



2025 年度 冬期講習会

高 1 高 2 共通テスト Reading 対策

阪急岡本・夙川・西宮北口の学習塾
国私立中高一貫校対象

STUDY
COLLABO

スタディ・コラボ

集団 & 個別指導ハイブリッド型塾



第1問 (配点 6)

You visited your sister school's website and found information about a school carnival.

Spring Carnival at Mountview High School!

It's springtime again, and that means it's time for the annual spring carnival at Mountview! Admission is free, so bring the whole family to enjoy the fun and activities on offer!

Games of Skill and Games of Chance!

The games listed below cost only a dollar to try, and you might win a fantastic prize!

Basketball toss	Ring toss	Watergun race
Beanbag throw	Baseball throw	Wheel of Fortune
Guess Your Age	Guess Your Weight	Lottery tickets

The prizes include: a vacuum cleaner, writing sets, books, clothes, and much more!

Bring a losing lottery ticket to the Food Court for 50 cents off any food item! One per customer.

Special this year! Thanks to the generosity of Mr. Powell, the owner of the Power Wheel bicycle shop just around the corner, we are auctioning a BRAND-NEW Mountain bike, model MT-40! This is an absolutely beautiful bicycle—silver frame and brown joints make it look quite expensive and sophisticated, and it's very light! Better still, the minimum bid starts as low as \$100! Your bids benefit the Mountview High School, so open your wallets for our common benefit. And who knows—you might just ride away as a winner!

Food, Drinks, and Fun

Visit the Food Court for a wide range of delicious fried treats.

Hot Dog	\$1.75	Corn Dog.....	\$2.25	Chili Dog.....	\$2.75
Fried Dough..	\$1.25	French Fries.....	\$1.50		
Onion Rings ..	\$1.75	Fried Ice Cream.	\$2.00		

For the Kids!

The following activities are available for children under the age of 7—absolutely free of charge!

Face Painting	Bouncy Castle	Apple Doll-Making
Arts & Crafts Table	Sack Races	Three-Legged Races

And remember our Canned Goods Charity! We are collecting cans of food for the local homeless shelter. Bring one or more canned goods and receive a coupon good for two free games OR \$2.00 off any food order of \$5.00 or more!

問1 Which is true about the MT-40?

- ① It has been given to the auction by a shop.
- ② It is the prize for one of the games.
- ③ Its joint parts are all made of silver.
- ④ Its minimum bid will come from Mr. Powell.

問2 According to the advertisement, which statement is true?

- ① Children who want their face painted must be accompanied by their parents.
- ② The Mountview Carnival is held four times a year.
- ③ Two losing lottery tickets get a visitor a \$1 discount at the Food Court.
- ④ You need \$100 or more to win the auction.

問3 If you bring two cans of food, you can receive .

- ① a discount off the carnival entrance fee
- ② a ticket to bid for the auctioned item
- ③ free food worth up to \$2.00
- ④ two free games of Baseball throw

第2問 (配点 12)

Your English teacher from the UK gave you an article to help you prepare for the debate in the next class. A part of this article with one of the comments is shown below.

English Education in Elementary School

by Yutaka Koba, Tokyo

11 July 4.07 PM

Recently, students in Japan have started to study English in elementary school. Some people believe that students will have a better advantage in the future by learning English earlier. What are your opinions on this topic?

A student named Sota says, "It's true that in the future, English is going to be important for us. But I believe that other subjects will be just as important. It may be a little too hard for elementary school students to keep up with their other studies if they have to learn English, too. To start it in junior high school is better, in my opinion."

On the other hand, Risako says, "I agree that English will be important for us in the future. But I think that all students should receive an equal education. There are many *juku* that teach English to elementary school students. I don't think it's fair for some students to have that experience while others do not. The best way to give all students an equal chance is to teach everyone English from elementary school."

21 Comments

Newest

Mayumi 7 August 6.11 PM

The question is, who will teach it? Can all elementary school teachers in Japan teach English as a school subject? I don't see any advantage in learning English from people who aren't really used to speaking it.

問1 Sota insists that .

