

中3英語

後期中間試験対策④

MAMMA
AIUTO!



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メグミ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. No, I was going to go to bed early.
 2. No, I was watching a movie on TV.
 3. Yes, I was sick in bed last night.
 4. Yes, I was talking with my sister.
- No.2
1. Sure, I want to borrow it after you finish reading it.
 2. Sure, I like reading comic books, too.
 3. OK, I think you have the same comic book.
 4. OK, I think you will like it very much.
- No.3
1. Then, shall we ask him to read it?
 2. Then, shall I read this name for you?
 3. Then, why don't you learn history from him?
 4. Then, will you ask him to teach us history?

(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 : Which is true about Kenji or Monica?**

1. Kenji is going to go to Minato Soccer Stadium to see a soccer game.
2. Kenji is going to join the special event held by his favorite soccer team.
3. Monica is going to take some pictures with the soccer players.
4. Monica is going to cook lunch for her family after coming home from the stadium.

No.2 **Question : What can we say about Kenji during his winter vacation?**

1. Kenji is going to visit a place which is famous for *osechi ryori*.
2. Kenji is going to go to old temples with Monica and her brother.
3. Kenji wants Monica and her brother to try to cook *osechi ryori*.
4. Kenji wants Monica and her brother to enjoy *osechi ryori* Kenji's mother will cook.

ウ) 中学生のヒトシが、「私の1日の過ごし方 (how to spend my day)」というテーマにもとづいてまとめた内容を英語で発表します。＜メモ＞は1日の過ごし方についてまとめている途中のものです。＜メモ＞を見ながらヒトシの発表を聞いて、あとのNo.1とNo.2の問いに答えなさい。

＜メモ＞

a.m.		p.m.	
6:00		4:00	I leave school.
6:40	I get up.	4:20	I get home.
7:00		5:00	I study in my room.
①	I get to school.	6:00	
8:00		7:00	
8:30	The first class starts.		
9:00			
10:00		8:00	
11:00		9:00	
p.m.		10:00	
12:00			
1:00		11:00	I go to bed.
2:00		a.m.	
3:00		12:00	
3:40	The last class finishes.		

No.1 ①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. 7:20

2. 7:30

3. 7:40

4. 7:50

No.2 次の英文が発表の内容に合うように、②と③の中にそれぞれ適する1語を英語で書きなさい。

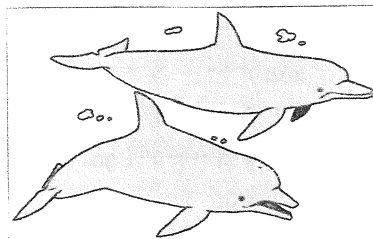
Hitoshi ② a ③ before dinner.

2. 高校生の Jun は、近くの大学で行われたキング博士(Dr. King)による体験講座に参加しました。次の英文は、講義を聞きながら取ったメモの一部とそのあとでキング博士に行ったインタビューの一部、それらをもとに作成したスピーチ原稿です。これらを読んで、あとの問いに答えなさい。

■メモの一部

***Dolphins make their own names!**

- ・ When?
→ from 60 to 90 days after they are born
- ・ What kind? → *whistle sound
- ・ What do they do when they hear their names?



■インタビューの一部

Jun: May I ask some questions?

Dr. King: Sure.

Jun: I understand dolphins make their own whistle sounds for their names. I also understand other members of the *group remember the sounds and use them.

5 Now, I want to know (①) they have names.

Dr. King: OK. They need their names because they can't see well.

Jun: I don't understand that.

Dr. King: Dolphins live in groups in the sea. Their eyes are not good. It is very difficult for them to find other members of their group.

10 Jun: I see. What do they do when they hear their names?

Dr. King: They *quickly *respond to their names. But if they hear other names, they don't respond to them. It means dolphins answer to their own whistle sounds.

Jun: You have many interesting stories about dolphins.

15 Dr. King: Yes. Dolphins make new sounds for their names, but sometimes they make new sounds to do other things. We have many things to study. Scientists like me have to keep studying about dolphins.

■スピーチ原稿

Hello, everyone. I'm (②) dolphins. Did you know that they have their own names? They make their names about two or (③) months after they are born. Their names are like the sound of a whistle. They have to make their own names to live in a group because they can't find other dolphins with their eyes. They respond
5 when their own names are called. There are still things (④) about this animal. Thank you for listening.

