共通テスト英語リーディング
本番そっくり予想問題　第3回

問題

80分・100点・大問8題

原田英語 haradaeigo.com

問題はすべてオリジナルで、大学入試センターとは関係ありません。印刷・授業での配布は自由です。再配布や販売はご遠慮ください。

第1問 （配点 6）

You are reading a notice from an animal shelter and two friends' text messages about it.

Greenleaf Animal Shelter: Student Volunteers Wanted

We need high school students (aged 15 to 18) this summer.

- **When:** Saturday or Sunday, 9:00 a.m. to noon, for four weeks from June 7 or 8. Choose one day.
- **Jobs:** walking dogs (16 and over only), cleaning the cat room, or washing bowls
- **Training:** New volunteers must join a one-hour session on June 6.
- **How to apply:** Bring your form to the shelter by May 30. Students under 16 need a parent's signature.

We will lend you gloves.

Riku
Let's apply to the shelter together! I want to walk the dogs.

Hana
I'd love to, but I don't turn 16 until August.

Riku
Oh, right. Then let's both take the cat room. Which day?

Hana
Thanks! I have piano lessons every Saturday morning, so the other day is better.

Riku
OK. I'll hand in my form tomorrow. How about you?

Hana
Not yet. My mom has to sign mine, and she's away until the 29th.

問1　According to the notice, all first-time volunteers must ___ .

① bring their own gloves and towels
② take part in a short lesson before they start
③ get a parent's signature on the application form
④ help on both Saturday and Sunday mornings

問2　Riku and Hana will most likely ___ .

① walk dogs on Sundays

② clean the cat room on Saturdays

③ wash bowls on Saturdays

④ clean the cat room on Sundays

問3　What does Hana need to do before she can hand in her application?

① Have her form signed once her mother gets back.

② Wait until her sixteenth birthday in August.

③ Attend the training session on June 6.

④ Ask Riku to hand in her form.

第2問 （配点 12）

You are preparing a presentation on school commuting. You found an article in a US high school's online newspaper, with comments from two readers.

Why Do So Few of Us Ride to School?

The bike racks behind our gym, where students lock their bikes, have space for 100 bikes, but on most mornings only about 30 are used. The Journalism Club surveyed 500 students in September.

Only 6% usually come to school by bike. 52% come by car, 31% take the school bus, and 11% walk. However, 68% own a bike in good condition, and 58% live within three miles of school.

We asked the 470 students who do not cycle for their main reason.

Main reason for not cycling	**Students**
The roads feel unsafe	39%
Home is too far from school	24%
The bike might be stolen	19%
Bad weather	10%
Other	8%

Also, 48% of them said they would try cycling if their route had a protected bike lane, a lane separated from cars.

The city has decided to build a bike lane on Maple Street, and work will begin next spring. We think the school can help, too. Moving the racks to the front of the main office would be a good first step.

Comments

Priya
I've cycled to school for three years without an accident. The roads here are safer than people imagine. Theft is the real problem. My lock was cut last year. Please move the racks!

Derek
I live five miles away, and the traffic on my route is scary, so I take the bus. I doubt moving the racks will change much while the roads stay dangerous.

問1　The results of the survey show that ___ .

① the school bus is the most common way to get to school

② most students live too far away to cycle to school

③ about two thirds of the students have a usable bike, but few ride to school

④ fear of theft is the most common reason for not cycling

問2　One opinion (not a fact) expressed by the Journalism Club is that ___ .

① putting the racks somewhere else would be a sensible start

② the city is going to build a bike lane on Maple Street

③ the racks behind the gym can hold 100 bikes

④ more than half of the students come to school by car

問3　According to the article, ___ .

① about a quarter of the non-cyclists chose bad weather as their main reason

② more than two thirds of the students live within three miles of school

③ the bike lane on Maple Street was completed last spring

④ nearly half of the non-cyclists might ride if their route had a protected lane

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

① Priya and Derek both feel that the roads are dangerous

② Priya wants the racks moved, while Derek doubts that it will help much

③ Priya doubts that moving the racks will help, while Derek wants them moved

④ Priya and Derek both come to school by bike every day

第3問 （配点 9）

You are reading a student's story in your school's English newsletter.

The Map Without a Castle

On my desk, there is a hand-drawn map of my town. Elena, an exchange student from Spain, gave it to me last Friday, before going home. It shows a quiet street and a tiny tofu shop, but not the castle, our town's most famous place. It reminds me of a day one month earlier.

