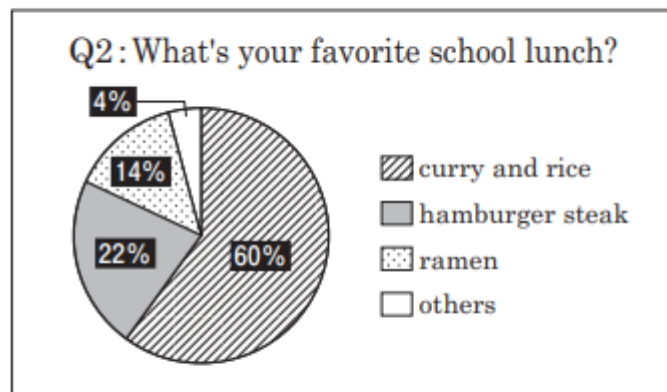
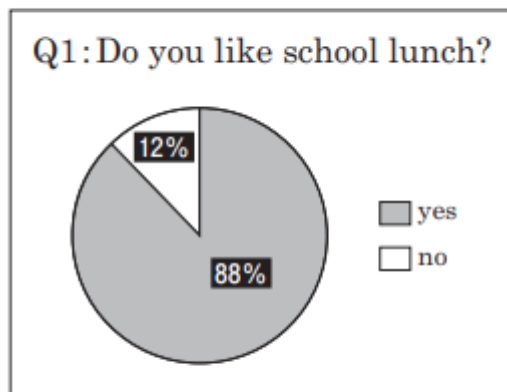
You: We can _____.

ALT: I see.

※ 短縮形 (I'm や don't) は1語と数え、符号 (, や ? など) は語数に含めません。

【問題4】

8 次のグラフは、由香 (Yuka) さんの学校で全校生徒を対象に行われた、給食に関するアンケートの結果をまとめたものです。これらのグラフから読み取れることを正しく表している英文を、あとのア～エから1つ選びなさい。



ア We can say about 90% of the students don't like school lunch.

イ Ramen is more popular than curry and rice.

ウ Curry and rice is as popular as hamburger steak at Yuka's school.

エ Hamburger steak is not the most popular, but about 20% of the students like it.

【問題5】

9 次の英文は、中学生の恵美さんが書いたスピーチ原稿です。そのスピーチ原稿を読み、内容を表すイラストとして適切なものを、あとのア～カから4つ選び、スピーチの順番に並べなさい。

Why do people work? For money? For oneself? I have a different idea about jobs now. Listen to this story.

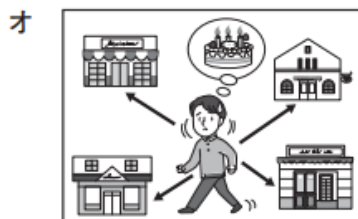
One evening, a man came into a cake shop. He said, "I want a birthday cake for my daughter. Do you have one?" There weren't any birthday cakes. He felt very sad.

When he was leaving the shop, the owner of the shop said, "Please give me some time." The man answered, "OK." The owner began to call other shops and asked, "Does your shop have any birthday cakes?" Many shops answered, "No." Finally, the owner found one shop and said, "This shop has delicious cakes, too."

Then the man went home with a cake. I know his daughter had a happy birthday with her family because the daughter was me!

The owner gave me something wonderful through his job. In the future, I want to work for people's smiles like this owner.

(注) oneself : 自分自身 owner : オーナー



【問題6】

- 10 英語部の浩二 (Koji) さんは、最近考えたことを次のように英語版学校新聞の記事にしました。これを読んで、あとの問いに答えなさい。

【記事】

Last spring, we had no school for two months because the COVID-19 pandemic happened, and it changed our lives. We had to follow new rules. For example, we had to wear a face mask even in summer. I thought the COVID-19 pandemic gave us only bad things, but something changed my way of thinking.

One day, I heard the news about one chorus club in a high school. The members could not practice together for the last concert. Everyone thought they could not have the concert, but they did it with all the members. How did they have it? They found a new way to practice together. They practiced on the Internet every day. Other problems also happened during the practice. Sometimes their computers didn't work well and they had to stop practicing. Having a good communication was not easy because they were away from each other. They had these problems, but they always worked together and solved them.

