

# 英 語 (リーディング)

各大問の英文や図表を読み、解答番号  ~  にあてはまるものとして最も適当な選択肢を選びなさい。

## 第1問 (配点 6)

You are a senior high school student interested in improving your English-speaking ability during spring vacation. You find a website for a course on giving presentations held by a language school.



### Presentation Skills Course

**Parker Language School (PLS)** builds confidence in speaking English in Japanese students. Since 1997 we have offered this successful course. Improve your English by gaining valuable skills in five days!

**Dates** : March 25-29, 2024

**Location** : Suzuki Hotel, Kanagawa Prefecture

**Cost** : 70,000 yen, including meals and room (bring additional fees for evening activities such as a city bus tour and English karaoke)

### Seminars Offered

- ◆ **Story** : You'll explore descriptive vocabulary to attract audiences by introducing topics without simply explaining them factually. Your instructors have all taught publishing courses and been editors for a wide range of magazines in English-speaking countries. On the fifth day, students in teams will present topics in imaginative ways. Prizes available! (Note: Evidence of high-level vocabulary knowledge is necessary to participate.)
- ◆ **Display** : You'll learn to create slides to support what you say effectively, using visuals. Course instructors have experience working in advertising for well-known international brands. You'll introduce unusual products with partners on March 29.
- ◆ **Adaptation** : You'll focus on tone, facial expression and body language that match your words, to make those watching pay attention. On the final day there will be a student battle between two sides to deliver information through dialogue and gestures. Instructors, all of whom have had professions in sales across Asia, will judge.

### ▲ Application

**Step 1** : Fill in the online application **HERE** by December 31st, 2023.

**Step 2** : An instructor will contact you by phone to assess which seminar would suit you.

**Step 3** : Your seminar will be decided.

問1 All PLS instructors have .

- ① experienced living abroad
- ② had careers other than teaching
- ③ judged presentation-making contests
- ④ mastered foreign languages themselves

問2 On the last day of the seminar all students will .

- ① give a demonstration in groups
- ② receive prizes for individual achievement
- ③ vote for their favorite presentation by a classmate
- ④ watch students from other seminars make presentations

問3 What will happen after submitting your seminar application? .

- ① You will be evaluated to decide your seminar.
- ② You will deliver a speech by phone.
- ③ Your choice of seminars must be submitted.
- ④ Your English vocabulary level will be tested.

## 第2問 (配点 12)

You are a member of your school's debate club. In an upcoming contest, your team will debate about whether students rely on technology too much. To get ideas, you are reading a report about a school challenge abroad, written by a Japanese student who studied there for a year.

## Limit Tech Challenge

Students rely on electronic devices often. There are fantastic apps for learning. However, many students waste too much time in looking at social networking sites, and we want to do something about that. We asked students to only go online for an hour daily outside the classroom from March 1st to March 31st and to record what they had achieved before going to bed each night. Around 700 students signed up, but over half quit almost immediately. This included almost 70% of the third-year students and about 30% of the first-year students, whereas few second-year students stopped. What made the second-year students different, particularly from third-year ones? Looking at some comments (given below), I think I can answer this question:

Comments from Participants

KT: I'm so used to doing my homework with the help of Internet research that limited time online made me anxious. Second-year students don't have as much study pressure as final-year students like me.

HH: I got fewer headaches and was able to concentrate better staying offline. I also fell asleep immediately when I turned the light out and felt fresher at school.

SR: I hadn't realized how many excellent books the school library has, and I spent less time checking how reliable sources online are.

MB: I longed to go online and felt restless. I wasn't productive without technology. It's almost impossible for first-year students to resist logging on to watch newly uploaded videos.

JS: I tried discussing topics with my second-year friends and found I remembered almost everything. Getting ideas from the Net, I quickly forget most of what I've read.

問1 The aim of the Limit Tech Challenge was for students to .

- ① appreciate technology's benefits
- ② boost their general health
- ③ sleep for longer
- ④ waste less time

問2 One fact about the Limit Tech Challenge is that .

