

# 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 an exchange student in Canada, and your homestay family wants to take you on a day trip. Your homestay mother has given you some information about the available tours.

### Prince Edward Island (PEI) Sightseeing Tours

Choose from three Maple Tours itineraries

#### The Montgomery Tour

Learn about Lucy Maud Montgomery, the author of *Anne of Green Gables*, whose writing was inspired by the island's nature and people. Start the tour at the Cavendish United Church, built in 1901, where Montgomery was buried in 1940. Next, visit the Anne of Green Gables Museum and see items belonging to Montgomery. The museum was originally a house built by Montgomery's relatives in 1872. Finally, visit the school where Montgomery taught. The tour will be conducted by tour guides who were all brought up on PEI.



#### PEI Scenic Drive

Let's experience the island's beautiful scenery and nature. Your local guide will pick you up directly from your accommodation. First, we will drive down Charlottetown's main street, passing Province House, completed in 1847, and the site of the Charlottetown Conference in 1864, which led to the formation of Canada. Then we will visit the Prince Edward Island National Park, before stopping at North Rustico, a lobster fishing village. Try some delicious lobster at a restaurant there.

#### Charlottetown Food Highlights Walking Tour

Let's explore Charlottetown on foot. Your guide has lived on PEI his entire life, and he will introduce Charlottetown's historical sights, while pointing out delicious local food to sample. Start the tour at Peake's Wharf, by the sea. These warehouse buildings were built in 1872, and are now restaurants and gift shops. Try some ice cream before moving on to the Farmer's Market. Meet local farmers and buy delicious fresh produce. After wandering the streets, we'll eat at the Canton Café, the island's longest-running restaurant. The owners moved to Canada in the 1950s and opened their Chinese restaurant in 1970.

問1 Prince Edward Island has .

- ① a place where a historically important conference was held
- ② a school that was founded by Canada's most famous female writer
- ③ the first Chinese restaurant that opened in Canada
- ④ warehouses that have been used to store goods since the 18th century

問2 On all three tours, you will .

- ① be taken around by a guide who lives on the island
- ② learn about famous people from the island
- ③ see the center of the largest city, Charlottetown
- ④ try various examples of local food

問3 Which is the oldest building you will see on these tours? .

- ① Province House
- ② the Anne of Green Gables Museum
- ③ the Canton Café, Chinese restaurant
- ④ the Cavendish United Church

## 第2問 (配点 10)

You will soon move to the UK to study at a university there. You are reading an article about bank accounts for students written by a recent graduate of that university.

Almost all banks these days offer special "student bank accounts," and I strongly recommend signing up because they offer services not available to regular account holders.

My account is with Alpha Bank. To attract new customers, they offer a 3-year student railcard if you open an account in September. These railcards are worth £120, and holders can get 30% off train fares. Other banks give cash gifts. For example, Waverly Bank puts £50 in every new student account, while Phoenix Bank gives £40.

In addition to online banking and a debit card, all student accounts provide low-interest credit cards and offer zero-interest short-term loans. Last month, the salary from my part-time job was late, but I borrowed £100 from Alpha at zero interest for a week. Some banks allow higher limits. Customers of Waverly Bank and Phoenix Bank can borrow up to £200 and £300 interest-free respectively.

Most adult bank accounts charge a fee of up to £10 a month, but student bank accounts are usually cheap or free to use. My bank charges £2 a month, but Waverly and Phoenix are free. However, my bank does not charge at all for ATM cash withdrawals, unlike the other two.

The unique benefit of Alpha bank is that it offers free travel insurance until I graduate. This is great for me because I like to travel. I took a trip to Paris last month and my camera was stolen. I was able to get some money back to buy a new camera, although I wish the money had arrived faster and the procedure was simpler.

Each account offers different benefits and services, so think about your own needs before choosing a student bank account.

問1 According to the article, which of the following is true?

- ① All bank accounts mentioned allow free ATM withdrawals.
- ② Alpha Bank's gift to new student clients is the most valuable.
- ③ Both Alpha Bank and Waverly Bank provide travel insurance.
- ④ Only Waverly Bank and Phoenix Bank offer interest-free loans.

問2 Which is not offered by the author's bank?

- ① A debit card
- ② ATM services
- ③ Free-of-charge banking
- ④ Free travel insurance

問3 Which is the features of student bank accounts described in this article?

- A : Loans and services are cheaper than adult accounts.
- B : They allow students to withdraw cash without charge only weekdays.
- C : They help students find part-time jobs.
- D : They insist new account holders pay £40 into their account.
- E : They offer incentives to new customers.

