

SAPIX サピックス **中学部**

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2026

第3回 実力診断 サピックスオープン

【S A P I X 中学部】

英語 **中学3年**
2026年8月17日実施

【受験上の注意事項】

- 1 試験時間は、50 分です。
- 2 答えは全て解答用紙の定められた解答欄の中に書きなさい。
小さすぎる文字・薄すぎる文字は採点できません。
- 3 解答用紙には、生徒 I D ・氏名を必ず書きなさい。
- 4 問題用紙の白いところは、メモなどに使いなさい。
- 5 質問がある時や気分が悪くなった時は、黙って手をあげなさい。
- 6 終わったら解答用紙だけを提出しなさい。

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- 1 次のイベントのチラシを読み、その内容についての問いに答えなさい。*の付いている語には（注）がある。

October Science Day!

Change How You See the World

【 Date 】 From October tenth to (①), for three *consecutive days

【 Time 】 From 10 A.M. to 4 P.M. each day

【 Place 】 Minato City Park

【 Entrance Fee 】 5 dollars per day

☐ You can listen to a presentation made by local companies and do some experiments on different themes each day.

[Day 1] on daily things

[Day 2] on buildings

[Day 3] on vehicles (cars, trains, and so on)

ATTENTION

- There is no food restaurant in the park.
- Please wear clothes you don't mind getting dirty.
- Those who join the experiments must be 6 or older.

（注）consecutive 連続した

問1 空所（ ① ）に当てはまる英語1語を答えなさい。

問2 チラシの内容に合うように、次の英文の（ ）内に入る英語を答えなさい。なお、解答に算用数字は用いないこと。

(1) This event is open () () hours each day.

(2) We can learn about planes () the () day.

(3) A five-year-old child () do an ().

(4) If we attend Day 1 and 2, we have to () () dollars.

2

日本文の意味を表す英文になるように、[] 内の語（句）を並べかえるとき、不足する 1 語を答えなさい。不足する語が文頭に来る場合は、解答を大文字で始めること。また、空所（①）、（②）に入る語（句）をそれぞれ記号で答えなさい。ただし、文頭に来る語も小文字で示してある。

- (1) 彼はその日、水道を流しっぱなしにして家を出た。

() () (①) () () (②) () () () day.

[ア running, イ that, ウ tap water, エ the, オ on, カ home, キ he, ク left] day.

- (2) こんなにおいしい食事は今まで食べたことがない。

() () () () (①) () () () (②) .

[ア the most, イ meal that, ウ have, エ this, オ I, カ delicious, キ is, ク had].

- (3) あなたがやらなければいけないことは、彼と話をすることだけです。

() (①) () () () (②) () () () ().

[ア talk, イ you, ウ him, エ to, オ to, カ is, キ have, ク do, ケ with].

- (4) あそこに座っているのは有名な俳優のジェフ・ベッカーに違いない。

() () (①) () () () () () (②) (), Jeff Becker.

[ア man, イ there, ウ be, エ actor, オ the, カ over, キ famous, ク sitting, ケ a], Jeff Becker.

3

次の英文の（ ）内に入る語（句）をア～エの中から 1 つずつ選び、記号で答えなさい。

- (1) Nobody knows when an earthquake ().

ア happen イ happens ウ happening エ will happen

- (2) Japanese people () said to be diligent.

ア has been イ are ウ is エ was

- (3) There () be a bookstore around that corner, but not now.

ア would often イ can't ウ used to エ must

- (4) How () you were to jump into the river and help the drowning dog!

ア brave イ exciting ウ difficult エ busy

- (5) Never fail to turn the lights () when you go out next!

— Sorry, mom.

ア in イ at ウ on エ off

- (6) I () you for your brother at first.