- ① less than half the participants completed the challenge
- ② many students depended heavily on electronic devices
- ③ students were encouraged to delete apps before starting
- ④ the instructions for it were unclear to some participants

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問3 One of the participants' opinions about the Limit Tech Challenge is that

- ① first-year students struggle to stay away from social media
- ② shortly after switching off devices, you don't miss them
- ③ teachers nowadays often want students to do Internet research
- ④ there is so much Internet content that is undependable

問4 The author's question is answered by

- ① HH
- ② JS
- ③ KT
- ④ MB
- ⑤ SR

## 第3問 (配点 9)

Your English club will make a “quiz race” for an English camp. To get some ideas, you are reading a blog about one a British woman designed.

## Make a Fun “Quiz Race”

Great Britain is famously rainy, but last summer on a sunny weekend, I wanted the neighbourhood kids to be outside, so I created a “quiz race”. Read my ideas to make your own!

## Important Steps in Making a Quiz



First, pick a place. We used a local park, but a nature reserve or any other public facility would be fine. You could also use your home if your garden is sufficiently large.

Next, think of intellectual and physical challenges. We included kids finding yellow flowers or crawling under a blanket while holding balloons! For some brain exercise, we prepared word puzzles and construction challenges, like using chopsticks and tape to make bridges for toy trucks.

Step three is hiding necessary objects. Just place household things you already own somewhere difficult to find. We even rented some swan boats and told staff members about our plan a few days in advance. They happily let us set up a challenge on the boating lake’s island! The secret is to come up with clues for where to discover the next challenge. You could write them down, or like us, give teams tablets. For each challenge, our kids had to video-call the adult responsible for their team and either do their challenge on camera or prove that they had completed it. Then, we told them a hint or gave instructions for the next challenge and sometimes sent maps. Though the same challenges were done in different orders, everyone’s last one was doing an amusing dance for thirty seconds, so the team who finished this final challenge first were the race winners.

The challenges you should choose will depend on how old the kids are. My quiz race involved teams with a mixture of older and younger children. Therefore, I designed challenges where teens wouldn’t get bored, or where they could help younger teammates.

Next month for Halloween I’m holding a ghost-themed quiz at a local school, featuring frights and ghostly activities. I’ve just started buying some scary decorations!

問1 Put the following events (① ~ ④) into the order in which they happened.

→  →  →

- ① The kids performed funny dances for half a minute.
- ② The kids started contacting adults through video messages.
- ③ The woman organised something with employees at the park.
- ④ The woman went shopping for some themed decorations.

問2 If you follow the woman’s advice to make your own “quiz race”, you should .

- ① choose a place with indoor facilities
- ② consider participants’ ages when planning
- ③ make all challenges lively, involving movement
- ④ provide some interesting goods as prizes

問3 From this blog, you understand that the woman .

- ① asked players to collect items before others did
- ② spent many days searching for a good location
- ③ used maps as hints for upcoming tasks
- ④ wrote down instructions for adults taking part

第4問 (配点 12)

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

AI art generators should be used properly	Teacher's Comments
<p>In recent years, artificial intelligence (AI) has developed rapidly. AI is used for many things, such as generating music, translating foreign languages, and analyzing data. AI can be used in many positive ways. However, many artists are worried about AI programs that generate art. They believe these programs should be limited or restricted.</p> <p>First, AI art generators steal the work of real artists. These programs must be trained on thousands of examples of real art made by human artists. <sup>(1)</sup> ^ Many artists don't consent to AI programs using their art this way. They believe their work has been stolen and is being used illegally.</p> <p>Second, AI art takes jobs from real artists. AI art generators can make photographs or pictures at a much lower price than a human artist and in much less time. This <sup>(2)</sup> <u>changes</u> the demand for real artists and leaves them with less work. In the future, this may cause artists to lose their jobs, even though they are highly skilled and have spent years perfecting their skills.</p> <p>Finally, <sup>(3)</sup> <u>let's consider learning art</u>. Drawing, painting, and photography are all creative forms of expression, and are important to us as human beings. Practicing art develops the small muscles in our hands and encourages imagination and creativity. If art becomes something we can make at the click of a button, we will lose this important part of our culture.</p>	<p>(1) Can you tell me how the AI programs do that? Add more information here.</p> <p>(2) Changes the demand in what way? Be more specific.</p> <p>(3) The topic sentence doesn't adequately summarize your point. Rewrite it.</p>

In conclusion, AI programs sample the work of artists without permission, they reduce work opportunities for artists, and they discourage people from making art themselves. Many artists believe that despite the advantages of AI art, it has a negative influence on our culture overall. <sup>(4)</sup> ^

(4) Add a concluding sentence here.

