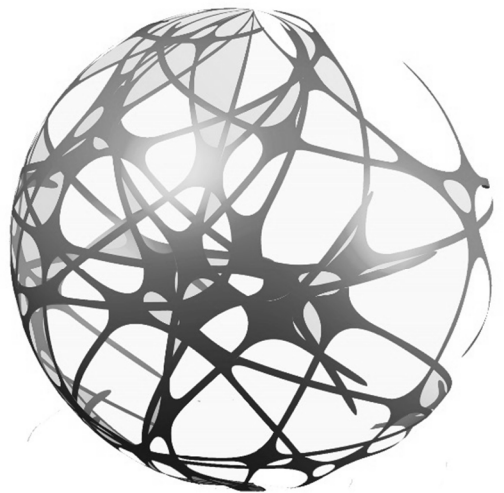

実戦演習

高3 英語 第4回



English 英語

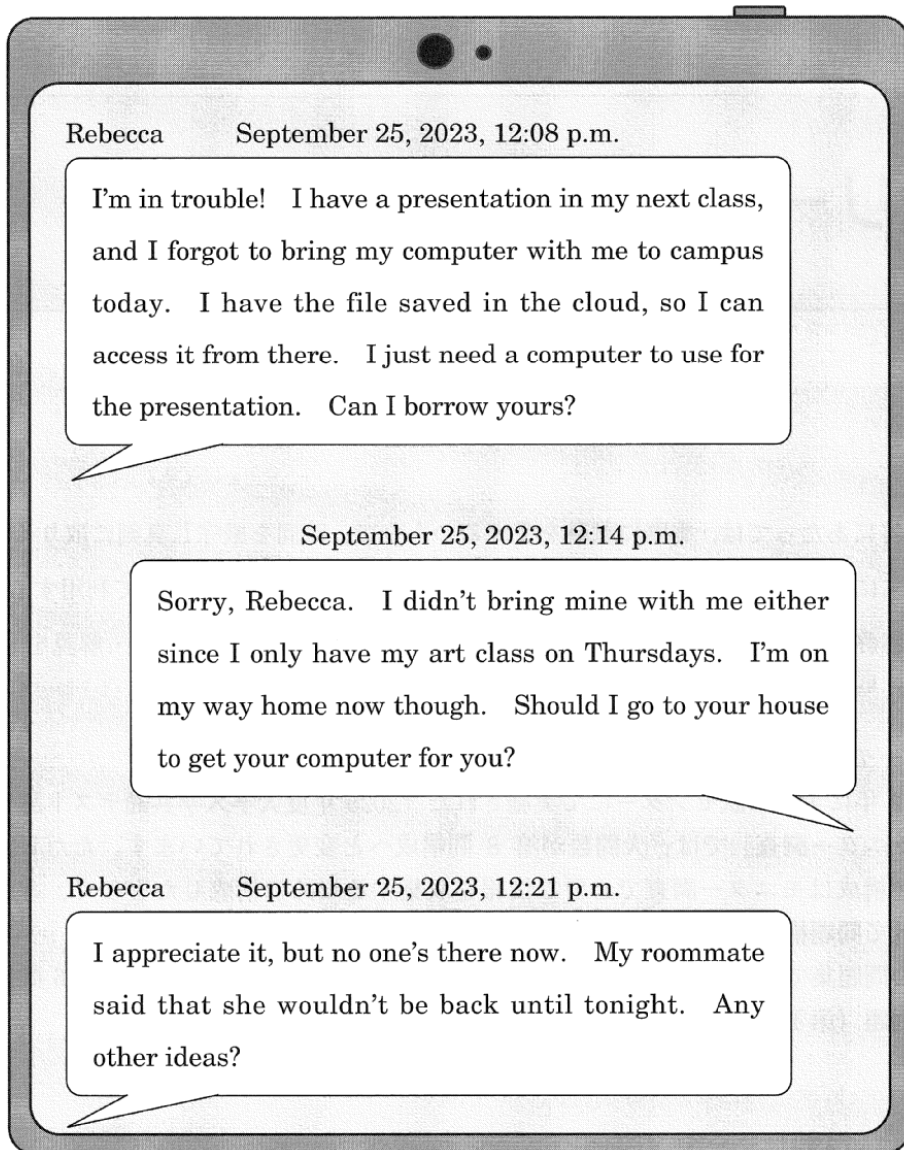


英 語 (リーディング)

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

第1問 (配点 10)

A Your friend Rebecca has sent you a message on social media asking for your help.




問1 What does Rebecca ask you to do?

