

受検番号	第	番
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平成 30 年度 学力 検 査 問 題

英 語 [学校選択問題] (14 時 40 分～15 時 30 分)
(50 分間)

注 意

1 解答用紙について

- (1) 解答用紙は 1 枚で、問題用紙にはさんであります。
- (2) 係の先生の指示に従って、所定の欄 2 か所に受検番号を書きなさい。
- (3) 答えはすべて解答用紙のきめられたところに、はっきりと書きなさい。
- (4) 解答用紙は切りはなしてはいけません。
- (5) 解答用紙の * 印は集計のためのもので、解答には関係ありません。

2 問題用紙について

- (1) 表紙の所定の欄に受検番号を書きなさい。
 - (2) 問題は全部で 4 問あり、表紙を除いて 9 ページです。
- ☐ 最初に「放送を聞いて答える問題」を行います。
- ☐ 印刷のはっきりしないところは、手をあげて係の先生に聞きなさい。

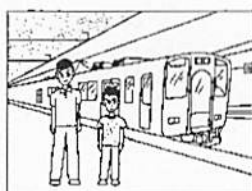
1 放送を聞いて答える問題(28点)

問題は、全部で7題あります。問題7は、英語による指示が1回のみ放送されます。放送中メモを取ってもかまいません。問題7の英語による指示以外の英語は、各問題とも2回ずつ放送されます。

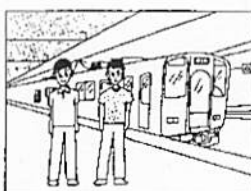
【問題1～問題3】

それぞれの会話を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各2点)