Here's one more thing. I worried about studying when there was no school. My teachers made some videos of the classes for us. I heard the teachers talked a lot about ways to make better videos and helped each other. For teachers, teaching in the classroom is natural, but when they could not do the natural thing, they gave us the chance to learn in another way.

From these two examples, I learned about solving problems. We should see problems from different viewpoints. We should also try to find a new and better way. Moreover, we need to talk with other people and work together.

The COVID-19 pandemic is difficult, but I found new ideas through this experience. I want to use them in the future.

(注) the COVID-19 pandemic : コロナ感染拡大 concert : コンサート
natural : 当然の viewpoint : 視点 moreover : さらに

- (1) 記事の見出しとして最も適切なものを、次のア～エから1つ選びなさい。

- ア Ways to Study at Home During the COVID-19 Pandemic
- イ What Are Good and Bad Points of the Internet?
- ウ What Do We Need to Solve a Problem?
- エ Communication Problems With Other People

(2) 記事の流れに合うように、次のア～ウの英文を順番に並べ替えなさい。

ア When we can't do the same thing as before, having different ways of thinking is important.

イ People helped each other and did their best during a difficult time.

ウ Many things changed in our lives last year.

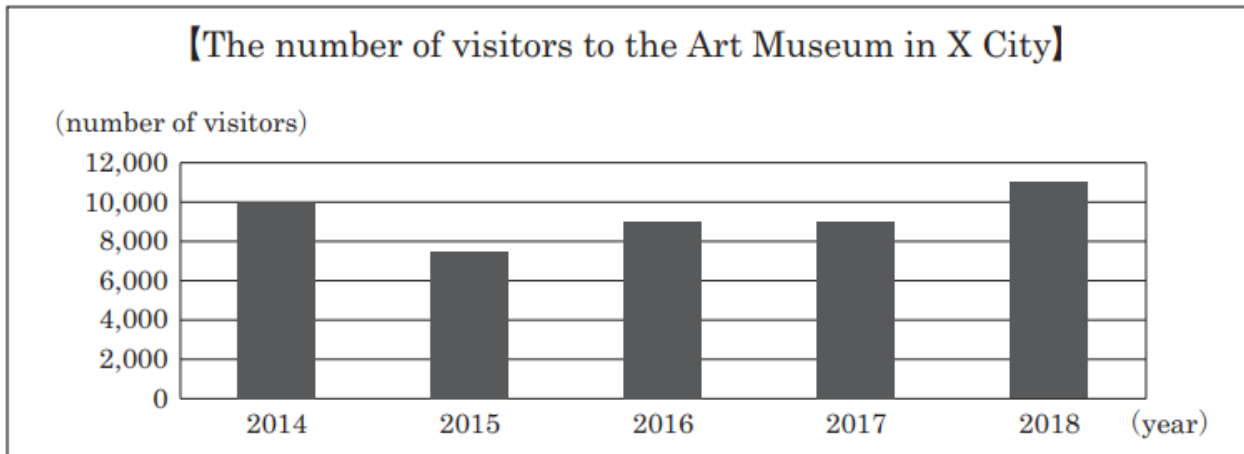
(3) あなたは浩二さんの記事を読んで、次のような感想を書きました。記事の内容を踏まえ、I think に続けて _____ に入る5語以上15語以内の英語を書きなさい。なお、記事の中の英語を使用しても構いません。

Everyone hopes the COVID-19 pandemic will finish soon, but it will not. We have to live with it. I like Koji's idea. When we have problems in our daily lives, I think _____ .

※短縮形 (I'm や don't) は1語と数え、符号 (, や ? など) は語数に含めません。

【問題7】

8 次のグラフは、X市にある美術館の訪問者 (visitor) の人数を年ごとにまとめたものです。このグラフから読み取れることを正しく表している英文を、あとのア～エの中から1つ選びなさい。



ア The smallest number of visitors came to the Art Museum in 2016.

イ The number of visitors goes up every year.

ウ More than 6,000 people visit the Art Museum each year.

エ The number of visitors in 2014 was not as large as in 2015.