- ① Bring her computer from her house to campus.
- ② Download her presentation file and put it on a USB.
- ③ Help her to improve her presentation for class.
- ④ Let her borrow your computer for her next class.

問2 How will you reply to Rebecca's second message?

- ① Call your roommate and ask her to unlock the door.
- ② I'm sure that your presentation will be great!
- ③ Where should I meet you to give you the computer?
- ④ You should ask your professor if you can use his.

B You are looking at a website about New York City and you find an announcement about an essay contest for students. You are thinking about entering the contest.

| Essay Contest | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  <p style="text-align: center;">Introduce Your Favorite Memory from New York City</p> | | |
| <p>We want to hear about your experiences in our lovely city! Help us to attract more visitors by sharing your best memory from your time in New York City (NYC). You can write about the places you visited, the food you ate, or even the people you met.</p> | | |
| Instructions | | |
| <ul style="list-style-type: none"> ● Think about the best part of your trip to NYC. ● Write an essay about that experience in 500 to 1,000 words. ● Submit your essay to the following email address: entry@nycessaycontest.com | | |
| Rules | | |
| <ul style="list-style-type: none"> ● This contest is open only to students up to 18 years old. ● You must not be a resident of New York City. ● Essays must be received no later than Saturday, April 1st. | | |
| Prizes | | |
| 1st Prize | 2nd Prize | 3rd Prize |
| Paid travel for 4 to NYC Two free nights at a hotel All meal expenses paid Tickets to a musical Free entry to popular sites | Paid travel for 4 to NYC One free night at a hotel All meal expenses paid Free entry to popular sites | Paid travel for 4 to NYC One free night at a hotel Free entry to popular sites |
| Schedule | | |
| April 29th | The three winners will be selected by our judges and the mayor of New York City! | |
| April 30th | Winners will be listed on this website and contacted by email. | |
| May 7th | Winners must reply by email to accept their prizes by this date. Trips will be scheduled with the winners and their families after that. | |

問 1 You must submit your essay by .

- ① April 1st
- ② April 29th
- ③ April 30th
- ④ May 7th

問 2 In order to enter this contest, you must .

- ① be more than 18 years old
- ② live outside of New York City
- ③ tell about a place you've never been to
- ④ write more than 1,000 words

問 3 Which can you get only by winning the 1st prize?

- ① All meal expenses paid for
- ② Free entry to popular sites
- ③ Paid travel to New York City
- ④ Two nights' stay at a hotel

第2問 (配点 20)

A You are leaving to go on an exchange programme in the UK next week. You are reading information about the building you will live in while you are there.

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Riley Hall |
| Residence for Porter University's international and exchange programme students |
| Common Area This large space on the ground floor has several sofas, chairs, and tables, as well as a television. Students often gather here to do their assignments or to watch some football. Cultural exchange events are also organised and held here a few times each year. |
| Living Arrangements Students' rooms are above the ground floor on the first, second, and third floors. Unless a single is requested in advance, new residents are assigned to a double with a roommate. In addition, the second and third floors each have suites, a set of rooms, for three to five students who apply as a group during the previous term. |
| Facilities There are bathrooms at both ends of the hallway on the floors with student rooms, and one located across from the common room on the ground floor. Except for the ground floor, all bathrooms are equipped with showers. Residents can wash their clothes using the machines in the basement. Shared kitchens are also available on every floor except for the basement, and include a refrigerator, stove, microwave, and sink. |
| Comments from Current Residents <ul style="list-style-type: none">● "Getting to know students and cultures from other countries through living in Riley Hall has been a great experience!" — Marcus● "The kitchens are crowded until 8 pm on weekdays and until the late afternoon on the weekends, so I usually have to eat at the university cafeteria." — Arjuna |

問 4 The best day and time to cook a meal for yourself in one of the kitchens would be .

- ① Sunday at 10 am
- ② Monday at 6 pm
- ③ Thursday at 9 pm
- ④ Saturday at 1 pm

問 5 Which students gave both positive and negative comments?

- A: Arjuna
- B: Ben
- C: Francisco
- D: Kathrin
- E: Marcus
- F: Theo

- ① A and C
- ② B and E
- ③ C and F
- ④ D and F

B Your friend has been studying at a school in the UK for a few months. He has been discussing some of the differences he has experienced with another friend through email and shows you the conversation.

To: Kang, Yona

2022/12/20 at 12:14 pm

From: Takahashi, Yugo

Subject: My UK Experience

Dear Yona,

I'm sorry that I haven't written to you sooner. I've been busy with my studies and learning how everything works here. Life in the UK is very different, so it took me a while to adjust to some things. The meals were easy to adapt to, but after three months, I still can't understand some British words or the public transport system very well.