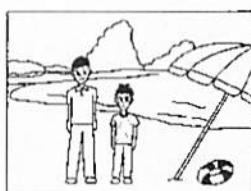
問題1



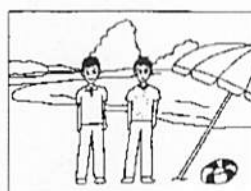
ア



イ

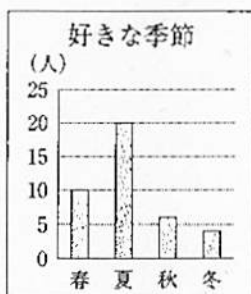


ウ

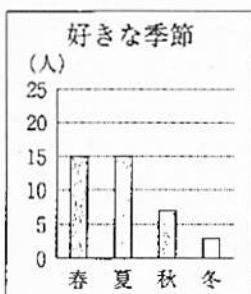


エ

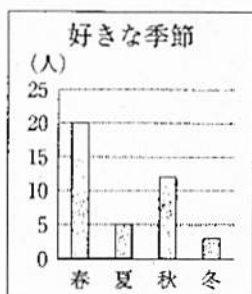
問題2



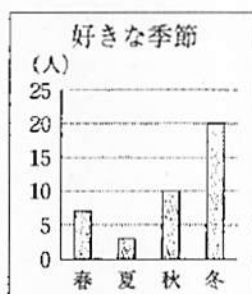
ア



イ

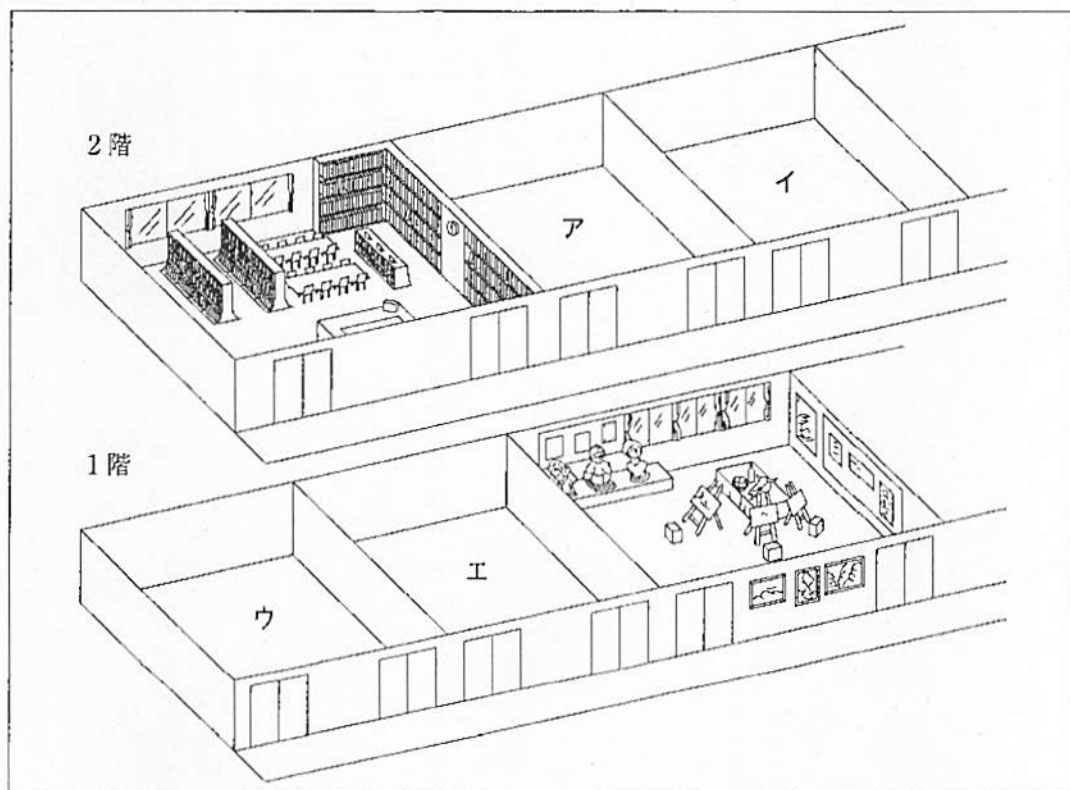


ウ



エ

問題3



【問題 4、問題 5】

それぞれの「ある場面」を説明する英文を聞いて、質問に対する答えとして最も適切なものを、ア～エの中から1つずつ選び、その記号を書きなさい。(各2点)

問題 4

- | | |
|-----------------------------------|-------------------------|
| ア Do you want to leave a message? | イ This is Ken speaking. |
| ウ Sorry, he is not at home. | エ I'll call him later. |

問題 5

- | | |
|------------------------------------|----------------------------------|
| ア Sure, do you need anything else? | イ Please show me other bags. |
| ウ OK, send it to my house, please. | エ Thank you for selling me that. |

【問題 6】

留学生の Emma とクラスメートの Satoshi の会話を聞いて、次の(1)～(3)の質問に英語で答えなさい。(各3点)

- (1) Why did Emma come to Japan?
(2) What time did Emma arrive at the museum?
(3) What did Mr. Fukuda tell Satoshi and Emma to do?

【問題 7】 (各3点)

(1) Question 1

- A To keep walking slowly.
- B To clean the mountain.
- C To see the morning sun.
- D To take the flowers.

(2) Question 2

- A Checking that the mountain roads were safe.
- B Learning about the plants on the mountain.
- C Keeping their office clean.
- D Giving their warm clothes to people who needed them.

(3) Question 3

- A Ms. Kean thinks that we should do things without help because no one sees us.
- B Ms. Kean believes that helping people is important even when no one sees us.
- C Ms. Kean wanted to tell her students that they should not bring their bottles back.
- D Ms. Kean found that she could not keep walking up Mt. Fuji because she was too tired.

2 次の[1]～[4]は、Arisa, Makotoとイギリス(the UK)出身のALTのMs. Smithの会話と発表です。これを読んで、問1～問6に答えなさい。*印のついている語句には、本文のあとに[注]があります。(28点)

[1] <Arisa, Makoto and Ms. Smith are talking.>

Arisa : Ms. Smith, what did you do last weekend?

Ms. Smith : I rode my bike along a river in my town with my friends. I had a good time.

Makoto : Wow, that's interesting! I often see people who ride cool bikes around my town.

Arisa : I do too. My father works at his office about 5 kilometers away from our home. He has a car, but he usually goes to his office by bike. He said, "Cycling to work is good for the environment."

Makoto : I think so too. A but you should be careful.

Ms. Smith : What do you mean?

Makoto : Two months ago, I was walking on the *sidewalk on my way home in the evening. It was a little dark. Suddenly, a young man riding a bike almost hit me. I was so surprised because I didn't see him. I said to the young man, "Be more careful! You should use your bike's headlight when it's dark!" He said, "I'm sorry, I forgot to use my bike's headlight."