**Overall Comment**

This is very interesting. I had never thought about the problems with AI art generators before. Good work!

問1 Based on comment (1), which sentences should you insert here?

14

- ① AI programs analyze these images and sample them to make new ones.
- ② AI programs can make original art without using other people's images.
- ③ AI programs use art or photography bought from professional artists.
- ④ AI programs use pictures donated for free by human artists.

問2 Based on comment (2), which word or expression should you use here instead? 15

- ① expands
- ② magnifies
- ③ reduces
- ④ replaces

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問3 Based on comment (3), which topic sentence should be inserted here?

16

- ① AI art generators are better at making drawings and photographs than humans
- ② an increase in AI art will discourage people from studying and practicing art
- ③ children who use AI art use their imaginations in a way that is different from artists
- ④ using AI art is a different form of creativity, so it should be encouraged

問4 Which sentence should you add, based on comment (4)? 17

- ① As a result, artists should use AI art generators more carefully.
- ② Consequently, AI technology is still not effective enough.
- ③ In summary, AI should be developed more.
- ④ Therefore, the use of AI art generators should be limited.

## 第5問 (配点 16)

You are one of the members of a university's student government and you have been asked to give advice on student life to the new students who will be arriving at your college in September. Based on the following article and the results of a questionnaire given to current students, you are going to make a handout with your advice on it.

### The Transition from High School Life to College Life

Andrew Ridgeley, writer at *Journal of American Educational Studies*

College life is known as one of the most memorable years of a person's life. However, the transition from high school to college is a big one, a phase filled with a mix of excitement, anticipation, and, of course, a fair share of challenges, and it's not easy for everyone. We go through a lot of changes when we enter college. Our schools before college were a safe place where we grew up and had been enrolled in for more than half our lives. The transition to college is so sudden, and before you know it you're no longer protected by your teachers and friends from school.

College life presents different challenges compared to our previous school life. You are now in a place full of unfamiliar faces, and you want to fit in. It teaches us how to socialize and form our own opinions. In college, students learn to exercise free will and become more confident and composed.

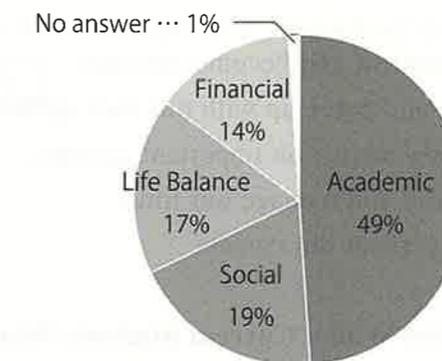
In high school, we were always dependent on our friends or teachers. College life teaches us to be independent. It makes us stronger and teaches us to fight our own battles. It also helps us take our careers seriously. We make decisions that affect our future all by ourselves, whereas in school our parents did it for us.

Also, studying in college is an exciting journey that opens up a world of knowledge and opportunity, but classes are more specialized and challenging than in high school. They are harder, readings are longer, and we must learn to study efficiently and manage our time.

The key to a successful transition from high school to college is learning to take more responsibility for yourself and your successes. Students who do their best to improve their study skills, manage their time wisely, and make connections with others are more likely to do better in college than those who don't.

### Results of the Questionnaire

Q1: What aspects of college were you least prepared for?



Q2: What were the difficulties or problems you had when you started college?

Main comments:

Student 1 (S1): I found it was impossible to succeed in college without doing a lot of studying. I took all my classes online, but I was still surprised at the amount of studying I had to do.

S2: I had full control of my money, and I was not able to manage it well. No one had ever really explained to me how to manage my own money.

S3: I didn't think the homesickness would be as bad as it was, but it was really hard the first semester.

S4: In high school, enjoying a social life without neglecting academic work was never a problem for me but I struggled with it in the first few months of college.

S5: My study habits from high school weren't working. I was used to being the smartest in my class, and now I was struggling to be even average.

S6: It took me a while to find people I felt comfortable with. I felt alone and didn't have the support I had had in high school.