- ① A and D
- ② A and E
- ③ B and C
- ④ B and D
- ⑤ C and E

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問4 One opinion the writer has of her student account is that .

- ① her insurance claim took too long to process
- ② the banking app is too complicated to use
- ③ the free gift was not very useful for her
- ④ the limit for the zero-interest loan is too low

問5 Which of the following best describes the writer's attitude? .

- ① She believes opening a student account will generate various monetary profits.
- ② She considers there to be little difference between student and regular accounts.
- ③ She hopes that more banks will offer similar financial services to students.
- ④ She thinks it is better to buy separate travel insurance when going abroad.

第3問 (配点 9)

You and the other members of your school English Club are going to take part in a volunteering day. You are reading a report written by Junya, a member who took part in a similar event last year.

**River Cleaning and Nature Survey Day**

For last year's volunteering day, we worked with the River Clean Up Association (RCUA). Volunteers come to the river each month and pick up all the trash that has built up. Because of the recent typhoon, there was more trash than usual. We also took part in a nature survey and recorded the flowers we found.

First, we met the RCUA members. Although it was sunny, the ground was very wet and muddy, so we wore boots and waterproof pants. We wore gloves to protect our hands, and had plastic bags in which to collect the trash. We formed two groups. One group collected the trash, and the other group checked it for recyclable items. By lunchtime, we had collected 30 large bags of trash.



We stopped for lunch at midday. Most of us had packed lunches, but some students forgot theirs, so they went to a convenience store to buy food. We felt sorry for them because they were already tired after the morning's work.

After lunch, Mika, an RCUA member, taught us how to collect information about flowers. The RCUA was helping some university ecology experts collect research data. We formed pairs and threw large hoops at random into the grass. We then counted the numbers and species of the flowers inside the hoop. We all felt proud to contribute to university research. Mika told us that we would be able to read about our work in a famous ecology journal next year.

Finally, we loaded the trash into the RCUA truck. They planned to take it to the city's trash disposal facility later. They also invited us to dinner at a nearby restaurant. We enjoyed talking about environmental issues. We practiced our English with the two foreign members in the group.

This year, I will join the volunteer day again. The experience inspired me in many ways. Writing this report also reminded me of what Mika had said about the ecology journal. I decided to go to the library to see if she was right.

問1 Junya's article also included student comments (①~④) describing the events during the volunteering day. Put the comments in the order in which the events happened.

9 → 10 → 11 → 12

①

I wish I had brought lunch! It was hard walking all the way to the store to buy food after cleaning up the riverbank.

②

Speaking to the RCUA members over dinner was my favorite experience. Learning to communicate with people of different ages and backgrounds is important.

③

The highlight of the day was collecting research data. I'm interested in plants and I hope to become a biologist in the future.

④

We were surprised to see how much work we had to do when we arrived. The strong wind had blown a lot of things into the water.



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問2 During the volunteering day, the students did not 13 .

- ① carry out information gathering regarding flowers
- ② go to the trash disposal facility
- ③ have conversations with volunteers in English
- ④ take a break between activities

問3 What did Junya most likely find when he went to the library? 14 .

- ① a book about wild flowers
- ② a guide to the local river ecology
- ③ a journal article based on their data
- ④ a news report about the typhoon

第4問 (配点 12)

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

How to Improve Your Sleep	Comments
<p>Scientific research tells us that most adults need around 7 to 9 hours of sleep a night to stay healthy. Long-term lack of sleep can cause many health problems, including heart disease, high blood pressure, and obesity. It also affects our brains, making us less alert and less able to retain information. Despite the importance of sleep, many people find themselves unable to sleep well at night. <sup>(1)</sup> <u>For instance</u>, there are many things we can do to make our sleep better.</p>	<p>(1) You have used the wrong connecting expression here. Please change it.</p>
<p>First, it is important to expose ourselves to natural light in the morning. This is because our natural daily rhythm is set by exposure to light. <sup>(2)</sup> <u>^</u> Hormones are released from inside our brains which stop us from feeling sleepy. The first exposure to light also instructs our bodies to make the sleep hormone melatonin around 14 hours later.</p>	<p>(2) This sentence does not connect well with the previous sentence. Add more information to improve the flow of your writing.</p>
<p>Second, <sup>(3)</sup> <u>where do you sleep?</u> The best temperature for sleep is said to be between 18 and 20 degrees Celsius. In addition to light, the human sleep cycle is regulated by other environmental triggers such as temperature. Therefore, by lowering the temperature of our bedrooms, we can signal to the body that we are ready to sleep and that helps us fall asleep quicker and improve the quality of our sleep.</p>	<p>(3) The topic sentence does not explain the following paragraph well. Rewrite it.</p>

Finally, it is known that using electronic devices late in the evening can negatively affect the quality of our sleep. Devices such as smartphones and tablets emit blue light, which can delay the production of melatonin.

