共通テスト英語リーディング
本番そっくり予想問題　第2回

問題

80分・100点・大問8題

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第1問 （配点 6）

You are a high school student. You want to go swimming this summer and are reading a city pool's flyer.

Aoba City Pool: Summer Season Guide

Open: July 18 – August 31 (closed on Tuesdays)

Sessions

Morning	9:00 a.m. – 12:00 noon	Daily
Afternoon	1:00 p.m. – 5:00 p.m.	Daily
Evening	6:00 p.m. – 8:30 p.m.	Fridays and Saturdays only

Fees (for one session)

Adults	¥600
High school students (student ID needed)	¥400
Children (age 6 to junior high school)	¥200
Children under 6	Free

Entrance fees for the evening session are half price.

Please Note

- Everyone must wear a swimming cap. You can rent one at the front desk for ¥100.
- Lockers need a ¥100 coin. The coin comes back when you open your locker to leave.
- Everyone must leave the water for a ten-minute safety break every hour.
- If we hear thunder, the pool closes at once. We cannot return your money, but your ticket can be used on another day until August 31.

問1　You will go to the Saturday evening session with your father and nine-year-old sister. You have your student ID, and only your sister needs to rent a cap. How much will you pay in total?

① ¥600
② ¥700
③ ¥1,200
④ ¥1,300

問2　Which of the following is true about Aoba City Pool?

① It is open every evening during the summer season.
② Swimmers may stay in the water for a whole session.
③ Visitors must bring their own swimming caps.
④ Visitors get back the money they put into a locker.

問3　If the pool closes because of thunder during your visit, you should ___ .

① hold on to your ticket and return later this summer
② ask for your money back at the front desk
③ wait by the pool until the safety break ends
④ bring your ticket back on any day next summer

第2問 （配点 12）

You are studying healthy habits in your English class. You found a blog post by a student at a school in the UK, with two readers' comments.

Are Our Phones Stealing Our Sleep?

Posted by Maya Clarke, Year 12

Many of my classmates look sleepy in the first lesson. Is it because of our phones? Last month, I carried out a survey for my science project. Of the 600 students in Years 10 to 12, 240 answered. The percentages below are for these 240 students.

First, 81% said they use their phone in bed on most nights. Of these phone users, 44% mainly watch short videos, 31% message friends and 15% play games. I guess short videos are the hardest to stop. Only 12% of the 240 students leave their phone outside the bedroom.

Next, I compared phone time in bed with sleep.

Phone time in bed	Students (of the 240)	Average sleep
None	19%	8.2 hours
Under 30 minutes	24%	7.8 hours
30 minutes to an hour	32%	7.1 hours
Over an hour	25%	6.4 hours

Finally, 66% of the 240 said they had felt sleepy in class in the previous week.

Since the survey, I have started charging my phone in the kitchen. In my view, a phone-free half-hour before sleep is possible for everyone. I also think our school should teach good sleep habits.

Comments

Oliver
I'm in the 'over an hour' group, and I sleep about six and a half hours, which matches your table. But I'm not sure that phones are the cause. Maybe people pick up their phones because they can't sleep.

Hannah
I began leaving my phone downstairs in January, and I've fallen asleep much faster since then. However, I doubt lessons at school would change much. A one-week challenge with friends might work better.

問1　The results of Maya's survey show that ___ .

① most students who use phones in bed mainly message friends

② about a quarter of students keep phones outside the bedroom

③ students who used phones longer in bed tended to sleep less

④ students who never use phones in bed sleep under eight hours

問2　One fact (not an opinion) stated in Maya's blog post is that ___ .

① she has changed where she charges her phone

② short videos are more difficult to stop watching

③ everyone can manage half an hour without a phone

④ her school should teach good sleep habits

問3　According to the blog post, ___ .

① about a third of phone users in bed mainly play games

② every student in Years 10 to 12 answered the survey

③ one in four students who answered had felt sleepy in class

④ around four in five students who answered use phones in bed most nights

問4　From the comments, it can be said that ___ .