When our teacher had asked for someone to show Elena around, I had raised my hand. I made a careful schedule and memorized English explanations of the castle and its museum. The weekend before the tour, I had even walked the whole route alone.

On the day, I was reading my notes instead of checking the number on the bus, so we got on the wrong one. We got off in a quiet neighborhood I had never visited. I kept apologizing, but Elena pointed at steam rising from a small tofu shop.

The old owner let us taste warm tofu and asked Elena about her country. I had no explanation ready, so I translated with simple words and gestures. When we finally reached the castle, the gate was already closed, and we never saw the museum.

On the way home, Elena said it had been her best day in Japan. "On the bus, you were looking at your notes," she said. "At the tofu shop, you started talking with me." I still make schedules, but now I leave some empty space in them.

問1　The writer and Elena arrived in an unfamiliar area because the writer ___.

① followed Elena onto a bus she had chosen
② left the tour schedule at home
③ looked at papers and not at the bus itself
④ wanted Elena to see a quiet neighborhood

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

① The writer and Elena reached the castle too late to enter.
② The writer went over the tour route without anyone else.
③ The writer guided Elena through the castle museum.
④ The writer received a drawing of the town from Elena.
⑤ The writer tried some food at a shop found by accident.

問3　What did the writer learn from this experience?

① Famous places should be visited early in the day.
② Memorized explanations are the only way to guide visitors.
③ Schedules are useless and should not be made.
④ Surprises can bring people closer than a perfect plan.

第4問 （配点 12）

You are writing an article for your school newsletter about the Green Roof Team's first year. Your teacher has read your draft and given you comments.

One Year of the Rooftop Garden Project

[1] The flat roof of our science building gets strong sunlight all day, and the classrooms just below it used to be very hot. (1)＿ the student council decided last April to cover the roof with a vegetable garden. One year later, twenty wooden boxes of plants stand there. Here, our Green Roof Team, which works on the roof every day at lunchtime, looks back on its first year.

[2] The start was not easy. 【A】 In May, we planted young tomato and cucumber plants in the boxes. 【B】 However, the strong wind on the roof broke many of them within two weeks. 【C】 We almost gave up, but Mr. Okafor, our science teacher, showed us how to build a low net fence around the boxes. 【D】 After that, the plants grew quickly, and in July we picked our first vegetables.

[3] (3)The garden also gave us a lot of delicious vegetables. The cooking club used our tomatoes in their dishes at the school festival. The art club painted the wooden boxes in bright colors. Even first-year students who knew nobody on the team came up to help with the watering.

[4] Finally, the garden did the job it was made for. In July, the science club measured the temperature in the classroom under the roof. It was about two degrees lower than in July of the year before.

[5] (4)In conclusion, the rooftop garden was a lot of fun. We want to grow more vegetables next year.

Comments

(1) Add an expression here to connect this sentence to the one before it.

(2) It is not clear why your solution worked. I have written a sentence you could add. Find the best place for it.

(3) This topic sentence does not match your examples. Replace it with one that does.

(4) Your conclusion does not reflect your main points. Rewrite it so that it sums up paragraphs [2] to [4] and tells readers how to join.

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

① For example,

② For this reason,

③ In contrast,

④ In the same way,

**問2　Based on Comment (2), where is the best place to add the sentence below?
It kept out the wind but still let in the sunlight.**

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 The garden also became a quiet place where students could spend time alone.

② The garden also helped the cooking club win a prize at the festival.

③ The garden also brought together students who had rarely worked with each other.

④ The garden also taught the first-year students how to paint wooden boxes.

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

① In conclusion, the garden got over a hard start, connected students, and cooled the room below. Come up and help us at lunchtime.

② In conclusion, the garden gave us vegetables, new friends, and lower temperatures in every classroom. All students must help with the watering.

③ In conclusion, the net fence was the main reason the garden succeeded. Please thank Mr. Okafor when you see him.

④ In conclusion, the garden brought several clubs together and made one classroom cooler. We will report on our second year next spring.

第5問 （配点 16）

You are a high school student in Pinewood City in the US. You are reading a notice and a list of weekend workshops on the city science center's website, and an email you received later.

Pinewood City Science Center
Weekend Labs for High School Students

This October, the Pinewood City Science Center will open its labs to high school students on weekends. Each workshop is led by our staff, and you do not need any special knowledge to join.

Who can join: Students in grades 9 to 12 who live or go to school in Pinewood City.

Fees: The fee for each workshop is shown in the list below and covers all materials. Students with a Science Center Youth Pass get $3 off each workshop.