(注) dolphin イルカ whistle 笛 group 群れ quickly すぐに respond 応答する

- (1) ①の()に適する英語1語を書きなさい。 _____
- (2) 次の _____ に適する日本語を入れて、イルカが名前を必要とする理由を説明しなさい。
イルカは群れで行動するが、視力が弱く、 _____
が困難であるため。
- (3) ②の()に適する表現を[]内の語をすべて用いて5語の英語で書きなさい。ただし、[]内の語を用いる順序は自由とします。[tell, about, going]
- _____
- (4) ③の()に最も適する語をア～エから選び、記号で答えなさい。 _____
ア three イ five ウ sixty エ ninety
- (5) インタビューの内容をもとに、④の()に適する3語以上の英語を書きなさい。 _____


3. 次の問いに答えなさい。

- (1) 次の対話文を読んで、[]に最も適する文をア～エから1つ選び、記号で答えなさい。
- ① A: I'm going to make salad. Can you help me?
B: Of course. []
A: Well ... will you cut these tomatoes?
ア Whose cup is this? イ When did you come home?
ウ How can I help? エ Where will you have lunch? _____
- ② A: Are you all right? You have a lot of bags.
B: Thank you, but I'm OK.
A: [] I'm going to change trains at the next station.
B: Thank you very much. You are very kind.
ア You should take a bus. イ Please check the ticket number.
ウ I like to visit many places. エ Please sit here. _____
- (2) 次の英文を読んで、Questionの答えとして最も適するものをア～エから1つ選び、記号で答えなさい。

Last week, Tim's father went to Minato Restaurant three times to have lunch. On Monday, he ate *Sashimi* *Set Meal, and he got one *point on his new point *card. The next day, he ate *Udon* Set Meal. On Friday that week, he wanted to eat *Udon* Set Meal again, but he tried *Sushi* Set Meal. He always showed his point card when he ate at the restaurant, so he got some points in the week.

(注) Set Meal 定食 point ポイント

card カード yen 円 extra 追加の

Point Card			
★From Monday to Thursday, you can get 1 point when you eat a set meal which is more than 500 *yen.	1	2	3
	4	5	6
★Every Friday, when you eat a set meal which is more than 500 yen, you get 1 point and 2 *extra points.	7	8	9
	10	⇒ Free Drink	
Minato's Lunch Set Meals ・ One <i>Udon</i> Set Meal ...400yen ・ One <i>Sashimi</i> Set Meal ...600yen ・ One <i>Sushi</i> Set Meal ...700yen			

Question: How many points did Tim's father get at the restaurant last week? _____

ア Two points. イ Three points. ウ Four points. エ Five points.

4. 次の英文は、和也が英語の授業で書いた和紙(*washi*)についてのレポート原稿です。これを読んで、あとの問いに答えなさい。

John told us about *shoji* in our class. He said, "A door made of paper and wood is very interesting for me. People in Japan use paper in many ways in their life." After his speech, I became interested in paper. So, I (①) to study about it.

- 5 The traditional Japanese paper is called *washi*. People in Japan have *passed down the way of making *washi* for a long time. People make *washi* by using *fibers of *plants. There are many steps in making *washi*. It becomes strong with those steps. And it can *last for a very long time. At *Shosoin in Nara, there are very old *pieces of *washi*. They were made more than ②1,300 years ago.

- 10 I have read some books about *washi*, and I learned that people in the *past used *washi* well. ③They used *washi* to (needed / make / they / in / things) their life. It was used to make *shoji*. It was also used to make folding fans and *umbrellas. Some *foreign people who visited Japan in *the Edo period and *the Meiji period thought that *washi* was strong and useful.

- 15 I learned an interesting thing about *washi*. Now it is used to *repair old books and *maps at libraries and museums in other countries. I was surprised to learn ④that. And people from foreign countries have come to Japan to study how to repair old things with *washi*.

Learning about *washi* is a lot of fun. And I think there are some other good ways to use it in our life. I would like to tell people in the world about *washi*.