In summary, there are a number of things we can do to get better sleep, as we have seen above. <sup>(4)</sup> ^

(4) I think you should add a final, concluding sentence.

Teacher's Comment

Good job! I definitely need to get more sleep, so I will take on your advice! 😊

問1 Based on comment (1), which is the best expression to use instead?

15

- ① However
- ② In contrast
- ③ In short
- ④ Therefore

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

16

- ① After falling asleep,
- ② By spending time in the dark,
- ③ If we protect our eyes against this,
- ④ When sunlight enters our eyes,

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問3 Based on comment (3), which is the best replacement? 17

- ① it is important to sleep in a dark environment.
- ② make sure you are tired enough to sleep.
- ③ sleeping in a cool room is recommended.
- ④ try to relax your body before going to bed.

問4 Which sentence should you add, based on comment (4)? 18

- ① In conclusion, people in our society are still not doing these things properly.
- ② In this way, we can not only improve our sleep quality, but also our overall health.
- ③ Therefore, we should spend less time working, and more time sleeping.
- ④ These points show the importance of getting more sleep for young people.

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## 第5問 (配点 16)

You and some friends have decided to start a new club at your high school — an English debate club. You have made a handout about the topic based on the following article and the results of a questionnaire given to students who had recently taken part in an English debate in class.

### What Makes a Successful Debate?

Lucy Gonzalez, debate team captain at Skyrock College

Debate is a tool used to discuss important topics. Debating allows students to explore difficult subjects, express their opinions logically, and challenge their prejudices. All debates start with a resolution — the statement to be discussed — which is chosen in advance.

A debate requires three groups: the affirmative team, the opposing team, and the judges. The affirmative team starts by presenting arguments supporting the resolution and their reasons. They should also anticipate reasons for disagreeing with the resolution, and explain why those reasons are false.

Next, the opposing team presents their opposing arguments. The speaker answers questions raised by the other team, and presents further reasons for opposing the resolution. Researching both sides of the topic and guessing what your opponent will say brings success.

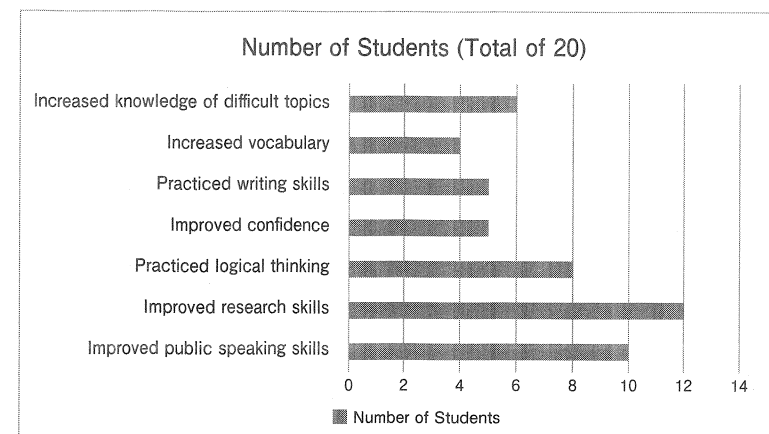
Both teams speak again in the rebuttal section. Here, the speakers can comment on what the other team said, and give further counter-arguments. Finally, the judges listen to the final statements. The judges look for two main points — clarity and relevance. Clarity means that the arguments were clear and logical, while relevance means that the speakers stuck to the topic and gave appropriate evidence. Judges should base their judgment on these points regardless of their own personal opinions.

A debate should be fun. Although participants should take their roles seriously, everyone should remain polite. Through this activity, members can improve their skills and knowledge.

### Results of the Questionnaire



Q1: What did you feel the benefits of taking part in an English debate class were?



Q2: Give your opinions about the debate class.

Main comments:

Student 1 (S1): Although I was assigned to the opposition team, I actually agreed with the resolution personally. It was difficult for me to think of opposing arguments.

S2: I was a member of one of the debate groups, but my friend was a judge. She didn't do any research at all. I think judges have to research the topics too. She also said it was difficult to remember the key points each team made.