Your handout:

**Advice for Incoming Students****■ College Life for Us**

- One of the most memorable times in our life
- The transition from high school to college: a stage full of a mix of

18

**■ What We Should Learn from College Life**

19

- A. How to be independent and become stronger.
- B. How to socialize and come up with our own opinions.
- C. To listen to friends' advice on important matters.
- D. To study efficiently and manage our time.
- E. To think seriously about our careers.

**■ Aspects of College for Which Current Students Were Least Prepared**

- The share of students who chose the academic aspect was 20 the combined share of students who chose the other three aspects (excluding "No answer").

**■ Points to Mention Based on Comments from Current Students**

- As 21's comment shows, many current students felt that their 22 didn't work well in college. I'll give new students some tips on how to improve their study skills.
- As the graph shows, 17% of current students, including 23, found it difficult to manage their time regarding their studies and social life. While college offers many exciting social and academic opportunities, it can be a challenge to do everything at the same time especially for new students.
- It's not surprising some college students struggle with money management. I would suggest that sticking to a budget helps students keep track of their spending.

問1 Choose the best option for 18.

- ① depression, frustration, and hope
- ② excitement, expectation, and difficulty
- ③ expectation, satisfaction, and fear
- ④ surprise, loneliness, and thrills

問2 You are checking the handout. You notice an error in What We Should Learn from College Life. Which of the following should you remove? 19

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

問3 Choose the best option for 20.

- ① exactly the same as
- ② considerably lower than
- ③ hardly any different from
- ④ slightly higher than

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問4 Choose the best options for 21 and 22 .

21

- ① S1
- ② S2
- ③ S3
- ④ S4
- ⑤ S5
- ⑥ S6

22

- ① admissions preparation
- ② previous study styles
- ③ social and academic opportunities
- ④ ways of interacting with people

問5 Choose the best option for 23 .

- ① S1
- ② S2
- ③ S3
- ④ S4
- ⑤ S5
- ⑥ S6

## 第6問 (配点 12)

Your English teacher has asked you and your classmates to search for a story that moved you and to present it to younger students, using notes. You have found a story written by a college student in the UK.

**More Than a Maths Problem**

Ewan Stones

I stared at the blank space on the page in the maths textbook. I had been looking at it for two hours already. My maths teacher, Ms Burns, would shout at me again.

I'd always struggled with maths, getting low scores during primary school. My homeroom teacher, Mr Canning, said "Why do you think maths is so complicated?" "I can't do maths," I replied. "Remember your talents. You're creative, but you freeze when something is hard. Look at maths another way," Mr Canning said. "Like thinking of maths problems in terms of stories, perhaps?" I suggested. "Exactly! Try it," he said. It helped.

When my parents divorced, my mum and I moved, and I changed schools. Another kid, Billy, joined my class at the same time, and we became close. Mostly, I had no issues, but that was not true in maths class. The textbook was the one I'd used previously, but the pace of the class was too fast for me, and I felt clueless. My scary maths teacher, Ms Burns, was constantly yelling at me. The less I understood, the more stressed I got.

One night, the homework was horrible. After I stared at the page for ages, my mum entered my room and asked why I hadn't written anything. I started crying out of frustration. My mum said, "Take some deep breaths, and then tell me what's wrong." She brought some tea, we chatted, and I soon felt better.

The next day, my mum, angry with Ms Burns for upsetting me, came to school and complained to her. Ms Burns looked shocked. "When I asked why you hadn't done your homework," she said, "I genuinely thought you were just being lazy." I realised that I froze whenever I panicked.

Things immediately changed. Ms Burns patiently helped me in class. I felt foolish for not having said, "Excuse me, but I can't understand this." She taught me to relate problems to real life and encouraged me to speak out when feeling stuck. Though letting someone know when I was struggling was hard for me, I began to find the courage to ask for assistance when I needed it and was soon glad I did.

On entering secondary school, I was still not great at maths, but I managed. Schoolwork became more challenging, and my mate Billy always joked, "You get so upset when you're in trouble that your common sense disappears! Relax!" He'd cheer me up by showing me funny animal videos or something.

After a particularly tough day, I just decided to act silly with my friends and did a funny walk along a corridor full of pupils. Billy, wide-eyed, said "That was unlike you!" We laughed, and it felt liberating, and this small thing erased the day's pressure instantly.

