

第1回 読解29問・ライティング2題

目安時間 80分

Part 1 短文の語句空所補充（15問）

() に入る最も適切な語句を、1～4の中から一つ選びなさい。

(1) The town will () the old bridge with a stronger one next year.

1. replace 2. collect 3. invite 4. borrow

(2) The restaurant is popular because it serves good food at () prices.

1. silent 2. empty 3. private 4. reasonable

(3) Please () me to call the dentist after school. I may forget.

1. refuse 2. protect 3. remind 4. prepare

(4) The school held a special () to welcome the new students.

1. surface 2. ceremony 3. factory 4. method

(5) After walking for six hours, everyone was completely ().

1. exhausted 2. patient 3. curious 4. formal

(6) The instructions were so () that I did not know what to do first.

1. peaceful 2. generous 3. familiar 4. confusing

(7) This medicine may cause some (), such as sleepiness.

1. traffic lights 2. entrance fees 3. side effects 4. school rules

(8) The company is trying to () the amount of paper it uses.

1. repeat 2. reduce 3. separate 4. celebrate

(9) The old painting is very (), so the museum keeps it in a special room.

1. valuable 2. typical 3. narrow 4. careless

(10) You should () using your phone while you are crossing the street.

1. imagine 2. include 3. accept 4. avoid

(11) Tickets are cheaper if you buy them ().

1. by mistake 2. at present 3. in advance 4. in public

(12) I took my sister's umbrella () because ours look almost the same.

1. on time 2. by accident 3. for sale 4. in danger

(13) Can you () my dog while I am away this weekend?

1. look after 2. turn over 3. bring back 4. give away

(14) Because of the storm, the school decided to () the sports festival.

1. take after 2. break into 3. call for 4. put off

(15) Many students are () learning about different cultures and often read books about them.

1. afraid of 2. famous for 3. interested in 4. similar to

Part 2 会話文の空所補充（5問）

会話の流れに合う最も適切な文を、1～4の中から一つ選びなさい。

Directions to City Hall

A: Excuse me. Is the city hall near here?
B: Yes. Walk two blocks and turn left at the bank.
A: I'm not familiar with this area.
B: Don't worry. I'm going that way, so [A].

(16) セット1 会話Aの空所 [A] に入る最も適切な文を選びなさい。

1. I can explain it on a map
2. I can show you the way
3. you should take a taxi
4. the bank may be crowded

Returning a Library Book

A: I'd like to renew this library book.
B: I'm sorry, but another person has reserved it.
A: I see. When do I have to return it?
B: [B].

(17) セット1 会話Bの空所 [B] に入る最も適切な文を選びなさい。

1. You can borrow a different book today
2. The reservation was made yesterday
3. By this Friday, please
4. The library will close early

Choosing a School Club

A: Are you going to join a club this year?
B: Yes, but I cannot decide between the art club and the science club.
A: [C]
B: I enjoy drawing more, so maybe the art club.

(18) セット1 会話Cの空所 [C] に入る最も適切な文を選びなさい。

1. Do both clubs meet after school?
2. Have you visited the science room?
3. Which club has more members?
4. Which one are you more interested in?

Changing a Restaurant Reservation

A: Hello. I have a reservation for six o'clock tonight.
B: May I have your name, please?
A: It's Yuki Tanaka. Could I change the time?
B: Of course. [D1]
A: Seven o'clock would be great.
B: We can offer a table at 7:15. [D2]
A: Certainly. My number is 090-1234-5678.

(19) セット1 会話Dの空所 [D1] に入る最も適切な文を選びなさい。

1. What time would you prefer?
2. How many people are in your party?
3. Would you like a table outside?
4. Did you make the reservation online?

(20) セット1 会話Dの空所 [D2] に入る最も適切な文を選びなさい。

1. Would you like to order now?
2. Could I have a phone number in case we need to contact you?
3. Will you arrive before six?
4. May I change the name on the reservation?