But the biggest difference is the style of the classes in school. There are a lot more discussions, and the teachers often ask for our opinions. The first time my teacher suddenly asked what I thought about the book we were reading, I was shocked. I didn't know what to say. When I listened to some of the other students, it seemed like giving their opinions and the reasons why they thought so was so easy and natural for them. Since then, I have been working hard to become more like that. Having to give explanations has made me feel more confident about what I think and know.

Best,

Yugo

To: Takahashi, Yugo

2022/12/21 at 7:05 pm

From: Kang, Yona

Subject: Re: My UK Experience

Dear Yugo,

It's great to hear from you. It sounds like you are having a wonderful time in the UK. Your classes seem really interesting. I'm very shy in groups, so I think that kind of experience is valuable. By discussing things with others, you can learn a lot about yourself, too. As students, remembering facts and information is important. However, the ability to express our beliefs and opinions to others is a more necessary skill in global society.

Thank you for sharing your experiences with me. I hope that I have a similar one next year! Please write again soon!

Regards,

Yona

問 1 According to Yugo, it was not difficult to adjust to .

- ① British food
- ② his classes at school
- ③ public transport in the UK
- ④ understanding British vocabulary

問2 One fact stated in Yugo's email is that in the UK, 12 .

- ① classes are more difficult for students
- ② he was asked to give his opinion in classes
- ③ students have no trouble giving opinions
- ④ teachers have a less important role

問3 Yugo thinks that his experiences at school have 13 .

- ① helped him feel sure about his own thoughts
- ② improved his public speaking ability
- ③ made other students jealous of him
- ④ taught him that reading books is more interesting

問4 From Yona's email, you learn that she 14 .

- ① feels comfortable talking with others
- ② has never been to another country
- ③ thinks classes in the UK sound boring
- ④ will study abroad sometime next year

問5 Which best summarises Yona's opinion? 15 .

- ① Discussions are more valuable to adults than to students.
- ② It is impossible to understand what other people think.
- ③ Remembering facts is the most important skill for students.
- ④ The skill of sharing opinions is very valuable in today's world.

第3問 (配点 15)

A You are interested in festivals that are held in the UK. You are reading a young UK blogger's post.



Henry Mills

Saturday, 18 November, 9:00 pm

Diwali, the Festival of Lights, is a religious celebration from India that happens sometime between October and November each year. Last night, I went to the Diwali Festival in the city of Leicester, which is one of the biggest Diwali festivals outside of India. It was the last night of the festival, so the atmosphere was full of excitement. It started with a brilliant firework display that lit up the sky. There was also a large Ferris wheel called the Wheel of Light. It looked lovely all lit up with white lights. I would have ridden it if the line hadn't been so long!

As I walked around more, I got to enjoy a few performances too. First, I saw men and women dressed in colourful costumes doing traditional Indian dances. The music was lively and energetic, and the dancers moved beautifully to the rhythm. I also saw a giant mechanical puppet named Dundu walking through the crowd of people. It looked like a person, but it was glowing so brightly that I could see it coming from far away. When it got closer, I could finally see the man who was making it move. I also realised Dundu was three times taller than me! I laughed while watching it do some funny moves in front of me.

Finally, I visited some of the food stands and tried a few different things. I tried a samosa, but it was a bit too spicy for me. I ate laddoo next, which was sweet and delicious. I liked it so much that I got some more to give to my family.

If you are interested in Indian culture, you should definitely go to the Leicester Diwali Festival! Check out the picture of this year's flyer below.

Diwali Festival 2023

Leicester, UK

Sunday, 12 November – Friday, 17 November

Performances

Traditional
dances



Activities

Fireworks

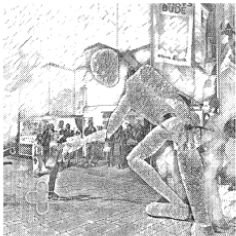


Food



Samosas
(fried snack)
(PIXTA)

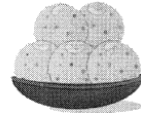
Dundu



Wheel of Light
(Ferris wheel)



Laddoo
(Indian sweet)



問1 In Henry's blog, you read that he .

- ① bought something for his family
- ② enjoyed all of the foods he ate
- ③ learned a traditional Indian dance
- ④ rode on the Ferris wheel

問2 Henry was most likely when he got close to the Dundu puppet.

- ① disappointed
- ② scared
- ③ surprised
- ④ upset

B You are interested in cycling and have found an interesting article in a cycling magazine.