I'm studying journalism at university now. I met Billy for coffee recently, and he praised my imagination, saying "Remember when we made up ghost stories on the school camping trip? Many kids begged to hear more spooky tales." I now realise I spent a lot of my school days worrying so much about what I was poor at that I often missed praise that told me where my talents lay. It also wasn't until I entered university that I properly grasped the worth of taking rests from time to time. I'm entering a university diving competition next month. I'm a terrible diver, but who cares? It's fun! I can't be good at everything!

Your notes:

More Than a Maths ProblemAbout the Author (Ewan Stones)

- Did poorly in maths in primary school.
- Performed even worse in maths at his new school because his class was hard to keep up with.

Other Key People

- Mr Canning and Ms Burns: Two of Ewan's teachers who suggested he change his approach to study.
- Ewan's mother: Helped Ewan calm down.
- Billy: Ewan's friend, who .

Meaningful Experiences That Helped Ewan Cope With Stress

Got unimpressive maths scores

→  →  →  → What Ewan Discovered After a Recent Conversation With BillyHe frequently .What We Can Learn From This Story

- 
- 

問1 Choose the best option for .

- ① acted like a clown and cared little about his grades
- ② expressed his concerns to somebody
- ③ tried to include Ewan in activities with other students
- ④ wanted him to stop panicking so easily

問2 Choose **four** out of the five events (① ~ ⑤) and rearrange them in the order they happened.  →  →  → 

- ① appreciated that taking occasional breaks was helpful
- ② became aware that he couldn't speak up in times of trouble
- ③ fooled around in front of his friends
- ④ made more effort to tackle problems positively
- ⑤ was advised to make use of his creativity

問3 Choose the best option for .

- ① enjoyed attempting challenging tasks if they were unrelated to school work
- ② failed to notice when others pointed out something he was good at
- ③ reacted to situations with fear at first, even when they were easy
- ④ stopped communicating with friends when he was not coping so well

問4 Choose the best two options for  and . (The order does not matter.)

- ① Be aware of various different techniques for tackling hardships.
- ② If you try hard, it is possible to succeed in anything.
- ③ There is no embarrassment in giving up when feeling miserable.
- ④ Use your strengths to help you get over your weaknesses.
- ⑤ We should not refrain from asking for help in tough times.

## 第7問 (配点 16)

You are in a student group preparing for an international environmental presentation contest. You are using the following passage to create your part of the presentation on valuable resources.

If you ask someone what the most precious natural resource on Earth is, they will possibly reply “water,” as we cannot survive without it. Or perhaps “oil,” which drives our modern lives, literally, with transportation and manufacturing depending on it. But what about seeds?

Under a freezing mountain is a building, opened in 2008, that holds the future of our species. Surprisingly, and scarily, 95% of our food comes from only 30 crops. The Global Seed Vault holds over 930,000 types of food in the form of millions of tiny brown frozen dots. It could be described as part bank and part museum, storing a collection of 13,000 years of our crop-growing history. Set up by Norway, with government money assigned to run it, it sits in a sea of ice, which is the most northern place that regular planes can fly to.

Around 1,700 similar projects, called gene banks, are scattered around the globe. These mostly store seeds from the local regions, which are mainly collected to catalogue scientific information about different plants and to save species in danger of dying out. Some, especially those such as bananas and coffee plants from hotter nations, do not have seeds that are possible to store, and the plants themselves are preserved in chemicals. As technology allowing such practices develops, and alarm about climate change escalates, more focus is on this work in the hope of being able to form new varieties of crops that can survive harsh climates. Between 2005 and 2008 the price of wheat rose dramatically, and the cost of rice tripled, mainly due to weather and plant diseases wiping out large proportions of global crops. With help by the United Nations in writing a document called the International Seed Treaty in 2001, the goal of the Global Seed Vault is to obtain and retain copies of every seed in

these regional gene banks. This cooperation over such a wide geographical area offers a rare ray of hope for humankind in a world full of conflict and increasing environmental instability. In case of a critical climatic change or spread of a plant disease, governments will be able to make use of the catalogue to search for the varieties of crops that could survive it.