Part 3 長文の語句空所補充 (2問)

本文の流れに合う最も適切な文を、1～4の中から一つ選びなさい。

A Better Study Method

Maya often studied for tests late at night. She read the same pages again and again, but she still forgot many details the next day. Her friend Leo suggested studying for twenty minutes every day instead of studying for several hours only before a test. He also recommended reviewing the material again after a few days. At first, Maya doubted that such short study periods could help. However, [A].

She made a simple schedule and reviewed one subject each evening. She also wrote down three important points after each study period and tested herself without looking at the book. On weekends, she checked the points that she had forgotten. After two weeks, she noticed that she could remember information more easily and explain ideas in her own words. Before her next test, [B]. She only needed to check a few difficult sections. She did not have to stay up late, and she felt much calmer. Her score improved, so she decided to continue using the new method.

(21) セット1 「A Better Study Method」の空所 [A] に入る最も適切な文を選びなさい。

1. she asked Leo to make a new test for her
2. she chose to continue her old method until the test
3. she decided that twenty minutes was too long
4. she decided to try his advice for two weeks

(22) セット1 「A Better Study Method」の空所 [B] に入る最も適切な文を選びなさい。

1. she had already reviewed most of the material
2. she still needed to reread every page several times
3. she asked Leo to explain all the answers
4. she learned that the test had been moved

Part 4A Eメールの内容一致選択（3問）

Eメールを読み、質問に対する最も適切な答えを、1～4の中から一つ選びなさい。

Change of Place for the Photo Exhibition

From: Emma Reed <emma@westhill-school.org>
To: Photo Club Members
Subject: School festival photo exhibition

Hello everyone,

Thank you for sending ideas for our photo exhibition at next month's school festival. We originally planned to use the small gym, but the floor will be repaired during festival week. Therefore, the exhibition will be held in the school library instead. The library will remain open to students, so we must leave the reading tables and the emergency exits clear.

Because the library has less wall space, each member may display only two photographs. Please choose them and send both titles to me by September 12. We also need a caption of about thirty words for each photo. The caption should explain when and why the picture was taken. Do not print the captions yet. I will check the length and spelling first and return them to you.

On September 20, we will meet after school to put up the photographs. Please bring the final printed photos, but the club will provide tape and display cards. The librarian will show us which walls we may use. If you cannot come that day, tell me by Friday. You will be given another task, such as preparing the visitor survey.

Best,
Emma

(23) Why was the library chosen as the new exhibition space?

1. It offered more wall space than the gym.
2. The gym could not be used during festival week.
3. The librarian wanted to judge the photographs.
4. The club needed a quieter place to print captions.

(24) What must each club member send Emma by September 12?

1. Two printed photographs and display tape
2. A visitor survey and a map of the library
3. The titles of two photographs
4. Thirty copies of each caption

(25) What will probably happen to a member who cannot come on September 20?

1. The member will lose the right to display photographs.
2. The member must repair the gym floor.
3. The member will have to print every club caption.
4. The member will be assigned a different job after contacting Emma.

Part 4B 説明文の内容一致選択（4問）

説明文を読み、質問に対する最も適切な答えを、1～4の中から一つ選びなさい。

Repair Cafés

Many people throw away small household items when they stop working. However, in some communities, people can take broken lamps, clocks, toys, and other objects to events called repair cafés. At these events, volunteers with different skills try to fix the objects together with their owners.

Repair cafés do not usually operate like normal repair shops. Visitors are encouraged to watch, ask questions, and sometimes do part of the work themselves. For example, a volunteer may show a visitor how to replace a loose wire, repair a bicycle light, or sew a torn bag. By seeing the inside of an object, visitors can learn how everyday products are made. They may also gain the confidence to make simple repairs in the future.

These events have several benefits. Fewer items are thrown away, so they can reduce waste. People may save money, and neighbors with different ages and backgrounds can share useful knowledge. Some schools now hold similar events. Students bring simple objects and learn practical skills from older community members. The students are not only fixing things; they are also learning to ask careful questions and use tools safely.