【問題8】

9 中学生の健一さんは、ALTのブラウン先生から、ある女の子の幼い頃の話英語で聞きました。次の英文を読み、その話の内容を表すイラストを、あとのア～カから4つ選び、話の順番に並べなさい。

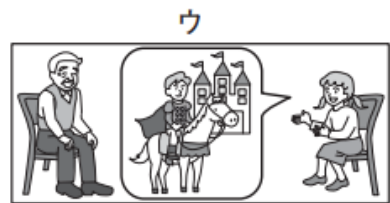
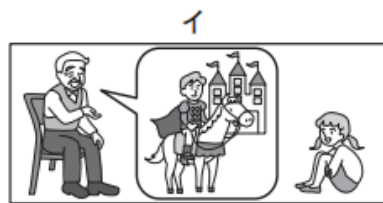
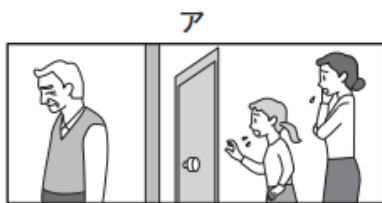
Kate was a kind girl. She often visited old people with her mother and talked with them.

One day, they visited an old man, Mr. Jones. He lived alone. At the door, Kate said, "Hello, Mr. Jones. I want to talk with you." Mr. Jones answered, "Leave me alone." His voice sounded sad. She thought, "What can I do for him?"

Next Sunday, they visited him again and Kate said, "I have an interesting story to tell you. I think you'll enjoy it. Please listen." He answered, "OK. Come in." She told her story to him. He said, "Thank you."

After that visit, she told him many original stories. He said to her, "I like your stories." When she heard that, she felt happy. After that, she worked hard to write more stories.

Now, she is a famous writer and many people love her books.



【問題9】

10 英語の授業で、次のような意見文が配られました。これを読んで、あとの問いに答えなさい。

【意見文】

These days, we see many people from other countries around us. We may have problems from our differences. Are differences good or bad for us? I got the answer to this question from Japan's national rugby team.

Last year we had the 2019 Rugby World Cup. Japan's national rugby team impressed us because all the players worked together and did their best to win. Their motto was "One Team."

Did you know half of the players in Japan's national rugby team were from other countries? They spoke different languages and had different cultures, but they were "One Team." Why could they be "One Team"? I checked the Internet to learn the reason. I found some interesting information. For example, the players spent a lot of time together and talked a lot. They gave their advice to each other and told everyone their ideas. The players from other countries tried to understand Japanese culture.

I thought two things. First, there were some differences in the team, so the players tried harder to understand each other and built a better relationship. Second, there were many different people on the team, so they learned different ideas from each other. I think differences were their team's strong points.

In the future, more people from other countries will come to Japan to work. They will help us a lot, so each of us should try to find better ways to live with them. Japan's national rugby team taught us something important about that.

If we break barriers of differences and work together, we can make a better place to live in for everyone. I hope we will all be "One Team."

(注) difference : 違い Japan's national rugby team : ラグビー日本代表チーム
Rugby World Cup : ラグビーワールドカップ relationship : 関係

(1) 意見文のタイトルとして最も適切なものを、次のア～エから1つ選びなさい。

ア The way to make a team

イ Living with different people

ウ Doing our best

エ Learning about Japanese culture

(2) 意見文の中で筆者が「日本の将来」について説明をしています。次のア～ウの英文を、その説明の流れに合うように順番に並べ替えなさい。

ア We need to think about better ways to get along with them.

イ From now on, we will live with more people from abroad and work together.

ウ We will get a lot of help from them.

(3) あなたは意見文を読んで、次のような感想を書きました。意見文の内容を踏まえ、We need to に続けて _____ に入る 5 語以上10語以内の英語を書きなさい。なお、意見文中の英語を使用しても構いません。

I knew differences could bring us good things. There were some differences in Japan's national rugby team, but the players did their best to be "One Team." Now, we see many people from other countries around us. We need to _____ like Japan's national rugby team.