問5(1)

Ms. Smith : Oh, no! But I'm glad you're OK. We should think about this problem. Arisa, next week you're going to write a speech, right? Why don't you make a speech about bike safety for our next class?

Arisa : That's a good idea! I have a poster I got from the police. I'll use that for the speech. Ms. Smith, your country has a training program about bike safety. Can you tell us about that?

Ms. Smith : Sure. I'll ask my friends in the UK about their experiences.

[注] sidewalk……歩道

問1 (空欄 A)にあてはまる最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(3点)

ア Bikes are not so safe

イ Bikes are useful in many ways

ウ Your father never uses a car to go to work

エ Your father works in front of your house

★前後関係で

butよりうしろの内容に

特に注目。

- 2** *(After talking with Makoto and Ms. Smith, Arisa makes a speech about the poster in class.)*

Should bikes follow the rules for cars or "pedestrians"? In Japan, the police say they should follow the rules for cars. Bikes also have special rules to follow. Please look at this poster. It tells us five rules for riding a bike.

Five rules to ride bikes safely

- 1 *As a general rule, do not ride on the sidewalk. ⇨ 歩道
- 2 B of the road. } 命令 #1 99-1
- 3 If you cannot ride on the road at all, go slowly along *the side of the sidewalk closest to the road.
- 4 Follow the traffic rules. For example, use your bike's headlight when it is dark.
- 5 Children must wear helmets when they ride bikes.

問5(2)

Let's follow the traffic rules and ride bikes safely!

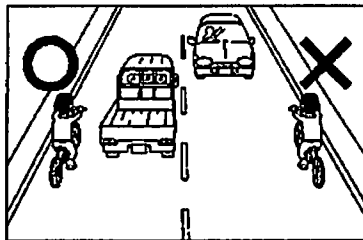
〔注〕 pedestrian……歩行者 as a general rule……原則として
the side of the sidewalk closest to the road……歩道の中で車道に最も近い側

問 2 次の絵は、自転車が車道を通行するときのルールを示したもので、(Arisa が示した 5 つの
ルールのうちの 2 番目のルールです) 空欄

B

 に適切な英語を入れ、英文を完成させな
さい。(4 点)

道路の左側を
走行して、
二つが



Ride your bike
on the left side
on the road.

- 3 <After Arisa's speech, Ms. Smith talks to the students.>

In the UK, the number of traffic accidents began to increase about fourteen years ago. To stop this, a special training program was made in 2007. About 80% of school children take these lessons. The program has three age levels. At Level 1, children learn how to ride and how to check a bike for safety at the age of nine. At Level 2, children from ten to eleven years old learn traffic rules and *hand signals. At Level 3, children from eleven to eighteen years old learn how to decide which road to take safely. If they pass the test for their age level, they receive a *badge.

【注】 hand signal……手信号 badge……バッジ

問 3 (Ms. Smith のスピーチのタイトルとして最も適切なものを、次のア～エの中から1つ選び、その記号を書きなさい。(4 点)

- ア School children in the UK
イ Checking a bike at bike shops in the UK
ウ Children's bike lessons in the UK
エ Special English lessons in the UK

「タイトル」はのぞ、
大きく内容をつかんで
すばやく処理すること!!
細部はカットして読むように。

4 〈Arisa, Makoto and Ms. Smith are talking about the speech after the lesson.〉

Makoto : Thank you for your speeches, Ms. Smith and Arisa. By the way, have you ever seen this picture?



Arisa : Yes, it is a sign which shows bike *lanes.

Makoto : Thanks to bike lanes, cyclists don't have to worry about pedestrians, so it is easier for them to ride.

Arisa : You're right, but I think there is one problem. When I ride in the bike lanes on the road, the cars are near my bike and I'm worried they will hit me.

Ms. Smith : That's true, Arisa, but there are too many pedestrians on the sidewalks, so cyclists should ride on the road.

Makoto : Yes. Having these lanes in Japan is great, but [thing] remember have / the / that / we / important / to / most] is that we all should be kind to others on the road.

Arisa : Yes, that's right, Makoto.

Ms. Smith : Pedestrians, cyclists, and car drivers should all work together to make society safe for all people. Let's follow the traffic rules.

〔注〕 lane……車線

問 4 ()内のすべての語を正しい順序に並べかえて書きなさい。(4点)

① the most important thing → かたまりできとう

② 先行詞が最上級の時、関係代名詞は必ず that.