- ① elementary school students cannot understand English
- ② English education should be started as early as possible
- ③ English is less important than other subjects
- ④ young students don't need the extra burden of learning English

問2 Risako insists that .

- ① all students should start to learn English in elementary school
- ② *juku* should be used for subjects other than English
- ③ students who didn't learn English at *juku* should take special classes
- ④ the government should give money to families for *juku*

問3 Your team will oppose the debate topic, "Students should study English in primary school."

In the article, one **opinion** (not a fact) helpful for your team is that .

- ① all junior high school students are learning English
- ② improving Japanese skills is more important than English
- ③ knowledge from other subjects may be useful for learning English
- ④ other subjects will be just as important as English

問4 The other team will support the debate topic. In the article, one **opinion** (not a fact) helpful for that team is that .

- ① elementary school students should learn English both at school and *juku*
- ② it is not fair that all elementary school students cannot learn English at *juku*
- ③ many elementary school students need experience other than studying
- ④ there are many *juku* that teach English to elementary school students

問5 According to the comments, Mayumi says that .

- ① instructors at elementary schools may lack the skills to teach English
- ② Japan begins English education too early in its current system
- ③ teachers have no chance to learn English along with their students
- ④ there may be qualified teachers, but students aren't used to speaking English

第3問 (配点 9)



B You found the following story in a British magazine about a boy named Tom.

A Request from Mother

Sunday, 10 December

Tom was looking forward to spending the day playing the video game he'd bought the week before. But just as he was about to turn on his TV, his mother came to his room. She asked Tom to help her with something. He really wanted to play his game, but he decided to take the offer.

5 She handed him a bag and asked him to deliver it to Ms Watson by three o'clock. It was a huge shoulder bag with pink flowers all over it. And the only way to get to Ms Watson's house was to walk down Main Street, the busiest street in town. "I'll be embarrassed if I meet someone I know," he thought. He was very worried.

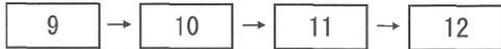
10 Tom thought it would take him half an hour to walk and left his house at two o'clock. "I'll be fine as long as I don't see anyone I know," he thought. But just a moment later, he heard a voice: "Tom? Tom, is that you?" One of his classmates had found him. "That bag is just your style!" he joked.

15 He kept walking as he tried his best to cover his face. "Tom?" went another voice. He looked back and knew he would be embarrassed again. The voice belonged to Mary, a girl from the class next to his. He'd never told anyone, but he kind of liked her. "And now she's seeing me like this," he thought. "How awful." "Where are you going?" she asked. She seemed to like the bag and asked him to let her hold it. He couldn't believe this was really happening.

20 As she carried the bag, they continued along the way to Ms Watson's house, talking about school and films they'd seen. Tom hoped this fun moment would last forever.

It was quarter to three when Tom arrived at his destination. He made it in time, but it seemed that it took him longer because he enjoyed talking to her.

問1 Put Tom's following feelings (①~④) in order after the request from his mother.



- ① ashamed
- ② concerned
- ③ joyful
- ④ surprised

問2 Why was Tom worried? 13

- ① He did not want to be seen with the bag.
- ② He did not know how to get to Ms Watson's house.
- ③ Ms Watson may break her promise with him.
- ④ The bag was too heavy for him to carry easily.

問3 What you learnt from this story is that it took Tom 14 to get to Ms Watson's house.

- ① 15 minutes
- ② 30 minutes
- ③ 45 minutes
- ④ 75 minutes

第4問 (配点 12)

In English class you are researching and writing an essay on a topic you are interested in. This is your most recent draft. You are now working on revisions based on comments from your teacher.