S3: The debate was difficult for me because I didn't know the necessary English words. I wish we had had a vocabulary list before starting the activity.

S4: The opposition team found statistics and data to support their opinion. The affirmative team did not come up with logical reasons or evidence, so they lost.

S5: I think we needed more time in class to prepare for the debate and understand the topic I didn't have enough time to investigate.

S6: My knowledge of the subject was really poor and I didn't have any opinions before doing the debate. However, not only did I gain knowledge about the topic, I learned about other related issues.

Your discussion handout:

### Organizing a Formal Debate

#### ■ Debate Structure

- Resolution:
- Three groups: affirmative team, opposing team, and judges

#### ■ Recommendations for the team members based on expert advice and questionnaire results

- Affirmative Team:  
Research and present reasons
- Opposing Team:  
Give the opposing view on the topic, even if you personally disagree.  
Giving hints to the team in advance may help them prepare opposing arguments.
- Judges:  
  - A. Decide your opinion before the debate starts.
  - B. Learn about the topic in advance.
  - C. Look for clear and logical arguments.
  - D. Look for evidence that supports arguments.
  - E. Take notes during the debate to avoid forgetting.

#### ■ Other issues to discuss

- The lowest number of students said that  as 's comment mentioned. What should we do about this?
- Based on both the graph and 's comment, should we assign club time to understanding the topic and planning the arguments? How much time do we think the teams will need?
- S1 said that he already had a fixed opinion about the topic they debated in class. Perhaps we should have a large group brainstorming session before being divided into teams so everyone can see all sides of the argument. What do you think?

問1 Choose the best option for .

- ① A statement to which both teams should prepare opposing arguments
- ② A view about an issue to be debated
- ③ An opinion about a controversial subject that most people agree with
- ④ The first argument of the opposing team that the affirmative team opposes

問2 Choose the best option for .

- ① agreeing with the resolution, backed up with data you researched
- ② disagreeing with the topic, using advanced English vocabulary
- ③ for both sides of the argument, allowing the judges to decide
- ④ for your personal opinion of the topic, to convince the other team

問3 You are checking the handout. You notice an error in recommendations under Judges. Which of the following should you remove?

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E



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問4 Choose the best options for  and .

- ① it was difficult to speak in front of friends
- ② there was little time to prepare
- ③ they were able to acquire new words
- ④ they had little knowledge of the topic
- ⑤ writing practice was not included

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

問5 Choose the best option for .

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

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第6問 (配点 18)

You are working on an essay about whether the voting age in a state of the U.S. should be lowered to 16. You will follow the steps below.

Step 1: Read and understand various viewpoints about lowering the voting age.

Step 2: Take a position about whether or not the voting age should be lowered.

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

[Step 1] Read various sources

**Author A (High school student)**

Some of my friends feel that we should have the right to vote at age 16. However, I don't feel ready to become a voter yet. I still have another two years of high school until I graduate, so I still feel like a child in many ways. I also don't know enough about the political system to have a strong opinion about who to vote for. I'd probably just vote for the same party as my parents.

**Author B (Teacher)**

Many people believe that 16-year-olds are still children, and therefore, should not have the right to vote. I actually believe that 16 is the ideal age for young people to start taking an interest in politics and society. If they are given enough information to make an informed choice, I think they are capable of doing so. However, while we must teach them about politics at school, as teachers we must be careful not to influence them too much with our own personal political opinions.

**Author C (Voting station staff)**

I've noticed that the number of people who come to vote is dropping every year. That's why I'm in favor of lowering the voting age. Now, the majority of voters are elderly people, with young adults in the minority. If we allow younger people to vote, they will hopefully take a deeper interest in politics and become voters for the rest of their lives. However, if we allow 16-year-olds to vote, we must make sure that they have the motivation to do so, and that they receive a balanced political education. I don't know if schools have the time or experience to do that.

**Author D (Psychologist)**

Most developmental psychologists agree that the human brain does not finish maturing until we are in our mid-twenties. Therefore, 16-year-olds are still children in a developmental sense. However, this is not the main reason why I disagree with lowering the voting age. Probably there are many 16-year-olds who are mature enough, but I think they lack the knowledge of both politics and society to make a good choice. We cannot do this without huge changes in our education system. I do not support lowering the voting age until school students have enough knowledge to be able to make important decisions.

