

授業プリント

3月度

高1英語・Y1E

問題編



市進予備校

3月① 文型 問題演習

1 以下の文を文型分けしなさい。

- 1 . Many students in our class went to the soccer game.
- 2 . Kevin is a member of our band.
- 3 . My brother studies chemistry at the university.
- 4 . I think that he is greedy.
- 5 . She made you a cake. You eat it a lot.
- 6 . He called a dog Beth.
- 7 . He called Beth yesterday.

2 次の各文の（ ）内から適当なものを選びなさい。

- (1) He bought the hat (to, for, of) her.
- (2) May I ask a favor (to, for, of) you?
- (3) The teacher kept the students (quiet, quietly).
- (4) Our ability to speak makes us (different, differently) from animals.

3 () の中で、最も正しいものを選び。

(1) She will (marry / marry with / marry to) him before long.

(2) She (arrived / reached / got) the stadium on time.

(3) He (rose / raised / risen) his hands then.

(4) He often (lays / lies / lain).

(5) He (graduated / graduated from / graduating from) the university.

(6) Kate objected (to the plan / the plan / to carry out the plan).

(7) She apologized (to / for) her daughter (to / for) her mistake .

(8) She apologized (to / for) her late arrival.

3月① ライティング 問題演習

以下の文は Some people say that joining a group tour is more enjoyable than traveling by themselves. What do you think about that?に対する答えの文です。以下の質問に答えなさい。この後、ライティングすることを想定しながら解きましょう。

Pro-Group Tours: The Benefits of Organized Travel

Many people believe that joining a group tour is the best way to enjoy a trip. While solo travel has its fans, group tours offer unique advantages that make a vacation truly unforgettable.

One major reason is that tours offer convenience. Planning a trip can be very difficult, as you have to book hotels and find transportation. In a group tour, professional guides handle all the logistics. This allows travelers to relax and focus on enjoying the sights without worrying about the details.

Another advantage is cost and safety. Tour companies often get discounts for large groups, so the total cost can be lower than traveling alone. Moreover, traveling with a guide and a group is much safer, especially in unfamiliar countries where you do not speak the local language.

Finally, group tours provide great social opportunities. You can meet people from different backgrounds who share similar interests. Sharing meals and experiences with other travelers often leads to new friendships, making the journey much more vibrant and fun.

In conclusion, for those who value convenience, safety, and social connection, a group tour is an excellent choice.

Question 1 According to the text, why can group tours be cheaper than solo travel?

1. Because travelers do not have to pay for professional guides.
2. Because tour companies can receive discounts for large groups.
3. Because group members often cook their own meals together.
4. Because the tours only visit places that are free of charge.

Anti-Group Tours: The Freedom of Solo Travel

On the other hand, many travelers prefer to explore the world by themselves. They argue that the restrictions of a group tour can take away the true joy of traveling.

The most significant benefit of solo travel is freedom. In a group tour, you must follow a strict schedule and visit places you might not like. When you travel alone, you can decide when to wake up, where to eat, and how long to stay at a museum. This flexibility makes the trip much more personal.

Furthermore, solo travelers have more chances for deep cultural experiences. When you are in a large group, you tend to only talk to other tourists. However, traveling alone encourages you to interact with local people and try traditional food at small shops. These authentic moments are often the highlight of any trip.

Lastly, traveling alone helps in personal growth. You have to solve problems by yourself, such as reading maps or using public transport in a foreign city. Overcoming these challenges builds confidence and independence, giving you a sense of achievement that a guided tour cannot provide.

In conclusion, although it requires more effort, the freedom and personal growth gained from solo travel make it a superior way to see the world.

Question 2 What is one way solo travel helps a person grow, according to the passage?

1. It teaches people how to save money on expensive hotels.
2. It allows people to avoid talking to anyone during their trip.
3. It builds confidence by requiring travelers to solve problems on their own.
4. It helps travelers find the best shopping malls in foreign cities.

3月① 長文 問題演習

【1】 (Questions 1 to 5) Read the passage and select the best option for each question. (325語)

Researchers have found a link between learning a musical instrument in youth and improved thinking skills in old age. People with more experience of playing a musical instrument showed greater lifetime improvement on a test of cognitive* ability than those with less or no experience, a paper from the University of Edinburgh has revealed. They found that this was the case even when accounting for their social and economic status, years of education, childhood cognitive ability, and their health in older age.

Professor Ian Deary from the university said, “We have to emphasize that the association we found between instrument-playing and lifetime cognitive improvement was small, and that we cannot prove that the former caused the latter. However, as we search for the many small effects that might contribute toward some people’s brains aging more healthily than others, these results are worth following up.”

Out of the 366 study participants, 117 reported some experience of playing a musical instrument — mostly during childhood and in their youth. The most commonly played instrument was the piano, but many other instruments were played, such as the guitar and violin. All study participants were born in 1936 and took part in the Scottish Mental Survey of 1947. The individuals were tested on a number of physical and mental functions. They also took the same cognitive ability test each had taken as an 11-year-old, which included questions requiring language skills, spatial awareness** and mathematical skills. Participants who took the test

again at age 70 were questioned about their lifetime musical experiences by researchers who were keen to find out if musical experience is related to healthy aging.