① both Oliver and Hannah spend over an hour on their phones in bed

② Hannah's experience supports an idea that Oliver is not sure about

③ both Oliver and Hannah want the school to give lessons on sleep

④ Oliver's own sleep is different from what Maya's table shows

第3問 （配点 9）

You are reading a story written by a clarinet player in your school's brass band.

Bar Four

When the stage lights turned toward me last Saturday, my hands were calm. I stood up with my clarinet and played my first solo. My last note was a little weak, but I did not stop once, and I walked off the stage smiling.

It had not looked that way two weeks earlier. In September, Ms. Okabe, our band director, had chosen me for the solo for our autumn concert, and I was proud. It was just eight bars, the short sections that music is divided into. Every day, I played the solo from beginning to end at full speed. Then, at a rehearsal in front of the whole band, I stopped in the middle of bar five. My face burned. I thought about asking Ms. Okabe to give the solo to someone else, but I said nothing.

The next morning, I began practicing in a new way. I played only bars four and five, very slowly, and raised the speed a little each day.

I changed my method because of what I had heard the night before. Sota, who sits next to me, had recorded the rehearsal and sent me the file. I had believed that my fingers were too slow for the high notes in bar five. In the recording, however, the trouble began earlier. I rushed through bar four, so I had no time to breathe before the high notes. I felt that this was something I could fix.

I used to count how many times I played the solo. Now I ask myself what each time is for.

問1　What did the writer find out from Sota's recording?

① The writer's fingers were too slow for the high notes.
② The writer took a breath too often during bar four.
③ The whole band was rushing through the solo part.
④ The real problem came before the point where the writer stopped.

問2　Choose four out of the five options (1〜5) and put them in the order they happened.

① The writer listened to what a bandmate had recorded.
② The writer played the solo on stage at the autumn concert.
③ The writer was picked for a special part by the teacher.
④ The writer started working on only a small section.
⑤ The writer asked the teacher to choose another player.

問3　Which best shows how the writer's feelings changed?

① excited → bored → nervous → relieved

② proud → embarrassed → hopeful → satisfied

③ nervous → confident → angry → proud

④ proud → hopeful → embarrassed → disappointed

第4問 （配点 12）

You are writing an essay for your English class about high school students who skip breakfast. Your teacher has given you comments on your draft.

Helping More Students Eat Breakfast

[1] In a survey at our school, 54 of the 200 second-year students said they skip breakfast three or more times a week. Most of them said they had no time: they go to bed late and get up just before leaving home. (1)＿ they come to school hungry and feel sleepy in morning classes. In this essay, I will suggest three ways to change this.

[2] First, students can get breakfast ready the night before. 【A】 Many of us think breakfast takes a long time to make. 【B】 However, a rice ball or a boiled egg can be made in the evening and kept in the refrigerator. 【C】 This way, even students who get up late can eat before leaving home. 【D】

[3] Second, our school could sell a simple breakfast before classes begin. (3)The school shop also sells notebooks and pens. At a nearby high school, the shop started selling bananas, yogurt, and bread at 7:45. In three months, the number of students who came to school without eating fell by about half.

[4] Third, we should help students notice their own habits. The health committee could hold a "Breakfast Week," in which students write down what they eat every morning. My classmate Riku did this in junior high school. He was surprised that he had eaten breakfast only twice that week, and started getting up ten minutes earlier.

[5] (4)In conclusion, breakfast is very important for everyone. I ate toast before school this morning.

Comments

(1) Add a connecting expression here to link this sentence to the one before it.

(2) You do not explain how this saves time. Here is a sentence you could add. Find the best place for it.

(3) This sentence is not related to your main idea. Replace it with one that leads into your example.

(4) Your conclusion does not sum up your three suggestions, and the last sentence is off topic. Rewrite it and end with a message to your readers.

問1　Based on Comment (1), which is the best expression to add?

