

# 英検<sup>®</sup>準 2 級

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## 実 力 養 成

2024  
Summer

準 2 級

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## Day 1

### A. 名詞

名詞は、人・動物・ものなどの名称を表す。名詞は、大きく可算か不可算名詞かに分けられ、数えられるかによって冠詞（a, an もしくは無冠詞）の付け方や複数形の有無が変わる。

#### A-1 可算名詞と不可算名詞

	可算名詞	不可算名詞
境界線	明瞭	不明瞭
途中で切ると…	性質が変わる	どこで切っても性質が同じ
複数形	ある	ない
具体例	apple, song, person	chocolate, water, meat

- 冠詞と複数形の使い分け
- ‘a bicycle’ = 「（世の中にたくさんある自転車の中からランダムに選ばれた）一台の自転車」  
There is nothing but **a bicycle** in the garage.
- ‘bicycles’ = 「自転車一般」「自転車というもの」  
**Bicycles** are not hard to get.
- ‘the bicycle’ = 「（話し手・聞き手が共に知っている）特定の自転車一台」  
I see a red bicycle over there. **The bicycle** looks old, though.
- ‘the bicycles’ = 「（話し手・聞き手が共に知っている）特定の自転車複数台」  
**The bicycles** you have are expensive, aren't they?

#### A-2 不可算名詞の数え方

<単位 + of + 名詞> を使って量を表すことができる。

- a bag of ~ : 「一袋の～」 ‘a bag of flour’
- a bottle of ~ : 「ボトル一本の～」 ‘five bottles of water’
- a cup of ~ : 「コップ一杯の～」 ‘two cups of coffee’
- a piece of ~ : 「ひとかけらの～、ひとまとまりの～」 ‘a piece of paper’ ‘a piece of information’
- a spoon(ful) of ~ : 「スプーン一杯分の～」 ‘two spoons of sugar’

## A-3 名詞の数量表現

some / any / no / (a) little / (a) few / much / many / a lot of 等をともなう。

**Some** birds cannot fly. 「飛べない鳥（の種類）もいる。」

**Any** opinion is okay. Do you have **any** thoughts? 「どんな意見でも大丈夫です。何か考えはありますか？」

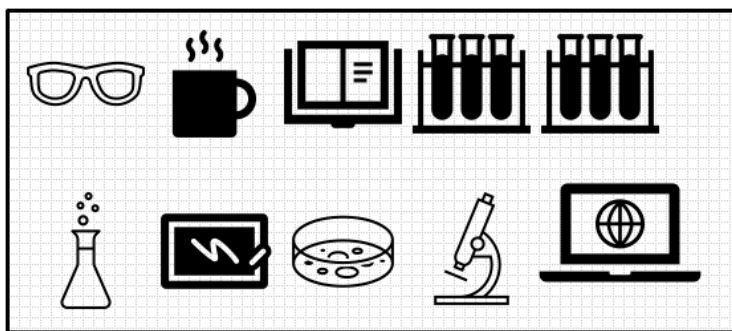
## In-class questions

以下の問いは授業内で演習を行うので宿題は必要ありません。

[1] 以下の単語のうち不可算名詞を○で囲みなさい。

homework	banana	shoe	coffee
dictionary	professor	information	family
luggage	egg	meat	class
group	furniture	tomato	floor
iron	advice	desk	education
assistant	textbook	science	water
butter	page	window	news

[2] 下の図は Amy が使用していたテーブルの様子です。適切な単語を入れ、説明を完成させなさい。



1. On Amy's table, there is \_\_\_\_\_ pair of glasses. \_\_\_\_\_ glasses are white.
2. There is also \_\_\_\_\_ cup of coffee. I remember she likes coffee. \_\_\_\_\_ cup is made of wood.
3. It seems that she was doing \_\_\_\_\_ experiment (実験). \_\_\_\_\_ experiment probably isn't finished yet.

4. Amy is fond of new technology. For example, she has \_\_\_\_\_ black tablet and \_\_\_\_\_ laptop on the table.
5. \_\_\_\_\_ liquid (液体) in \_\_\_\_\_ flask (フラスコ) is still bubbling.
6. She probably records every bit of information using \_\_\_\_\_ notebook and \_\_\_\_\_ laptop.