**Author E (Politician)**

Statistics show that the majority of voters in my state are in the 45-64 age group. That means that politicians tend to make policies aimed at pleasing older voters. Times are hard for young people now, and I think that if they were able to vote, they could make choices for a brighter future. Some politicians are against lowering the voting age because 16-year-olds will be strongly influenced by the political choices of their teachers or parents, but I believe we should make a better society for everyone, not just our older voters.

問1 Both Authors B and E mention that 25.

- ① 16-year-olds are far too young to take an active interest in politics
- ② high school students do not work or pay taxes so they cannot understand politics
- ③ it is mainly the middle-aged and elderly that are politically active
- ④ young people's political opinions could be influenced by their teachers

問2 The main argument of Author D is that .

- ① information about the political system is not adequately taught in schools now
- ② people under the age of about 25 are immature and should lose the right to vote
- ③ there are no school students who are wise enough to make good political decisions
- ④ those people whose brains are not fully developed should not be able to vote

**[Step 2] Take a position**

問3 Now that you understand the various viewpoints, you have taken a position on lowering the voting age to 16, and have written it out as below. Choose the best options to complete , , and .

Your position: The voting age should not be lowered to 16.

- 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 Parents are likely to tell their teenage children to vote for the political parties they support
- ② Some students under 18 have the maturity to be able to vote
- ③ Students under 18 are likely to be influenced by their friends' decisions
- ④ Young people aged 16 to 18 do not have the knowledge or experience to vote

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

Outline of your essay:

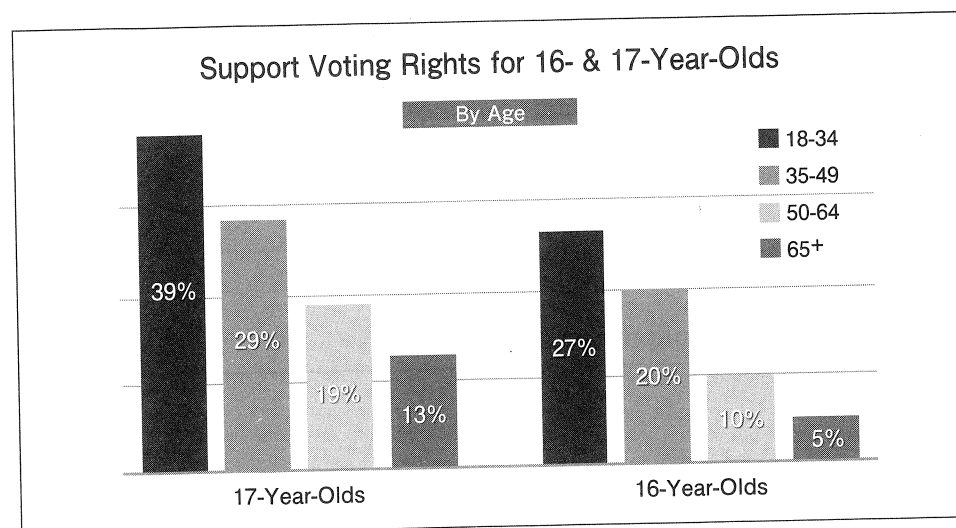
<b>Lowering the voting age is not a good idea</b>	
<b>Introduction</b>	
These days, the number of people who vote in elections is decreasing. Therefore, some people believe the voting age should be lowered to 16 to encourage more people to vote. However, this is not a good idea.	
<b>Body</b>	
Reason 1: (From Step 2)	
Reason 2: (Based on Source A) .....	<input type="text" value="30"/>
Reason 3: (Based on Source B) .....	<input type="text" value="31"/>
<b>Conclusion</b>	
The voting age should not be lowered to 16.	

**Source A**

In most countries of the world, the age of adulthood has been set as 18 years old, while others set an even higher age as the age of adulthood. The reason why 18-year-olds are considered adults in most countries is because it is the age where young people are developmentally able to make important decisions about their own lives. That is, they can marry without permission, and they can sign legal contracts. Some of them are also likely to be working full-time. It also follows that most countries have matched the age of adulthood with the age of fitness to vote. In fact, the average voting age around the world is just over 18. Most governments believe that anyone not legally considered an adult should not have the right to vote in an election and affect the politics of a country.

**Source B**

A survey conducted in the US asked people of different age groups whether or not they supported voting rights for 16- and 17-year-olds. Just over 1,000 people who were supporters of various political parties answered the survey questions. There was also a fair balance of genders, ethnic groups, and income.



