

六甲学院 中学2年 | 2学期中間試験対策

Reading 総合問題① | Lesson 6「Forests in Sumatra」

A Lecture on Forests in Sumatra(p.86～87)

氏名[] 得点[/88] 解答時間 30 分

次の英文を読み、本文中の設問に答えなさい。

A Lecture on Forests in Sumatra

Sumatra is an (ア:島) _____ in Indonesia. It (1)[forests / famous / its / for / beautiful / is] and the (イ:多様性) _____ of animals there. (A) Some animals, such as the Sumatran elephant and the Sumatran tiger, can only be found there.

But (2)[half / were / more / forests / of / those / than] lost between 1985 and 2016. Are you (a) _____ (surprise) to know that? (B) If we don't stop the destruction of the forests now, perhaps you will not be able to see any forests at all when you grow older.

Now, look at this chart. The world (3)[forest / losing / year / is / each / land]. The most was (b) _____ (lose) in Brazil — about 1,496,000 (ウ:ヘクタール) _____ each year between 2010 and 2020! This is the size of (4)[third / farm / one / all / of / the / about] land in Japan. In Indonesia, about 753,000 hectares of forest were (c) _____ (lose) each year during the same time. That is a (エ:損失・減少) _____ of about the size of 11 Lake Biwas!

Why is the world (d) _____ (lose) forests? Because a lot of trees (5)[down / every / cut / are / year]. (C) The trees are made into paper and other products. Most of the paper is (e) _____ (use) in Japan, Europe and North America. Also, people cut down trees and (f) _____ (burn) the forests (オ:違法に) _____ to make farms.

(D) The loss of forests causes other problems, such as heavy floods and global warming. Animals (g) _____ (lose) their homes, too. Let's (h) _____ (do) some (カ:調査・研究) _____ about one of these problems.

設問

[1]下線部和訳<30 点>

本文中の下線部 (A)～(D) を日本語に訳しなさい。

(A) 7点 (B) 9点 (C) 6点 (D) 8点

[2]整序英作文<30 点>

本文中の (1)～(5) の〔 〕内の語句を並べかえ、正しい英文にしなさい。すべての語句を1回ずつ使用すること。(各6点)

[3]語形変化<16 点>

本文中の (a)～(h) の空所に、直後の()内の語を文法的に適切な形に直して書きなさい。変化させる必要がない場合は、そのまま書くこと。(各2点)

[4]単語・熟語<12 点>

本文中の (ア)～(カ) の空所に、示された日本語の意味に合う英単語を書きなさい。(各2点)

解答

[1]下線部和訳

- (A) スマトラゾウやスマトラトラなど、一部の動物はそこでしか見ることはできません。
- (B) もし私たちが今、森林の破壊を止めなければ、皆さんがもっと大人になったときには、森林をまったく見られなくなるかもしれません。
- (C) 木は紙やその他の製品に加工されます。
- (D) 森林の減少は、大規模な洪水や地球温暖化など、ほかの問題も引き起こします。

[2]整序英作文

- (1) is famous for its beautiful forests
- (2) more than half of those forests were
- (3) is losing forest land each year
- (4) about one third of all the farm
- (5) are cut down every year

[3]語形変化

- (a) surprised (b) lost (c) lost (d) losing
- (e) used (f) burn (g) lose (h) do

[4]単語・熟語

- (ア) island (イ) variety (ウ) hectares
- (エ) loss (オ) illegally (カ) research

[4]の日本語をすべて本文中の空所番号の直後に移しました。これにより、本文を読みながら日本語を手がかりに英単語を書き込めます。

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Reading 総合問題② | Lesson 6「Forests in Sumatra」

A Speech About the Sumatran Rhino(p.88～89)

氏名[] 得点[/100] 解答時間 30 分

次の英文を読み、本文中の設問に答えなさい。

A Speech About the Sumatran Rhino

I'm going to make a (ア:スピーチ) _____ about the Sumatran rhino. The Sumatran rhino (1)[rhino / smallest / the / is / the] in the world. It likes (a) _____ (live) in forests because it can find its favorite foods there, such as fruit, tree branches and leaves. There were a lot of rhinos in the forests of Sumatra long ago, but there are (2)[80 / less / of / than / them] now. (A) They are in danger of extinction.