## B. 代名詞

代名詞は名詞の代わりとして、文中で主語、補語、目的語として働く。

### B-1 人称代名詞

格		主格	所有格	目的格	所有代名詞	再帰代名詞
人称	意味	～は	～の	～に、～を	～のもの	～自身
	働き	主語	名詞修飾	目的語	単独で使う	単独で使う
1 人称	単	I	my	me	mine	myself
	複	we	our	us	ours	ourselves
2 人称	単	you	your	you	yours	yourself
	複	you	your	you	yours	yourselves
3 人称	単	he	his	him	his	himself
		she	her	her	hers	herself
		it	its	it	-	itself
	複	they	their	them	theirs	themselves

- 二重所有格：<of + 所有代名詞>

‘a friend of mine’ 「私の一人の友達」      ‘~~a my friend~~’

‘pretty dresses of yours’ 「あなたの素敵なドレス」

### B-2 再帰代名詞の慣用的表現

‘by oneself’ 「単独で、一人で」

‘for oneself’ 「独力で（自分のために）」

### B-3 その他の代名詞

- 指示代名詞：「これ」「あれ」のような指示表現

this / these / that / those / same / such / so

- 不定代名詞：不特定の人や物を表す代名詞

- 単純型：one / some / any / all / each / every / both / none / either / neither

You have so many books. Do you mind if I borrow **one**? 「一つ借りてもいい?」

**Some** are healthy while **others** have poor health.

健康な人がいれば、不健康な人もいる。

Among the five of them, **one** was old, **another** (was) even older, and **the others** (were)

very young.

彼ら 5 人のうち、ある一人は高齢で、また一人はそれよりさらに高齢で、残りはとても若かった。

Jim and Kelly are siblings. **Both** run one marathon a year. **Neither** (of them) smoke.

In fact, **none** of their friends smoke.

ジムとケリーは兄弟だ。両方とも一年に一度マラソンを走る。二人ともタバコを吸わない。それどころか、彼らの友 は一人もタバコを吸わない。

We met **each other** (= **one another**) on Christmas day.

私たちはクリスマスの日にお互いに会いました。

- 複合型： anybody / someone / no one / nobody / everything / nothing 等

- 疑問代名詞：代名詞の働きを持つ疑問詞。疑問文や疑問表現で用いる。

who / whose / whom / which / what



## Exercises

**Exercise 1** [ ] 内の代名詞を正しい形にして書き入れなさい。変える必要がない場合はそのまま書きなさい。

1. ( ) [he] will surely be waiting outside.
2. Have you seen ( ) [she] recently?
3. Oh no, ( ) [I] marker is out of ink. Can I use ( ) [you]?
4. Tomorrow, two friends of ( ) [I] are coming over.
5. You always tell ( ) [I] to be quiet.
6. I went to our school library. Some of ( ) [it] books seemed extremely old.
7. In my opinion, we shouldn't have our parents clean ( ) [we] room. We should clean ( ) [it] by ( ) [we].

**Exercise 2** ( ) に入る適切な語句を選びなさい。

1. A: I think schools should change their uniforms.  
B: Yeah, I think ( it / so / same ), too.
2. This work is so boring. I have to do the ( same / another / one ) thing ( either / every / any ) day.
3. The researchers disagree with ( each / one / every ) other about the result of the study.
4. A: Do you remember ( what / nothing / anything ) from the time when you were three years old?  
B: No. I remember ( nothing / anything / none ).
5. Ryota and Rie are good friends. ( Either / Neither / Both ) of them are in high school.  
( None / Neither / Not both ) of them like mathematics. However, when ( either / both / any ) of them needs help with homework, the ( another / other / others ) is always there to help.

## C. 前置詞

名詞、代名詞（目的格）、動名詞の前に置いて、後続の名詞とともに形容詞句や副詞句を作ることができる。

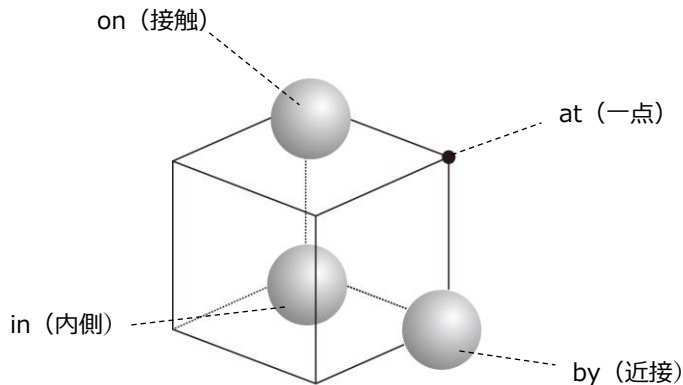
'on the wall', 'in the house', 'by hitting the ball', 'with Mary', 'without pencils', etc.

