確認問題 255

共通テスト CHECK TEST

共通テストのプレゼン資料・ポスター・メモ完成問題の解き方

確認問題集

資料完成問題の確認問題22問。スライドの空所・並べ替え・言い換えを、共通テスト形式の英文で体験する。

元のチートシートへ

月　日　名前　／ 22問

表で解いて、裏で答え合わせ。まちがえた所は元のシートへ。

Ⅰ あなたは授業で、地域の取り組みについて発表する。記事を読み、スライドの空所[1]～[6]に入る最も適切なものを選べ

(1) Three years ago, a group of retired engineers in the town of Westbrook started a monthly event called the Fix-It Café. Local people bring broken items such as toasters, bicycles, and torn clothes to the community center, and volunteers repair them free of charge while visitors drink tea and watch. (2) The organizers had two main goals. First, they wanted to reduce the amount of waste the town sent to landfills. Second, they hoped to help residents save money, since buying a new appliance often costs far more than fixing an old one. (3) The event has grown quickly. In its first year, about 40 items were brought in each month. Now the number is around 120, and roughly 70 percent of them leave the café in working order. Visitors are also encouraged to help with the repairs, so many of them learn simple skills they can use at home. (4) However, the café faces some challenges. Most of the volunteers are over 65, and few young people have joined them. In addition, some modern products are designed in ways that make them almost impossible to open, so even experienced volunteers cannot fix them. (5) To deal with these problems, the organizers have started holding repair workshops at local high schools. They are also asking manufacturers to make products that are easier to repair. ／【スライド】Fix-It Café: Repairing More Than Machines ／ Background:● Started by [1] three years ago ／ Goals:● Less waste ● [2] ／ Results:● Items brought in each month: [3] since the first year ● Visitors [4] ／ Challenges:● [5] ● Some products are hard to open ／ Next Steps:● [6] ● Asking makers for repairable products

1 [1]に入るものは？

a a group of high school students
b former engineers living in the town
c a local appliance company　d the town government

2 [2]に入るものは？

a Lower costs for residents
b More visitors to the community center
c Cheaper new appliances　d Repair classes at high schools

3 [3]に入るものは？

a tripled　b increased by 120　c increased by 70%　d doubled

4 [4]に入るものは？

a pay a small fee for each repair　b can learn basic repair skills
c must bring their own tools
d teach repair skills at high schools

5 [5]に入るものは？

a A shortage of younger volunteers
b Visitors learning repair skills　c Too few items brought in
d Rising rent for the community center

6 [6]に入るものは？

a Charging visitors for repairs
b Opening a second café in another town
c Selling repaired items online
d Holding workshops for teenagers

7 スライドの Results にもう1行加えるとき、記事の内容と合わないものは？

a Volunteers can fix any kind of product
b Visitors can join in the repairs
c Repairs are done at no cost to visitors
d Most items are repaired successfully

8 記事で述べられていないものは？

a The amount of money visitors save each year
b The kinds of items people bring
c The percentage of items that are fixed
d The age of most volunteers

Ⅱ 物語を読み、問いに答えよ

When Haruto walked onto the stage at the city speech contest last month, his hands were shaking. Then he saw his grandmother in the front row, and he remembered a day two years earlier, when he had almost given up English. He had failed a test and had told her that he was no good at languages. She had simply handed him an old notebook full of English words she had copied when she was young. "I never went abroad," she had said, "but I never stopped learning." That night, he had started a notebook of his own. Now, on the stage, he took a deep breath and began his speech. He did not win first prize, but after the contest, one of the judges told him that his speech had been the most moving of the day. Last week, Haruto gave his grandmother a new notebook as a thank-you gift.

9 (A) Haruto's grandmother showed him her notebook. (B) Haruto failed a test. (C) A judge praised Haruto's speech. (D) Haruto walked onto the stage. ／ Put the events in the order they **happened**.

a (D)→(A)→(B)→(C)　b (B)→(D)→(A)→(C)
c (B)→(A)→(D)→(C)　d (D)→(B)→(A)→(C)

10 (A)〜(D) は上の問いと同じ。Put the events in the order they **appeared** in the story.

a (B)→(D)→(A)→(C)　b (D)→(B)→(A)→(C)
c (B)→(A)→(D)→(C)　d (D)→(A)→(B)→(C)

11 発表用のまとめの Haruto's grandmother：She ＿＿＿. に入るものは？

a studied English abroad when she was young
b told Haruto to give up English
c kept studying English throughout her life
d won a speech contest when she was young

12 発表用のまとめの Theme of the story に最も適切なものは？

a Speech contests make students too nervous.
b Winning first prize is the only goal of a contest.
c Studying abroad is necessary to learn English.
d Encouragement from family can help a person keep going.

◆ Ⅲ 本文の内容をスライドで表すとき、最も適切なものを選べ

13 本文：These water bottles can be cleaned and filled again and again. ／ スライド：Bottles are ＿＿＿.

a expensive　b disposable　c fragile　d reusable

14 本文：The club had 40 members last April. Now it has 60. ／ スライド：＿＿＿ in membership

a A 60% increase　b A 50% increase　c A 150% increase
d A 20% increase

15 本文：Many participants said the talks were too long and hard to follow. ／ スライド：Feedback：● ＿＿＿

a Requests for longer talks　b Complaints about the talks
c Interest in more events　d Praise for the speakers

16 本文：Mei was always the first to arrive at practice and the last to leave, and she never complained when the coach asked her to run extra laps. ／ スライド：Mei's character：＿＿＿

a dedicated and patient　b shy and nervous
c competitive and proud　d creative and humorous

17 本文：Since the new bus line opened, the number of people driving to the station has fallen by about a third. ／ スライド：Effect of the new bus line：＿＿＿

a About 30 fewer people drive to the station
b About 67% fewer people drive to the station
c About 33% fewer people drive to the station
d About 3% fewer people drive to the station