③ うい}に単数の [is] があることを考えると、have to remember
にL T= (は) かよてきとう

<答>

but the most important thing (that we have to remember) is
S 最も大切なことは ... 覚えておかねばならない ✓

★ どのパートなのかをすばやく特定しよう。

問 5 [1] ~ [4] の会話と発表の内容と合うように、次の(1)~(3)の英語に続く最も適切なものを、
ア~エの中から1つずつ選び、その記号を書きなさい。(各3点)

1

(1) The young man ~~who almost hit Makoto~~

ア rode his bike on the sidewalk.

イ was angry because Makoto told him to be more careful.

ウ didn't have a headlight.

エ didn't listen to Makoto.

2

(2) In her speech, Arisa told her classmates about traffic rules in Japan. For example,

ア cyclists have to take three age levels in the program.

イ children need to wear helmets when they ride bikes.

ウ cyclists are always able to go slowly along the side of the sidewalk closest to the road.

エ cyclists must ride on the sidewalk.

3

(3) In Ms. Smith's speech, the students in the UK learn

ア how to use hand signals when they are nine years old.

イ about checking their bikes for safety at Level 3.

ウ the traffic rules after receiving the badge for Level 2.

エ about bike safety in a special program.

問 6 次は、後日の Arisa と Ms. Smith の会話です。自然な会話になるように、() に適切な英語を、(5語以上8語以内で)書きなさい。(4点)

Arisa : Ms. Smith, I usually take the bus to go shopping, but I rode my bike to the department store yesterday ~~because you told me that you enjoyed cycling.~~

Ms. Smith : That's nice! () from your house to the department store by bike? A B

Arisa : About 30 minutes. It was a little long, but I enjoyed being outside and hearing the sounds of the birds, so I had a good time.

① かかる時間を答えてい

How long / take を使う
(主語は it になる)

② 時刻を必ずカクニ

直前の文は yesterday

How long ∴ did it take ~ ?

☆パラグラフ リーディングをべがけよう

3 次は、高校1年生のSaoriが書いた文章です。これを読んで、問1～問7に答えなさい。*印の
 ついている語句には、本文のあとに[注]があります。(34点)

1 In Japan today, we often see many houses with solar panels, so people can make electricity at home and reduce CO₂. We also see solar panels in parks or on road signs. But how about other countries?

テ-マ!?

2 A few months ago, I was surprised when I watched a TV news report which showed the use of solar panels is growing very fast in *developing countries. Many people in the world still cannot use electricity in everyday life. *Research says that in 2014 about 1.2 *billion people in the world lived without electricity. About 54% of them lived in Africa, and developing countries in Asia followed at about 43%. They usually lived in *rural areas and were very poor. However, I've found that the electricity (much / makes / made / solar panels / more / their lives / by) convenient.

← 7(1)

3 The news report showed an example of a solar home system (SHS). SHSs are becoming popular in developing countries, especially in Africa and South Asia. They are simple systems that are usually made of a set of small solar panels and a *controller. But they can produce enough electricity to give power to some *LED lights and *cellphones. Can you imagine how SHSs can help people who once lived without electricity? People can do many things if they have electricity: They can study at night with LED lights and get information for business with cellphones. SHSs can also help important public places such as schools. By using electricity made by an SHS at school, students can study in a bright classroom and use computers. I have learned that only a few solar panels have the power to change the lives of many people.

問5

4 But there is one problem. The price of one SHS is usually a few hundred dollars. This is very A for many people living without electricity. So in some developing countries, people use unique banks to pay for SHSs. People call them *microcredit banks. Through these banks, people in such areas can borrow money to buy an SHS with very low *interest rates. Microcredit banks were first started to help poor people in *Bangladesh, and now they are spreading around the world. If people buy SHSs in this way, they can use electricity without serious money problems.

この方法を
買えば電気が
使えるよ

5 When I was surfing the Internet to learn more about solar energy in developing countries, I found a report by the United Nations. ① This *organization is called the Solar Electric Light *Fund (SELF). SELF has made a solar energy system to help poor and hungry people in rural villages in *Benin, a country in West Africa. In those areas, it doesn't rain for a long time during the dry season. Farmers couldn't grow enough *crops during that time of the year before. ② Also, people in those areas were very hungry because they didn't have enough food. Then SELF started a project to solve these problems. It *developed a simple system with solar panels to make electricity for water pumps. Water pumps are machines that take water from underground. When the sunny weather gives a lot of light to the panels, the electricity is used in the machines to get water under the ground. Then this water can be used on the farm. Now farmers are able to grow and sell crops even in the long dry season.