— My brother has a *mole under his right eye. *mole ほくろ

ア knew イ thought ウ took エ made

4

各組の英文がほぼ同じ意味になるように、() 内に適語を補いなさい。ただし、最初の文字が与えられている場合は、それに従い、解答欄には最初の文字を含めて書くこと。

- (1) He studied English very hard in () to enjoy his trip in the US.
He studied English very hard () that he could enjoy his trip in the US.
- (2) As soon as she heard the crashing sound, she hurried out.
() hearing the crashing sound, she went out () a hurry.
- (3) Yesterday I () to my teacher, "Please put off the due date."
I () my teacher to put off the due date yesterday.
- (4) How was the party?
() was the party (1-)?
- (5) You can see the house next to the police station. A famous writer lives in the house.
A famous writer lives in the house () can () seen next to the police station.
- (6) We can't take this road because of big fallen rocks.
Big fallen rocks have () it () for us to take this road.
- (7) Why did you come here?
What ()() here?

5

次の英文を読み、後の問いに答えなさい。*の付いている語(句)には(注)がある。

Samir and Matthew sat at a long table that was covered (A) *flecks of paint. The walls were almost completely hidden behind *row after row of paintings, drawings, *collages, and photographs.

"Do you think all these pieces were done by kids our age?" Samir asked Matthew in a loud *whisper.

"I don't know," replied Matthew. "I hope not. I don't think I could make anything that looks this professional. I (あ) if we're in the wrong class."

Samir nodded in agreement. "(1)You and I are pretty talented cartoonists, but I don't think either one of us is as experienced as the people in this class."

The boys' conversation was *interrupted by a tall woman with gray hair that was pinned up on top of her head in a clump of curls. She wore jeans, a bright red shirt, and *dangly earrings that *spelled out the word *art* in thin pieces of twisted metal. "I'd like to welcome you all to the summer art program. My name is Tess Kaye, and I'll be your instructor for the next six weeks."

She *leaned against her desk and continued. "Before we started class, I couldn't help (い) some of your comments. I don't want anyone to feel (1)intimidated. We have some wonderful artwork displayed here from the spring session. Those students were all beginners, too. I know we have just as many talented artists in this class, so I want everyone to do their best to relax and have fun."

Samir and Matthew exchanged looks. (2)They still weren't convinced, but they were willing to try. The first project they were going to do was a *still life. Ms. Kaye arranged some twigs, leaves, and rocks (B) a small *platform. The students could draw, paint, or create a collage. They could make a picture that looked realistic, or they could use their imaginations to create something that was their own *interpretation of what they saw.

Samir and Matthew worked hard on their projects for the entire two-hour class. Neither one realized how quickly the time was passing until they heard Ms. Kaye (う) their names. She stood behind them and looked closely at the pieces they had been working on.

Samir was finishing his painting. The twigs, leaves, and rocks looked realistic, *except that Samir had chosen to use unusual colors. Instead (C) painting in shades of gray, brown, and green, Samir chose bright turquoise blue, lime green, and a sunny, cheerful yellow.

Matthew had chosen to draw the still life in pencil. He drew from the *perspective of a (II) small *cricket at the edge of the drawing. Each item in the drawing looked enormous through the eyes of the cricket.

“I’m so impressed!” exclaimed Ms. Kaye. “Today is only the first day of class. This was just going to be a warm-up exercise, but you both have (え) such a nice job. Do you mind if I hang your pieces on the board (D) next week?” she asked.

(3) Samir and Mathew smiled and shook their heads. As they walked out into the bright afternoon sunlight, they slapped hands. Their first art class had gone much better than expected!

Spectrum *SPECTRUM Reading Grade 5* Carson Dellosa Publishing LLC

(注)

fleck of paint ペンキの斑点	row 列	collage コラージュ (絵の技法)
whisper ささやき声	interrupt 邪魔をする	
dangly ぶら下がっている	spell out ~ ~のつづりを表す	
lean against ~ ~にもたれかかる	still life 静物画 (動かないものを描いた絵画)	
platform 台	interpretation 解釈	
except that ~ ~という点を除き	perspective 視点	cricket コオロギ

問1 空所(A) ~ (D)に入る最も適切な語をア～エから1つずつ選び、記号で答えなさい。ただし、それぞれの語は1度しか使えません。

ア on イ with ウ until エ of

問2 空所(あ) ~ (え)に入る最も適切な動詞を以下の[]から1つずつ選び、必要ならば形を変えて補いなさい。ただし、それぞれの語は1度しか使えません。

[wonder, call, hear, do]

問3 下線部(1) ~ (3)について、それぞれの英文の内容を表すように、()内に適語を補いなさい。頭文字が指示されている場合は、それに従うこと。

(1) You and I are pretty talented cartoonists.