問4 Based on Source A, which of the following is the most appropriate for Reason 2? 30

- ① 18-year-olds are still studying in school, so they are not considered old enough to vote and influence politics.
- ② Even 18 is too young to be able to vote, because some countries have decided people are children until around 20.
- ③ Since people over 18 work full-time in most countries, they're expected to be able to vote.
- ④ We should keep the voting age at 18 because that is considered the age of adulthood in most countries.

問5 For Reason 3, you have decided to write, "Lowering the voting age is not supported by Americans." Based on Source B, which option best supports this statement? 31

- ① 18-34 people are the most likely to disagree that 16-year-olds should be able to vote, but just under a third support it for 17-year-olds.
- ② Almost three-quarters of 18- to 34-year-olds are not for lowering the voting age to 16, and 5% of people over 64 agree.
- ③ Although the majority of people aged 34 and younger believe the voting age should be lowered, this is not supported by people in the other age groups.
- ④ Most people aged 18-34 support the voting age being lowered to 17, but just 27% of them are for the voting age being lowered to 16.

## 第7問 (配点 15)

You are in English class preparing for a presentation about a story. You have found an interesting story in a magazine and you are taking notes about the story for your presentation.

## Sam's School

The phone rang. Sam Hawkin woke up from a deep sleep and looked at the clock next to his bed. It was 4:00 a.m. Still half asleep, he picked up the phone.

"Hello?"

"Sam. It's Mom. Your dad is sick again. He's in the hospital. I think you need to come home this time."

When his wife Hiroko woke up a couple of hours later, he told her the news.

"I'm going to book a flight back to Canada for tomorrow. Dad's very sick. Can you stay here and take care of the children?"

"Sure. I hope your dad gets well soon. I'll take care of everything here. Go as soon as you can." Hiroko replied. Later that morning, she told their children, Mina and Karen, that Dad was going to visit Granny and Grandpa in Canada for a while.



Sam had enjoyed his time at university so much that he didn't want to graduate. Not only did he not want to give up his fun student life, he also didn't know what he wanted to do as a job. Most of his friends had already decided on their careers — John was going to be a lawyer, Chris was going to be a journalist, and Mike was going to work in his father's company. It was just Sam who didn't know what he wanted to do. His parents were high school teachers, and they had suggested the same career to him many times, but he wasn't sure. However, one day just before graduation at the age of 22, he noticed a poster on the wall of his dormitory building. "Teach English in

Japan!" it said. Sam made a note of the website address printed on the poster. That evening, he applied.



"But Sam, you've never even left Canada! Why are you going to Japan?" His mother asked, surprised.

"You suggested I become a teacher, Mom. I'll be a teacher in Japan! I'll just go there for a year, then if I like teaching, I'll come back and become a high school teacher here in Canada."

"It will be a big culture shock for you. If you feel lonely, you can come back here whenever you like," said his father. The month after that, Sam flew to Tokyo.



That was 15 years ago. Despite knowing little about Japan before leaving Canada, it had become home for him. He was still working at the same school he had applied for after graduating, and he was loved by his students and colleagues. He had also taught himself to read, speak, and write Japanese. Three years after arriving in Japan, he married Hiroko, whom he had met at an international party. Their girls were born a few years after their wedding. Hiroko was a writer, and she had had several novels published. Even after becoming a mother, she continued writing in her spare time at home. They were a happy family and Sam was considering spending the rest of his life in Japan.



Back in Canada, Sam was surprised to see how sick his father was. The doctors told him he could be in the hospital for a long time. Seeing his mother's sad face, Sam wondered if he should change his plans and move back to Canada to take care of his mother until his father had recovered. That evening, Sam met up with his old friends, John, Chris and Mike. They talked about their university days and their lives now. All of them were married and had children. They showed Sam pictures of their families, and Sam thought it would be nice for his girls and his friends' children to play together. He told them about his father.



"Come back, Sam," his friends said.

"I'd love to live here again, but I don't want to go back to college to get my teacher's certificate. I have a family — I need to work right away."

"You could start a Japanese school," suggested Chris, the journalist. "I just wrote an article for a magazine about the popularity of anime and Japanese culture. Many people want to learn Japanese these days."

"Right! Our company has plenty of space in our building. You can use that space for free," offered Mike.

"And I'll help you with all the paperwork for Hiroko's visa," said John, the lawyer.

That night, Sam called Hiroko in Tokyo and told her his idea. To his delight, she agreed.