① As a result,

② For instance,

③ On the other hand,

④ Similarly,

**問2　Based on Comment (2), where is the best place to add the sentence below?
The next morning, you only need to take it out and eat it, which takes less than five minutes.**

① 【A】

② 【B】

③ 【C】

④ 【D】

問3　Based on Comment (3), which is the best sentence to replace the underlined one?

① Every student who buys breakfast at school will get better grades.

② However, opening the shop early would cost too much money.

③ Lunch in the cafeteria is popular among students with club practice.

④ Some schools have already tried this and seen good results.

問4　Based on Comment (4), which is the best way to rewrite paragraph [5]?

① In conclusion, going to bed earlier and starting classes later are the answers. Then nobody will skip breakfast.

② In conclusion, preparing food the evening before, offering breakfast at school, and recording our meals can all help. Let's try them.

③ In conclusion, selling bananas, yogurt, and bread at school is the best answer. Our school must start tomorrow.

④ In conclusion, rice balls, boiled eggs, and a Breakfast Week will make every student healthy. Riku now gets up earlier.

第5問 （配点 16）

You are a high school student in Japan and want to study English abroad during the summer holidays. You are reading a notice and a course list from a language school in New Zealand, and an email that the school sent later.

Tui Bay Language Centre
Two-Week Winter Programme for High School Students

Would you like to improve your English and make friends from around the world? Every July, when it is winter in New Zealand, our school welcomes students aged 15 to 18 from overseas. This year we are offering four courses for you to choose from.

Dates: Monday 20 July – Friday 31 July. Students should arrive on Sunday 19 July.

Lessons: Monday to Friday, 9:00 am – 12:00 pm (15 hours a week)

What the course fee covers: morning lessons, your textbook, afternoon activities from Monday to Thursday, one Saturday day trip to the hot springs, and a certificate on the last day. Lunch is not included. You can buy it at the school café or bring your own.

Other costs:

- Registration fee: NZ$100 (every student pays this once to join the programme)
- Homestay: NZ$300 per week, with breakfast and dinner every day
- Airport pick-up: NZ$80 each way

Early discount: Apply by 30 April and get 10% off your course fee. The discount cannot be used for any other costs.

How to apply: Send the online form by 31 May. Places are given in the order that we receive the forms.

Course List

Course	Afternoon activities	English level	Places	Course fee (two weeks)	Notes
General English	City walks, museum visits and cooking	Any level	30	NZ$1,200	—
English Plus Outdoor	Kayaking in small boats on the bay and forest hiking	Any level	16	NZ$1,450	You must be able to swim 50 metres

English Plus Farm & Nature	Farm work and bird watching	Any level	12	NZ$1,350	Bring warm clothes and boots
Exam Skills	Extra speaking and writing practice	Intermediate or above	14	NZ$1,400	Online level test before arrival

From: Moana Ellis, Student Services
Date: 20 April
Subject: Updates to the Winter Programme

Dear students,

Thank you for your interest in our Winter Programme. We have made some changes, so please read this email carefully.

First, the kayak centre will be closed for repairs until 24 July. For this reason, English Plus Outdoor will now run from Monday 27 July to Friday 7 August, and students on this course should arrive on Sunday 26 July. The other courses will be held on the dates in the notice.

Second, many of you asked about lunch. Our host families have kindly agreed to make lunch for their students to take to school from Monday to Friday. Because of this, the homestay fee will be NZ$330 per week for all students.

Third, all 12 places on English Plus Farm & Nature have been taken, so we can no longer accept applications for it.

Fourth, the school has bought a minibus. If you come on the arrival day for your course, we will meet you at the airport for free. The ride back to the airport at the end of your stay will still cost NZ$80.

Finally, to give you time to think about these changes, the early discount will now be available until 15 May. The final date for applications is the same as before.

We hope to see you in Tui Bay!

問1　The main purpose of the notice is to ___.