During World War II, in September 1941, the important industrial city of Leningrad in the Soviet Union was surrounded by Hitler’s army, which cut off transport links and burned buildings full of the city’s emergency food supplies. Citizens and soldiers of the Soviet army caught inside the circle kept the German army out for around 840 days. They worked through one of the coldest winters ever recorded, in weapons factories without roofs, just managing to stop the Germans from taking their city. People were forced to eat zoo animals and to boil leather to eat. Leningrad also boasted a magnificent university employing top scientists. One of the earliest recorded seed banks was there, and during this troubled period, some 10 scientists locked themselves in a room full of seeds and plants to stop starving locals from stealing them. Several of the scientists died, one even apparently amongst bags of rice. The Global Seed Vault currently stores many of these original seeds in its collection.

The location of The Global Seed Vault is no accident. Far from modern dangers like war, demonstrations led by citizens unhappy with government policies, and noticeable climate change, this place is perfect for protecting plant material, which is disappearing daily on a global scale. And that explains why it receives funds from international governments and private organizations. The agriculture industry is high-tech, allowing large-scale crop production; but today the U.S. has only 10% of the varieties of fruit and vegetables it grew in the early 1900s, and China had 90% more rice choices just seventy years ago. This lack of diversity means that disease or poor weather conditions carry massive risks. This would be less shocking if we weren’t dependent on a limited number of types of crops.

The facility itself consists of a series of tunnels and rooms, with the seeds stacked on floor-to-ceiling shelves in the main central vault between two empty ones, which are ready for when the central vault is full. The thick ice covering the vault doors indicates immediately how cold these vaults are inside. The whole building is temperature-controlled, with a cooling system located just past the impressive artwork that sits above the metal shield that guards the facility's entrance. People heading to the vaults pass a trolley system, which is used to carry boxes back and forth. Between this system and the vaults is a sleeve, designed to protect the building from changes in climate and erosion. The operations happen in the side control room, where everything occurring can be monitored closely.

Your presentation slides:

**The Global Seed Vault:  
Our Future**

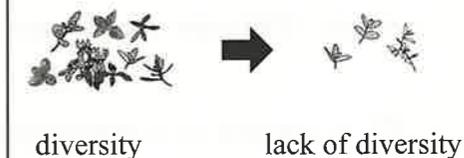
**1. The Beginning**

- founded in 2008
- tunnel and room construction
- 
- 32
- 

**2. Supporting Projects**

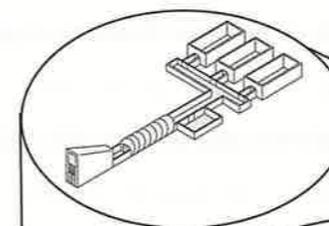
- other smaller seed banks
- gene banks which ...
  - ✓ include 1,700 sites
  - ✓ record biological information
  - ✓ preserve endangered plants
  - ✓ pickle plants
  - ✓ do genetic research

**3. Disturbing Truths**



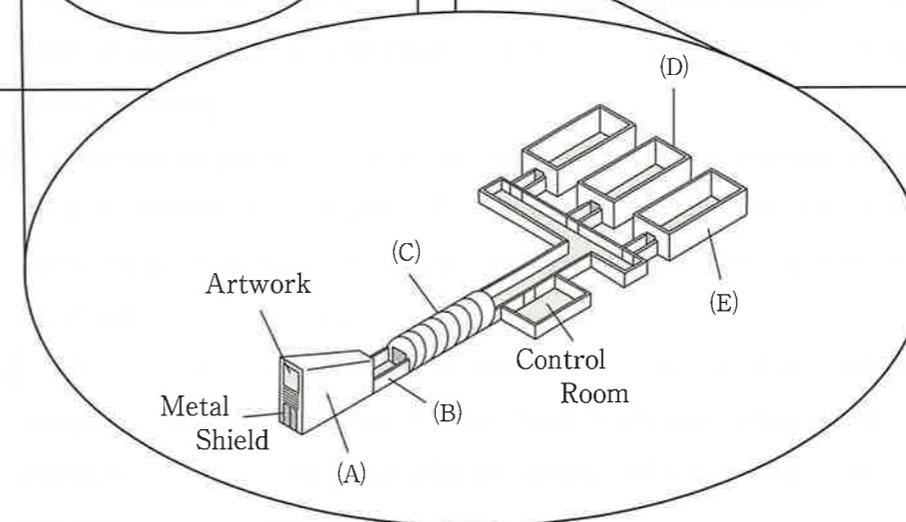
- 33
- 34

**4. Layout 35**



**5. Summing Up**

36



問1 Which of the following should you **not** include for 32 ?