Sam returned to Japan, but six months later, the Hawkin family's move to Canada was complete. There was enough space in Sam's parents' home for everyone to live together. Hiroko was able to continue her writing work remotely. Mina and Karen were enjoying life in their Canadian school. They had been sad to leave all of their friends in Japan, but they loved spending time with their Canadian Granny and Grandpa. Their English was improving all the time. Grandpa was still very weak, but he was getting stronger every day thanks to the love of his family. When Sam saw his family together, he thought it was a shame they hadn't thought of doing this earlier.



Sam's school was a success from the start. His friends had helped him just as they had promised. One day, Mike dropped by the Japanese school.

"Hey, Sam. We didn't have a welcome home party for you. Why don't we do that this weekend?" Mike suggested.

"No, Hiroko and I should hold a thank-you party for you, John and Chris. It's thanks to you that our move went so smoothly. Come to our house on Saturday with your families, and Hiroko and I will cook some delicious Japanese food for you all."

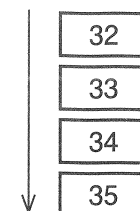
And so they did.

Your notes:

### Sam's School

#### Story outline

Sam graduates from university.



Sam and Hiroko hold a thank-you party.

#### About Sam

- Nationality: Canadian
- Age:
- Occupation: Teacher
- How his friends and family supported him:
  - His old friend John
  - Sam's mother and father

#### Interpretation of key moments

- Sam was delighted when he spoke to Hiroko on the phone from Canada because
- At his home in Canada, Sam thought that something was "a shame." It was that

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

- ① Hiroko and Sam get married.
- ② Hiroko becomes a high school teacher in Canada.
- ③ Mike offers Sam space for his language school.
- ④ Sam moves to Japan.
- ⑤ Sam's father becomes sick.

問2 Choose the best option for .

- ① early 20s
- ② late 20s
- ③ late 30s
- ④ early 40s

問3 Choose the best options for  and .

- ① allowed Sam, Hiroko and the children to live with them
- ② gave Sam money to start his new business in Canada
- ③ prepared the documents Hiroko needed to live in Canada
- ④ showed Sam a poster about teaching jobs in Japan
- ⑤ wrote a marketing article to advertise Sam's new school

問4 Choose the best option for .

- ① she accepted his plan of returning to Canada together
- ② she gave him good news about their two children
- ③ she told him that his father would get better quickly
- ④ she told him that she had published another novel

問5 Choose the best option for .

- ① his children were not settling into their new school life
- ② his family had missed out on a lot of time together
- ③ his father was still sick and unable to leave the hospital
- ④ his wife was not enjoying her life in Canada anymore

## 第8問 (配点 14)

You are preparing a presentation for your science class, using the following information from a health website.

### Dietary Fiber: the Forgotten Hero

Health experts are always encouraging us to eat more fruit and vegetables. We know that these foods contain a large variety of vitamins, minerals, and nutrients that are vital for keeping our bodies healthy. However, one other reason for encouraging the consumption of fruit and vegetables is because they contain fiber. In fact, we can only get the fiber our bodies need through eating fruit, vegetables, and other plant-based foods. Other foods such as meat, fish, and dairy products contain many nutrients, but they completely lack fiber.

In Western countries, fiber intake has decreased, while consumption of processed foods has risen. It is difficult for busy people to take the time to cook meals from fresh ingredients for themselves and their families, so more and more people are relying on ready-made food. According to the UK National Health Service, the average adult should eat at least 30g of fiber each day. However, research shows that the current average is just 20g. Unfortunately, a lack of fiber in one's diet can lead to numerous health problems.

It is important to note that there are two main types of fiber — soluble fiber and insoluble fiber. Each type of fruit or vegetable contains a different amount of each. Soluble fiber is fiber that dissolves in liquid to form a gel inside the digestive system. This gel is not absorbed by the body itself, but is used as food by the bacteria that live inside us. These bacteria play a very important role in not only digestion, but also our brain health. That is because these bacteria release certain compounds that act as signaling chemicals in our nervous system. Recent evidence suggests that increasing consumption of soluble fiber can lower the risk of developing diseases of the brain such as Alzheimer's disease. When we eat, we should think not only about our needs, but also the needs of our "good" gut bacteria.

Soluble fiber also blocks or slows the absorption of the fat and sugars that we eat. This means that by consuming more soluble fiber, we can stop

high amounts of fat and sugar from suddenly entering our blood stream after a meal. Sharp rises in blood sugar over a long period of time can eventually lead to diabetes, while too much fat and cholesterol can lead to heart disease. In reducing our intake of fat and sugar, weight gain is slowed down. It is known that gaining too much weight can also lead to high blood pressure and pain in our joints. Soluble fiber is found in all plant foods but it is particularly high in oats, beans, and carrots.

