

第5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 strong wind () several houses near the coast.

1. damaged 2. greeted 3. borrowed 4. organized

(2) Students must () their reports by next Monday.

1. repeat 2. divide 3. suggest 4. submit

(3) The invention of smartphones has changed the way people ().

1. compete 2. decorate 3. communicate 4. exercise

(4) The guide () visiting the temple early in the morning.

1. refused 2. recommended 3. reduced 4. recorded

(5) The town is () for its beautiful spring flowers.

1. famous 2. necessary 3. serious 4. private

(6) The two plans are very (), but the second one is cheaper.

1. ancient 2. silent 3. healthy 4. similar

(7) A worker () smoke coming from the back of the building.

1. included 2. borrowed 3. noticed 4. solved

(8) It took Ken several weeks to () from his knee injury.

1. remove 2. recover 3. replace 4. repeat

(9) The company () sales to increase during the holiday season.

1. expects 2. examines 3. escapes 4. exchanges

(10) This store () a discount to students with an ID card.

1. orders 2. owns 3. opens 4. offers

(11) We need to () a good name for our new school newspaper.

1. look down on 2. run away from 3. come up with 4. get out of

(12) Do not () just because the math problem looks difficult.

1. show up 2. give up 3. grow up 4. wake up

(13) I called the station to () what time the last train leaves.

1. find out 2. turn down 3. take off 4. set up

(14) Whether we have the picnic tomorrow () the weather.

1. belongs to 2. arrives at 3. agrees with 4. depends on

(15) My family goes camping (), usually once or twice a year.

1. at the same time 2. for the first time 3. from time to time 4. all the time

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。

A Language Exchange Meeting

A: I want to practice English with someone from another country.
B: Our library has a language exchange meeting every Thursday.
A: Really? [A]
B: No, anyone can join for free.

(16) セット5 会話Aの空所 [A] に入る最も適切な文を選びなさい。

1. How long has the library been open?
2. Do I need to register or pay a fee?
3. Which languages are in these books?
4. Did the meeting take place yesterday?

Choosing a Gym Plan

A: I'd like to join this gym.
B: We have monthly and yearly plans.
A: I may move in six months.
B: Then [B].

(17) セット5 会話Bの空所 [B] に入る最も適切な文を選びなさい。

1. you should wait until after you move
2. the yearly plan includes free lessons
3. the monthly plan may be more suitable
4. you can cancel either plan without notice

Returning a Gift

A: I'd like to return this gift, but I don't have the receipt.
B: Was it purchased at this store?
A: Yes, last week.
B: [C] We can only offer store credit.

(18) セット5 会話Cの空所 [C] に入る最も適切な文を選びなさい。

1. The original price is no longer available
2. You may exchange it for the same item
3. We need to contact the person who bought it
4. We can accept the return

Blocked Concert Seats

A: Our view of the stage is blocked by a large pillar.
B: I'm sorry. Let me check for other seats.
A: Thank you.
B: [D1] Would you like to move there?
A: Yes, please. [D2]
B: No. Because there is a problem with your original seats, there is no extra charge.

(19) セット5 会話Dの空所 [D1] に入る最も適切な文を選びなさい。

1. Two seats in the center section are still available
2. The concert will begin in fifteen minutes
3. The pillar is part of the stage design
4. Your current seats are in the last row

(20) セット5 会話Dの空所 [D2] に入る最も適切な文を選びなさい。

1. Can we enter through a different door?
2. Do I have to pay the price difference?
3. Will the new seats be behind the pillar?
4. May I keep my original ticket?

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。

The Lost Wallet

On her way home, Priya found a wallet under a bench near the station. There was some cash inside, but no phone number or address. She wanted to return it quickly, so she looked carefully for information about the owner. [A]. The card showed the name of a nearby library and a membership number, but it did not include a home address.

Priya took the wallet to the library and explained exactly where she had found it. A librarian checked the membership number and contacted the owner using the library's records. The wallet was kept behind the information desk while they waited. An hour later, an older man came to the library and correctly described the wallet before receiving it. He thanked Priya and said it contained a photograph of his late wife that was very important to him. Priya refused his offer of a reward. [B]. She was simply happy that the wallet had been returned safely and that the photograph had not been lost.