Why is the number of Sumatran rhinos (b) _____ (get) smaller now? First, they are (c) _____ (lose) their homes because there are (d) _____ (few) forests now. (B) In order to make a living, some people make farms in the forests by cutting down and burning the trees illegally. Second, some people hunt and (e) _____ (kill) the rhinos to sell their (イ:角) _____. The horns are (f) _____ (sell) at high prices, so (3)[end / hunting / illegal / is / no / there / to].

What can we do to (ウ:救う) _____ the Sumatran rhino? One good example (4)[Japan / shown / WWF / by / is]. They are (g) _____ (try) to work with WWF Indonesia and local people to stop illegal (エ:活動) _____ in the forests, such as cutting down trees, making farms in the (オ:保護された) _____ areas and killing wild animals. (C) As part of these efforts, local people help the WWF by patrolling the forests to stop illegal cutting or hunting. In return, they are (h) _____ (give) land to farm legally. (D) By working with local people, the WWF tries to make sure that no illegal activities occur in the forests.

(5)[the forests / of Sumatra / Protecting / important / is] for the (カ:保護) _____ of the Sumatran rhino.

設問

[1]下線部和訳〈30 点〉

本文中の下線部 (A)～(D) を日本語に訳しなさい。

(A) 5点 (B) 9点 (C) 8点 (D) 8点

[2]整序英作文〈30 点〉

本文中の (1)～(5) の〔 〕内の語句を並べかえ、正しい英文にしなさい。(各6点)

[3]語形変化〈24 点〉

本文中の (a)～(h) の空所に、直後の()内の語を適切な形に直して書きなさい。

変化させる必要がない場合は、そのまま書くこと。(各3点)

[4]単語・熟語〈16 点〉

本文中の (ア)～(カ) の空所に、示された日本語の意味に合う英単語を書きなさい。

(ア)～(エ)は各3点、(オ)(カ)は各2点。

解答

[1]下線部和訳

- (A) 彼らは絶滅の危機にあります。
- (B) 生計を立てるために、一部の人々は違法に木を切り倒して燃やすことで、森林の中に農地を作っています。
- (C) こうした取り組みの一環として、地元の人々は違法な伐採や狩猟を止めるために森林を巡回し、WWF を支援しています。
- (D) 地元の人々と協力することで、WWF は森林内で違法な活動が起こらないように努めています。

[2]整序英作文

- (1) is the smallest rhino
- (2) less than 80 of them
- (3) there is no end to illegal hunting
- (4) is shown by WWF Japan
- (5) Protecting the forests of Sumatra is important

[3]語形変化

- (a) living (b) getting (c) losing (d) fewer
- (e) kill (f) sold (g) trying (h) given

[4]単語・熟語

- (ア) speech (イ) horns (ウ) save
- (エ) activities (オ) protected (カ) protection

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Reading 総合問題③ | Lesson 7「Food Waste in Japan」

Reading(p.102~105)

氏名[] 得点[] /100] 解答時間 40 分

次の英文を読み、本文中の設問に答えなさい。

Food Waste in Japan

Hello, everyone. Today, I would like to talk about the (ア:深刻な) _____ problems of food waste in Japan. (A) By the end of this talk, I hope you will be more interested in the topic.

First, please take a look at this picture. It is a picture of a large (イ:量) _____ of ehomaki in a garbage container. Stores and factories (1)[away / them / threw] after setsubun. Social media (a) _____ (show) this picture and it (b) _____ (shock) many people. Have you (c) _____ (see) this kind of photo before?

(B) This is a typical case of “food waste”; food is thrown away even though it can be eaten. The total amount of food waste in 2019 in Japan was over six million tons! That’s about 50 kilograms per person in a year.

Next, please take a look at this chart. More than half the food waste (2)[from / the food industry / comes], such as factories, stores and restaurants. The rest comes from (ウ:個々の) _____ homes.

The Japanese government (3)[trying / to reduce / has / food waste / been]. But restaurant owners are (d) _____ (worry) about losing customers if they don’t serve as much food as before. So they continue to serve a lot of food. At home, people believe that “freshness” is important, so they (エ:避ける) _____ buying or using old food though it can still be (e) _____ (eat). (C) Because of these actions, a lot of food is thrown away.

However, people’s thinking may be (f) _____ (change) little by little. After people saw the shocking photo of the ehomaki, they became more (オ:気づいている) _____ of food waste. In order to (カ:減らす) _____ waste, some stores have (g) _____ (stop) selling so much food, such as ehomaki in February or unagi in July. (D) Also, major convenience stores have been selling

rice balls, lunchboxes and sandwiches at discount prices just before their best before date.