You and I are very (g)() painting,

(2) They still weren’t convinced, but they were willing to try.

They still weren’t sure, but they ()() their minds to try.

(3) Samir and Matthew smiled and shook their heads.

Samir and Matthew smiled and said ().

問4 二重下線部(I) intimidated とはどのような感情か。ア～エの中から適切なものを選び、記号で答えなさい。

ア 壁に飾られている作品を見ても恐れず、自分たちもこういう作品を作りたいと憧れる感情。

イ 壁に飾られている作品を見て、自分たちにはこんな作品は作れないと委縮する感情。

ウ 突然会話に割り込んできた先生に驚き、自分たちも授業の邪魔をしてやろうという感情。

エ 突然会話に割り込んできた先生に一時は驚いたが、自分たちが今まで描いた作品を評価してもらいたいという感情。

問5 二重下線部(II) small の反対の意味を表す語を本文のこれ以降の部分から抜き出して答えなさい。

6 次の英文を読み、後の問いに答えなさい。*の付いている語には(注)がある。

Although most people don't realize this, *objects from space are constantly entering the earth's atmosphere or passing nearby. *Comets, *asteroids, and *meteors travel through the solar system very (i) close to the earth. Meteors are small fragments, or pieces, of space *debris, usually from a comet or asteroid. When they enter the earth's atmosphere, they can appear as (1) streaks of light in the sky. They are called falling stars. Tons of space debris fly around the earth every day.

At about 9:20 a.m. local time on February 15, 2013, the people of Chelyabinsk, Russia, were *frightened to see a (ii) bright object moving quickly across the sky. In fact, it was a meteor that was traveling at over 40,000 miles per hour! (1) *Witnesses reported that the object was brighter than the sun. The Chelyabinsk meteor *exploded in the air. It created a large shock wave that damaged or destroyed over 7,200 buildings. Unfortunately, more than 1,500 people across the *region were injured. No one knew the meteor was coming. However, the Chelyabinsk meteor was not the first time an object entered the earth's atmosphere and caused damage.

In 1908, on the morning of June 30, in Siberia near the Tunguska River, a meteor entered the earth's atmosphere and exploded. The meteor was traveling at 33,500 miles per hour. It (2) affected 800 square miles of forest and destroyed 80 million trees. Fortunately, it happened in a *remote area of Siberia. Very few people live there. This event is called the Tunguska Impact.

Although the meteors in Chelyabinsk and Siberia entered the earth's atmosphere, both exploded before they actually struck the earth. They were much smaller than some other meteors that struck the earth in the past. The Chelyabinsk meteor was 55 feet wide and weighed 14,000 pounds. The Tunguska meteor was 120 feet wide and weighed 220 million pounds!

A meteor struck the earth 50,000 years ago in what is now Arizona in the United States. When it hit, this meteor was 150 feet wide, but it weighed 600 million pounds! (ii) Scientists believe that all plants and animals within a few miles of the impact were totally destroyed, and that animals living even several miles away were severely burned. We can still see the (3) crater, or large hole, that this meteor left in the ground. The crater is three miles across.

Perhaps one of the most famous meteor impact sites is in Yucatán, Mexico. It is known as the Chicxulub Crater. This meteor struck the earth about 65 million years ago. Scientists think that this meteor impact caused the *extinction of many species of plants and animals, including the dinosaurs. The meteor was probably (iii) between 106 and 186 miles across — possibly the largest meteor ever to strike the earth!