Still, not every item can be repaired. Replacement parts may be unavailable, an object may be unsafe to open, or the repair may cost more than the item is worth. Volunteers must also avoid equipment that requires a professional license. For these reasons, repair cafés clearly explain that they cannot promise success and that owners remain responsible for deciding whether to use a repaired item.

Organizers say that the main goal is broader than fixing one lamp or clock. They want people to think before replacing products and to understand that repair is sometimes possible. Even when an object cannot be saved, a visitor may learn why it failed and how to choose a longer-lasting product next time.

(26) How are repair cafés different from ordinary repair shops?

1. They accept only objects that are still working.
2. They encourage owners to observe and join the repair process.
3. They require visitors to buy replacement parts in advance.
4. They are managed entirely by professional companies.

(27) Which result of repair cafés is mentioned in the passage?

1. Every repaired product becomes safer than a new one.
2. Licensed repairs become free for local residents.
3. People may throw away fewer usable objects.
4. Schools no longer need practical-skills classes.

(28) Why may volunteers decide not to work on an object?

1. The owner wants to learn how it was made.
2. The object is less expensive than a new product.
3. The event has already taught the owner a useful skill.
4. Opening or repairing it may require special qualifications.

(29) What is the main purpose of the passage?

1. To explain how repair cafés combine repair, learning, and responsible use of products
2. To show that community volunteers can replace all professional repair services
3. To compare the prices of new household products in different towns
4. To argue that people should repair every broken item regardless of cost

解答・解説

Part 1 短文の語句空所補充

(1) replace 正解は`replace`（取り替える）です。完成文は「The town will replace the old bridge with a stronger one next year.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(2) reasonable 正解は`reasonable`（手ごろな／妥当な）です。完成文は「The restaurant is popular because it serves good food at reasonable prices.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(3) remind 正解は`remind`（思い出させる）です。完成文は「Please remind me to call the dentist after school. I may forget.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(4) ceremony 正解は`ceremony`（式典）です。完成文は「The school held a special ceremony to welcome the new students.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(5) exhausted 正解は`exhausted`（疲れ切った）です。完成文は「After walking for six hours, everyone was completely exhausted.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(6) confusing 正解は`confusing`（分かりにくい／混乱させる）です。完成文は「The instructions were so confusing that I did not know what to do first.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(7) side effects 正解は`side effects`（副作用）です。完成文は「This medicine may cause some side effects, such as sleepiness.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(8) reduce 正解は`reduce`（減らす）です。完成文は「The company is trying to reduce the amount of paper it uses.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

解答・解説 Part 1（続き）

(9) valuable 正解は`valuable`（価値のある）です。完成文は「The old painting is very valuable, so the museum keeps it in a special room.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(10) avoid 正解は`avoid`（避ける）です。完成文は「You should avoid using your phone while you are crossing the street.」です。前後の内容と、空所に必要な品詞・語の組み合わせから判断します。

(11) in advance 正解は`in advance`（前もって）です。これはまとまりで覚える重要表現です。空所に入れると「Tickets are cheaper if you buy them in advance.」となり、文脈と語法の両方に合います。

(12) by accident 正解は`by accident`（うっかり／偶然に）です。これはまとまりで覚える重要表現です。空所に入れると「I took my sister's umbrella by accident because ours look almost the same.」となり、文脈と語法の両方に合います。

(13) look after 正解は`look after`（世話をする）です。これはまとまりで覚える重要表現です。空所に入れると「Can you look after my dog while I am away this weekend?」となり、文脈と語法の両方に合います。

(14) put off 正解は`put off`（延期する）です。これはまとまりで覚える重要表現です。空所に入れると「Because of the storm, the school decided to put off the sports festival.」となり、文脈と語法の両方に合います。

(15) interested in 正解は`interested in`（～に興味がある）です。`be interested in + 名詞／動名詞`の形で使います。後半の「その文化について本をよく読む」が興味を持っている根拠です。

解答・解説 Part 2・Part 3

(16) I can show you the way 同じ方向へ行くため、道を一緒に示す申し出が自然です。`show someone the way`は「人に道を案内する」という表現です。

(17) By this Friday, please 質問は返却期限です。`By this Friday`は「今週金曜日までに」を表し、予約者がいる状況にも合います。

(18) Which one are you more interested in?