### C-1 基本の前置詞

	基本イメージ	用途 1	用途 2
at	ある 1 点で～	'at the market' 'at 10 o'clock'	'He's good at tennis.' 「テニスが得意だ」
in	～の中に	'in Tokyo' 'pain in her leg'	'a soldier in a uniform' 「制服を着た」
on	接触	'a poster on the wall' 'I live on Blue Street.'	'Decisions depend on you.' 「君次第だ」
from	起点、出発点	'from A station to B' 'I'm from Japan.'	'Cheese is made from milk.' 「牛乳からできている」
to	方向、到達点	'He ran to the door.'	'an announcement to customers' 「お客様へのアナウンス」
for	方向、目的	'What are you here for?' - 'For exercising.'	'We left for Tokyo.' 「東京へ出発した」
with	つながり、共存	'with my parents' 'a house with a garden'	'You dug with a shovel.' 「シャベルで掘った」
of	分離、所属	'in the east of Tokyo' 'a captain of a ship'	'He died of cancer.' 「ガンが原因で」
by	近接	'a house by a lake' 'pass by the sea'	'by (taking a) bus' 「バスを（交通手段として）使って」
as	～として	'work as a teacher'	'I see you as a friend.' 「友達として見ている」



## C-2 代表的な前置詞のイメージ



## C-3 その他の前置詞

- before : ~の（時間的に）前に ↔ after : ~の後に
- about ≡ (a)round : ~について、~の周りに
- along : ~（細長いもの、場所）に沿って
- against : ~に反して、対して
- between ≡ among : (よく 'between A and B' 'among 複数名詞' の形で) ~の間で
- through : ~（もの、期間）を通過して、通して ≡ across : ~を横断して
- over : ~の上に、~以上 ↔ under : ~の下に、~未満
- above : ~（もの、基準）より上 ↔ below : ~より下
- beyond : ~の向こうへ、~を超えて
- until (till) : ~（ある期限）まで
- into : ~の中へ ↔ out of : ~の中から
- onto : ~の上に向かって
- in front of : ~（もの、人）の前に ↔ behind : ~の後ろに
- like : ~のような、~と同様に
- off : ~を離れて
- toward(s) : ~に向かって
- up : 上へ ↔ down : 下へ
- within : ~以内に、~の内部に ↔ without : ~なしで
- during : ~（ある出来事、期間）の間
- outside : ~の外に

## C-4 群前置詞

- according to ~ : ~によると、~に従うと
- as for / as to ~ / with regard to ~ : ~に関しては
- because of ~ / due to ~ : ~のために、~のせいで
- thanks to ~ : ~のおかげで、~のせいで
- instead of ~ : ~の代わりに、~ではなく
- by means of ~ : ~によって、~という手段で
- in case of ~ : 万一~の場合は、~に備えて
- in spite of ~ ( = despite ~ ) : ~にも関わらず
- in terms of ~ : ~の点で言えば



## Exercises

**Exercise 3** 日本語に合うように、空欄に前置詞を入れなさい。

1. \_\_\_\_\_ 10 a.m. 「10 時に」
2. \_\_\_\_\_ saying goodbye 「さよならも言わずに」
3. \_\_\_\_\_ taxi 「タクシーを使って」
4. made \_\_\_\_\_ real wood 「本物の木材で作られています」
5. made \_\_\_\_\_ Chiba 「千葉で作られた」
6. go \_\_\_\_\_ the post office. 「郵便局を通り過ぎて」
7. \_\_\_\_\_ winter vacation 「冬休み中に」
8. \_\_\_\_\_ 10 hours from now 「今から 10 時間以内に」
9. get angry \_\_\_\_\_ Jake 「ジェイクに対して（＝彼という一点に向けて）怒る」
10. see him \_\_\_\_\_ a wise person 「賢い人として彼を見ている」

11. leave Narita \_\_\_\_\_ the United States 「アメリカに向けて成田を出発する」
12. write \_\_\_\_\_ chalk 「チョークを使ってかく」
13. go \_\_\_\_\_ the river 「川に沿っていく」
14. a secret \_\_\_\_\_ you and me 「あなたと私の間での秘密」
15. depends \_\_\_\_\_ your schedule 「あなたのスケジュール次第」

**Exercise 4** 以下の選択肢に適切な前置詞を補って空欄を埋め、文を完成させなさい。

according / ~~due~~ / front of / spite of / case of / instead / thanks / terms of

1. \_\_\_\_\_ *Due* \_\_\_\_\_ ( *to* ) the bad weather, our plane will have to be canceled.
2. \_\_\_\_\_ ( ) his story, you seem to be the bad one.
3. Prepare a bag full of food ( ) \_\_\_\_\_ emergency, okay?
4. A: Kim is certainly the best athlete here. His basketball team wins every game  
\_\_\_\_\_ ( ) him!  
B: Well, but Susie can do many sports well, not just one. So, ( )  
\_\_\_\_\_ variety, she might be the best.
5. Don't play baseball ( ) \_\_\_\_\_ houses. You'll probably hit their windows one day.
6. ( ) \_\_\_\_\_ his best effort, he couldn't enter university.  
= Despite his best effort, he couldn't enter university.
7. Since we will be out of town until Friday morning, we will have our meeting on Friday night \_\_\_\_\_ ( ) on Thursday as usual.