① ask local families to give overseas students a place to stay
② introduce a short study programme for teenagers from abroad
③ report how students improved their English last winter
④ explain why some course dates and prices have changed

問2　According to the notice, which of the following is NOT covered by the course fee?

① A one-day trip at the weekend
② The book used in the lessons
③ Meals in the middle of the day
④ Things to do after the morning lessons

問3　Your friend Daiki has not applied yet. He is a beginner in English, swims well, and must leave New Zealand on 2 August. After reading all three texts, which course can he take?

① Exam Skills
② English Plus Outdoor
③ English Plus Farm & Nature
④ General English

問4　You will apply for General English on 10 May. You will stay with a host family for two weeks, and you want the school to drive you from the airport on 19 July and back to the airport after the course. How much will you pay in total?

① NZ$1,920
② NZ$2,000
③ NZ$2,040
④ NZ$2,060

問5　According to the email, which two of the following are true? (The order does not matter.)

① Students now have less time to get the lower course fee.
② One of the courses will finish a week later than first planned.
③ The farm course has been cancelled because few students applied.
④ Rides to and from the airport are now free for every student.
⑤ Students in a homestay will not need to buy lunch on school days.

第6問 （配点 12）

Your English teacher has asked each student to introduce a short story to the class. You have chosen the following story and are making an outline for your presentation.

Forty Blankets

The path got harder after the last bridge, and the box of cabbages on my back felt heavier with every step. Far above, on the ridge at the top, a red roof sat like a small flag. Four years had passed since I came here as a high school girl, but my legs still remembered the way.

In March, I had written to Ms. Doi and asked whether Kazami Hut could use a twenty-year-old university student for one more summer. Her reply was a postcard with only three words: "Bring strong shoulders."

I laughed when I read it. I had not laughed the first time I climbed this path.

* * *

I was sixteen that summer, in my second year of high school. In June I had failed to make the girls' volleyball team for the final tournament, and I wanted to be far away from the gym and from everyone who knew. My aunt told me that a mountain hut was looking for summer help. I had never climbed a real mountain. I pictured myself drinking cocoa above a sea of clouds.

The work was nothing like that. We got up at 3:30 to cook breakfast for hikers who left before sunrise. After they had gone, I folded blankets, forty of them, each one in exactly the same way. Gray clouds covered the windows for days. Every night I crossed off the date in my notebook and counted how many were left.

Water was the hardest rule. No river ran near the ridge, so everything we used was rain collected from the roof and stored in a tank. Staff could wash their hair only once every four days. On my sixth evening, tired and angry, I went behind the hut and washed mine under the tap anyway, letting the water run and run.

The next morning, the water level in the tank had clearly dropped. Ms. Doi did not raise her voice. She only handed me an empty container and said, "The spring is forty minutes down. Kenta will show you." Kenta, a university student in his third summer at the hut, walked ahead without a word of blame. At the spring, cold water ran out of the rocks. Climbing back with ten liters on my back, I rested every few minutes. My face burned, and not only from the climb. I finally understood what I had poured onto the ground.

"Don't feel too bad," Kenta said at the top. "Long before Ms. Doi ran this hut, she had come up here as a hiker, lost the path in fog, and been found by the man who ran it then. She says a bowl of soup in this hut saved her."

In my third week, a storm hit the ridge. Late in the evening, the door opened and a gray-haired man almost fell inside, completely wet and shaking. I boiled water, which I had learned to count by the cup, and made sweet tea. I brought two of the blankets I had folded that morning and hung his clothes by the stove. I sat beside him until his hands were still.

At breakfast he held my hand in both of his. "That blanket was the warmest thing I have ever touched," he said. The folding, the counting of water, the dark mornings: none of it was for nothing. Each small job had been waiting for a night like that one.

After that, I stopped crossing off dates. On my last morning, the clouds lay below us like a white ocean, just as I had once pictured, but I hardly looked. I was folding blankets slowly, because I did not want to finish. When I tried to say goodbye, the words would not come out. Ms. Doi just said, "The hut will be here."