Payment: Pay the total for all your workshops at the front desk when you come to your first one.

Registration: Sign up on our website by Friday, September 25. Places are given in the order that we receive applications. When a workshop is full, new applicants are put on a waiting list.

Cancellation: If you cannot come, tell us at least three days before the workshop. After that, you will still be asked to pay the fee.

Extras: Students who complete three or more workshops will receive a certificate.

List of Workshops

Workshop	Date and time	Places	Fee	What to bring
Night Sky Photography	Saturday, October 3 6:00 – 8:30 pm	12	$10	A camera or smartphone; a warm jacket
Build a Robot Arm	Sunday, October 4 10:00 am – 1:00 pm	16	$18	Nothing (all tools are provided)
Kitchen Chemistry	Saturday, October 10 1:00 – 3:00 pm	20	$8	An apron
River Water Lab	Saturday, October 17	15	$6	Rubber boots; a change of socks

	9:30 am – 12:30 pm			
Code a Weather Station	Sunday, October 18 1:00 – 4:00 pm	10	$15	A laptop

From: Daniel Reyes, Education Team
Date: September 21
Subject: Updates to Weekend Labs

Dear students,

We have made several changes to Weekend Labs, so please check them before you register.

Night Sky Photography: The roof will be closed for repairs in early October, so this workshop has been moved to Saturday, October 17. The time is the same. It will be colder by then, so do not forget your jacket.

Build a Robot Arm: Thanks to support from the city, we can lower the fee from $18 to $12. We have also prepared a second room, so there are now 24 places instead of 16. The Youth Pass discount still applies to the new fee.

Kitchen Chemistry: This is the only workshop that is already full. All 20 places have been taken, so anyone who applies from now on will be put on the waiting list.

River Water Lab: The river is too high after the recent rain, so we will collect water at Miller Pond instead. Please meet at the north gate at 9:15 am, 15 minutes earlier than planned. The workshop will end at 12:30 pm as planned, and you will still need your boots.

Code a Weather Station: We now have enough laptops for every participant, so you can leave yours at home. Please bring a USB memory stick instead so that you can take your program home.

All other details are the same as in the notice.

問1　According to the notice, students who register for the workshops will ___.

① receive a certificate after completing any one of the workshops
② pay for everything they signed up for on their first visit
③ avoid paying the fee if they cancel on the day before a workshop
④ need a Youth Pass in order to get a place in a workshop

問2　You have a Youth Pass and decide to register for Build a Robot Arm and Code a Weather Station. Based on all three texts, how much will you pay in total?

① $21
② $24
③ $27
④ $33

問3　Your classmate wants to take one workshop. She will be away on the first weekend of October, has club practice every Saturday morning, and helps at her family's shop every Sunday. She does not want to be on a waiting list. Based on all three texts, which workshop should she choose?

① Build a Robot Arm
② Kitchen Chemistry
③ River Water Lab
④ Night Sky Photography

問4　After the changes in the email, which of the following do participants NOT need to bring?

① A warm jacket for Night Sky Photography
② An apron for Kitchen Chemistry
③ A laptop for Code a Weather Station
④ Rubber boots for River Water Lab

問5　Which two of the following are true about the workshops after the changes? (The order does not matter.)

① The River Water Lab will finish earlier than first planned.
② Two of the workshops will now take place on the same day.
③ Kitchen Chemistry has been canceled because few students applied.
④ Participants in Build a Robot Arm must now bring their own tools.
⑤ Build a Robot Arm can now accept more students than first announced.

第6問 （配点 12）

In your English class, you are going to give a short presentation about a story you have read. You have found the following story and are preparing an outline for your presentation.

The Third Leg

The track behind Minami High School looked smaller than I remembered. Former members of the track and field club had gathered there because Mr. Okabe, our coach, was retiring.

I almost did not come. At twenty-seven, I lead a small team at a design office, and on Monday I would have to tell Daichi, our youngest designer, that he was being taken off a project he loved. I had been worrying about it all week.

Mr. Okabe found me first. "Saki Morita, third leg," he said, smiling. Hearing those words, I was seventeen again.

* * *

In my second year, I ran the third leg of the 4×100-meter relay. In other words, I was the third of our four runners. I had won that place the autumn before, and I was proud of it. The city competition in June was our chance to move on to the larger prefectural competition.