Somei-Yoshino	Comment
<p>In 1912, Japan gave thousands of young cherry trees to the United States. The gift was a symbol of the two countries' friendship. The <i>somei-yoshino</i> trees were planted in Potomac Park in Washington, D.C. One hundred years later, the flowers that burst into bloom every spring are still very popular.</p> <p>⁽¹⁾ The word <i>hana</i> is used for all kinds of flowers today, but in the Heian Period it only meant cherry blossoms. You can still see this in the word <i>hanami</i>. In Japan, <i>sakura</i> have been loved not only for their beauty but also for their short lives. They fully bloom for a few days, then fall. The blossoms give us the feeling that our lives are also beautiful but short.</p> <p>The <i>somei-yoshino</i> are the most popular cherry blossom trees ⁽²⁾. Many kinds of trees live for hundreds of years, but the <i>somei-yoshino</i> may live only for a few decades. Also, they cannot reproduce themselves naturally. ⁽³⁾ All of them may become extinct within 100 years without help from humans.</p> <p>The <i>somei-yoshino</i> in Japan are clones of the first tree that was planted in the Somei area of Tokyo around 130 years ago. From March to April, all of Japan watches for the blossom forecast, called <i>sakura-zensen</i> ("cherry blossom front"). The forecast is predictable. ⁽⁴⁾ When the climate conditions are the same, the trees all bloom, lose their flowers, and even get sick at the same time. <i>Somei-yoshino</i> may be weaker than other kinds of cherry trees, but they help to make strong ties of friendship between the two countries.</p>	<p>(1) You are missing a topic sentence here. Insert it.</p> <p>(2) This sentence doesn't really match this paragraph. Add some information after this sentence to make it better.</p> <p>(3) Insert a connecting expression here.</p> <p>(4) You are missing something here. Add more information between the two sentences to connect them.</p>
<p>Overall Comment :</p> <p>Your research on cherry blossoms is very thorough. There were many things I didn't know, and I learned a lot.</p>	

問1 Based on comment (1), which is the best sentence to add? 15

- ① In Japan, cherry blossoms are more beautiful than those in America.
- ② In Japan, cherry blossoms expressed friendship during the Heian Period.
- ③ In Japan, cherry blossoms have been loved for a long time because they make people happy.
- ④ In Japan, cherry blossoms have had special meaning in both the past and present.

問2 Based on comment (2), which is the best to add? 16

- ① and are more beautiful than any others
- ② and grow well in Japan's climate
- ③ but also some of the weakest ones
- ④ but the number is currently decreasing

問3 Based on comment (3), which is the best expression to add? 17

- ① For this reason,
- ② Having said that,
- ③ In spite of this,
- ④ On the contrary,

問4 Based on comment (4), which is the best sentence to add? 18

- ① That is because all of the *somei-yoshino* have the same DNA.
- ② That is because people have had experience predicting this for a long time.
- ③ That is because there is a relationship between the blooms in Japan and the U.S.
- ④ That is because they start blooming on the same day every year.

第5問 (配点 16)

You are summarizing the following two articles in your notes for a report on the Olympic Games.

The History of the Olympic Games

by Geoff Lees

July 2018

The first modern Olympic Games were held in Athens in 1896. Since then, the games have been held every four years, with only a few exceptions. The 1916 Games, scheduled to be held in Berlin, were cancelled due to World War I, while the 1940 and 1944 Games, scheduled for Tokyo and London, respectively, were cancelled on account of World War II.