X

One of the most *recent took place on May 10, 2014. A small asteroid named 2014 JG55 passed just 60,000 miles from the earth. That's only one quarter the distance from the earth to the moon! This asteroid was only discovered the day it passed by. Like the meteor that struck the earth's atmosphere in Chelyabinsk, no one knew it was coming. Fortunately, asteroid 2014 JG55 was too small to cause much damage.

Another recent near miss surprised scientists. The asteroid 2004 BL86 passed three lunar distances from the earth. 2004 BL86 was not dangerous to the earth because it did not pass too closely. However, scientists were amazed to see that this asteroid has its own moon!

Scientists are constantly looking for asteroids, meteors, and comets that may pass close by the earth. By identifying these objects, they may be able to warn people and prevent deaths and injuries. Moreover, studying them helps scientists learn more about the universe we live in.

Lorraine C. Smith, Nancy Nici Mare *Reading for Today 3: Issues* Cengage Learning

(注)

object	物体	comet	彗星	asteroid	小惑星	meteor	隕石
debris	破片、ゴミ	frightened	恐れている	witness	目撃者	explode	爆発する
region	地域	remote	遠く離れた	extinction	絶滅	recent	最近の

問1 下線部(i)～(iii)の語と、それぞれに与えられたア～エの語について、下線部の発音が同じ語を選び、記号で答えなさい。

(i) close	ア present	イ music	ウ sugar	エ son
(ii) bright	ア laugh	イ through	ウ tough	エ ghost
(iii) between	ア breakfast	イ break	ウ reach	エ bread

問2 下線部(1)～(3)の語が表す内容として最も適切なものをア～ウの中からそれぞれ選び、記号で答えなさい。

(1) streaks

- ア stars that can be seen from far away
- イ pieces that have broken off from something
- ウ lines that something shining has left

(2) affected

- ア had an effect on
- イ had a chat with
- ウ had a rest in

(3) crater

- ア a large object that has come from space
 イ a large hole that was made by something from space
 ウ a large hole that can usually be seen in the mountains

問3 下線部(Ⅰ)を和訳しなさい。

問4 下線部(Ⅱ)について、科学者が5万年前の隕石について信じていることは何か、次のア～カの中から2つ選び、記号で答えなさい。

- ア 落下したところから離れたところにいた動物でもひどい熱に襲われた。
 イ この隕石は現在のアメリカ、アリゾナ州にあたるところに落下した。
 ウ この隕石は時速 33,500 マイルで落下していた。
 エ この隕石は幅 120 フィートであった。
 オ 落下したところから数マイル以内にいた動植物は全て消滅してしまった。
 カ この隕石は地球のそばを飛ぶ彗星から剥がれ落ちたものだった。

問5 本文中の空所 X に、次の3つの文を適切な順に並べかえて補ったとき、正しい順番になっているものをア～エの中から選び、記号で答えなさい。

- ① In fact, scientists have *identified over 10,000 near-Earth asteroids so far.
 ② Damage from meteors and asteroids is unusual, but “near misses” occur quite *frequently.
 ③ A “near miss” is something that almost happened but didn’t.

identify 認識する frequently 頻繁に

- ア ①→③→② イ ②→①→③
 ウ ②→③→① エ ③→①→②

問6 二重下線部 three lunar distances from the earth とはどの程度の距離か、適切なものをア～エの中から選び、記号で答えなさい。

- ア 60,000 miles イ 240,000 miles
 ウ 480,000 miles エ 720,000 miles

問7 本文の内容と一致するものを次のア～キの中から2つ選び、記号で答えなさい。

- ア Most people don’t realize that objects from space often hit the earth.
 イ The Chelyabinsk meteor’s explosion injured over 1,500 people.
 ウ The Chelyabinsk meteor was heavier than the one which hit the earth 50,000 years ago.
 エ Asteroid 2014 JG55 was too small to cause any damage.
 オ 2004 BL86 was not close to the earth because it didn’t cause any damage.
 カ Chicxulub crater was created when a meteor struck the earth about 65,000,000 years ago.
 キ Thanks to the study of meteors, we can find all the meteors which may hit the earth.