A Cycling Adventure in Ireland

by John Lawrence

It was a cool, sunny morning in Cork, and I was excited to begin my cycling journey through Ireland. I had planned a route that would take me to Limerick and then on to Waterford before returning to Cork, with plenty of beautiful landscapes to see along the way. The first few hours of my ride went smoothly, and I made good progress through the countryside without getting lost. But soon, I began having some problems.



In the afternoon, the sky became darker, and a light rain began to fall. I had brought a rain jacket, but it was not enough to keep me completely dry. As the rain became heavier, I got wetter and colder. Despite the difficult conditions, I knew that I had to make it to the city before it got too dark. But as I continued, the ride became even more challenging. The Irish hills that seemed so beautiful earlier felt like mountains as I pushed my way up them. And because the roads were wet, I also had to reduce my speed when going down them. As a result, I arrived three hours later than I had planned.

Right away, I began searching for a place to stay. I must have looked terrible, because a woman carrying an umbrella stopped to ask me if I was okay. I told her what I was looking for, and she guided me to a local hotel and restaurant, where I had a nice, warm meal. After a good night's sleep, I was ready for the next section of my trip.

This time, the weather was clear all the way to Waterford, so I was able to enjoy the scenery more than I had the previous day. However, towards the end of the ride, my left knee began to hurt. It soon became too painful, and I had to stop altogether. It was only 3:30 pm, and I wasn't far from my goal, so I

took a long rest until the pain went away and then I rode the last few kilometres. Though I was an hour behind schedule, I still got there in time for dinner.

On the final day, I went to see some sights in Waterford before riding again. My favourite was a sword made of a tree that was over 15 metres long. After taking a few photos of it for my sons, I hopped back on my bike and started the trip back to Cork. This time, I had no trouble and finished the ride quicker than expected. I was finally back where I had started my journey. I had done it. Despite the difficulties, my 3-day cycling tour of Ireland was over, and I felt great!

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

→ → →

- ① A local woman helped the writer.
- ② The writer arrived at Limerick.
- ③ The writer had to stop for a long break.
- ④ The writer went to an interesting sightseeing spot.

問2 What was one reason the writer reached Limerick later than he had expected?

- ① He got lost while riding through the countryside.
- ② He had difficulty riding up some mountains.
- ③ He had to ride slower because of the rain.
- ④ He stopped to take photos along the way.

問3 From this story, you learnt the writer .

- ① arrived at each city later than planned
- ② prepared clothing for bad weather
- ③ regretted making such a difficult trip
- ④ will go sightseeing in Cork next

第4問 (配点 16)

You are a university student in the UK and are thinking about studying in France. Your friend asked his adviser for help choosing a programme and shows you the email exchanges.

Dear Professor Mizenko,

I want to study abroad in France next year, but I'm having trouble selecting a programme. The two that I have heard about only offer courses in French. I want to continue taking courses for my science major, but my French is not that good. My understanding is fine, but I'm worried the assignments will take me too long to finish.

I also want to spend some time learning about art since the country is famous for it.

Can you tell me which programme would be best?

Kind regards,

Yutaro Suzuki

Dear Yutaro,

First, it's great you want to keep studying science, but studying abroad is about experiencing things that you can't in your own country. If there is a unique science class at one of the universities, then take it. Otherwise, focus on making the most of being in France. Why not take more French classes? Then, you could try taking easier courses taught in French, such as art.

If that doesn't sound good, then there are two other programmes that our university started offering this year. One is the year in Paris. Courses are offered in both English and French, so you can take anything that interests you. The other is the half-year in Grenoble. Like the Paris programme, you can take courses in English, and the city is known for its scientific research. You are sure to find a science course that you can't take here.

I am sending you the updated programme guide.

Regards,

Michael Mizenko

Dear Professor Mizenko,

Thank you for your reply. It gave me a lot to consider, and I think I know what I am going to do.

I would love to spend a year in France, but the cost is too high. However, after reading your email, I now think three months would not be enough. I want to experience the culture as much as possible.

Your advice to focus on the things that I can't do in the UK convinced me. My main goals will be to improve my French and learn more about art. I enjoy studying science though, so I'd like to be able to take any courses that I think are interesting. Therefore, I'm going to choose a place that also offers courses in English.

Now I need to think about my housing options.