Three days before the competition, Mr. Okabe called the relay members together. "Rin will run the third leg," he said. "Saki will not run this time." Rin was a first-year student, and she had joined the club only two months before. Mr. Okabe gave no reason. He just looked down at the notes in his hand and told us to go home.

I said nothing, but my face was burning. What nobody knew was that I had hurt my left ankle two weeks earlier. I had told neither my parents nor my teammates, and I had kept running through the pain. My times had dropped a little, but I was still faster than Rin. So in my mind, there was only one explanation: Mr. Okabe had stopped believing in me.

For the next two days, I did not go to practice. I wrote a letter saying that I would leave the club, but it stayed at the bottom of my bag. On the day before the competition, I went to the track only to pick up my running shoes. Rin and Yui, our second runner, were practicing the baton pass, and Rin kept starting too early. The baton fell again and again.

I put down my bag. "Don't look back," I heard myself say. "Wait until she reaches the mark, count to two, and then go." We practiced until dark.

At the competition, I shouted until my voice was gone. Rin took the baton cleanly, and the team finished second, which was enough to move on to the prefectural competition. Everyone jumped and cried, but something heavy stayed in my chest. Mr. Okabe put a hand on my shoulder and said, "Good work, Saki." I could not look at him.

My ankle got better during the summer. In the autumn, I won back the third leg, and I ran it until I graduated. Mr. Okabe and I never talked about that June. The question stayed with me like a small stone in my shoe.

* * *

"May I ask you something?" I said. "Why did you take me off the team that year?"

"A week before I told the team, I saw you behind the clubroom with a bag of ice on your ankle," Mr. Okabe said. "I waited for you to come and tell me. You never did. Your times were still better than Rin's, so it was not about speed. But if you had run that race, you might have lost the whole year."

"Why didn't you just say so?"

"Because you would have answered, 'I'm fine,' and I might have believed you. It was the hardest thing I ever said to a student. Still, I should have told you the reason afterward. That is the one thing I would do differently."

For ten years, I had thought that he had not cared. In fact, he had been watching me more closely than anyone else. The stone in my shoe was gone. "Thank you," I said, "for taking me off the team."

On the train home, I planned what I would say to Daichi on Monday. I would not look down at my notes. I would look at him, tell him the reason, and then tell him what I needed him to do next.

Presentation Outline

Title: "The Third Leg"

1. Saki when she lost her place on the relay team
[A] (two points)

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

3. What Saki learns from Mr. Okabe ten years later
He [C].

4. Saki's feelings about being replaced
[D]

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

① She felt relieved that she could finally take a rest.
② She complained to her coach about his choice.
③ She was hiding an injury from the people around her.
④ She offered to help the new runner right away.
⑤ She thought her coach had lost confidence in her.

問2　Choose four out of the five options (1〜5) and put them in the order they happened for [B1] → [B2] → [B3] → [B4].

① Saki ran in the relay again as a member of the team.

② Mr. Okabe announced that a younger runner would take Saki's place.

③ Saki handed Mr. Okabe a letter saying she would quit the club.

④ Mr. Okabe noticed Saki cooling her injured ankle.

⑤ Saki began showing Rin how to receive the baton.

問3　Choose the best option for [C].

① chose Rin because her times were better than Saki's

② found the decision painful and wishes he had explained it

③ has forgotten most of what happened in that season

④ was asked by Rin to give her Saki's position

問4　Choose the best option for [D].

① She was hurt at first, but now she sees the care behind the decision.

② She was angry for years, and she still cannot forgive her coach today.

③ She accepted it calmly then, but now she believes it was a mistake.

④ She was proud of it then, but now she feels ashamed of her behavior.

第7問 （配点 16）

Your group is going to give a presentation in your geography class about summer heat in cities. You have found the following article and are making a draft of your slides.

How Street Trees Cool a City

On a hot summer afternoon, walk from a sunny parking lot into a street with large trees along both sides, and you will feel the difference at once. Cities are usually warmer than the countryside around them. Most of the ground in a city is paved, that is, covered with a hard material such as asphalt or concrete. These hard, often dark surfaces take in the sun's energy all day and slowly release it after sunset, so city nights stay warm, too. Cars and air conditioners add some heat as well, but the main cause is the surfaces themselves. Trees fight this heat in two quite different ways.

The first way is simple: shade. A tree's leaves stand between the sun and the ground. Part of the sunlight is reflected, part is used by the leaves to make food, and only a small part passes through. The road and walls below therefore receive much less energy and stay far cooler. A cooler surface warms the air above it less. Because shaded surfaces store less heat during the day, they also have less to give back at night.