(21) セット5 「The Lost Wallet」の空所 [A] に入る最も適切な文を選びなさい。

1. She used the cash to pay for a train ticket
2. A station employee asked her to return it to the bench
3. She found a business card from another country
4. Then she noticed a library card in a small pocket

(22) セット5 「The Lost Wallet」の空所 [B] に入る最も適切な文を選びなさい。

1. She felt that returning the wallet was reward enough
2. She wanted the owner to give the photograph to the library
3. She was disappointed that the cash had not increased
4. She asked the librarian to choose a reward for her

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。

Book Donation Weekend

From: Maple City Library <events@maplelibrary.org>
To: Community Members
Subject: Book donation weekend

Dear Community Members,

The library will hold a book donation weekend on November 8 and 9. Donated books will be sold at our winter book fair, and the money will be used to buy children's books and replace damaged books in the children's room.

We welcome novels, picture books, travel guides, and books about hobbies. Recent language-learning books are also accepted. However, please do not bring school textbooks that are more than ten years old, magazines, or books with missing pages. Books with notes in the margins may be accepted if they are still easy to read, but all items should be clean enough for another person to use.

Donations can be brought to the side entrance between 10:00 a.m. and 4:00 p.m. Volunteers will check and sort the books there. Please do not leave boxes outside when the entrance is closed because rain can damage them. If you have more than three boxes, contact us in advance. We may be able to arrange pickup for large donations within the city, but pickups must be requested by November 1.

Books that cannot be sold may be sent to a recycling company. Donors will not be able to request that particular books be returned after they have been accepted.

Thank you for supporting the library.

Maple City Library

(23) What will the library use the money from the winter book fair for?

1. Repairing the side entrance and buying magazines
2. Improving and replacing books in the children's area
3. Paying people who donate more than three boxes
4. Printing new school textbooks

(24) Which donation would the library refuse?

1. A clean travel guide with no missing pages
2. A recent picture book in usable condition
3. A weekly magazine from this year
4. A readable novel with a few notes in the margins

(25) What should a person do before donating a large number of boxes?

1. Leave them outside before the library opens
2. Separate every book by price
3. Wait until after November 9
4. Contact the library early enough to discuss possible pickup

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。

Giving School Uniforms a Second Life

School uniforms can be expensive, especially when students grow quickly and need a new size. At the same time, many uniforms that are still in good condition are thrown away or kept unused in closets. To address both problems, some schools and community groups operate uniform reuse programs.

Families donate uniforms that are clean and undamaged. Volunteers sort them by school, type, and size. Other families can then receive them for free or buy them at a low price. Some programs also collect sports clothes, school bags, and jackets. Reusing these items can reduce costs for families and decrease textile waste.

Running a reuse program requires careful planning. Schools must decide where to store the clothing, when families can visit, and how to keep an accurate record of sizes. They also need a way to remove name labels or other personal information. Clear quality rules are important because families should not receive clothing with serious stains, weak buttons, or broken zippers. Items that do not meet the standard should be repaired, recycled, or refused.

Some students may feel uncomfortable wearing used uniforms. Programs can reduce this concern by cleaning items carefully and presenting them in an organized way, like a normal shop. Allowing all families to use the program, rather than limiting it to a particular group, may also reduce embarrassment. Schools can explain the environmental benefits without identifying which students use the service.

Demand and supply do not always match. A program may receive many small jackets but very few large ones. Some groups therefore exchange items with nearby schools or publish a list of the sizes that are most needed. They may also hold collection events shortly before students change schools.

Uniform reuse cannot remove every school cost, and it requires storage space and volunteers. However, when privacy, quality, and fairness are respected, it can become a practical system that supports both families and the environment.

(26) Why can a uniform reuse program help families?

1. It lets students ignore their school's clothing rules.
2. It gives access to usable school clothing at little or no cost.
3. It replaces every uniform with a new one each year.
4. It prevents children from changing size.

(27) Which action protects the privacy of donors?

1. Displaying the donor's name beside each item
2. Sending labels to other schools before removing them
3. Taking off name labels and similar identifying details
4. Recording personal information on the outside of storage boxes

(28) How can a program reduce students' discomfort about used uniforms?

1. Hide the available sizes from families
2. Offer damaged items before repaired ones
3. Require only certain families to use the program
4. Clean and organize the items like products in an ordinary shop

(29) What challenge may require cooperation with nearby schools?

1. The program may receive many uniforms in some sizes but too few in others.
2. Every school may use exactly the same uniform design.
3. Families may refuse to donate any sports clothing.
4. Volunteers may be unable to remove all school rules.

