確認問題
393

TOEIC・IELTS・TOEFL CHECK TEST

TOEFL iBT ライティングの型と表現 確認問題集

TOEFL iBT Writing の確認問題23問。並べ替え・メールの表現・ディスカッションの型・誤りの訂正を解き、最後に書く。

元のチートシートへ

月　日　名前　／ 23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【Build a Sentence 型】Aの発言への応答になるように( )内の語句を並べかえよ。語句が1つ余る

1 A: Do you know when the library opens on Sunday? ／ B: I'm not sure, but (does / find / I'll / it / opens / out / when).

2 A: How was the concert last night? ／ B: (amazing / played / the songs / they / was / were).

3 A: Has the seminar been canceled? ／ B: No, (been / has / it / moved / Thursday / to / was).

4 A: Is this laptop more expensive than yours? ／ B: No, (cheaper / it's / mine / more / much / than).

5 A: Could you tell me where the registrar's office is? ／ B: Sure. (do / I'll / is / it / show / where / you).

6 A: Why didn't you come to the study session? ／ B: Sorry, I didn't know (being / held / it / that / today / was / were).

Ⅱ【Write an Email】メールの1文として最も適切なものを選べ

7 教授にレポートの締め切りの延長を頼むメールの、宛名の次に書く1文として最も適切なものはどれか。

a Hey! I need more time for my paper.
b I want you to give me more time for my paper.
c How are you? The weather has been really nice lately.
d I'm writing to ask whether I could have an extension on my research paper.

8 依頼の文として最も丁寧なものはどれか。

a You must send me the reading list for next week.
b I want you to send me the reading list for next week.
c Send me the reading list for next week.
d I was wondering if you could send me the reading list for next week.

9 I'd really appreciate ＿＿ if you could let me know by Friday.

a so　b that　c them　d it

10 I'd like to suggest that the club ＿＿ its meetings online during the exam period.

a will hold　b holding　c hold　d to hold

11 メールの締めの1文として最も適切なものはどれか。

a Thank you for your time, and I look forward to hear from you.
b I am looking forward to hear from you soon.
c Thank you for your time, and I look forward to hearing from you.
d Thanks, bye!!

12 指示が「①イベントで楽しかった点 ②改善の提案 ③次回も参加したいか」のメールで、③に答える文として最も適切なものはどれか。

a It would be better to provide more chairs next time.
b I would definitely like to join the next event, so please let me know when it will be held.
c I joined the event last Saturday with two friends.
d I really enjoyed the guest speaker's talk about local history.

Ⅲ【Academic Discussion】次の投稿を読み、各問いに答えよ

教授(オリジナル)：Some people argue that universities should replace traditional exams with group projects. Do you agree? Why or why not? ／ **Lena**：I agree. Group projects teach teamwork, which is essential in most jobs. ／ **Tom**：I disagree. In many groups, one or two members do almost nothing but still get the same grade as everyone else.

13 自分の投稿の1文目として最も適切なものはどれか。

a In my view, universities should replace most traditional exams with group projects.
b This is a very interesting question, and there are many different opinions about it.
c Lena and Tom both have interesting ideas about exams.
d I will talk about exams and group projects.

14 他の学生の意見に触れる文として最も適切なものはどれか。

a While I see Tom's point that some members may not contribute, this problem can be solved by having students evaluate one another.
b I agree with Lena, and I also agree with Tom.
c Tom is wrong.
d Tom said that in many groups, one or two members do almost nothing.

15 理由を支える具体例の文として最も適切なものはどれか。

a For example, many universities have exams.

b For example, in my history class last year, each group member had to present one part of our project, so everyone had to prepare.

c For example, I think group projects are good.

d For example, exams and projects.

16 グループプロジェクトに賛成する立場の投稿の締めの1文として最も適切なものはどれか。

a In conclusion, exams are also good, so it depends on the class.

b Finally, another reason is that projects are more fun.

c For these reasons, I believe group projects are a better way to assess students than traditional exams.

d To sum up, I am not sure which is better.

◆ Ⅳ 下線部のうち誤りを含むものを1つ選べ

17 I'm writing(A) to ask about the schedule. Could you tell me what time does the lecture start(B) on Monday? I would like(C) to arrive early(D).

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

18 Unfortunately, I won't(A) be able to attend(B) the session because of(C) I have(D) a doctor's appointment.

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

19 Many students apply(A) for credit cards without(B) understand(C) how interest works(D).

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

20 Building on(A) what Mia said, I would add that(B) volunteering help(C) students develop useful(D) skills.

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

◆ Ⅴ 英語で書け

21 締め切りの延長を、教授に丁寧に頼む1文を書け(want は使わない)。

22 Write an Email:寮の管理人の Mr. Brown に、①部屋の暖房が壊れていること ②いつからどんな不便があるか ③修理に来てほしい日時、を伝えるメールを書け。

23 Academic Discussion:Ⅲの投稿を読み、自分の意見を100語以上で書け。

1 **I'm not sure, but I'll find out when it opens.（余る語：does）**
find out＋間接疑問。文の中の疑問は「疑問詞＋主語＋動詞」の平叙文の語順で、does は使わない。when does it open は独立した疑問文の形。

2 **The songs they played were amazing.（余る語：was）**
主語は the songs（複数）なので動詞は were。they played は関係詞 that が省略された節で、songs を修飾する。主語と動詞の一致で余る語を決める。→ シートの『余る語がある前提で』

3 **No, it has been moved to Thursday.（余る語：was）**
Has ～ been …? と現在完了の受動態で聞かれているので、has been moved で答える。was moved にすると has と been が2つ余る。be＋過去分詞のかたまりを先に作る。