The second way cannot be seen. A tree draws water up from the soil through its roots and trunk to its leaves. There, the water escapes as vapor, water in the form of a gas, through tiny openings on the leaf surface. This process is called transpiration. Changing liquid water into vapor requires energy, and that energy is taken as heat from the leaf and the surrounding air. The same thing happens when sweat dries on your skin.

How large are these effects? Here is one example. For a class project, high school students in the town of Westbridge measured temperatures in three places at 2 p.m. on a clear August day. On an open street with no trees, the asphalt was 52°C and the air at head height was 34.5°C. On a street with tall, old trees along it, the shaded asphalt was 33°C and the air was 32.5°C. In a large park nearby, the air was 31°C. The gap in air temperature was small because wind keeps mixing the air between one street and the next.

Trees have limits, however. During a long dry period, a tree closes the openings in its leaves to save water, so the second kind of cooling becomes weak just when the heat is worst. Shade, on the other hand, continues as long as the leaves remain. Many street trees are planted in small holes in the pavement, the hard surface of the street, where their roots find little soil and rainwater runs away into pipes under the road. Such trees grow slowly. A young tree has a narrow crown, the mass of branches and leaves at its top, and it shades only a small circle. Many years may pass before it covers the sidewalk.

For these reasons, city planners who want cooler streets think about more than the number of trees. They ask where people actually walk, wait, and play, and which paved surfaces receive the strong afternoon sun. They choose kinds of trees whose crowns spread wide, give them wide beds of open soil, and lead rainwater toward the roots instead of letting it run

away. They also protect the big trees that already exist, since one old tree can do the work of many newly planted ones.

Your presentation slides (draft):

Slide 1: Why Are Cities So Hot?

- [1]
- Result: hot afternoons and warm nights

Slide 2: Two Ways Trees Cool Us

- [2]
- [3]

Slide 3: A Class Project (2 p.m., August)

- [4]
- Wind mixes the air between streets

Slide 4: Limits

- [5]
- Young trees: small crowns, years to grow

Slide 5: Final Message

- The right trees in the right places, with enough soil and water, act as a natural cooling system.

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

① Cars and air conditioners are the only reason cities are warmer than farmland.
② Paved and built surfaces soak up the sun's heat and give it off later.
③ Tall buildings shade the streets, so cities cool down quickly after sunset.
④ City nights stay warm because the countryside sends its heat into town.

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

① Leaves send all of the sunlight that reaches them back into the sky.
② Roots carry heat out of the soil together with the water they take in.
③ Leaves block most sunlight before it can heat the road and walls.
④ Branches make the wind blow harder, which pushes hot air out of streets.
⑤ Drops of water fall from the leaves and wet the hot pavement below.
⑥ Water turning into vapor at the leaves uses up heat from the air.

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

① The air on the street with trees was almost 20 degrees cooler than on the open street.
② The park and the street with trees had exactly the same air temperature.
③ The shaded road was hotter than the air above it by more than ten degrees.
④ Shade changed the temperature of the road far more than that of the air.

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

① Without enough water in the soil, trees hold back vapor and cool the air less.
② Trees release the most vapor when the weather has been dry for weeks.
③ Shade stops working on dry days because the leaf openings are closed.
④ Street trees get extra water because rain runs off the pavement to them.

問5　Your school wants to make the paved courtyard where students eat lunch cooler in summer. Based on the article, which plan would work best?

① Cut down the old tree in the corner and plant ten young trees with narrow crowns instead.
② Plant wide-crowned trees in small holes in the pavement so that no paved area is lost.
③ Plant wide-crowned trees in broad soil beds beside the tables and lead rain from the roof to them.
④ Turn the field behind the gym, where students rarely go, into a small forest with deep soil.

第8問 （配点 17）

You are working on an essay about whether schools should stop using paper textbooks and switch completely to digital textbooks. You will follow the steps below.

Step 1: Read and understand various viewpoints about digital textbooks.
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 (High school student)

Every morning I used to carry seven thick textbooks to school, and my shoulders hurt by the time I arrived. Since my school started testing digital textbooks this spring, my bag has held just one tablet and a lunch box. What I like most is my English textbook. When I tap a sentence, I can hear it read aloud, so I practice pronunciation on the train. I can also find any word in seconds. I hope paper textbooks will disappear soon.