返答で「絵を描く方が好き」と述べているため、二つのうちどちらにより興味があるかを尋ねる文が適切です。

(19) What time would you prefer? Aは予約時刻の変更を希望し、次に7時と答えています。そのため希望時刻を尋ねる文が入ります。

(20) Could I have a phone number in case we need to contact you?

次の発言で電話番号を伝えているため、連絡用の電話番号を求める文が適切です。

(21) she decided to try his advice for two weeks 直前では新しい方法を疑っていますが、後続で予定を作り、2週間続けています。逆接の`However`の後には、助言を試す決断が入るのが自然です。

(22) she had already reviewed most of the material

毎日の復習と自己テストを続けた結果、試験前には大部分を復習済みでした。後続の「難しい部分を少し確認するだけ」とも一致します。

解答・解説 Part 4

(23) The gym could not be used during festival week.

小体育館の床が祭りの週に修理されるため、予定していた会場を使えず、図書館へ変更されました。本文の理由を言い換えた選択肢です。

(24) The titles of two photographs

9月12日までに送るのは、展示する2枚の写真の題名です。写真本体は9月20日の設営日に持参し、説明文は印刷前にEmmaの確認を受けます。

(25) The member will be assigned a different job after contacting Emma.

欠席者は金曜日までにEmmaへ連絡し、来場者アンケートの準備など別の仕事を担当します。本文の情報から起こることを推測する問題です。

(26) They encourage owners to observe and join the repair process. repair

caféでは所有者が見学・質問し、ときには作業にも参加します。単に品物を預ける通常の修理店との違いを言い換えています。

(27) People may throw away fewer usable objects.

修理できる物を捨てずに済むため、廃棄物の削減につながると述べられています。「すべて直る」「必ず安全になる」とは書かれていません。

(28) Opening or repairing it may require special qualifications.

安全に開けられない物や、専門資格が必要な機器は扱えません。`professional license`を「特別な資格」と言い換えています。

(29) To explain how repair cafés combine repair, learning, and responsible use of products 本文は仕組み、利点、限界を示しながら、修理を通じて物の使い方を考え直す目的を説明しています。一面的な利点だけでなく全体をまとめた選択肢が正解です。

解答・解説 Part 5・Part 6

(30) 返信では相手の質問に答え、理由を示した上で、下線部の特徴を具体的にたずねる質問を2つ入れます。採点は内容・構成・語彙・文法の4観点で確認します。

模範解答

Yes, I think cooking is useful for teenagers because they can prepare healthy meals and help their families. Your weekend cooking class sounds interesting. How many students are in the class? Also, how much does each lesson cost? I hope you learn many new recipes.

【内容】料理が10代に役立つという意見と理由を明確に述べ、下線部について具体的な質問を2つしている。

【構成】意見と理由→教室・活動への反応→質問2つ→結び、の順で読みやすい。

【語彙】`healthy meals / help their families`など、題材に合う準2級レベルの語を適切に使用している。

【文法】`because`による理由説明と、疑問詞・be動詞を使った質問文が正確である。

(31) QUESTIONへの立場を最初に示し、異なる理由を2つ書きます。理由には短い説明を加え、50～60語にまとめます。採点は内容・構成・語彙・文法の4観点で確認します。

模範解答

Yes, I think high school students should do volunteer work. First, they can learn responsibility by completing useful tasks for other people. Second, they can meet people of different ages and understand their community better. These experiences may also help students discover their own interests and think about future jobs.

【内容】賛成の意見と、責任感・地域理解という異なる2理由を述べ、QUESTIONに直接答えている。

【構成】意見→理由1→理由2→補足・結論の流れが明確で、接続語が論理関係を示している。

【語彙】`responsibility / community / future jobs`など、主張を具体化する語彙を適切に使っている。

【文法】主語と動詞の一致、助動詞、接続詞、複文を正しく使い、意味が明確である。