問6

③ I think this is a good example of helping the whole *community with solar energy. 6 Though some people in the world are too poor to buy an SHS even with the help of microcredit banks, people in rural areas can make enough money to live, get enough food, and receive a good education if they have electricity in their lives. And of course, solar energy is helpful to reduce CO₂. I know that it is important to think about many solutions to these kinds of problems, but I'm still sure that solar energy is an important way to solve the world's environmental problems in the 21st century.

ここを読む

7 We have to save the earth and improve people's lives at the same time. For these purposes, solar energy systems are very *efficient. I've started to think about becoming an engineer because I learned about SHSs. As an engineer, I will work to make cheaper and more efficient B in the future. This may sound difficult, but I believe I should try my best to *reach my goal. I will study harder and make the world a better place for all people.

電気は問題を
解決するために
大事だ!!

← 7-3

〔注〕 developing……発展途上の
billion……10 億
controller……制御装置
cellphone……携帯電話
interest rates……利率
organization……組織、団体
Benin……ベナン(国名)
develop……～を発展させる
efficient……効率的な

research……調査
rural……山舎の、農村の
LED……発光ダイオード
microcredit……少額融資
Bangladesh……バングラデシュ(国名)
fund……基金
crop……作物
community……地域社会
reach……～を達成する

問 1 ([] 内のすべての語句を正しい順序に並べかえて) 書きなさい。(3 点)

けっとう
カンタン

問 2 (空欄 A にあてはまる適切な 1 語を、英語で書きなさい。(3 点)

expensive

問 3 (空欄 ① ~ ③ にあてはまる最も適切な文を、次のア~カの中から 1 つずつ選び、その記号を書きなさい。なお、同じ記号を 2 度以上使うことはありません。(各 3 点)

- 2 ア They were very poor because they didn't have anything to sell. → 前後の文に注目。良くないこと
イ We should make solar panels cheaper to help people in rural areas in Benin.
ウ Traditional ways of life without electricity are important for them, so they don't need help.
1 エ It was about an American group which works hard for wider use of solar energy in Africa. → その後の文「この組織は... SELF と呼ばれている」とあるので、SELF についての文を選ぶ。
3 オ People are now healthier than before because they have enough food all year round.
カ So they could start the new job with their cellphones. → 直前で「これは (いい例だ) と言っているのだ」。

問 4 (空欄 B にあてはまる適切な 1 語を、次のア~エの中から 1 つ選び、その記号を書きなさい。(3 点)

ア those イ others ウ them エ ones

安くて効率的
いいやつを作りた

問 5 本文の内容に関する次の質問に、英語で答えなさい。(4 点)

What can students in developing countries do with SHSs at school?

They can

5 だんらく

問 6 Saori は、Benin での農業について、(たくさんの光が solar panels にあたる、作られた電気が何に使われる)と述べていますか。日本語で書きなさい。(3 点)

★まず分析

2 だんらく

問 7 次の英文は、本文の内容をまとめたものです。次の (1) ~ (3) に適切な英語を、それぞれ 2 語で書きなさい。(各 3 点)

Saori first learned through TV that many people in the world live without electricity, and research says that (1) half of them live in Africa. But she also learned that the use of solar panels is spreading and that SHSs can help people in rural areas to use LED lights or cellphones. She found out that there are unique banks called microcredit banks and that poor people can borrow money from them to buy SHSs. In addition, she learned about the activities of SELF in rural villages in Benin on the Internet. (Some people) are (2) that they can't get an SHS. However, their lives will be better if they have electricity. So she became interested (in) 3 ing as an engineer to make the world a better place.

6 だんらく

7 だんらく

問1

① 動詞をカクニン makes と made → by があつて受動態、ほく使えよう
 ↓
 現在形、主語は単数

∞ (made by ~)
 ~にふつてくらゐ ∞

② 文法要素

1. 書き出し I've found / that the electricity 接 S + ~
 ここに makes が

2. 動詞の make と いは

A を B に
 make their lives convenient
 する 彼らの生活を 便利に

3. much と more は比較の文で使える

much more convenient
 比較の強調 比較級

③ ... というこ

I've found / that the electricity 接 S (made by solar panels) makes their lives much more convenient.
 ソーラーパネルにふつてくらゐ

問7.