Author B (Parent)

My daughter's junior high school gave every student a tablet two years ago. Now she does almost all her homework on it, and she is often still looking at the screen at eleven at night. She says her eyes feel tired, and she has trouble falling asleep. I worry about what this is doing to her body. On top of that, when her tablet broke last winter, the repair took two weeks, and she had nothing to study from. Schools should not throw paper textbooks away.

Author C (English teacher)

I use digital textbooks in my classes every day, and I would be happy to see the paper ones go. The sound function is excellent for language learning because students can listen to a passage as many times as they need. My only worry is that many teachers have never been trained to use these tools. Some simply show the digital page on a large screen and teach as before. If the city trains us first, a complete switch will work. Without training, the money will be wasted.

Author D (School nurse)

I have worked as a school nurse for fifteen years. Since tablets came into our classrooms, more students have been visiting my office with headaches, dry eyes, and neck pain. Many of them tell me that they look at a screen for six or seven hours a day when homework is included. Young bodies are still growing, and no one knows the long-term effects yet. Keeping paper textbooks is the easiest way to give students' eyes a rest.

Author E (City education officer)

Printed textbooks cannot be corrected until a new version is printed, so students sometimes study maps and data that are several years old. Digital ones can be updated in a day. They also help students who have difficulty reading print, because the letters can be made larger. I admit that buying a tablet for every student is expensive in the first year. Over ten years, however, we expect to spend less than we now do on printing and delivering books. Our city plans to complete the switch within five years.

[Step 2] Take a position

Your position: Schools should not switch completely from paper textbooks to digital textbooks.

- 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: Schools should not switch completely to digital textbooks

Introduction
Digital textbooks are convenient, but schools should not depend on them alone.

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

Conclusion
Schools should not switch completely from paper textbooks to digital textbooks.

Source A

Five years ago, the town of Tessington removed paper textbooks from all of its public schools. Officials expected to save money, since nothing would have to be printed or delivered. In the first two years, students and teachers were pleased. School bags were lighter, and lessons included more videos.

The savings, however, never came. Tablets had to be replaced after about four years, a fee was charged every year for each digital textbook, and about one in six tablets needed repairs each year. As a result, the town's spending on learning materials rose from $90 per student a year to $140. There was another problem. Last spring, the school network stopped working for three days, and many classes could not continue because no printed materials were left.

Test scores have stayed about the same as before. Still, the town has decided to bring back paper textbooks for math and language classes from next year, while keeping digital ones for the other subjects. In a survey, 68% of the town's teachers supported this decision.

Source B

A research group asked 600 high school students to read three texts of different lengths and answer questions about them. Half read on paper, and the other half read on tablets.

Length of text	**Average score: paper readers (out of 100)**	**Average score: tablet readers (out of 100)**	**Paper readers who "lost focus while reading"**	**Tablet readers who "lost focus while reading"**
Short (about 300 words)	78	77	10%	12%
Medium (about 800 words)	74	69	14%	27%
Long (about 1,500 words)	71	58	18%	45%

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

① A full switch costs too much, so the city should wait until tablets become cheaper.
② A full switch is worth its high starting cost because of its lasting benefits.
③ A full switch should begin with students who have difficulty reading print.
④ A full switch will save money from the first year because no books are printed.

問2　Both Authors A and C mention that ___.

① digital textbooks make students' school bags much lighter than before
② teachers need to be trained before paper textbooks are removed
③ digital textbooks can be corrected far more quickly than printed ones
④ being able to listen to the text helps students learn a language

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

[X]・[Y]（The order does not matter.）

① A (High school student)

② B (Parent)

③ C (English teacher)

④ D (School nurse)

⑤ E (City education officer)

[Z]

① A broken tablet leaves students with nothing to study from.

② Tablets are too expensive for many families to buy.

③ Long hours of screen use are hard on students' bodies.

④ Money spent on tablets is wasted without teacher training.

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

① Going fully digital may cost schools more than using printed books did.

② Going fully digital causes students' test scores to fall in most subjects.

③ Going fully digital fails because students dislike tablets from the start.

④ Going fully digital saves money once tablets are replaced every four years.

問5　For Reason 3, you have decided to write, "Students understand long texts better on paper than on a screen." Based on Source B, which option best supports this statement?

① Tablet readers scored more than 10 points lower than paper readers on texts of every length.

② On the longest texts, nearly half of the paper readers lost focus, compared with under one in five tablet readers.

③ On the longest texts, tablet readers scored 13 points lower than paper readers and were over twice as likely to lose focus.

④ Paper readers scored the same on every text, while tablet readers' scores fell as the texts got longer.