Year	City	Period of events	Countries	Sports	Athletes
1900	Paris	May 14-October 28	24	18	1,225
1904	St. Louis	July 1-November 23	13	16	689
1906	Athens	April 22-May 2	20	14	877
1908	London	April 22-October 31	22	23	2,035
1912	Stockholm	May 5-July 27	28	28	2,437
1916	Berlin	-----			
1920	Antwerp	April 20-September 12	29	22	2,625
1924	Paris	May 5-July 27	44	19	2,972
1928	Amsterdam	May 17-August 12	46	14	2,883
1932	Los Angeles	July 30-August 14	37	14	1,332
~~~~~					
2012	London	July 27-August 12	204	26	10,568
2016	Rio de Janeiro	August 5-August 21	206	28	11,238

Throughout their history, the Games have changed in many ways. The well-organized Olympics that we know today took many years of trial and error to achieve. The 1900 Games in Paris, like the following 1904 Games in St. Louis, were held to coincide with each city's World Expo. However, the Games not only went on for months longer than today's, but were little more than a side attraction to the World Expo events.

Athens, worried that the reputation of the Games was worsening, decided to hold a special 1906 Games to remind the world of the origin of the Olympics. Although these Games are not officially recognized by the Olympic Committee, they were very successful. Then, the Games steadily grew in number of 22, but in 1932 worldwide poverty resulting from the Great Depression made it impossible for some countries to send their athletes all the way to Los Angeles. However, after World War

II, the Olympics attracted more and more participants and international attention every time, growing to the huge production that it is today.

### Opinion on “The History of the Olympic Games”

by K. I

August 2020

I am a 20-year-old studying Japanese history at a university in Tokyo. When I decided to study in Japan, I was very excited that the Olympics were going to be held in Tokyo. I had the amazing experience of watching the Olympics at a stadium in my home city when I was around 12, and I was hoping I could relive that excitement in Tokyo. Thus, I was very disappointed when the Tokyo Olympics were postponed.

Reading “The History of the Olympic Games,” I was surprised to see how small the early Olympics were. One newspaper article said that about 3.6 billion people around the world watched events on television during the 2016 Olympics. The only two events that could draw that much global interest would be the Olympics and the FIFA World Cup.

As the Olympic Games get bigger, they place a greater burden on the host countries. However, these kinds of major global events provide precious entertainment for the whole world to enjoy. I think that holding the Olympics on a certain scale is necessary.

### Reading “The History of the Olympic Games”

**Geoff:** Summarized the early modern Olympics

Cities: Mostly in Europe and America

The length of the Games:

→Some Games were affected by World Wars and the Depression.

· What I find interesting: The 1906 Games  and .

**K.I.:** A college student from

- His/her own experience
- The scale of the Games

⇒ What I plan to write in my own report:

問1 Which is the best for  ?

- ① Cancellation of the 1916 Games led to longer Games in 1920.
- ② It has become much shorter over the past 100 years.
- ③ It is closely related to the number of participating countries.
- ④ The 1900 Games were the longest because they were the most important.

問2 Which are the best options for  and  ? (The order doesn't matter.)

- ① are not considered official
- ② had as same participating countries as the ones in 1896
- ③ had fewer sports than the previous Games
- ④ were canceled halfway through
- ⑤ were conducted together with another event

問3 From the information in the passage and table, which of the following is the most appropriate for  ?

- ① participating countries
- ② sponsor companies
- ③ sports
- ④ viewers

問4 The college student is from .

- ① Athens
- ② London
- ③ Rio de Janeiro
- ④ Tokyo

問5 Which is the best for  ?

- ① The Economic Benefits of the Olympics and its Role as a Celebration of Peace
- ② The Economic Burden of the Olympics and Ways to Reduce It
- ③ The Growth of the Olympics and its Value as Entertainment
- ④ The Increasing Number of Olympic Events and their Relationship to Other Sporting Events

(下書き用紙)

英語（リーディング）の試験問題は次に続く。

## 第6問 (配点 12)

Your English teacher told everyone in your class to choose a short story in English to read. You will introduce the following story to your classmates, using a worksheet.

“That’s right,” Malcolm answered, “I have no house.” That’s what my dad’s best friend answered when I asked him if he really had no place to live. “Does that make you a homeless person?” I asked next. He laughed a little and answered, “I guess technically I could be considered homeless, but my situation is different. Most homeless people struggle because they don’t have a job and really can’t afford to rent or buy a home. In my case, I chose to have no house. My home is wherever I am at the moment.”