4 **No, it's much cheaper than mine.（余る語：more）**
cheaper がすでに比較級なので more は付けない（more cheaper は誤り）。比較級の強調は much。than mine のかたまりを先に作ると残りが決まる。

5 **Sure. I'll show you where it is.（余る語：do）**
show 人 ～ の～に間接疑問 where it is が入る。間接疑問は平叙文の語順で、do は不要。並べ替えで最もよく狙われる型。

6 **Sorry, I didn't know that it was being held today.（余る語：were）**
主語 it は単数なので was。was being held は過去進行形の受動態（行われているところだった）。that を省くと語が2つ余るので、that も使う。

7 **d　I'm writing to ask whether I could have an extension on my research paper.**
I'm writing to ～ で用件を最初に言い、could で丁寧に頼む。Hey! は教授へのメールに不適切、天気の話は前置きが長い。want you to は目上に命令的に響く。→ シートの『Write an Email：7分の型』

8 **d　I was wondering if you could send me the reading list for next week.**
I was wondering if you could ～ は Can you ～? より柔らかい丁寧な依頼。命令文・must・want you to は相手に指図する響きになり、丁寧さ（社会的な慣習）で減点される。

9 **d　it**
I'd appreciate it if ～＝～していただけるとありがたい。it は if 以下の内容を指す。it を落とした I'd appreciate if は誤り。that・them・so はこの形をとらない。

10 **c　hold**
suggest that S (should) V の形で、that 節の動詞は原形（または should＋原形）。suggest は to 不定詞をとらず、that 節に will も使わない。

11 **c　Thank you for your time, and I look forward to hearing from you.**
look forward to の to は前置詞なので、後ろは動名詞 hearing。to hear は誤り。Thanks, bye!! はくだけすぎで、ていねいなメールの締めにならない。

12 **b　I would definitely like to join the next event, so please let me know when it will be held.**
次回の参加の意思を示し、日程を尋ねる1文で③に答えている。講演がよかったは①、椅子を増やす提案は②の答え。参加した事実だけではどの指示にも答えていない。

13 **a　In my view, universities should replace most traditional exams with group projects.**
1文目で教授の問いへの答え（立場）を言い切る。「面白い質問だ」「2人とも面白い」は立場がなく、話題の予告だけの文も答えになっていない。→ シートの『Academic Discussion：10分の型』

14 **a　While I see Tom's point that some members may not contribute, this problem can be solved by having students evaluate one another.**
While I see ～'s point that … で相手の意見を自分の言葉で認め、解決策で押し返している。投稿の写しは評価されず、Tom is wrong. は理由がない。両方に賛成は立場がない。

15 **b　For example, in my history class last year, each group member had to present one part of our project, so everyone had to prepare.**
いつ・どこで・何があったかを入れた経験の例。For example の後は完全な文にする。名詞を並べただけ、一般的すぎる事実、意見のくり返しは例として理由を支えない。

16 **c　For these reasons, I believe group projects are a better way to assess students than traditional exams.**
For these reasons, で最初の立場（賛成）に戻って締める。「わからない」「場合による」で終えると賛成の主張と食い違う。締めで新しい理由を足すと展開できないまま終わる。

17 **b　(B)**
tell me の後は間接疑問なので平叙文の語順 what time the lecture starts。does は使わず、三単現の s が動詞に付く。I'm writing to ～・would like to は正しい。

18 **c　(C)**
後ろが I have ～ と主語＋動詞の節なので、接続詞 because にする。because of の後は名詞（because of a doctor's appointment）。

19 **c　(C)**
前置詞 without の後は動名詞なので understanding。how interest works は間接疑問で、interest（利息）は不可算・単数扱いなので works は正しい。

20 **c　(C)**
動名詞の主語 volunteering は単数扱いなので helps。help 人 do（原形）の形は正しい。Building on what ～ said は同じ側に立って理由を足す定番。

21 **Would it be possible to have a few more days to finish my paper?**
採点ポイント：Would it be possible to ～?／I was wondering if I could ～. など丁寧な依頼の形。want you to は目上に命令的に響く。an extension on my paper も可。

22 **Dear Mr. Brown, ／ I'm writing to let you know that the heater in my room (Room 214) is not working. It stopped working last Thursday, and since then my room has been very cold, especially at night. I have been studying in the library until it closes because it is too cold to concentrate in my room. Would it be possible for someone to repair it this week? I'm usually free after 3 p.m. on weekdays, and I'm also available on Saturday morning. I'd really appreciate it if you could let me know when someone can come. ／ Best regards, ／ Yuki Tanaka（本文94語）**
採点ポイント：①は1文目の I'm writing to ～ で／②は since then と現在完了で不便を具体的に／③は丁寧な依頼と都合のよい日時。宛名・締め・署名の形。3つの指示の書き忘れがないか。

23 **In my view, universities should replace many traditional exams with group projects. While I see Tom's point that some members may not do their share, this problem can be reduced if students evaluate one another's contributions at the end of the project. More importantly, projects develop skills that exams cannot measure, such as dividing tasks, resolving disagreements and meeting deadlines as a team. A good example of this is my history class last year. Each member of our group had to research and present one part of our topic, so no one could rely on the others. I learned far more than I would have by memorizing facts for a test. For these reasons, I believe group projects are a better way to assess students.(125語)**

採点ポイント:1文目で立場／While I see ～'s point で他の学生に触れて押し返す／新しい理由(試験で測れない力)／経験の具体例／For these reasons で締める。投稿の文を写さない。反対の立場でも可。

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