Kind regards,
Yutaro Suzuki

Programme Information:

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|
| Grenoble, France Grenoble is recognised for being a centre of scientific research. | | |
| Courses offered in: English, French | Length: 6 months | Cost: £7,200 |
| Lyon, France France's third largest city is famous for art but even more for food. | | |
| Courses offered in: French | Length: 3 months | Cost: £3,600 |
| Nice, France Nice is a great mix of classical and modern French culture. | | |
| Courses offered in: French | Length: 6 months | Cost: £6,700 |
| Paris, France The capital of France is known for its modern fashion and world-famous art. | | |
| Courses offered in: English, French | Length: 1 year | Cost: £18,000 |
| Housing | | |
| Students can live with a host family or in university housing. The costs listed below are per month: Host family: £800 University housing: £600 | | |

問 1 Before receiving Professor Mizenko's reply, Yutaro was thinking about studying in or . (The order does not matter.)

- ① Grenoble
- ② Lyon
- ③ Nice
- ④ Paris

問2 Yutaro is worried about taking a science course in French because .

- ① he has trouble understanding when someone speaks quickly
- ② he knows very little science vocabulary in French
- ③ the professors will not answer questions he asks in English
- ④ the work for the class will take him more time to do

問3 Professor Mizenko suggests that .

- ① it is better to focus on things Yutaro can only do in France
- ② studying in France for one year would be best for Yutaro
- ③ there are very few interesting science courses in France
- ④ Yutaro should not take any science classes while in France

問4 Yutaro thinks that Professor Mizenko's advice is .

- ① confusing
- ② helpful
- ③ lacking
- ④ troubling

問5 If Yutaro stays with a host family, what will be the total cost of the programme he has chosen?

- ① £10,800
- ② £11,500
- ③ £12,000
- ④ £27,600

第5問 (配点 15)

In your English class, you are going to give a presentation about an engineer. You found the following article online and prepared notes for your presentation.

In the early 2000s, a young boy from Malawi in Africa became famous for building machines that produced electricity for his village. His name is William Kamkwamba. Born in 1987 in the village of Masitala, William grew up on a corn and tobacco farm where he lived with his parents and six sisters. In 2002, when he was only 14, there was a long shortage of water that led to terrible hunger in his country. William's parents even had to stop paying the \$80 yearly fee for his school so that they could buy a bit of food. Hungry and with no access to education, William instead spent his time in the local library, away from his family's farm. He was excited by science and technology, so he read every book and magazine about them that the library had.

One day, William found a textbook called *Using Energy*. It showed how to construct a machine called a windmill that uses the wind to make electricity. Inspired by this idea, he decided to build his own windmill to help the village. Following the English instructions in the textbook as best as he could, he began searching the pile of garbage in his village for spare parts that he could use. But many of the people in his community laughed at him and called him crazy. Back then, only 1% of the people living in the rural areas of Malawi had electricity. They could not imagine a young boy like William being able to build a machine that provided them with electricity.

William never gave up, however. Using some wood, bicycle parts, and other materials he found, he built a small windmill behind his house. He connected the windmill to an old car battery to store the electricity it made, which was enough to power four lights and a radio in his home. As a result, William could stay up reading books at night even after it became dark outside. Soon, he built a bigger windmill that brought electricity to his entire village. The people there were both surprised and delighted. They thought that William

must be using some kind of magic.

News of William's larger windmill quickly spread, and he became well known in Malawi and abroad. He was invited to speak at conferences and events around the world, and his story was told in several news articles. Sponsors rushed to give him money, which he used to improve his windmills and make water pumps that ran using the increased electricity. This brought drinking water to his village for the first time and allowed farmers to water their crops when there was no rain.

After becoming famous, William was finally able to go back to school. Then, in 2009, he published a book about his experiences, which became a *New York Times* best seller. He went on to study at Dartmouth College in the United States, from which he graduated in 2014. Five years later, in 2019, William's story was also made into a hit movie for Netflix.

Today, he is a recognized engineer and inventor known for his generous spirit. He continues to work on projects to bring clean energy and other technologies to his community and others who need them. He also fights for access to education and resources for young people in poorer countries. He hopes to inspire younger generations of people to follow their interests and have a positive impact on the world.

Your presentation notes:

William Kamkwamba

- 30 -

Childhood

- was born in Masitala, Malawi in 1987.

- 31

- 32

Sequence of Key Events

33

34

William built his first windmill.

35

36

William made water pumps for his village.

Character

- William was 37 .

Achievements and Current Work

- wrote a best-selling book about his experiences.

- was invited to speak at global conferences.

- 38 .

問1 What is the best subtitle for your presentation?