1. ~ research says ^{半分以上} that ('more than') half of them live in Africa.
- (接) (S) (V)

[2] 本文: ~ lived without electricity.

About 54% of them lived in Africa.

54%

2. Some people are (² 'so poor') that they can't get an SHS.
- S V C?

[6] 本文: some people in the world are too poor to buy an SHS.

S V C

too ∞ to ~ ㄹ
so ∞ that (S) can't ㄹㄹㄹㄹ?

3. she became interested (³ 'in working') as an engineer to make A B.

[7] 本文: As an engineer, I will work to make ~

- 4 次の AI(人工知能)についての英文を読んで、あなたの考えを、〔条件〕と〔記入上の注意〕に従って 40 語以上 50 語程度の英語で書きなさい。(10 点)

幅広く使われている 多くの異なる目的で

Today AI is widely used for a lot of different purposes such as computers and machines. Some people say that AI should be used more. What do you think about this idea?

AIをもっと使わなければならない

〔条件〕 賛成か反対か自分の立場を明らかにして、その理由が伝わるように書きなさい。

〔記入上の注意〕

- ① 【記入例】にならって、解答欄の下線 _____ の上に 1 語ずつ書きなさい。
 - ・符号(, . ? ! など)は語数に含めません。
 - ・50 語を超える場合は、解答欄の破線 で示された行におさまるように書きなさい。
- ② 英文の数は問いません。
- ③ 【下書き欄】は、必要に応じて使ってかまいません。

【記入例】

Hi!	I'm	Nancy.	I'm	from
America.	Where	are	you	from?

is	April	2,	2001.	It
is Ken's birthday too.				

(以上で問題は終わりです。)

【下書き欄】

I	think	AI	should	be
used	more.	I	have	two
reasons.	First,	if	we	use
AI	more,	AI	gives	us
accurate	weather.	Second,	AI	makes
our	society	more	better	and
more	convenient.	This	is	why
it	is	necessary	for	our
future	to	use	AI	more.

正確は
正しい

- ① AI をもっと使うべきだと思う。
- ② 理由は 2 つ。
- ③ もし AI を使えば、AI はより正確な天気を教えてくれる。
- ④ AI は私たちの社会を、より良く、より便利にしてくれる。
- ⑤ だから、私たちの将来のために
もっと AI を使うことが必要である。

英語 [学校選択問題] 解答用紙 (1)

1
28

問題 1 問	イ 2	問題 2 問	ウ 2	問題 3 問	ア 2	
問題 4 問	エ 2	問題 5 問	ア 2			
問題 6 問	(1)	She came to Japan because <u>she was interested in Japanese history</u>).				
	(2)	She arrived there (<u>at nine</u>) o'clock.				
	(3)	He <u>told</u> them (<u>to make a newspaper</u> * tell ⊕ to ~).				
問題 7 問	(1)	C 3	(2)	A 3	(3)	B 3

2
28

問 1	イ	3	道路・左側						
問 2	(Ride your bike on the left side) of the road.								
問 3	ウ	4							
問 4	Having these lanes in Japan is great, but (<u>the most important thing</u> (that we have to remember)) is <u>覚えるべきことは ...</u> that we all should be kind to others on the road.								
問 5	(1)	ア	3	(2)	イ	3	(3)	エ	3
問 6	(How long did it take from your house to the department store by bike?)								

1, 2 の計

受検番号 第 番

3
34

問 1	However, I've found that the electricity (made by solar panels) makes their lives much more convenient.				3					
問 2	expensive				3					
問 3	①	I	3	②	A	3	③	才	3	
問 4	I				3					
問 5	They can study in a bright classroom and use computers.									4
問 6	地下の水をくみ上げるときの機械に使う水。									3
問 7	(1)	more than				3	(2)	so poor		3
	(3)	in working				3				

4
10

正確な
正しい

I	think	AI	should	be
used	more .	I	have	two
reasons.	First,	if	we	use
AI	more ,	AI	gives	us
accurate	weather .	Second,	AI	makes
our	society	more	better	and
more	convenient.	This	is	why
it	is	necessary	for	our
future	to	use	AI	more .

