

【英検®2級】長文読解 5/10 〈夏期講習会〉

Name: _____ / Date: _____ Score: ____/8 🕒 8 min

A

From: Kevin Parker <k.parker@eastwoodhs.edu>

To: Rina Suzuki <r.suzuki@eastwoodhs.edu>

Date: December 2

Subject: Our Visit to the Children's Center**

- 5 Hi, Rina,
- Thanks for joining the group that will visit the children's center next Saturday. As you know, our student council visits the center every winter to spend an afternoon with the children there. Last year, we played outdoor games, but the center has recently started building
- 10 a new playground. Since we cannot use the outdoor area this time, we need to prepare activities that can be done inside.
- I spoke with Ms. Evans at the center yesterday. She said the children especially enjoyed making things during our visit two years ago. So, we have decided to prepare a simple craft activity. We will
- 15 bring colored paper, glue, and other materials, and the children will make small holiday cards. I have already bought most of the materials, but we still need some colored pens. Could you buy two sets and bring them to school by Thursday? I'll give you the money tomorrow.
- 20 We are also planning a short music activity. Tom will play the guitar while everyone sings several songs together. However, the room we will use does not have a piano, so Anna has decided to bring a small keyboard from home. We will meet after school on Friday to practice the songs and make sure that everything is ready.
- 25 One more thing: the bus will leave school at 12:30 instead of 1:00 because the center has asked us to arrive a little earlier. Please meet in front of the school office by 12:15. We should return to school at around 5:00 as originally planned.
- See you tomorrow,
Kevin Parker

Student Council

(1) Why will the students prepare indoor activities this year?

- ① The children have become less interested in outdoor games.
- ② The center's outdoor area cannot currently be used.
- ③ The center asked them to organize a craft lesson.
- ④ Winter weather may make outdoor activities difficult.

(2) What does Kevin ask Rina to do?

- ① Buy some colored pens for the craft activity.
- ② Choose the songs for Friday's music practice.
- ③ Bring some paper and glue from home.
- ④ Help Anna carry a keyboard to school.

(3) What has changed about Saturday's schedule?

- ① The students will return to school earlier.
- ② The music activity will begin before lunch.
- ③ The bus will leave school thirty minutes earlier.
- ④ The students will spend less time at the center.

B

Learning from Mistakes

People often feel disappointed when they make mistakes. At school, students may become embarrassed after giving a wrong answer, while at work, adults may worry that an error will make
5 others think less of their abilities. However, researchers who study learning suggest that mistakes can sometimes provide useful information. What matters is how people respond to them.

When learners make a mistake, they discover that there is a difference between what they expected and what actually
10 happened. This difference can help them identify something they have misunderstood. For example, a student who chooses the wrong answer to a mathematics problem may realize that a particular rule has not been understood correctly. If the student simply checks the correct answer and moves on, however, much of this opportunity
15 may be lost.

For this reason, some teachers ask students to explain why their answers were wrong. This encourages them to examine the thinking that led to the mistake rather than simply replacing one answer with another. Teachers can also discuss common errors with the whole
20 class. Students then learn that other people have similar difficulties and can compare different ways of solving the same problem.

This does not mean that making more mistakes automatically produces better learning. Repeating the same error without understanding its cause is unlikely to help. Feedback is important
25 because it gives learners information about what went wrong and how they might improve. It is especially useful when learners receive it soon enough to remember how they approached the original task.

Mistakes, then, are not simply signs of failure. When they are
30 examined carefully, they can show learners where their understanding needs improvement. By treating errors as information rather than something merely to hide, students may

become better at recognizing weaknesses and choosing more effective ways to learn.

(4) Why can mistakes sometimes be useful for learners?

- ① They can reveal something that learners have misunderstood.
- ② They can make difficult subjects seem more interesting.
- ③ They allow learners to avoid repeating challenging tasks.
- ④ They help teachers identify the strongest students quickly.

(5) Why may simply checking the correct answer be insufficient?

- ① Students may forget which answer the teacher preferred.
- ② Students may not understand what caused their mistake.
- ③ Students may become dependent on solving problems alone.
- ④ Students may spend too much time reviewing old material.

(6) Why do some teachers discuss common errors in class?

- ① To compare students according to the mistakes they make.
- ② To reduce the number of problems students must solve.
- ③ To help students examine different approaches to problems.
- ④ To decide which topics should be removed from lessons.

(7) According to the passage, when is feedback especially useful?

- ① When it is given soon after the original task.
- ② When it focuses mainly on the final correct answer.
- ③ When students have already forgotten their original approach.
- ④ When it is provided only for repeated mistakes.

(8) What is the main idea of the passage?

- ① Avoiding errors is the most effective way to learn.
- ② Mistakes can support learning when examined carefully.
- ③ Teachers should allow students to correct errors independently.
- ④ Difficult tasks usually produce more useful mistakes.