18 スライドの見出し Drawbacks of Working from Home の下に入るものは？

a Allows more flexible schedules
b Can make people feel isolated　c Reduces office costs
d Saves time spent commuting

19 本文：Visitors increased steadily from 2020 to 2022, stayed at the same level in 2023, and then fell sharply in 2024. ／ この説明に合うグラフの形は？

a 上昇→横ばい→急降下　b 横ばい→上昇→急降下
c 上昇→急降下→横ばい　d 急降下→横ばい→上昇

◆ Ⅳ 本文の下線部の内容を、スライド用に( )内の語数の英語で書け

20 Many students said they did not have enough time to finish the tasks.（3語程度）

21 The town's population went down from 20,000 to 15,000.（4語程度）

22 You can use the app even when you are not connected to the Internet.（2語程度）

1 **b　former engineers living in the town**
(1) の retired engineers in the town of Westbrook を former engineers と言い換えた。高校生は (5) のワークショップの対象、メーカーは (5) の依頼先で、別の段落の語を使い回したダミー。

2 **a　Lower costs for residents**
Goals の欄なので (2) の2つ目の目標 help residents save money の言い換え。高校での講座は (5) の対策で本文にはあるが、目標の欄には入らない(箇条書きは同じ種類)。

3 **a　tripled**
(3) で毎月約40個→約120個なので3倍＝tripled。70% は直った割合、120 は今の数で、本文の数字をそのまま使ったダミー。数値は計算してから照合する。

4 **b　can learn basic repair skills**
(3) の many of them learn simple skills の言い換え。free of charge なので有料は本文と逆。教えに行くのは主催者側で、主語のすり替え。

5 **a　A shortage of younger volunteers**
(4) の Most of the volunteers are over 65, and few young people have joined を「若い担い手の不足」とまとめた。修理を学べるのは本文どおりだが利点で、Challenges の欄に入らない。

6 **d　Holding workshops for teenagers**
(5) の repair workshops at local high schools を「10代向けの講座」と言い換えた。ほかの3つは本文にない。Next Steps は本文の最後の段落に対応する(資料は本文の順)。

7 **a　Volunteers can fix any kind of product**
(4) に開けられない製品は経験者でも直せないとあり、any kind は本文と矛盾。70 percent→Most、free of charge→at no cost は言い換えで合う。

8 **a　The amount of money visitors save each year**
節約は目標として (2) にあるが、年間いくら節約できたかの数字はない。品目は (1)、直る割合と年齢は (3)(4) にある。本文にある3つを消して残す。

9 **c　(B)→(A)→(D)→(C)**
had＋過去分詞は舞台に上がった時より前の回想。起きた順は「試験に落ちる→祖母がノートを見せる→舞台へ→審査員がほめる」。書かれた順の (D) から始めるのが典型的な誤り。

10 **b　(D)→(B)→(A)→(C)**
appeared＝書かれた順。本文は舞台の場面から始まり、回想(試験→ノート)を挟んで審査員の言葉へ。指示が happened か appeared かで正解が変わる。→ シートの『並べ替え問題の手順』

11 **c　kept studying English throughout her life**
I never went abroad, but I never stopped learning の言い換え。never went abroad なので留学は逆。祖母は英語をやめるよう言っていないし、コンテストの話もない。否定語入りの文は肯定で言い換えられる。

12 **d　Encouragement from family can help a person keep going.**
祖母のノートと言葉で、英語をやめかけた Haruto が続けた話。優勝は逃したが感動を与えたので「優勝だけが目標」は逆。留学は祖母の言葉と逆。テーマは全体の問いなので最後に解く。

13 **d　reusable**
何度も洗って使える＝reusable(性質の語へのまとめ)。disposable は「使い捨ての」で逆の意味。値段や壊れやすさは本文にない。

14 **b　A 50% increase**
増えた20人÷元の40人＝50%増。20 は人数の差、60 は今の人数、150% は 60÷40 を増加率と取り違えた形。増加率は「増えた分÷元の量」。

15 **b　Complaints about the talks**
too long and hard to follow という不満を Complaints とまとめた。longer talks は too long と逆。資料の言葉は本文より短く抽象的になる。

16 **a　dedicated and patient**
最初に来て最後に帰る→dedicated(熱心)、文句を言わない→patient(我慢強い)。行動から性格を言い当てる型。ほかの性格を示す行動は本文にない。

17 **c　About 33% fewer people drive to the station**
fallen by about a third＝約3分の1減った＝約33%減。67% は「3分の2に減った」と取り違えた形。分数⇔%の言い換えは資料問題の定番。

18 **b　Can make people feel isolated**
Drawbacks(欠点)の下には欠点だけが入る。孤独を感じやすいのが欠点で、通勤時間の節約・柔軟な時間・経費削減はどれも利点。→ シートの『箇条書きは同じ種類』

19 **a　上昇→横ばい→急降下**
increased steadily(着実に増加)→stayed at the same level(横ばい)→fell sharply(急減)の順。図を選ぶ問題は、本文の増減を形の言葉に置き換えて照合する。

20 **lack of time／not enough time**
採点ポイント:「時間が足りない」を名詞句にまとめているか。shortage of time も可。students said などの文の形は資料では省く。

21 **a 25% decrease in population／a 25% drop in population**
採点ポイント:減った5,000÷元の20,000＝25%を出せたか。population fell by 25%(4語)も可。fell to 75%(元の75%になった)も内容は正しいが、a 75% decrease／fell by 75%(75%減った)は誤り。

22 **works offline／available offline**
採点ポイント:「ネットにつながっていなくても使える」を offline という性質の語にまとめているか。no Internet needed も可。

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