(注) pass down 伝える fiber 繊維 plant 植物 last もちこたえる Shosoin 正倉院
a piece of ~ 一枚の~ past 昔 umbrella 傘 foreign 外国の the Edo period 江戸時代
the Meiji period 明治時代 repair 修復する map 地図

- (1) ①の()に最も適する語をア～エから1つ選び、記号で答えなさい。

ア finished イ forgot ウ kept エ began

- (2) 下線部②を英語のつづりで書きなさい。

- (3) 下線部③が「彼らは生活の中で必要なものを作るのに和紙を使った。」という内容になるように、()内の語を並べかえなさい。

- (4) 下線部④の表す内容を述べたところが本文中にあります。その内容を日本語で書きなさい。

- (5) 本文の内容に合うように、次の問いに対する答えをそれぞれ英語で書きなさい。

(a) Do people use fibers of plants when they make *washi*?

(b) What did some foreign people who visited Japan in the Edo period and in the Meiji period think about *washi*?

(6) 本文の内容と合っているものをア～エから1つ選び、記号で答えなさい。(5点)

- ア People in Japan have passed down how to make the traditional Japanese paper for a long time.
- イ People in the past used *washi* well in their life, but they never used it to make umbrellas.
- ウ People from foreign countries have come to Japan to teach us how to repair old things with *washi*.
- エ Kazuya enjoys learning about *washi*, and he thinks there are some other ways to make it more easily.

5. 次の英文がなりたつように、.....に適する語を右の から選んで書きなさい。

- (1) He stood to make a better society for everyone.
- (2) My mother was working as a nurse that time.
- (3) those days, people who wanted to learn English went to the U.S.
- (4) She often had difficult challenges, but she went for her dream.
- (5) He decided to lead a movement the government.

by	on	at	in
of	up	against	

6. 次の対話がなりたつように、.....に適する語を () 内から選んで書きなさい。

- (1) They got because of the unfair law. (angry, international, expensive)
- (2) The teacher is by both his students and their parents. (protested, arrested, respected)
- (3) We drove 400 kilometers and finally the sea. (returned, reached, accepted)
- (4) They use or no salt in their food. (many, few, little)
- (5) In my school, all the students walk to school. (most, few, almost)

7. 次の対話がなりたつように、.....に適する語を () 内から選んで書きなさい。

- (1) I bought this T-shirt I went to Kamakura. (that, which, when)
- (2) Tom is looking for a shop sells English comics. (who, which, when)
- (3) Do you know anyone can play tennis well? (who, which, if)
- (4) We will go fishing even it is rainy tomorrow. (that, if, why)
- (5) Ken told me won the speech contest. (that, if, who)
- (6) Let's meet at a cafe you often go to. (how, who, that)
- (7) He showed people to fight without using violence. (how, which, who)
- (8) I asked my father flowers to buy for Mother's Day. (that, which, who)

8. 次の2つの英文を、関係代名詞を使って1文で表しなさい。

- (1) I have a friend. He is good at writing haiku.
- (2) This is a room. We use it in science class.
- (3) I ate spaghetti. It was made by a famous chef.

9. 次の日本文にあう英文になるように、() 内の語(句)を並べかえなさい。

(1) 私は中にチョコレートが入ったパンが好きです。

(that / chocolate / I / in / like / bread / has) it.

(2) そこには人権のためにたたかう何千もの人々がいます。

(human rights / are / people / fight / there / who / for / of / thousands) there.

10. 次のエリが書いた英文を読んで、あとの問いに答えなさい。

When I became a junior high school student, I joined a club that was not very popular. It had only four members. The club I joined was the English club. I joined it because I wanted to read many books in English. Another member wanted to speak English better, and another wanted to watch movies in English. ① We all had different reasons, but we enjoy learning English together. ② (many / words / don't / there / know / I / are). But I realize that I can read more difficult books if I know more words.

I like English, and I'm especially interested in reading books. Now, I'm thinking of working as a translator in the future. I believe that I can use my English knowledge and skills in ③ the job.

(1) 下線部①を次のように表したとき、_____に適する語を入れて英文を完成させなさい。

We all had different reasons to _____ the English club, but it is fun _____ us to _____ English together.

(2) 下線部②が「私は知らない単語がたくさんあります」という意味になるように、()内の語を並べかえて全文を書きなさい。

(3) 下線部③が指す内容を文中から2語で抜き出して書きなさい。

(4) 本文の内容にあわないものを次のア～エから1つ選び、記号で答えなさい。

ア Eri joined a club that had only four members.

イ Eri joined the club because she wanted to read many English books.

ウ Eri thinks that knowing more English words can help her read more difficult books.

エ Eri is more interested in speaking than reading English.