You see, five years ago Malcolm, or “Mal” as I’ve called him ever since I could remember, decided to sell his house and live and work while traveling the world. For 25 years Mal worked for a newspaper company as a journalist. He’s still a writer but instead of going to an office from 9 a.m. to 5 p.m., Monday through Friday Mal works wherever he has a laptop and Internet access. He has a blog about technology and also contributes articles about technology and the IT industry to several publications, including the newspaper he used to work full-time for.

I asked Mal why he decided to live as he does. He said at first his idea was to work from home and to be his own boss. But then he realized working in an office at home was not that different from going to an office building to work. Also, traveling around the world and seeing different countries and cultures was something he’d always wanted to do. “When your dad and I were in college,” he continued, “we went on the typical college backpacking trip through Southeast Asia. Ever since, I’ve tried to take a trip to somewhere overseas at least once a year.” “Still,” I asked, “don’t you need someplace to come home to?” Mal looked at me and said, “That’s exactly it. The more I traveled, the more I realized that traveling is when I’m happiest. As long as I can still work, why not travel all the time? And if so, who needs a home?”

So, Mal quit the newspaper, and he and his wife Candice sold their home and used the money for their travels. They also sold most of their possessions and put everything else into storage. Their first stop was Greece, a place they went to for their honeymoon

20 years before. They rented a house on an island in the Adriatic Sea and lived there for six months. Next, they traveled by train and car into central Europe, staying in hotels, hostels, and sometimes people's homes. After that, they flew to Asia. Constantly moving around has been Mal and Candice's normal life for the past five years. Every year or so they'll "take a break" by coming back to the U.S. to stay with friends and family. I guess our house is the closest thing they have to a home. 30

I still had questions, like isn't it tiring — and a bit lonely or scary — to travel all of the time? Mal's answer surprised me. He said that yes, it is tiring to travel all of the time, and sometimes bad things happen, like having your stuff stolen or having no place to stay. However, he continued, we try to balance those things out by coming home to close friends and family from time to time, or staying in one place for longer periods to rest. He asked, "Do you think of home as just a place with walls, a living room, and bedrooms? Or is home where the people you love are?" I answered him that if I have my mom, dad, sister, and Poncho (our dog) then that's where home is. It's a bit silly but I really believe in the old saying "home is where the heart is". 35 40

I had two final questions for Mal. Where were they going next and could I come along? He laughed and answered, "Yes, to the second question. As for the first question, I'll let you decide where we go next."

Your worksheet:

**About the main character (Malcom, "Mal")**

- He is a friend of the author's father, and .
- He started working for himself because .

**Mal's life to date**

- The reasons why he started to travel overseas many times were  and .

- His life over the last five years is as follows.

→  →  →

**The impressive parts of this story**

Mal probably believes a person's home is , and this idea is very interesting.

問1 Choose the best option for .

- ① feels the need to have his own house
- ② finds jobs all over the world
- ③ is satisfied with his situation
- ④ is struggling to change his living condition

問2 Choose the best option for .

- ① he didn't really need a job as a writer
- ② he no longer got along with his coworkers
- ③ it allowed him to work from anywhere
- ④ it was an attractive way to get more money

問3 Choose the best two options for  and . (The order does not matter.)

- ① a course he took in college.
- ② a story he heard from his father.
- ③ a trip he took with a college friend.
- ④ his experience while working for the paper.
- ⑤ his interest in foreign cultures.

問4 Choose **four** out of the five options (①~⑤) and rearrange them in the order they happened.

→  →  →

- ① He became a journalist.
- ② He sold his house.
- ③ He traveled around central Europe.
- ④ He went to Asia.
- ⑤ He went to Greece for the first time in decades.

問5 Choose the best option for .

- ① wherever you can afford to live
- ② wherever you can lie down to rest
- ③ wherever you go for a trip
- ④ wherever you have people you love

第7問 (配点 16)