* * *

The red roof was close now. Ms. Doi stood at the door. "You're late," she said, smiling.

Inside, a boy of about sixteen was staring at a mountain of blankets with a dark look on his face. I knew that look well. I put down the cabbages, picked up a blanket, and said, "Let me show you a trick. And tonight, I'll tell you why it matters."

Presentation Outline

Title: "Forty Blankets"

1. The narrator during her first days at the hut
[A] (two points)

2. Events in the order they happened
[B1] → [B2] → [B3] → [B4]

3. The night of the storm
Through this experience, the narrator [C].

4. How the narrator's feelings changed during that summer
[D]

問1　Choose the best two options for [A]. (The order does not matter.)

① She wanted her time at the hut to end soon.
② She had taken the job because she loved climbing mountains.
③ She found the job different from what she had imagined.
④ She was allowed to use as much water as she needed.
⑤ She enjoyed looking down at the clouds every morning.

問2　Choose four out of the five events (1〜5) and rearrange them in the order they happened, from the earliest to the latest, for [B1] → [B2] → [B3] → [B4].

① The narrator asked Ms. Doi to let her work at the hut again.
② The narrator wasted water that the hut had collected.
③ The narrator was chosen to play in her team's final tournament.
④ The narrator looked after a hiker who arrived during a storm.
⑤ Ms. Doi was rescued near the hut when she was a hiker.

問3　Choose the best option for [C].

① decided that she wanted to run a mountain hut herself
② learned that hikers should never climb in bad weather
③ proved that she could work faster than Kenta
④ realized that her dull daily work had a real purpose

問4　Choose the best option for [D].

① bored → angry at Kenta → frightened → relieved to leave
② disappointed → ashamed → satisfied → sad to leave
③ nervous → confident → ashamed → happy to go home
④ excited → lonely → proud → tired of the work

第7問 （配点 16）

Your group is preparing a presentation on consumer behavior for your social studies class. You have found the following article and are making a draft of your slides.

Why Do We Join the Line?

You arrive hungry in a town you have never visited. Two noodle shops stand side by side. Outside one, a dozen people are waiting; the other is nearly empty. Which do you choose? Most of us join the line, even though we know nothing about either kitchen. Researchers who study the human mind call this habit social proof: when we are not sure what to do, we treat the behavior of other people as a clue to the right choice.

This is not as foolish as it may sound. The people ahead of us may know something we do not, and copying them saves the time and effort of investigating for ourselves. The pull of the crowd, however, is not equally strong everywhere. In a survey of 900 travelers, 64% said they had picked a restaurant in an unfamiliar town mainly because of the line outside. Asked about restaurants in their own neighborhood, only 22% said the same. The travelers also reported that a line of people around their own age attracted them more than a line of people much older or younger than themselves. We seem to assume that people like us want what we want.

The trouble is that the people in a line may know no more than we do. Imagine that the first three customers of the day pick a shop almost by chance. The fourth sees them and follows, the fifth sees four people waiting, and soon a long line exists that says very little about the food. Researchers tested this idea at a school festival. They set up two stands, A and B, selling exactly the same lemonade at the same price. On the first day, five helpers stood in front of Stand A for the opening ten minutes and then quietly left without buying anything. By the end of the day, Stand A had sold 138 cups and Stand B only 46. On the second day, the helpers lined up at Stand B instead, and the result was reversed.

Businesses understand this effect well. Some shops keep only a few seats so that customers must wait outside, where people walking past can see them. Others put "Most Popular" labels on certain products or show how many people have already bought an item. Still, social proof has limits. In the travelers' survey, over half said they would walk away if a wait looked longer than thirty minutes. And for things that express who we are, such as clothes or music, some people choose on purpose not to follow everyone else.

