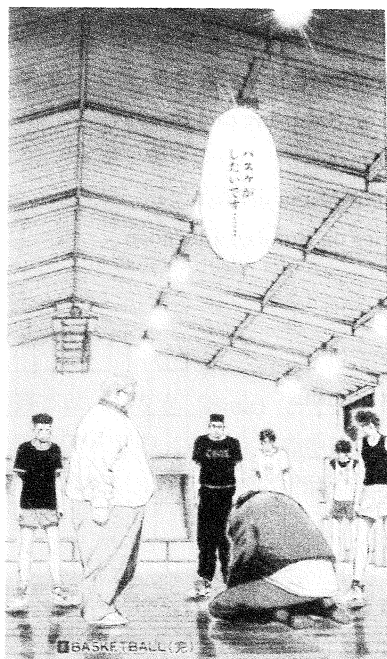


# 中 2 英語

## 後期中間試験対策⑥



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ユウジの言葉として最も適するものを、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。

- No.1
1. We can go to the shop to make a card.
  2. We can make it this Sunday.
  3. We can buy a camera for her.
  4. We are going to see some pictures in the museum.

- No.2
1. I practice the piano every day.
  2. I started to play the piano when I was five.
  3. I practice the piano there.
  4. I was in the music room.

- No.3
1. Sure. I'm writing English for my homework.
  2. Sounds good. I think I can study well with these pens.
  3. Really? We aren't going to have the test.
  4. Sorry. I don't like these pens.

(イ) 対話の内容を聞いて、それぞれの質問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 質問：What can we say about James and Mima?

1. James and Mima have club activities on Saturday and Sunday.
2. Mima wants to clean the park with James.
3. James wants to see an action movie, but Mima doesn't.
4. Mima will go to see a movie with James on Sunday afternoon.

No.2 質問：What can we say about Mima?

1. She can play the drums very well.
2. She went to India with her uncle last month.
3. She got the drums from her uncle.
4. She wants to play the drums with James.

ウ) 以前、ミドリ高校に留学していたマイク (Mike) がアメリカから来日し、ミドリ高校の生徒たちに話をしています。その説明を聞いて、次の No.1 と No.2 の問いに答えなさい。

No.1 ミドリ高校の生徒のひとりであるセイジが作った次の<メモ>を完成させるとき、  
 ① ~ ③ 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>

Welcome home, Mike!

September 14, 2021

- He came to our school ① years ago.
- He learned Japanese from the English club on ② and Fridays.
- His dream is to be ③ in America.

- |           |             |                      |
|-----------|-------------|----------------------|
| 1. ① four | ② Tuesdays  | ③ an English teacher |
| 2. ① five | ② Tuesdays  | ③ a Japanese teacher |
| 3. ① six  | ② Tuesdays  | ③ a baseball player  |
| 4. ① four | ② Thursdays | ③ a baseball player  |
| 5. ① five | ② Thursdays | ③ a Japanese teacher |
| 6. ① six  | ② Thursdays | ③ an English teacher |

No.2 マイクの話を聞いてミドリ高校の生徒のひとりであるタクミ (Takumi) がマイクにあてて書いた次の<メッセージ>の ( ) の中に適する語 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>



Takumi

Thank you, Mike. I was happy to listen to your story. I want to be a scientist in the ( f \_ \_ \_ \_ ), so I'm studying very hard now.

問 2 次の英文は、ソウタ (Sota) とオーストラリアからの留学生のエマ (Emma) 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。

Emma : Hello, Sota. I (a) (s \_ \_ ) you in the park this morning. What were you doing there?

Sota : Hi, Emma. I was walking with my dog. Were you there?

Emma : Oh, yes. Do you always walk with your dog in the morning?

Sota : No. I usually walk with my dog in the (c) (e \_ \_ \_ \_ \_ ). What were you doing there?

Emma : I usually just walk in the park, but I was (d) (r \_ \_ \_ \_ \_ ) this morning.

Sota : That's great. I felt good when I was walking in the morning.

Emma : I think so, too.

問3 次の(ア)~(エ)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) Whose bag is this? — It's ( ).

1. I                      2. my                      3. me                      4. mine

(イ) There ( ) some students in the room.