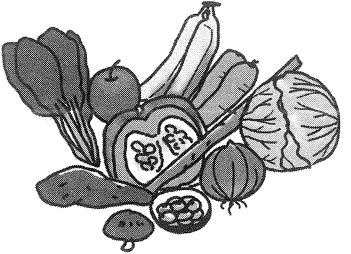
Insoluble fiber, on the other hand, is not broken down at all in the body and does not dissolve in water. It is a physical material that moves through our digestive system and cleans it. It attracts water and sticks to other waste products of the digestion process, eventually helping to form the waste we release when we use the toilet. It helps us use the toilet regularly, preventing stomach pain and discomfort, and prevents harmful waste products remaining in our digestive system for too long. Without insoluble fiber, we would be more likely to develop cancers of the digestive system, such as intestinal cancer. These cancers are rising in young people around the world, and one reason for this may be a lack of insoluble fiber in our diets. To increase our intake of insoluble fiber, we should eat foods like nuts, apples and potatoes. Eating the skin of apples and potatoes helps us consume even more of this type of fiber.

Although there are many important benefits to increasing our intake of both types of fiber, there are some negative effects of eating too much. First, people who suddenly increase their fiber intake may suffer from gas and stomachache. This is because the bacteria living in the digestive system produce gas when they break down the fiber. The pressure of the gas inside the digestive system may be painful. Second, because fiber binds to water, we may become dehydrated if we do not drink enough water. This can make it difficult to get rid of waste regularly. Finally, because fiber slows down the absorption of nutrients, we may not be able to absorb the nutrients our body needs if we consume too much fiber.

Despite the risks of taking in too much fiber, it is a problem that is unlikely to occur in most people. Around 90% of people do not eat enough fiber, so the general advice is for everyone to increase their intake of fruits, vegetables, beans, and nuts.

Presentation slides:

Dietary Fiber:  
the Forgotten Hero



1

Characteristics

Soluble fiber	Insoluble Fiber
<ul style="list-style-type: none"> <li>• dissolves in water</li> <li>• <input type="text" value="41"/></li> <li>• not absorbed</li> <li>• food for bacteria</li> </ul>	<ul style="list-style-type: none"> <li>• attracts water</li> <li>• binds to waste</li> <li>• cleans digestive system</li> </ul>

2

Health Benefits of Fiber Consumption

Increasing fiber consumption to the recommended amount can ...

- A. lower risk of diabetes.
- B. result in weight gain.
- C. prevent brain diseases.
- D. make us use the toilet regularly.
- E. reduce risk of developing cancer.

3

Side Effects of Too Much Fiber

- 
- Dehydration
- 

4

Gut Bacteria

5

Final Remarks

6

問1 What is the second characteristic of soluble fiber on Slide 2?

- ① enhances fat and sugar absorption
- ② forms a gel-like substance
- ③ speeds up digestion
- ④ works as a signaling chemical

問2 Which is an error you found on Slide 3?

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

問3 Choose two options for Slide 4. (The order does not matter.)

·

- ① death of useful gut bacteria
- ② inability to take in sufficient nutrients
- ③ stomach pain or discomfort
- ④ too much water in our waste
- ⑤ using the toilet too often

問4 What can we say about the bacteria living in our digestive systems for Slide 5? 45

- ① Eating too much insoluble fiber causes bacteria to grow, which may lead to the development of cancer in young people in Western countries.
- ② It is important that we do not eat the wrong kind of fiber, because it will cause too many bacteria to grow and produce gas.
- ③ We should avoid too much fiber because it helps bad bacteria grow in our gut that may cause diseases such as Alzheimer's.
- ④ We should feed our gut bacteria with fiber because they break down the food and produce important chemicals.

問5 Choose the most appropriate remark for Slide 6? 46

- ① Everyone should increase their consumption of plant-based foods, but always peel vegetables because the skin contains harmful fiber.
- ② Not all people can tolerate large amounts of fiber, so people should consult a doctor before changing their diet.
- ③ Since most people do not eat enough fiber, it's better to increase our consumption of both types of fiber without thinking about the possible negative effects.
- ④ There is no evidence to suggest fiber supports brain health, but some people say it may reduce cancer risk in young people.
- ⑤ We should choose foods that contain soluble fiber, but avoid those that contain insoluble fiber because of the risk of health problems.

## 第 2 回

(80分)

## 実 戦 問 題