How, then, can we use the crowd wisely? Before following, it helps to ask three questions. First, do these people have real experience of the thing, or are they guessing too? Second, are their needs similar to mine? A restaurant loved by people who enjoy very spicy food may not suit someone who does not. Third, did they decide separately, or did each simply copy the one before? Ten people who each chose by themselves tell us far more than a hundred who followed one another. When the decision is small, such as where to eat lunch, following costs little even if the crowd is wrong. When it is large, such as choosing a school or an expensive product, it is worth finding out the reasons behind other people's choices.

Using other people's behavior as a guide is a natural and often useful habit. But a line only tells us that many people made a choice. It does not tell us why.

Your presentation slides (draft):

Slide 1: What Is Social Proof?

- [1]
- Often sensible: it saves time and effort

Slide 2: When Is It Strongest?

- [2]
- [3]

Slide 3: The Lemonade Experiment

- Two stands, same drink, same price
- Result: [4]

Slide 4: Uses and Limits

- Shops: few seats, popularity labels, numbers of buyers
- Limits: very long waits; items that show our identity

Slide 5: Final Message

- [5]

問1　Choose the best option for [1] on Slide 1.

① Copying other people because we are afraid of being disliked

② Taking what others do as a hint when we cannot decide

③ Choosing the opposite of the crowd to show who we are

④ Trusting the labels that shops put on their popular products

問2　Choose the best two options for [2] and [3] on Slide 2. (The order does not matter.)

① When we already know the area and its shops well
② When the wait looks longer than thirty minutes
③ When we have little knowledge of the situation
④ When the choice is a way of showing our personal style
⑤ When the people in the line are older than we are
⑥ When the others seem to be the same kind of people as us

問3　Choose the best option for [4] on Slide 3.

① The stand that served the better lemonade sold three times as many cups.
② On both days, Stand A sold about three times as many cups as Stand B.
③ The helpers themselves bought most of the cups sold at the busier stand.
④ An early line, rather than the drink itself, decided which stand sold more.

問4　Choose the best option for [5] on Slide 5.

① A crowd shows that many people chose, not their reasons, so look deeper for big decisions.
② Following a crowd is a foolish habit, so we should always decide everything by ourselves.
③ A long line is the only reliable sign of quality when we visit an unfamiliar town.
④ Shops create every line on purpose, so popular places must never be trusted by customers.

問5　According to the article, which student is using other people's behavior most wisely?

① Emi buys a study guide because a sticker on its cover says it is the number one seller.
② Haruto downloads a vocabulary app because the number of its users keeps rising quickly.
③ Mio picks running shoes after three teammates who each tried them on their own explain why they like them.
④ Sota refuses to enter a crowded cafe because he believes a popular place can never be good.

第8問 （配点 17）

You are working on an essay about whether high schools should greatly reduce homework. You will follow the steps below.

Step 1: Read and understand various viewpoints about reducing homework.
Step 2: Take a position on the issue.
Step 3: Create an outline for an essay using additional sources.

[Step 1] Read various sources

Author A (Parent)

My daughter is a high school student, and I am not sure that a big cut in homework is the answer. Some nights she has almost nothing to do, but on others three teachers want reports on the same morning and she is at her desk after midnight. To me, the trouble is not the total amount but the timing. If teachers shared one calendar and spread their deadlines across the week, the same work would feel much lighter. I would try that first.

Author B (Math teacher)

I see my students for only fifty minutes a day. That is enough time to explain a new idea, but not enough for everyone to practice it. Math skills are quickly forgotten unless they are practiced again at home. Homework also trains students to work through a problem alone, without a teacher beside them. I agree that some assignments are too long, and I keep mine short. However, cutting homework greatly would leave many students unprepared for the next lesson.

Author C (High school student)

I play the trumpet in the school band, and practice ends at 6:30. After dinner and a bath, it is nearly nine. Then I start my homework, which usually takes about three hours. I rarely get to bed before midnight. In morning classes my eyes keep closing, and I remember very little of what the teacher says. What is the point of homework if it makes us too tired to learn at school? We need far less of it.