1. is                      2. are                      3. have                      4. has

(ウ) May I have something ( )?

1. eat                      2. ate                      3. to eat                      4. eating

(エ) My sister did her homework ( ) dinner.

1. after                      2. in                      3. with                      4. on

問4 次の(ア)~(エ)の対話が完成するように、( ) 内の五つの語から四つを選んで正しい順番に並べたとき、その ( ) 内で1番目と3番目にくる語の番号をそれぞれ答えなさい。文頭にくるべき語も小文字にしています。(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。)

(ア) A: What sports did ( 1. watch 2. watching 3. enjoy 4. last 5. you ) weekend?

B: Tennis and baseball. The games were exciting.

(イ) A: Where is the bookstore? I can't find it on the map.

B: OK. I'll ( 1. the 2. tell 3. say 4. way 5. you ) there.

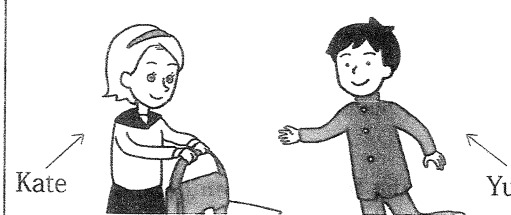
(ウ) A: ( 1. open 2. I 3. opening 4. must 5. the ) window? I feel so cold.

B: I know, but we need to do that.

(エ) A: Are you going to the town festival tomorrow, Mary?

B: I have to finish my homework, so I ( 1. tomorrow 2. didn't 3. go 4. won't 5. there ).

問5 次のA～Cのひとつづきの絵と英文は、ユウジ (Yuji) 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。

<p>A</p>  <p>Kate Yuji</p>	<p>＜最初の英文＞</p> <p>One morning, Kate came to school after a week of *absence. She *was away for the tennis *tournament. Yuji found her in class and ran to her.</p>
<p>B</p>  <p>Kate Yuji</p>	<p>Kate said, "Hi, Yuji. I became a *champion!" Then, Yuji said, " *Congratulations, Kate! "  <input type="text"/> to be a champion?"</p>
<p>C</p>  <p>Kate Yuji</p>	<p>Kate said, "Four games. *Each game was hard for me." Yuji said, " *You did it! I'm so happy, too."</p>

\* absence : 欠席      was away for ～ : ～のために不在だった  
 tournament : トーナメント, 勝ち抜き試合      champion : 優勝者  
 Congratulations! : おめでとう!      Each : それぞれの      You did it! : よくやったね!

＜条件＞

- ① games と did と play 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6語で書くこと。
  - ③ to be a champion? 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。

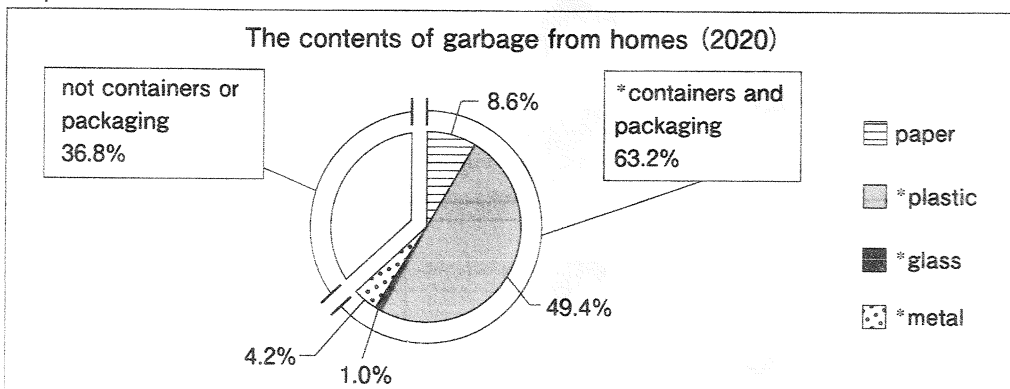
問6 次の英文は、中学生のトモヤ(Tomoya)が英語の授業でクラスの生徒に向けて行ったスピーチの原稿です。英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

Hello, everybody. I am Tomoya. Today, I am going to talk about \*garbage in Japan. We \*throw away about 1kg of garbage \*per \*person per day in Japan. The \*population of Japan is about 120 \*million, so we have about 120,000 \*tons of garbage every day.