30

- ① From Farmer to Successful Author
- ② The Boy Who Used Wind to Power a Village
- ③ The Creator of Malawi's First Water Pumps
- ④ The Self-Taught Inventor Who Never Studied at School

問2 Choose the best two options for and to complete Childhood.

(The order does not matter.)

- ① became interested in science and technology
- ② had a comfortable life thanks to his wealthy parents
- ③ quit school because he was bored with all of his classes
- ④ spent a lot of time reading at his local library
- ⑤ worked in his family's corn and tobacco fields

問3 Choose four out of the five events (①~⑤) in the order they happened to complete Sequence of Key Events.

→ → →

- ① News of William's achievements spread around the world.
- ② William found the textbook called *Using Energy*.
- ③ William received financial support from sponsors.
- ④ William searched for parts in the garbage.
- ⑤ William wrote a science textbook for children.

問4 Choose the best option for 37 to complete Character.

- ① so determined that he never gave up even when he was laughed at
- ② so generous that he gave money to support children's education
- ③ such a clever boy that he built windmills without any hints
- ④ such a creative person that he built things no one had seen before

問5 Choose the best option for 38 to complete Achievements and Current Work.

- ① fights with Malawian children to make them stay in school
- ② produced a Netflix movie about his life
- ③ still works to supply his community with clean energy
- ④ tries to convince young people to become inventors like him

第6問 (配点 24)

A You are working on a class project about factors that affect people's personalities and abilities. While researching online, you found the following article. Use the information to complete your poster.

What Makes Southpaws Different?

Are you a "southpaw"? Chances are that you answered "no." That's because southpaws make up only 10% of the world's population compared to about 89% for "righties," or those who prefer to do things with their right hand. Scientists have been interested in southpaws for a long time. Many studies have been conducted on the characteristics and abilities of southpaws, with the goal of understanding whether there are any distinct differences between them and righties. Through these studies, several features have been found to be more common in southpaws.

Research conducted in the 1970s found that southpaws are more likely to avoid social gatherings, preferring a quiet time alone to being with other people. They may also have higher levels of stress, perhaps due to the challenges of living in a world that is designed for righties. After all, many things were not made for southpaws, from scissors to the desks with arm supports used in some schools. However, this may make southpaws better at adapting to new and unexpected situations than righties. Southpaws may also be more creative, with some research showing that southpaws have a natural talent for things like art, music, and design. This may be because the right side of the brain, which controls the left hand, is responsible for creative thinking. This also makes southpaws better at problem-solving tasks that require looking at things in different ways.

In addition, southpaws may be better at doing more than one thing at a time, as they are used to processing information across both sides of their brains to complete tasks. This makes their reaction speed faster too. These two things

combined are especially useful in tasks that require speed, including many sports and activities such as typing on a keyboard. In fact, there are several studies that have shown southpaws are more likely to be good at sports like tennis. However, this may not actually be a result of having more skill. Some experts have pointed out that because there are fewer southpaws, most righties rarely get to play matches against them. This gives southpaws an advantage because most of the players they play against are righties, so they know what to expect.

Finally, southpaws tend to be more careful people who think about things in detail. While righties often make decisions and take action quickly, southpaws take longer to get started on a task. They spend more time thinking about all of their options, and the strengths and weaknesses of each one. This means that southpaws may take longer to get a job done than righties.

Are these things true of all southpaws? Definitely not. Researchers have found that these features are just more common in southpaws. There are still other features not mentioned here that are being tested too. In the end, it is important to remember that every individual is unique and cannot be fully understood just by the hand they use the most in their daily lives.

Your poster:

What Makes Southpaws Different?

What is a southpaw?

A southpaw is a person who .

Interesting Details

- Only 10% of all people are southpaws.
- Research has shown that southpaws have some characteristics in common.

Features More Common in Southpaws

| Positive | Negative |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● can adapt to new things better● <input type="text" value="40"/>● are more careful before acting | <ul style="list-style-type: none">● dislike social events● take longer to finish tasks● <input type="text" value="41"/> |

Reasons Why More Research Is Necessary

- In sports, southpaws may be not because they have more skill, but because righties are not as with playing against them.
- Some other characteristics are still being studied, so we cannot say whether those are more common in southpaws or not yet.

問1 Choose the best option for .

- ① cannot be found in most places on Earth
- ② is from the southern part of the world
- ③ prefers noisy places to quiet ones
- ④ uses their left hand for most things

問2 Choose the best option for .

- ① are good at focusing on one thing
- ② have faster reactions
- ③ play all sports well
- ④ start tasks right away

問3 Choose the best option for .