You are preparing a poster for a presentation contest with the theme “The evolution of eco-friendly cars.” You have been using the following passage to create the poster.

**Types of Electric Vehicles — Classifying Types and Features of Each Type —**

In the future, cars will probably be powered by electric motors. Even now, many of the cars sold in Japan are electric. As Table 1 below shows, there are various types of electric vehicles. These include battery electric vehicles and hybrid electric vehicles. They are classified according to whether they have an engine or other electricity generator, and how they recharge their batteries. There are no special requirements for each type, such as driving distance or cost. These types of electric vehicles can be divided into two groups. One is the types that can get electricity directly from outside the vehicle (BEV, PHEV), and the other is those that cannot (HEV, BAHV, FCEV).

**Table 1: Types of Electric Vehicles**

BEV	Battery Electric Vehicle	HEV	Hybrid Electric Vehicle
PHEV	Plug-in Hybrid Electric Vehicle	BAHV	Battery-assisted Hybrid Vehicles
FCEV	Fuel Cell Electric Vehicle		

BEVs are vehicles with high-capacity batteries and large, high-performance motors. These are the types of electric cars most people think about. They can be recharged at charging stations or from an electrical outlet at home. They are powered completely by their electric motor, and since they have no devices that burn fossil fuels, they emit no CO₂. These types of EVs are a low-cost option for city driving where the driver goes and stops many times. But if driven for longer distances at high speeds without stopping, they are more expensive to run than cars with gasoline-powered engines. Another negative point about BEVs is that using a heater for the inside consumes significantly more electricity, causing the running distance to become shorter. PHEVs can also be charged from outside power sources, but they have both a motor and an engine. The vehicle can run on the engine when the battery runs out of power, and

the power generated by the engine can charge the battery. In addition, the engine can be used to heat the inside of the car at a lower cost than BEVs. The air conditioners in vehicles with engines produce warm air differently than our home air conditioners. Home ACs use lots of electricity to generate heat, while vehicles with engines can use the heat generated when the engine is running to heat the inside.

20

Now let us look at the second group of electric vehicles. These are HEVs, BAHVs, and FCEVs. What these have in common is that their batteries cannot be charged from an outside power source. HEVs do not have a plug to connect to power, but otherwise they are almost the same as PHEVs. BAHVs are a type of HEV, but some people do not consider them part of the electric vehicle category. Their batteries and motors are much smaller than those of HEVs, and they cannot run on their motors alone. The motor in BAHVs assists the engine to reduce gasoline consumption when the car accelerates from a stopped position. FCEVs, like BEVs, run only on their electric motors. All of the electricity they use comes from their own generator. This generator is different from engines in that it produces electricity through a reaction between hydrogen and oxygen. Therefore, they do not emit any carbon. On top of this, their generators produce heat, so they do not need to use electricity to keep the inside of the car at a comfortable temperature. For these reasons, some people think that FCEVs are the best eco-cars. Their disadvantage is that there are few places to fill them up with hydrogen used to make electricity, and this is difficult to do at home. And compared to gasoline stations and charging stations, the facilities are very expensive to install.

25

30

35

40

Today, more electric vehicles with engines are sold throughout the world. In the future, however, sales of carbon-emitting vehicles are likely to be strictly regulated by governments. Producing large numbers of electric vehicles could greatly lower their prices, which could quickly increase the market share of electric vehicles without engines.

45

Your presentation poster draft:

**Do you know the different types of EVs and their features?**

**How are the different types of EVs classified?**

They are determined by .

**Types of EVs and descriptions of each**

Type	Description	How it runs
BEV	This type of EV can be recharged from the outside.	Only by motor
HEV	This type of EV can be charged <input type="text" value="35"/> .	By motor and engine
PHEV	This type of EV can be charged <input type="text" value="36"/> .	By motor and engine
BAHV		

**Common features of all EVs**

問1 Under the first poster heading, your group wants to explain how to divide the types of electric vehicles. Which of the following is the most appropriate?