We have two ways to \*dispose of garbage in Japan. Using \*landfills and \*burning garbage. \*However, we don't have \*enough landfills, and burning garbage \*emits \*CO<sub>2</sub>. We should \*reduce or \*recycle garbage.

( ① ) I wanted to know, so I \*searched on the Internet. Then I found this. Please look at the \*graph. It shows the \*contents of garbage from homes.

Graph



(環境省「令和2年度調査 容器包装廃棄物の使用・排出実態調査」をもとに作成)

About 63% of the garbage is containers and packaging. The \*materials of the containers and packaging are paper, plastic, glass and metal. They are \*resources, so we can recycle them. If we recycle them, we can reduce garbage. Japan has the \*Containers and Packaging Recycling Law, and we have to \*separate containers and packaging \*according to the materials. If [ ], we can't recycle them.

( ② ) I don't think so. I enjoy it because it is like a game. I watch the name of the material on a container or packaging and the \*list for garbage separation in my town. Then, I separate the garbage. I think separating garbage is fun.

If you don't like separating garbage, please \*think of it as a game. By doing so, we can reduce garbage. ( ③ ) If you do, please tell me.

Thank you for listening.

\*garbage : 家庭ごみ      throw away ~ : ~を捨てる      per ~ : ~につき  
 person : (1人の)人      population : 人口      million : 百万      tons : トン  
 dispose of ~ : ~を処理する      landfills : 埋め立て地      burning ~ : ~を焼却すること  
 However : しかしながら      enough : 十分な      emits ~ : ~を排出する

CO<sub>2</sub>：二酸化炭素      reduce ～：～を減らす      recycle ～：～をリサイクルする  
 searched ～：～を調べた      graph：グラフ      contents：中身  
 containers and packaging：容器包装      plastic：プラスチック      glass：ガラス  
 metal：金属      materials：原材料      resources：資源  
 Containers and Packaging Recycling Law：容器包装リサイクル法  
 separate ～：～を分別する      according to ～：～に従って  
 list for garbage separation：家庭ごみ分別表      think of ～ as …：～を…だと思う

(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. Do you have any other good ideas to separate garbage?  
 B. What do people in Japan throw away at home?  
 C. Do you think separating garbage is difficult?

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 know much about separation  
 2. we have the law  
 3. we don't separate them  
 4. we want to reduce garbage

(ウ) 次の a ～ f の中から、トモヤ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. People in Japan throw away 120,000 tons of garbage every year.  
 b. We should not burn garbage, so we should make a lot of landfills.  
 c. About 50% of garbage from homes is plastic.  
 d. We have to change plastic containers and packaging to paper.  
 e. We can find the name of the material on a container or packaging.  
 f. Tomoya doesn't like separating garbage because it takes time.

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

問7 次の(ア)の英文と地図 (Map), (イ)の英文の記事 (Article) とグラフ (Graph) について、それぞれあとの質問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)

*Hiromu is working as a \*guide at Midori Zoo. He helps \*visitors at the zoo. Amy is an \*exchange student from New Zealand and is visiting the zoo. Hiromu is talking to Amy near the \*entrance now.*

Hiromu : Welcome to Midori Zoo. May I help you?

Amy : Oh, I want to join the \*event of \*lovebirds.

Hiromu : It starts at one o'clock, so you still have two hours. Do you want to see the other animals before the event?

Amy : Well, where can I have lunch?

Hiromu : You can have lunch at the \*cafe in the zoo.

Amy : I'll go there before the event. What other animals do you \*recommend?

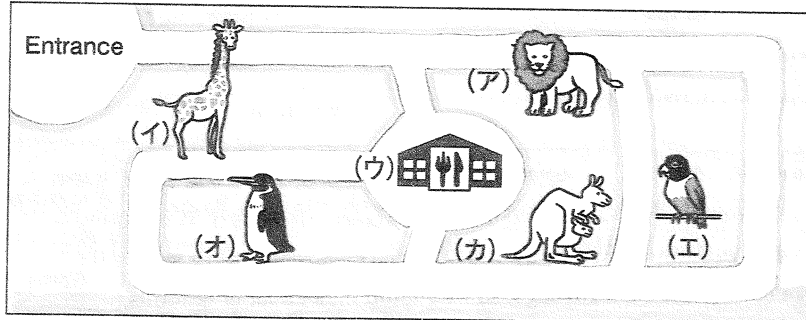
Hiromu : Today, we also have an event of \*penguins. It starts at eleven fifteen. If you take the animal bus, you can get there \*in five minutes.