1. 2 の計

得 点	※
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英語 [学校選択問題] 解答用紙 (1)

1
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問題 1		問題 2		問題 3	
問題 4		問題 5			
問題 6	(1)	She came to Japan because ().			
	(2)	She arrived there () o'clock.			
	(3)	He told them ().			
問題 7	(1)	(2)	(3)		

2
28

問 1	
問 2	() of the road.
問 3	
問 4	Having these lanes in Japan is great, but () is that we all should be kind to others on the road.
問 5	(1) (2) (3)
問 6	() from your house to the department store by bike?

1, 2 の計

受検番号 第 番

英語 [学校選択問題] 解答用紙 (2)

~~34~~

問 1 問	However, I've found that the electricity [] convenient.				
問 2 問					
問 3 問	①		②		③
問 4 問					
問 5 問					
問 6 問					
問 7 問	(1)		(2)		
	(3)				



				40 分
				50 分

1, 2 の計

得 点		※
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受檢番号	第	番
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問 題	正 答	配 点	採 点 上 の 注 意
1	問題 1 イ	2	(注) i の採点上の注意による。
	問題 2 ウ	2	
	問題 3 ア	2	
	問題 4 エ	2	
	問題 5 ア	2	
	問題 6 (1) She came to Japan because (she was interested in Japanese history).	3	
	(2) She arrived there (at nine) o'clock.	3	
	(3) He told them (to make a newspaper).	3	
	問題 7 (1) C	3	
	(2) A	3	
	(3) B	3	
2	問 1 イ	3	(注) i の採点上の注意による。
	問 2 (例) (Ride on the left side) of the road.	4	
	問 3 ウ	4	
	問 4 Having these lanes in Japan is great, but [the most important thing that we have to remember] is that we all should be kind to others on the road.	4	
	問 5 (1) ア	3	
	(2) イ	3	
	(3) エ	3	
	問 6 (例) (How long did it take) from your house to the department store by bike?	4	
3	問 1 However, I've found that the electricity [made by solar panels makes their lives much more] convenient.	3	
	問 2 (例) expensive	3	
	問 3 ① エ	3	(注) i の採点上の注意による。
	② ア	3	
	③ オ	3	
	問 4 エ	3	
	問 5 (例) They can study in a bright classroom and use computers.	4	
	問 6 (例) 地下から水をくみ上げる機械に使われる。	3	
	問 7 (1) (例) more than	3	
	(2) (例) so poor	3	内容に応じて部分点を認める。
	(3) (例) in working	3	

問 題	正 答	配 点	採 点 上 の 注 意
4	(例 1) I agree. First, AI can help people a lot. Recently, the things AI can do are increasing in the world. If AI improves, our lives will be better and more convenient. Second, AI can decide what to do by itself, so it can be used even for driving. (4 8 語) (例 2) I don't think so. First, I am afraid that AI cannot understand human feelings, so it can be difficult to communicate with AI. I want to communicate with people. Second, we may have some problems because AI may make mistakes, so we should not depend on AI too much. (4 9 語)	1 0	(注) ii の採点上の注意による。 4 0 語に満たない場合も、採点の対象とする。
配 点 合 計		1 0 0	

※採点に際しては、「採点上の注意」とともに、問題や放送台本を十分に検討する。

(注)

- i 「1の問題6(1)、2の間2、問6、3の間5」の採点上の注意
英語の大文字、小文字、綴り字の誤り等は、原則として、1か所につき1点を減ずる。文の構造に関する誤り等は、その程度に応じて、1～2点を減ずる。
- ii 「4」の採点上の注意
次の「観点」と「基準」に基づき、細部の採点基準を作成して採点する。

観 点		基 準
問題への正対	指示に従って書かれた文章であるか。	問われている内容について書かれていない、指示に従っていない、40語に満たない等の場合は、その程度に応じて、1～10点を減ずる。
適切な表現 (内容・構成)	内容を整理した上で、文のつながりや構成を考えた文章であるか。	文章全体に一貫性がない、同じ内容の文を無用に繰り返している等、文のつながりや構成が不適切な場合は、その程度に応じて、1～5点を減ずる。
正確な表現 (文法・綴り字等)	書こうとしていることが読み手に正確に伝わる文章であるか。	語順、時制、綴り字の誤り等のため、内容の理解に支障をきたす場合は、その程度に応じて、1～5点を減ずる。