- ① extremely far north
- ② financial contributions from private organizations
- ③ primarily European seeds
- ④ seeds preserved in freezers
- ⑤ United Nations support

問2 For the **Disturbing Truths** slide, select two examples of food-related issues. (The order does not matter.) 33 · 34

- ① Compared to 13,000 years ago, we have only 5% as many crops that we can eat today.
- ② Governments are spending more money on wars and diseases than technology for producing food.
- ③ Over just seven decades, close to half of China's rice options have disappeared.
- ④ Partly because of bad weather, rice became three times as expensive in three years.
- ⑤ U.S. supermarkets are forced to import more than 90% of their agricultural products.

問3 Complete the missing labels on the diagram of the Global Seed Vault for the **Layout** slide. 35

- ① (A) Cooling System (B) Sleeve (C) Main Vault  
(D) Trolley System (E) Empty Vault
- ② (A) Cooling System (B) Trolley System (C) Sleeve  
(D) Main Vault (E) Empty Vault
- ③ (A) Empty Vault (B) Main Vault (C) Cooling System  
(D) Trolley System (E) Sleeve
- ④ (A) Sleeve (B) Cooling System (C) Trolley System  
(D) Empty Vault (E) Main Vault
- ⑤ (A) Trolley System (B) Empty Vault (C) Sleeve  
(D) Main Vault (E) Cooling System

問4 Which is the best statement for the final slide? 36

- ① By developing and filling the Global Seed Vault more, regional gene banks will be able to close, making it possible for world leaders to focus more on specific problems affecting their nations.
- ② Having apparatus in place to protect the seeds against climate change is essential, and the Global Seed Vault's structure is so strong that, if maintained, it will protect seeds until we know more about global warming.
- ③ In an era of political unrest, the Global Seed Vault is a rare global project benefiting everyone. Eventually, leaders in regions facing agricultural challenges will check a database to find crops suitable for their environmental crisis.
- ④ The Vault is strong enough to protect food sources from outside elements, and the art in the Global Seed Vault also attracts public attention. This is intended to educate people and make them aware of the Global Seed Vault's important purpose.

問5 What can be inferred about the situation in Leningrad during World War II? 37

- ① Despite the urgent need for their food resources, the scientists appreciated the greater importance of guarding them for the future.
- ② The attacking army did not comprehend the importance of the room full of foodstuffs so they did not destroy it.
- ③ The citizens had little regard for the seed bank or the reasons it had been founded.
- ④ The seed bank was such a valuable resource that the building it was housed in was particularly secure.

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英語 (リーディング) の試験問題は次に続く。

## 第8問 (配点 17)

You are working on an essay about how much group work should be done in class. To do this, you will follow the steps below.

- Step 1 : Read and understand various viewpoints about group work.  
 Step 2 : Take a position on how much group work should be done in class.  
 Step 3 : Use additional sources to create an outline for your essay.

## [Step 1] Read various sources

**Author A (Researcher)**

Teachers in training often ask me about group work in the classroom. There are many studies that show how students benefit from working in groups. What do the results of these studies show? They show that the more students interact with other students, the more efficiently they learn. This is because, by comparing their own ideas and answers with others, they notice many things. This process of working in groups allows the students to develop their knowledge and critical thinking skills quickly.

**Author B (High school principal)**

It is true that group work has many merits, and students find it enjoyable. But just because a method is enjoyable does not mean it is the only one that should be used. Research shows that students learn in many different ways, and teachers need to have a variety of activities and methods to reflect this. This means that although some group work is great, we still need to balance it with individual work for a successful class. Relying on one method over the other will have negative results in terms of both academics and behavior.

**Author C (Teacher)**

When I was just starting my teaching career, I mostly made my students work individually. Although I enjoyed this style, I noticed that it might not have been the most interesting method for my students. This led me to try adding group work. At first, I noticed that the students were excited to share their opinions with other group members, and they were definitely learning a lot. Soon after, I also realized their scores were improving faster than before. This is why today I use most of my class time for group work.