Robot-Building Workshop

Your friend,
Olivia

Do you think teenagers should have part-time jobs?
自分の意見と理由を2つ、50～60語の英語で書きなさい。

解答・解説

Part 1 短文の語句空所補充

(1) damaged 正解は`damaged`（損害を与えた）です。完成文は「The strong wind damaged several houses near the coast.」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) submit 正解は`submit`（提出する）です。完成文は「Students must submit their reports by next Monday.」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) communicate 正解は`communicate`（意思疎通する）です。完成文は「The invention of smartphones has changed the way people communicate.」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) recommended 正解は`recommended`（勧めた）です。完成文は「The guide recommended visiting the temple early in the morning.」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) famous 正解は`famous`（有名な）です。完成文は「The town is famous for its beautiful spring flowers.」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) similar 正解は`similar`（似ている）です。完成文は「The two plans are very similar, but the second one is cheaper.」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) noticed 正解は`noticed`（気づいた）です。完成文は「A worker noticed smoke coming from the back of the building.」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) recover 正解は`recover`（回復する）です。完成文は「It took Ken several weeks to recover from his knee injury.」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) expects 正解は`expects`（予想する）です。完成文は「The company expects sales to increase during the holiday season.」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) offers 正解は`offers`（提供する）です。完成文は「This store offers a discount to students with an ID card.」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) come up with 正解は`come up with`（～を思いつく）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「We need to come up with a good name for our new school newspaper.」となり、文脈と語法の両方に合います。

(12) give up 正解は`give up`（あきらめる）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「Do not give up just because the math problem looks difficult.」となり、文脈と語法の両方に合います。

(13) find out 正解は`find out`（調べる／分かる）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「I called the station to find out what time the last train leaves.」となり、文脈と語法の両方に合います。

(14) depends on 正解は`depends on`（～次第である）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「Whether we have the picnic tomorrow depends on the weather.」となり、文脈と語法の両方に合います。

(15) from time to time 正解は`from time to time`（時々）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「My family goes camping from time to time, usually once or twice a year.」となり、文脈と語法の両方に合います。

解答・解説 Part 2・Part 3

(16) Do I need to register or pay a fee? Bが「誰でも無料で参加できる」と答えているため、登録や参加費の必要性を尋ねる文が適切です。

(17) the monthly plan may be more suitable

半年後に引っ越す可能性があるため、長期契約より月単位のプランが適していると勧める文が自然です。

(18) We can accept the return 後ろで「ただし店内クレジットのみ」と条件を示しているため、返品自体は受け付けるという文が入ります。

(19) Two seats in the center section are still available

別席を確認した後に移動を提案しているため、中央区画に空席があることを伝える文が適切です。

(20) Do I have to pay the price difference? 次の返答が「追加料金はない」なので、席の価格差を支払う必要があるかを尋ねる文が入ります。

(21) Then she noticed a library card in a small pocket

後続でカードに図書館名と会員番号が記されていたと説明されます。そのため、図書館カードを見つける文が必要です。

(22) She felt that returning the wallet was reward enough

Priyaは報酬を断り、財布と大切な写真が戻ったことを喜んでいます。人を助けられたこと自体で十分だという文が自然です。

解答・解説 Part 4

(23) Improving and replacing books in the children's area

収益は児童書の購入と、児童室の傷んだ本の交換に使われます。本文の二つの使途をまとめています。

(24) A weekly magazine from this year

雑誌は新しいものでも受入対象外です。余白の書き込みがある本は、読みやすければ受け入れる可能性があります。

(25) Contact the library early enough to discuss possible pickup

3箱を超える場合は事前連絡が必要で、回収希望は11月1日までです。大量寄付では先に相談する必要があります。

(26) It gives access to usable school clothing at little or no cost.

状態のよい制服を無料または低価格で利用できるため、家庭の費用負担を減らせます。

(27) Taking off name labels and similar identifying details

名前ラベルなど、以前の持ち主を特定できる情報を取り除くことがプライバシー保護になります。

(28) Clean and organize the items like products in an ordinary shop

丁寧に洗浄し、通常の店のように整理して見せることで、中古品への抵抗感を下げられます。誰でも利用できる形も役立ちます。

(29) The program may receive many uniforms in some sizes but too few in others.

サイズごとの需要と供給が一致しない場合、近隣校との交換や必要サイズの告知が役立ちます。本文中の課題と解決策を結びつける問題です。

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 science museums are useful because students can learn by doing experiments and seeing real objects. The robot-building workshop sounds fun. How many students were in your group? Also, what materials did you use? I want to try a similar workshop someday.

【内容】科学館の有用性への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】`learn by doing / see real objects`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 teenagers should have part-time jobs if their studies are not harmed. First, they can learn how to manage time and money. Second, working with customers and coworkers teaches valuable communication and responsibility. However, parents and schools should make sure that teenagers do not work too many hours.

【内容】条件付き賛成と、時間・金銭管理、対人スキルという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】`manage time and money / communication / responsibility`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。