In addition, Japan (4){various programs / started / to introduce / has}. One of these programs is the “NO-FOODLOSS PROJECT.” By using unique logos with the “loss-non” character, they are trying to (キ:知らせる) _____ people about this serious situation.

Lastly, I would like to talk about other projects such as food banks and mobile apps.

Second Harvest Japan is Japan’s first (ク:全国的な) _____ food bank. They collect (ケ:余った) _____ food and (5){it / people / provide / in need / to}. They are also trying to increase “pick-up locations” in Tokyo and other areas. (E) Through this system, people can pick up food at any time from places such as a nearby police station, fire station or hospital. Their goal is to support 100,000 people a year!

The Mottainai Food Center is a similar (コ:組織) _____. The Japanese word mottainai (h) _____ (express) a sense of regret about waste. The center collects or buys surplus food from stores and food makers. Then they give this food to support groups and to people in need. Please look at the websites of these food banks if you want to learn more about them!

Some mobile apps are also (i) _____ (use) in major cities. Stores and restaurants post pictures and prices of surplus food, and people come and buy the food at discount prices. These projects are (j) _____ (help) to reduce Japan’s serious food waste problem. (F) We all need to do our part to reduce waste. One small step can lead to great progress. So let’s start today and make a difference! Thank you for listening.

設問

[1]下線部和訳〈30 点〉

本文中の下線部 (A)～(F) を日本語に訳しなさい。(各5点)

[2]整序英作文〈25 点〉

本文中の (1)～(5) の〔 〕内の語句を正しい順序に並べかえなさい。(各5点)

[3]語形変化〈20 点〉

本文中の (a)～(j) の空所に、()内の語を適切な形に直して書きなさい。変化させる必要がない場合は、そのまま書くこと。(各2点)

[4]単語・熟語〈25 点〉

本文中の (ア)～(コ) の空所に、日本語の意味に合う英単語を書きなさい。(各 2.5 点)

解答

[1]下線部和訳

- (A) この話が終わるまでに、皆さんがこの話題にもっと興味を持ってくれることを願っています。
- (B) これは「食品ロス」の典型的な例です。つまり、まだ食べられるにもかかわらず、食べ物が捨てられているのです。
- (C) こうした行動のために、多くの食べ物が捨てられています。
- (D) また、大手コンビニエンスストアは、賞味期限の直前に、おにぎりや弁当、サンドイッチを割引価格で販売してきています。
- (E) この仕組みを通じて、人々は近くの警察署、消防署、病院などの場所から、いつでも食べ物を受け取ることができます。
- (F) 私たちは皆、食品ロスを減らすために自分たちの役割を果たす必要があります。小さな一歩が大きな進歩につながる可能性があります。

[2]整序英作文

- (1) threw them away
- (2) comes from the food industry
- (3) has been trying to reduce food waste
- (4) has started to introduce various programs
- (5) provide it to people in need

[3]語形変化

- (a) showed (b) shocked (c) seen (d) worried (e) eaten
(f) changing (g) stopped (h) expresses (i) used (j) helping

[4]単語・熟語

- (ア) serious (イ) amount (ウ) individual (エ) avoid (オ) aware
(カ) reduce (キ) inform (ク) nationwide (ケ) surplus (コ) organization

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Reading 総合問題④ | Lesson 8「Skating for Peace」

Reading(p.116～119)

氏名[] 得点[] /100] 解答時間 40 分

次の英文を読み、本文中の設問に答えなさい。

① Introduction

(A) Taking part in the Olympic Games is every athlete's dream. Why do people make a special (ア:努力) _____ to take part in the Olympic Games? — To win a gold medal or to (イ:達成する) _____ another goal?

Katarina Witt was a very popular figure skater from the (ウ:以前の) _____ East Germany. She (1)[ice skating / at the age of five / started]. She soon became good at skating, and (a) _____ (eventual) she won two Olympic gold medals in women's figure skating: one at the Sarajevo 1984 Winter Games, and the other at the Calgary 1988 Winter Games. (B) After the Winter Games in Calgary, she retired and enjoyed herself as a professional skater for several years. However, in 1994, she (b) _____ (return) to (エ:競技の) _____ skating to take part in the Olympics.

② What Happened in 1994?