**Author D (High school student)**

At my school, most teachers use group work. Sometimes it can be fun, and I do learn a lot from my friends. But when almost every class has group work, some group members don't take the tasks seriously. On the other hand, when I work alone, I often have great difficulty finding the answer, but I feel a sense of responsibility. Therefore, both ways of learning have their own merits and demerits, and they should be combined in class.

**Author E (Parent)**

My daughter goes to a nice high school that offers many great learning opportunities off-campus. Recently, the art teacher assigned a group project. To complete it, the students needed to visit two different art museums. It was a valuable experience. However, because of the students' busy schedules, some of them were not able to make the visits. My daughter said she learned a lot, but it was stressful for her because she ended up doing most of the work herself. In the future, I hope teachers give more time to do group projects so that all the members can contribute.

問1 Both Authors A and C mention that 38.

- ① group work makes it easier for teachers to improve students' communication skills during class
- ② students have an easier time finding the answers to standard-level questions in groups
- ③ students tend to develop their knowledge quicker when working with others
- ④ test results improve greatly after group work because group members are able to share their answers

問2 Author B implies that .

- ① enjoyment and popularity are not the only things to consider when deciding how students should work in class
- ② having students work alone is more beneficial than having them work in groups
- ③ the various merits of group work make it a better choice than individual work
- ④ there are very few disadvantages to spending most of class working in groups

[Step 2] Take a position

問3 Now that you have read the various viewpoints, you have taken a position on how much group work should be used in the classroom. You have made some notes below. Choose the best options to complete  — . (You must have all of  —  correct to get points.)

Your position: Teachers should keep a good balance between group work and individual work.

- 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

Options for

- ① Both group and individual activities are important for better learning and to encourage good behavior
- ② Individual work is not as efficient as group work but it does help students increase their scores
- ③ Many studies on learning styles suggest balancing group work with individual work is beneficial
- ④ The best kind of learning method varies from student to student

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

Outline of your essay:

**The need to balance group work with individual work**

**Introduction**

Group work is a powerful classroom teaching method, and we should do it along with individual work so all students can learn more efficiently.

**Body**

Reason 1: [From Step 2]

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

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

**Conclusion**

There should be an equal amount of class time for both group and individual work.

**Source A**

The advantages of group assignments in educational settings are well established. This is primarily due to the many studies indicating that students themselves find group work enjoyable and may even prefer it to other activities. However, whether or not students actually prefer group work to individual work is still up for debate. This is because of the varied results of these studies. In fact, it is highly likely that preference or non-preference for group work depends on a variety of factors. For example, student personality and their culture can influence how they feel about working in groups. Shy students may naturally prefer individual work and some living in other cultures may value lecture-based learning more than student-to-student learning. Preferences also heavily depend on the quality of the group assignment and even on the subject. Some studies have even demonstrated how students may express a preference for group work in a foreign language class, but when it comes to mathematics, those same students may prefer individual assignments.

**Source B**

Results from a study conducted in Indonesia show that some students think group work is not the fairest method. The survey gathered data from 10th and 11th graders. The graph below gives percentages of students who agreed with certain statements about group work.

Survey Results on Student Views on Fairness in Group Work	
All group members participate in the work.	48%
It is easy to share work among members equally.	28%
Group grades are unfair.	36%
Some members get a good grade without doing the work.	24%

問4 Based on Source A, which of the following is the most appropriate for Reason 2? 43

- ① Although students may express more interest in individual work than group work, teachers should provide equal time for both.
- ② In many cultures communication and cooperation are highly valued, which makes group work ideal for the classroom.
- ③ Schools should rely less on individual work, especially in math classes.
- ④ Students seem to enjoy group work, though providing evidence for a preference is difficult as many factors are involved.

問5 For Reason 3, you have decided to write, “We should not abandon individual work completely.” Based on Source B, which option best supports this statement? 44

- ① Although 36% of students state group grades may not be fair, over half feel that all members participate in the work. This may show some students place more value on individual grades.
- ② Less than 50% of students reported that everyone helps with the work, and over a quarter say some members get good grades without deserving them. This means group work is unfair.
- ③ Many students find group work challenging. In fact, less than one in four says it is easy to share work equally. Teachers should assign roles to make it fairer.
- ④ Nearly one in four students think that some group members may not deserve high scores, and a little more than a third find group grades unfair. Thus, some students may prefer receiving individual scores.