Amy : Thank you. Before lunch, I will join that event.

Hiromu : Here is a map.

Amy : Thank you so much.

Map



\*guide : ガイド      visitors : 来訪者      exchange student : 交換留学生

entrance : 入り口      event : イベント, 催し物      lovebirds : ボタンインコ

cafe : カフェ, 食堂      recommend ~ : ~を勧める      penguins : ペンギン

in ~ : ~以内に

質問 : Which places will Amy visit on the map?

1. (エ) → (ア) → (ウ)      2. (エ) → (オ) → (カ)      3. (オ) → (ウ) → (カ)
4. (オ) → (ウ) → (エ)      5. (カ) → (イ) → (エ)



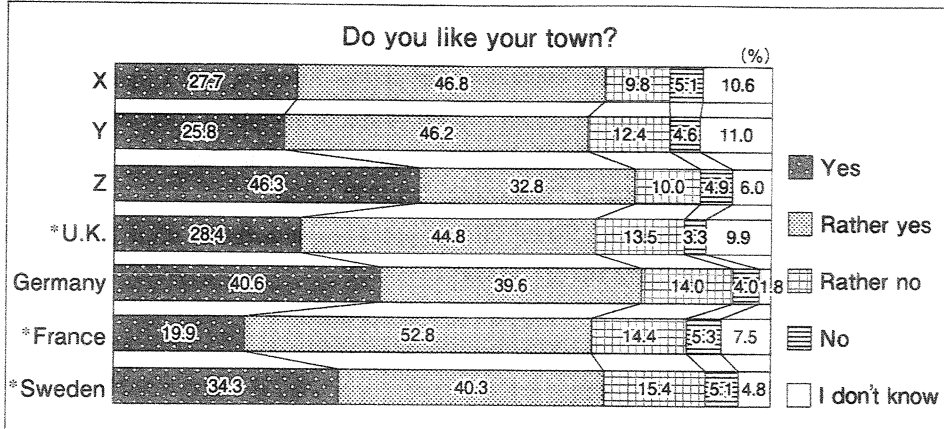
(1)

Yuka wants to write about young people and their towns in the world. She found an article and a \*graph about the \*topic on the Internet.

### Article

Do you like your town? A thousand young people in \*each of the seven countries \*answered this question. \*More than 70% of them answered, "Yes" or "Rather yes." We can say that young people today like their \*communities and they are interested in them. \*Germany has the \*largest number of young people to answer "Yes" or "Rather yes", and America has the \*second largest number. \*On the other hand, \*Korea has the \*lowest number. 14.9% of young people in America and Japan answered, "Rather no" or "No." What were their \*reasons? We will \*explain this in the next article.

### Graph



(内閣府「我が国と諸外国の若者の意識調査」平成30年度より作成)

\*graph : グラフ      topic : トピック, 話題      each : それぞれの  
 answered : 答えた      More than ~ : ~以上の      Rather : どちらかと言うと  
 communities : 地域社会      Germany : ドイツ      largest : 最も多い  
 second largest : 2 番目に多い      On the other hand : 一方で      Korea : 韓国  
 lowest : 最も少ない      reasons : 理由      explain ~ : ~を説明する  
 U.K. : イギリス      France : フランス      Sweden : スウェーデン

質問 : How many young people in Japan answered "I don't know"?

1. 48.      2. 60.      3. 75.      4. 99.      5. 106.

問 8 次の英文を読んで、あとの(ア)～(ウ)の問いに答えなさい。

*Shota, Miwa, and Aya are Aoba High School students. They are talking in the classroom after school. Then, Ms. Smith, their English teacher, talks to them.*

Ms. Smith : What are you talking about, Shota, Miwa and Aya?

Shota : We are talking about Japanese \*expressions like *wai-wai*, *waku-waku*, and *doki-doki*.