- ① the amount of battery charge and the distance the car can travel on a full charge
- ② the efficiency of electricity use and the amount of CO₂ emitted by the car
- ③ the performance of the generator and the running performance of the motor
- ④ what the car runs on and how it stores electricity

問2 You have been asked to write descriptions of HEV and PHEV. Choose the best options for  and .

- ① from a charging station and its own engine
- ② from a charging station but not at home
- ③ using a chemical reaction, but cannot be charged from its own engine
- ④ using its own engine, but cannot take in electricity from the outside

問3 You are making statements about features of the different types of electric vehicles. According to the article, which two of the following are appropriate? (The order does not matter.)

·

- ① BEVs and BAHVs have more powerful batteries than other types of EVs.
- ② BEVs and FCEVs travel shorter distances in cold areas than in other regions.
- ③ HEVs and PHEVs are more costly than BEVs for those who use the highway a lot.
- ④ Only BEVs and FCEVs do not emit carbon directly from the vehicle.
- ⑤ PHEVs and BAHVs do not use extra electricity to warm the inside of the car.
- ⑥ People with parking spaces at home can easily refuel their BEVs and FCEVs.

## 第8問 (配点 17)

You are working on an essay about whether high school students should have to wear school uniforms. You will follow the steps below.

Step 1: Read and understand various viewpoints about school uniforms.

Step 2: Take a position on high school students' wearing of uniforms to school.

Step 3: Create an outline for an essay using additional sources.

### [Step 1] Read various sources

#### Author A (Student)

Choosing clothes that look good on you and coordinating them can be a lot of fun for some people. Talking about fashion with other students can lead to new ideas and friendships. However, while this can be enjoyable, I think the benefits of having uniforms are greater. For example, the time it takes to choose clothes every day would add up to a huge amount of time in a year. Also, if you don't like what you're wearing, you might not be able to concentrate on your studies that day. The top priority should be to create an environment where students can concentrate on their studies.

#### Author B (Student)

Compared to a few decades ago, our town has much hotter summers and colder winters. In these conditions, getting to and from school can be difficult, and one reason is that uniforms make it difficult to regulate body temperature. Female students in particular often have to wear skirts even in winter. Also, with the viruses and sicknesses going around recently, there are concerns about uniforms and cleanliness. Because I wear my uniform every day, it feels dirty later in the week and often feels unhygienic. If we could go to school in the clothes that we choose, we would feel less like this.

#### Author C (Parent)

In recent years, I feel that society is changing so that there is more respect for individuality and fewer distinctions between men and women. Additionally, an increasing number of people announce that their gender identity and physical gender do not match. For such students, wearing a uniform may feel unpleasant. This is because uniforms are designed with very clear differences between genders. On the other hand, if people can wear their own clothes, it would help others to respect their individuality.

**Author D (Parent)**

I understand that there are various advantages and disadvantages to both uniforms and regular clothes. With that in mind, I don't think it's necessary to choose just one. Students can decide on their own whether to wear uniforms or casual clothes to school depending on the day. For example, regular clothes are generally fine for everyday school life, but uniforms are more suitable for events such as entrance ceremonies and graduation ceremonies. Students should be able to choose their clothing according to the situation, and schools should be more flexible.

5

**Author E (Teacher)**

I saw a news report on TV that said more and more schools have stopped using uniforms. The report showed students going to school wearing brightly colored clothes or clothes with flashy designs. Looking at them made me feel that uniforms are necessary. Such clothes may be fine when going out to play, but when studying, uniforms are the best choice. In fact, many uniforms are made in calming colors such as black, white, and navy blue, and research has shown that these colors improve concentration.

5

問1 Both Authors D and E mention that .

- ① certain colors have a calming effect on emotions
- ② clothes should be chosen according to the situation
- ③ respect for individuality is more important than anything else