The 1994 Olympic Winter Games (2)[in Lillehammer, Norway / held / were]. The President of the IOC (c) _____ (open) the Olympic Games with a moment of (オ:黙とう・沈黙) _____, because Sarajevo, the (カ:開催地) _____ city for the Games ten years before the Lillehammer Games, was (d) _____ (suffer) from civil war then. (C) He delivered a strong message to the world: "Please stop the fighting. Stop the killing, and drop the guns." All of the athletes were (e) _____ (disappoint) at the war. Katarina was one of them.

The History of Sarajevo

Sarajevo, the (キ:首都) _____ of Bosnia and Herzegovina, is a good place for winter sports. In 1984, the Olympic Winter Games (3)[there / held / were]. Many stadiums were (f) _____

(build) throughout the city, and people were very (g) _____ (pride) of the Games. However, the Bosnian War (ク:勃発した) _____ in 1992. It was less than ten years after the Olympic Games. (D) Three ethnic groups with different religions started to fight against each other because two of them wanted to become independent from the former Yugoslavia but the other didn't. Many people were (h) _____ (kill) and Sarajevo became a (ケ:血なまぐさい) _____ battlefield. The former Olympic stadiums were (i) _____ (destroy) in the war, and some of them even became (コ:墓地) _____.

③ On the Stage at Lillehammer

In the free skating competition at the Lillehammer Games, Katarina performed to the song, "Where Have All the Flowers Gone?" The song (4)[in 1955 / written / was], and became famous all over the world for its anti-war words and simple melody. In this song, the words "When will they ever learn?" are (j) _____ (repeat) over and over again. (E) The message of this line is that war is stupid, and that people learn nothing useful from war. Since this song was well known to the audience, they (k) _____ (understand) her feelings during the performance, even without the words.

Katarina didn't mind (l) _____ (lose) the competition. (F) She performed for the purpose of sending a message of peace to the world. She expressed her anger against war and her hopes for the future as well. After Lillehammer, Katarina said, "I won my first Olympic gold medal in Sarajevo. It is a place of memories for me. Sadly, it was (m) _____ (destroy) in the Bosnian War. So I performed to that song (5)[for peace / in order to / to all people / call / of the world]." Her performance moved people all over the world, and as a result, she ended up in seventh place. She played an important role as a messenger of peace in the Olympics.

設問

[1]下線部和訳<30 点>

本文中の下線部 (A)～(F) を日本語に訳しなさい。(各5点)

[2]整序英作文<25 点>

本文中の (1)～(5) の〔 〕内の語句を並べかえ、正しい英文にしなさい。(各5点)

[3]語形変化<26 点>

本文中の (a)～(m) の空所に、()内の語を適切な形に直して書きなさい。変化させる必要がない場合は、そのまま書くこと。(各2点)

[4]単語・熟語<19 点>

本文中の (ア)～(コ) の空所に、日本語の意味に合う英単語を書きなさい。(ア)～(ケ)は各2点、(コ)は1点。

解答

[1]下線部和訳

- (A) オリンピックに参加することは、すべての選手の夢です。
- (B) カルガリー冬季オリンピックの後、彼女は引退し、数年間プロスケーターとしての活動を楽しみました。
- (C) 彼は世界に向けて強いメッセージを伝えました。「どうか戦いをやめてください。殺し合いをやめ、銃を捨ててください。」
- (D) 異なる宗教を持つ3つの民族集団が互いに戦い始めました。というのも、そのうち2つの集団は旧ユーゴスラビアから独立することを望んでいましたが、もう1つの集団は独立を望んでいなかったからです。
- (E) この一節が伝えるメッセージは、戦争は愚かなものであり、人々は戦争から何も役に立つことを学ばないということです。
- (F) 彼女は世界に平和のメッセージを送るために演技をしました。

[2]整序英作文

- (1) started ice skating at the age of five
- (2) were held in Lillehammer, Norway
- (3) were held there
- (4) was written in 1955
- (5) in order to call for peace to all people of the world

[3]語形変化

- (a) eventually (b) returned (c) opened (d) suffering
- (e) disappointed (f) built (g) proud (h) killed
- (i) destroyed (j) repeated (k) understood (l) losing (m) destroyed

[4]単語・熟語

- (ア) effort (イ) accomplish (ウ) former (エ) competitive
- (オ) silence (カ) host (キ) capital (ク) broke out
- (ケ) bloody (コ) graveyards