**Exercise 5** 日本語に合うように、[ ] に前置詞、\_\_\_\_に適切な単語を書き入れなさい。

例 : Jonah expressed his opinion [with] regard [to] his friends.

ジョナは彼の友人に関して自分の意見を表明した。

1. Michael Jackson was \_\_\_\_\_ [ ] his skills in dancing and singing.  
マイケル・ジャクソンは彼のダンスと歌のスキルで有名だった。
2. Can you \_\_\_\_\_ [ ] the pool?  
プール（の端から端まで）を泳ぎきれますか？
3. James said he had studied [ ] \_\_\_\_\_ yesterday.  
ジェームズは昨日真夜中まで勉強したと言った。
4. [ ] a \_\_\_\_\_, I enjoyed bananas, but not now.  
子供のころはバナナを好んでいたが、今は違う。
5. You need to \_\_\_\_\_ [ ] the station.  
駅を通り抜けないといけない。
6. Everyone in this class is \_\_\_\_\_ [ ] math.  
このクラスはみんな数学が得意だ。
7. There will be a meeting here [ ] 10 am [ ] 12 pm.  
ここで午前 10 時から昼の 12 時までミーティングが行われる予定です。

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## Reading

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**Reading 2** 次の文章を読んで後の問いに答えなさい。

From: Emma Sato <emma19@dmil.com>

To: Mieke Owens <m.owens3@jahoo.com>

Date: August 23

Subject: Choosing a college

Hi Mieke,

How are you? It's been a while since we last exchanged emails!

I can't believe we're almost starting our senior year of high school. Recently, I began working on my college applications. I decided to apply to two colleges in Japan and two colleges in the U.S. I don't know yet whether I want to stay in Japan or study abroad, so I thought I would keep my options open.

My brother is trying to convince me to study in the U.S. He thinks that the American university system will be a better fit for me. At most American colleges, you don't need to decide your major until the end of your \*sophomore year. My brother knows I have many interests, and he says I'll have more freedom to explore my different interests at an American college.

My sister, on the other hand, thinks I should stay in Japan for college. As you know, she herself went to college in Japan. She says I can save up money by staying in Japan, since I can commute to college from home.

It's helpful to hear my siblings' opinions, but I know that ultimately, I need to make my own decision. How about you? Do you know what colleges you're applying to?

Yours truly,

Emma

\*sophomore 大学・高校の2年生

1. Emma recently

- ① started her senior year of high school.
- ② decided to study abroad in the U.S.
- ③ began working on her college applications.
- ④ saved up money.

2. Why does Emma's brother think she should study in the U.S.?

- ① She can become more independent.
- ② She can save up more money.
- ③ She can explore her many interests.
- ④ Japanese colleges won't be a good fit for her.

3. Emma thinks

- ① her siblings should stop telling her what to do.
- ② her brother's opinion is more convincing.
- ③ her siblings aren't being helpful.
- ④ she needs to make her own decision.

**Reading 3** 次の英文を読み、( )に入れるのに最も適切なものを選びなさい。

### No More Shame

Most people in South America speak Spanish. This is because Spain colonized most of South America back in the 16th century. ( 1 ), there were many different languages spoken throughout South America. For two centuries after the time Spain took over South American lands, speakers of those different languages were told that Spanish was better. These days, however, some people have started to say that is not true. One local language that is getting positive attention is called Quechua.

Most Quechua speakers live in Ecuador, Bolivia, and Peru. When the Spanish first came to South America, they learned the language so they could talk to the locals. ( 2 ), after a rebellion of the locals against the Spanish in 1780, Quechua was no longer allowed. People were told it was wrong to use Quechua, so they began to speak Spanish instead.

Now, some young people are trying to speak it again. One of them is a singer called Renata Flores. She is from a family that speaks Quechua, but she ( 3 ) it until she was 13. Her family did not think teaching her the language would give her a better life. But she wanted to understand her own culture, so she started taking lessons. She began to write songs in Quechua and she has made a lot of people interested in the language.

Flores is trying to make Quechua popular by singing good songs in the language. There are many people like her who want to show that it is beautiful, rather than something to be ashamed of.

\*colonize 植民地化する \*Quechua ケチュア語 \*rebellion 反乱

1. ① Luckily                      ② After that  
    ③ Before then                ④ In shock
2. ① Unless                      ③ Otherwise  
    ③ On time                      ④ However
3. ① did not start learning      ② wanted to listen to  
    ③ asked them to not use      ④ made herself like