- ④ wearing casual clothes to school has more disadvantages than advantages

問2 Author C implies that .

- ① like society as a whole, schools and uniforms are changing for the better
- ② more schools are accepting students whose minds and bodies do not match in gender
- ③ there are major differences in the design of uniforms for men and women, so they can be used to judge one's gender
- ④ uniforms reflect recent social trends, and therefore they are appropriate for students

[Step 2] Take a position

問3 Now that you understand the various viewpoints, you have taken a position on whether high school students should wear school uniforms, and have written it out as below. Choose the best options to complete , , and .

**Your position:** Students should not have to wear uniforms

- Authors  and  support your position.
- The main argument of the two authors: .

Options for  and  (The order does not matter.)

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

Option for

- ① It is difficult to regulate body temperature in uniforms, especially for female students
- ② The colors used in uniforms may reduce concentration in learning
- ③ The designs of uniforms do not reflect recent usage conditions
- ④ Uniforms with various designs should be available to recognize individual diversity

**[Step 3] Create an outline using Sources A and B**

Outline of your essay:

**Not requiring students to wear uniforms is a good idea**

**Introduction**

Uniforms are now widely used in schools, but when we consider various circumstances and their impact on students, we should encourage students not to wear them.

**Body**

Reason 1: [From Step 2]

Reason 2: [Based on Source A] ..... 

44
----

Reason 3: [Based on Source B] ..... 

45
----

**Conclusion**

Allowing clothing other than uniforms will have positive effects on students.

**Source A**

Last year, one of the town's high schools set a day when students were allowed to wear clothes other than uniforms to school. The purpose was to develop the ability to think and make decisions independently and to respect individuality and diversity. They introduced the program once a week. When the system was first introduced, many students still came to school wearing uniforms. However, over time the number of students who come to school wearing other clothes has increased. After a few months, a debate was held in a class where more than half of the students came to school wearing clothes other than uniforms. The number of speakers in this debate increased significantly compared to debates held when students attended school wearing only uniforms. Then, a survey was conducted after the debate. In the survey, many students answered that wearing clothes other than school uniforms made them feel more comfortable about speaking out. Students also said that they often felt that they were more likely to be accepted by others when they wore clothes other than uniforms.

5

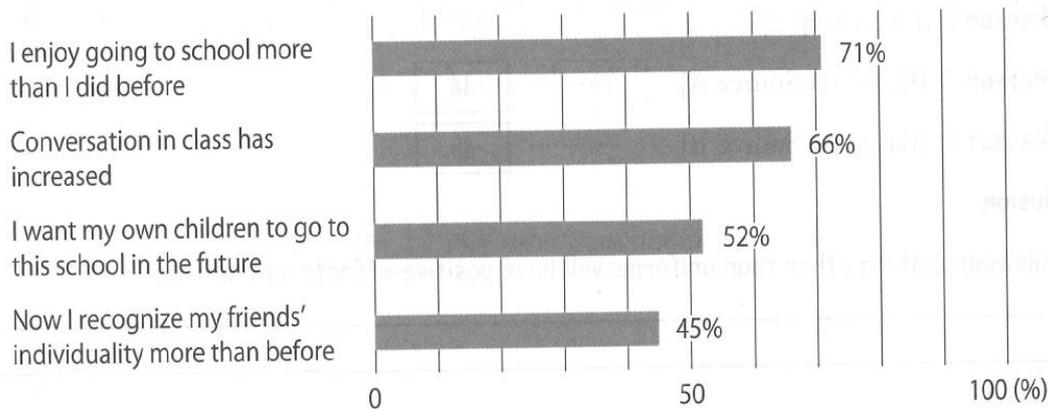
10

### Source B

According to the results of a survey conducted at schools that have already completely stopped using school uniforms, it was found that many students had a positive impression of the system. The study was conducted on 1,000 boys and girls attending school. The graph below shows the percentage of people who supported the introduction of non-uniform clothing.

5

**Survey Results After Stopping Use of School Uniforms**



問4 Based on Source A, which of the following is the most appropriate for Reason 2?

44

- ① Changes in systems to respect diversity are likely to be successful.
- ② Clothes other than uniforms have a positive impact on students' psychological well-being.
- ③ More students will be attracted to the school if it stops using uniforms.
- ④ Wearing clothes other than uniforms is one of the best ways to express your individuality.

問5 For Reason 3, you have decided to write, “Students will likely respond well to stopping the use of school uniforms.” Based on Source B, which option best supports this statement?

45

- ① About two-thirds of students feel they have more opportunities to communicate, and half of the students enjoy school life. Stopping the use of uniforms will make school life more enjoyable.
- ② More than two-thirds of the students look forward to being in school, and about half of the students said they would like their child to attend this school as well. Stopping the use of uniforms will contribute to improving the appeal of the school.
- ③ Over one-quarter of the students said that they feel more accepting toward their friends, and about half feel that they have more friends than before. Stopping the use of uniforms has a positive effect on building friendships.
- ④ The school has become more attractive since the school stopped using uniforms. The survey found that exactly half of the students are speaking more in class.