Miwa : My friend, Susan, says these words are difficult to understand. So she must always ask the \*meaning when she hears new words like these.

Ms. Smith : ① Me too, Miwa. Oh, that will be a good \*topic for the next English class. These words \*are called “\*onomatopoeia,” but it’s *onomatope* in Japanese, right?

Aya : Yes. I looked for “onomatopoeia” on the Internet, and I found we had ② two kinds. One is a word for animal \*cries or sounds of something, for example, the \*siren of an \*ambulance or a police car. The other is a word to \*express people’s feelings or \*situations, \*as Shota said.

Ms. Smith : Very good, Aya. Then, I’ll ask you some questions. Can you \*answer the meaning of the word “\*meow?”

Miwa : Is it a cat’s cry? We say *nya-nya* in Japanese.

Ms. Smith : Good, Miwa. How about this? “\*Baa baa.”

Aya : Is it a \*cow’s cry?

Ms. Smith : No, it’s not.

Shota : Is it a \*sheep’s cry? I read an English \*picture book for my \*older sister’s baby, and the cry of the sheep sounded like that.

Ms. Smith : Shota, you’re right. In Japanese, you say something like “may.” They are \*completely different.

Miwa : \*By the way, the word “\*irritated” sounds like *ira-ira*, so \*that’s how I \*remember that word.

Ms. Smith : I think your way of learning another language is nice. \*Connecting words is important when you can’t remember a word.

Shota : How about studying more about “onomatopoeia” to learn more English? I’d like to think about it more in our class.

Aya : Yes. I think the word *wai-wai* sounds like the English word “wow.” The sounds and the meanings are \*similar. There are many words to connect to each other.

Ms. Smith : Thank you so much for the nice idea, Aya. Will you tell me if you find more of ③ these kinds of words? This is not your homework. It’s our new \*project to learn English and Japanese.

Shota, Miwa, and Aya : OK!

\*expressions : 表現      meaning : 意味      topic : トピック, 話題  
 are called ~ : ~と呼ばれている      onomatopoeia : オノマトペ (擬声語, 擬態語)  
 cries : 鳴き声      siren : サイレン      ambulance : 救急車  
 express ~ : ~を表現する      situations : 状況      as ~ : ~のような  
 answer ~ : ~を答える      meow : ニャー (鳴き声)      Baa : バー (鳴き声)  
 cow's : ウシの      sheep's : ヒツジの      picture book : 絵本      older sister's : 姉の  
 completely : 完全に, まったく      By the way : そういえば  
 irritated : いらいらしている      that's how ~ : そのようにして~  
 remember ~ : ~を覚えている      Connecting ~ : ~を結びつけること  
 similar : 似ている      project : プロジェクト

(ア) 本文中の——線①の内容を表したものと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. Ms. Smith writes the new words like those when she hears them.
2. Ms. Smith asks the meaning of the new words like those when she hears them.
3. Ms. Smith practices the new words like those many times when she hears them.
4. Ms. Smith soon uses the new words like those when she hears them.

(イ) 本文中の——線②と——線③が表す内容を, ②はア群, ③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.  
 new sounds  
 and  
 new words

B.  
 animal cries or sounds of something  
 and  
 people's feelings or situations

C.  
 questions  
 and  
 answers

イ群

X.  
 ・ "irritated" and *ira-ira*  
 ・ "wow" and *wai-wai*

Y.  
 ・ "meow" and "baa"  
 ・ "meow" and "may"

Z.  
 ・ "Onomatopoeia" and *Onomatope*  
 ・ "cow" and "wow"

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

(ウ) 次の a ～ f の中から、本文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. Shota, Miwa, and Aya are talking about some Japanese words to show people's feelings or situations.
- b. Miwa's friend likes to use words like *waku-waku* because she likes the sound of the words.
- c. Shota read an English picture book for his older sister's baby and found the sheep's cry in it.
- d. Ms. Smith thinks that we should remember the meaning of the words first when you learn a language.
- e. Aya says that connecting English words and Japanese words is difficult.
- f. Ms. Smith gave the three students homework to remember English words.

1. a と c

2. a と f

3. b と d

4. b と e

5. c と e

6. c と f

7. d と e

8. d と f