- ① are not good at thinking of new ideas
- ② get confused when doing several things at once
- ③ need to deal with many items made for righties
- ④ often make mistakes because they act too quickly

問4 Choose the best options for and .

- ① admired
- ② defeated
- ③ familiar
- ④ pleased
- ⑤ successful
- ⑥ tired

B You are learning about the effects of social media on the mental health and development of young people. Your teacher gives you the following article to read.

Social media has become an important part of modern life for many young people, providing a place for connecting with friends and staying informed about things such as current events and popular trends. However, research has shown that it can have negative effects on young people's mental health and development. One of those potential negative consequences is the impact on confidence. Seeing other people's stories and photos on social media can make young people feel like they are not as attractive or interesting, leading to a decrease in confidence. This effect can be particularly strong in kids between the ages of 10 and 19, who are already likely to worry about others' opinions of them. A study found that young people who spent more time on social media reported having lower confidence and feeling less satisfied with their bodies.

Bullying on the internet, or "cyberbullying" as it is often called, has also turned into a major issue for young people. With the spread of social media, it has become much easier for people to make negative comments and tell lies about others without receiving punishment for their bad behavior. These things are done to hurt the victim's feelings, even though the victim is usually innocent and did nothing to deserve the terrible treatment. Cyberbullying can have serious consequences for young people, including feelings of extreme sadness and anxiety. According to a survey conducted by the Cyberbullying Research Center, approximately 27% of young people between the ages of 13 and 19 have experienced cyberbullying at least once in their lives.

Social media can also affect the quality and amount of sleep that young people get. Studies have shown that too much social media use can ruin sleep patterns, leading to increased tiredness and negative effects on mental health. One study found that young people who spent more than three hours per day on social media were more likely to have sleep problems than those who used it less. Another study showed that 60% of young people check their smartphones before bed, which causes an average of one hour less sleep each night. This

can harm other areas of a young person's life, such as their academic performance and relationships with friends, classmates, and family members.

In addition to these mental health issues, using social media can also impact children's communication skills. A lot of the text on social media is not written in proper English, so young people develop problems with grammar. They also like to replace words with numbers, such as "2" for "too," or spell words differently to make their writing seem cooler. However, this can cause children to forget the correct spelling of those words. Likewise, spending too much time on social media reduces the amount of time that young people spend talking with people face to face. As a result, they may have a weaker speaking ability and other social skills.

It's important to remember that not all young people will experience negative effects from social media, and the impacts can vary widely from one child to another. However, it is necessary for young people to be aware of the risks and to use social media in a balanced and healthy way. This might include setting limits on daily usage, taking regular breaks, and doing other activities such as exercise or hobbies.

問 1 You saw the word "cyberbullying" in the article and you want to write down the meaning in your notes. Which of the following is the most appropriate?

| |
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| 44 |
|----|

- ① It is a popular form of communication among young people.
- ② It is an illness that makes a person feel anxious and sad.
- ③ It is a way to punish people for their bad behavior on social media.
- ④ It is writing harmful comments or lies about someone on the internet.

問2 Which of the following is NOT mentioned in the article about the effect of social media on young people's communication skills?

- ① They are not good at speaking to others in person.
- ② They begin having trouble using correct grammar.
- ③ They do not remember the proper way to spell words.
- ④ They face problems in understanding what others say.

問3 According to the article you read, which two of the following are true? (Choose two options. The order does not matter.) ·

- ① Children under 10 years old are the ones influenced most by social media.
- ② Kids often compare themselves to those they see on social media.
- ③ Most young people have experienced cyberbullying at least once.
- ④ Sleep problems can occur from using social media for over three hours daily.
- ⑤ Young people's confidence tends to improve from social media use.

問4 Which of the following is the most appropriate to describe the author's point?

- ① The author claims that young people need to know about the dangers of social media.
- ② The author insists that there is no safe way for young people to use social media.
- ③ The author states that limits on social media use do not decrease the risks.
- ④ The author thinks that social media affects all young people in the same way.