※短縮形 (I'mやdon't) は1語と数え、符号 (, や ? など) は語数に含めません。

<解答>

【問題1～3】

設問番号	正 答 例	準 正 答 例	留 意 事 項
8 ①	イ		
9 ①	ア→ウ→カ→エ		完答のみ可。
	(1)	ウ	
	(2)	イ	
採点上の注意	ALTの問いに対して、「殺処分される犬や猫を助けるために」という視点で、自分（たち）ができることを十分理解できる英語で解答しているもの。	ALTの問いに対して、「殺処分される犬や猫を助けるために」という視点で、自分（たち）ができることをおおむね理解できる英語（書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りが無いもの）で解答しているもの。	誤答は、以下のようなもの。 ・語数の条件を満たしていないもの。 ・ALTの問いに対して、自分（たち）ができることを解答しているが、「殺処分される犬や猫を助けるために」という視点がないもの。 ・書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りがあるもの。
10 ③	(例) ・ hold events to find new owners ・ talk about (the problem of) pets at school / home ・ get dogs or cats from animal shelters as a pet ・ learn about the problem of pets on the Internet ・ be their new owners ・ share some ideas with our friends to help them	(例) ・ street dogs → street dog_ ・ on the Internet → by the Internet (書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りが無いもの)	(例) ・ <u>give food to street dogs and cats</u> ・ <u>walk street dogs</u> ・ <u>have a pet at home</u> ・ <u>help a lot of animals</u> (ALTの問いに対して、自分（たち）ができることを解答しているが、「殺処分される犬や猫を助けるために」という視点がないもの) ・ <u>learned from the problem of pets on the Internet</u> ・ <u>_____ their new owners</u> (書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りがあるもの)

【問題4～6】

設問番号	正 答 例	準 正 答 例	留 意 事 項
8 ①	エ		
9 ①	ア→エ→イ→カ		完答のみ可。
10 ③	(1) ウ		
	(2) ウ→イ→ア		完答のみ可。
採点上の注意	記事の内容を踏まえ、感想の文脈に合ったもので、綴りや文法等においても正しく書いてあるもの。	記事の内容を踏まえ、感想の文脈に合ったもので、書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りが無いもの。 ・綴り、時制、代名詞、複数形等の誤りはその数にかかわらず許容する。	誤答は、以下のようなもの。 ・語数の条件を満たしていないもの。 ・感想の文脈に合っていないもの。 ・記事の内容を踏まえていないもの。 ・感想内の文や内容を繰り返しているもの。 ・書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りがあるもの。(主語や動詞が抜けている等)
(3)	(例) ・ we should see them (problems) from different viewpoints ・ we should try to find a new and better way ・ we need to talk with other people and work together ・ we should see them (problems) from different viewpoints to find a new and better way ・ we should have a good communication and help each other to solve them(problems)	(例) ・ we → I (主語の誤り) ・ problems → problem (複数形の誤り) ・ a new and better way → _ new and better way (軽微な誤り) ・ we need to talk (should talk / have to talk など) → <u>we talk</u> (感想の文脈から判断して表現が不十分)	(例) ・ <u>I talk a lot</u> (語数不足) ・ <u>we should practice with all the members</u> (記事の内容を踏まえているが、感想の文脈に合っていない) ・ <u>we should use the Internet more</u> (記事の内容を踏まえていない) ・ <u>we have to live with the COVID-19 pandemic</u> (感想内の文の繰り返し) ・ _ should talk with other people and work together (主語の欠落)

【問題7～9】

設問番号	正 答 例	準 正 答 例	留 意 事 項
8 ①	ウ		
9 ①	カ→ア→ウ→エ		完答のみ可。
	(1)	イ	
	(2)	イ→ウ→ア	完答のみ可。
	採点上の注意	意見文の内容を踏まえたもので、文法的にも正しく書けているもの。 意見文の内容を踏まえている、もしくはおおむね踏まえているもので、書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りが無いもの。 ・綴り、時制、代名詞、複数形等の誤りはその数にかかわらず許容する。	誤答は、以下のようなもの。 ・5語以上ないもの。 ・感想内の文を繰り返しているもの。 ・本文の内容を踏まえていないもの。 ・書き手の考えを伝える上で、大きな支障となる語や文法事項等の誤りがあるもの。
10 ③	(例) ・ spend a lot of time together and talk a lot ・ give our advice to each other (3) ・ try to understand other cultures ・ learn different ideas from each other ・ talk a lot with different people to understand each other	(例) ・ spend → <u>spent</u> (時制の誤り) ・ our advice → <u>their</u> advice (代名詞の誤り) ・ other cultures → other culture_ (複数形の誤り) ・ different → <u>defferent</u> (綴りの誤り)	(例) ・ do our best to be “One Team.” (感想内の文の繰り返し) ・ other cultures → <u>Japanese culture</u> (本文の内容を踏まえていない)