Author D (School nurse)

Students often come to my office with headaches, and most of them say they slept only five or six hours. Many were finishing assignments late at night. Teenagers need about eight hours of sleep, because the brain organizes what it has learned while we sleep. A student who stays up to complete a worksheet may forget its contents by the next day. Schools should reduce homework greatly so that students can go to bed earlier.

Author E (University student)

In high school, I complained about homework like everyone else. Now that I am at university, I am grateful for it. Here, nobody checks whether I have studied, and the students who struggle are often those who never learned to work by themselves. Homework gave me that habit. Also, if schools give much less homework, families with money will send their children to private evening classes, and the gap between students will grow. I would keep homework as it is.

[Step 2] Take a position

Your position: High schools should greatly reduce homework.

- Authors [X] and [Y] support your position.
- The main argument of the two authors: [Z].

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

Outline of your essay: High schools should greatly reduce homework

Introduction
Homework has long been a part of school life, but too much of it does more harm than good.

Body
Reason 1: [From Step 2]
Reason 2: [Based on Source A] .....
Reason 3: [Based on Source B] .....

Conclusion
High schools should greatly reduce homework.

Source A

Two years ago, Tallow Creek High School introduced a plan called "Less but Better." Homework for all subjects together was to take no more than 60 minutes a day, about half of what students had been doing. Long worksheets were replaced with short tasks, which teachers returned with comments the next day.

In the first term, the average math score did fall by two points. By the end of the second year, however, scores in every subject were the same as before the plan or slightly higher. Meanwhile, the percentage of students who handed in their homework on time rose from 68% to 93%. With less to check, teachers could write advice for each student.

Not everyone is happy with the plan. Some parents say that their children spend the extra time on smartphones, not in bed. Several students aiming for top universities asked for more

practice, so the school now offers extra problems for those who want them. Still, in a recent survey, 78% of the students said they did not want to return to the old system.

Source B

A research group asked 1,200 high school students how long they spent on homework on a usual school day and compared the four groups.

Homework time per day	Number of students	Average sleep on school nights	Students who "often feel sleepy in class"	Average score on a common test (out of 100)
Under 1 hour	300	7.4 hours	22%	61
1 hour to under 2 hours	420	7.0 hours	30%	68
2 hours to under 3 hours	330	6.3 hours	48%	69
3 hours or more	150	5.5 hours	62%	63

問1　Which of the following best summarizes Author A's opinion?

① Homework should be cut sharply because students are often at their desks after midnight.
② Teachers should arrange their due dates better before the amount of homework is cut.
③ Homework should stay as it is because students have almost nothing to do on most nights.
④ Parents should decide the deadlines because teachers are unable to share one calendar.

問2　Both Authors B and E mention that ___.

① class time is too short for all students to practice a new skill
② less homework would widen the gap between richer and poorer families
③ long assignments keep students from getting the sleep they need
④ homework develops the ability to study without anyone guiding you

問3　Choose the best options for [X], [Y], and [Z] in Step 2.

[X]・[Y]（The order does not matter.）

① A (Parent)
② B (Math teacher)
③ C (High school student)
④ D (School nurse)
⑤ E (University student)

[Z]

① Club activities should finish earlier so that homework can be done
② Homework done late at night costs students sleep and harms their learning
③ Deadlines on the same day keep students at their desks past midnight
④ Short assignments help students remember what they have learned

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

① With less homework, more students turn it in by the due date, and teachers can respond to each of them.

② With less homework, test scores go up in every subject from the very first term.

③ With less homework, students use the time they have gained to sleep longer at night.

④ With less homework, even students aiming for top universities need no extra practice.

問5　For Reason 3, you have decided to write, "Beyond a certain point, more homework takes away sleep without improving results." Based on Source B, which option best supports this statement?

① Students doing three hours or more had the lowest average test score of the four groups.

② More than half of the students did at least two hours of homework a day.

③ Students doing three hours or more slept almost two hours less than those doing under one hour, yet scored lower than those doing one to two hours.

④ Students doing three hours or more were over three times as likely to feel sleepy in class as those doing under one hour.