| 問題番号 (配点) | 設問 | 解答番号 | 正解 | 配点 | 自採 己点 |
|--------------|---------------------------------|------|---------------------------------|----|-----------------|
| 第1問 (10) | A | 1 | <input type="text" value="1"/> | 4 | 2 |
| | | 2 | <input type="text" value="2"/> | 4 | 2 |
| | B | 1 | <input type="text" value="3"/> | 1 | 2 |
| | | 2 | <input type="text" value="4"/> | 2 | 2 |
| | | 3 | <input type="text" value="5"/> | 4 | 2 |
| 自己採点小計 | | | | | |
| 第2問 (20) | A | 1 | <input type="text" value="6"/> | 2 | 2 |
| | | 2 | <input type="text" value="7"/> | 3 | 2 |
| | | 3 | <input type="text" value="8"/> | 2 | 2 |
| | | 4 | <input type="text" value="9"/> | 3 | 2 |
| | | 5 | <input type="text" value="10"/> | 3 | 2 |
| | B | 1 | <input type="text" value="11"/> | 1 | 2 |
| | | 2 | <input type="text" value="12"/> | 2 | 2 |
| | | 3 | <input type="text" value="13"/> | 1 | 2 |
| | | 4 | <input type="text" value="14"/> | 4 | 2 |
| | | 5 | <input type="text" value="15"/> | 4 | 2 |
| 自己採点小計 | | | | | |
| 第3問 (15) | A | 1 | <input type="text" value="16"/> | 1 | 3 |
| | | 2 | <input type="text" value="17"/> | 3 | 3 |
| | B | 1 | <input type="text" value="18"/> | 2 | 3 ^{*1} |
| | | | <input type="text" value="19"/> | 1 | |
| | | | <input type="text" value="20"/> | 3 | |
| | | 2 | <input type="text" value="21"/> | 4 | |
| | | | <input type="text" value="22"/> | 3 | |
| 3 | <input type="text" value="23"/> | 2 | 3 | | |
| 自己採点小計 | | | | | |

(注) ^{*1}は、全部正解の場合のみ点を与える。
^{*2}は、解答の順序は問わない。

| 問題番号 (配点) | 設問 | 解答番号 | 正解 | 配点 | 自採 己点 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------|-----------------|
| 第4問 (16) | 1 | <input type="text" value="24"/> | 2, 3 ^{*2} | 2 | |
| | | <input type="text" value="25"/> | | 2 | |
| | 2 | <input type="text" value="26"/> | 4 | 3 | |
| | 3 | <input type="text" value="27"/> | 1 | 3 | |
| | 4 | <input type="text" value="28"/> | 2 | 3 | |
| 5 | <input type="text" value="29"/> | 3 | 3 | | |
| 自己採点小計 | | | | | |
| 第5問 (15) | 1 | <input type="text" value="30"/> | 2 | 3 | |
| | | 2 | <input type="text" value="31"/> | 1, 4 ^{*2} | 3 ^{*1} |
| | <input type="text" value="32"/> | | | | |
| | 3 | <input type="text" value="33"/> | 2 | 3 ^{*1} | |
| | | <input type="text" value="34"/> | 4 | | |
| | | <input type="text" value="35"/> | 1 | | |
| | | <input type="text" value="36"/> | 3 | | |
| | 4 | <input type="text" value="37"/> | 1 | 3 | |
| | 5 | <input type="text" value="38"/> | 3 | 3 | |
| | 自己採点小計 | | | | |
| 第6問 (24) | A | 1 | <input type="text" value="39"/> | 4 | 3 |
| | | 2 | <input type="text" value="40"/> | 2 | 3 |
| | | 3 | <input type="text" value="41"/> | 3 | 3 |
| | | 4 | <input type="text" value="42"/> | 5 | 3 ^{*1} |
| | <input type="text" value="43"/> | | 3 | | |
| | B | 1 | <input type="text" value="44"/> | 4 | 3 |
| | | 2 | <input type="text" value="45"/> | 4 | 3 |
| | | 3 | <input type="text" value="46"/> | 2, 4 ^{*2} | 3 ^{*1} |
| <input type="text" value="47"/> | | | | | |
| 4 | <input type="text" value="48"/> | 1 | 3 | | |
| 自己採点小計 | | | | | |

自己採点合計

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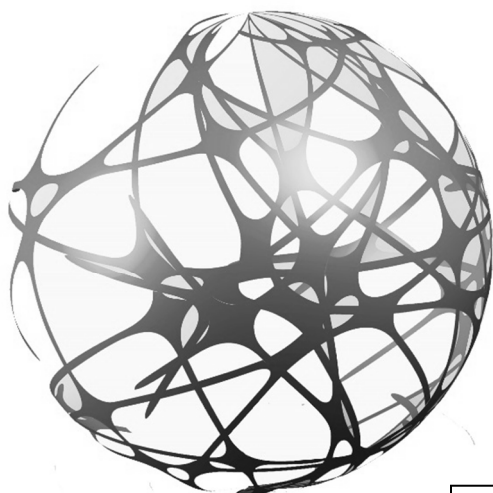
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<MEMO>



English 英語

Forward 将来に
individual 個人
training 訓練



名 前