In the study, the team used statistics to look for associations between a person's experience of playing a musical instrument and changes in their thinking skills between the ages of 11 and 70. The findings provided fresh evidence that playing an instrument is associated with small but detectable cognitive benefits over a lifetime.

*cognitive: 認知の **spatial awareness: 空間認識能力

1. According to paragraph 1, which of the following is true?
 - A. Researchers can prove that instrument-playing absolutely affects lifetime cognitive improvement.
 - B. Researchers discovered a large association between instrument-playing and lifetime cognitive decline.
 - C. Researchers found that social and economic status combined with years of education affect cognitive ability in old age.
 - D. Researchers have discovered a connection between playing a musical instrument in childhood and improved thinking skills in old age.

2. According to paragraph 3, which of the following is true about the individuals tested?
 - A. They had to take the test again if they failed it.
 - B. They took a cognitive ability test.
 - C. They were just tested on mental functions.
 - D. They were only tested when they were 11 years old.

3. What did the researchers from the University of Edinburgh hope to discover with their study?
- A. They wanted to compare the advantages of different musical instruments.
 - B. They wanted to see if musical experience is related to healthy aging.
 - C. They wanted to share their love of music with young people.
 - D. They wanted to test the ability of aging musicians.
4. Which of the following statements is NOT mentioned in the passage?
- A. Medical professionals now recommend that children learn an instrument.
 - B. Professor Ian Deary pointed out that the association they found was small.
 - C. Study participants took part in the Scottish Mental Survey of 1947.
 - D. The research team used statistics to reach their conclusions.
5. What is the best title for this passage?
- A. Learning music and living a long life
 - B. Playing music in childhood linked to a sharper mind in old age
 - C. Playing music makes you ten times smarter
 - D. Why the piano is the best instrument to learn in your childhood

【2】 (Questions 6 to 10) Read the passage and select the best option for each question. (216語)

From fights over a parking space, to criminal gangs, to global conflicts, we seem to be a violent species. What lies behind these episodes of violence? It is tempting to try to answer this question by drawing on genetics, arguing that humanity is naturally violent. This point of view asserts that we may have an innate* tendency toward war and aggression. Perhaps, some have argued, our intelligence and systems of culture, such as laws and social norms, are (6) all that are holding our innate violence in check.

But these arguments (7) miss the mark. Research demonstrates that we are more complicated creatures than this simple bipolar** view supposes. Yes, we have the capacity for aggression — but also a tendency toward compassion. Yes, culture can help to reduce violence, but it has also aided the evolution of group violence. The same forces that have made us sympathetic to other humans may be (8) violence too. Even the most modern cultural structures meant to suppress violence don't always work as intended.

Humans are neither naturally bad nor naturally good; we have a range of capacities and possibilities. A deeper understanding of how and why violence emerges, or doesn't, might help us achieve a less violent future — or at least one in which we can better comprehend and manage our violence.

(Adapted from the website of *Sapiens*)

*innate: 生まれつき備わっている

**bipolar: 両極端の

6. Which of the following is the best replacement for (6) all that are holding our innate violence in check?
- A. one of many ways that is known to increase violent behavior
 - B. only ways to encourage people to think violent thoughts
 - C. prisons that check on and hold violent people safely
 - D. the only things preventing people from acting violently
7. Which of the following is closest in meaning to (7) miss the mark?
- A. not to answer a question accurately enough
 - B. not to fire many questions in different directions
 - C. to make clear marks in a written record about a topic
 - D. to use scientific theories to answer a question
8. Select the best option to fill in (8) ?
- A. absent from
 - B. contrasted with
 - C. responsible for
 - D. unrelated to
9. According to paragraph 2, which of the following is true?
- A. Culture has affected humans both positively and negatively.
 - B. Historically, researchers maintained a two-part view of human behavior.
 - C. Modern approaches to human problems aren't usually put to work.
 - D. Only when humans work in groups can they begin to solve their problems.
10. Which of the following statements best summarizes the last paragraph?
- A. Learning more about violence could help humans in the future.
 - B. Violence could be lessened easily by stricter management of crimes.
 - C. Violence has spread so widely because of lack of compassion toward researchers.
 - D. We can observe violence most easily in criminal groups and gangs.

【3】 (Questions 11 to 17) Read the conversation and select the best option for each question.(393語)

(Two friends are eating lunch together)

Kelly: Hi Sam! What have you got for lunch?

Sam: A mega-burger with bacon! It's great!

Kelly: That's a lot of meat though ... You know, I read this article the other day that said soon we'll be eating insect-based protein too!

Sam: Insect protein? What do you mean?

Kelly: Well, basically it's food made from bugs, like crickets.

Sam: Ewww, yuck!

Kelly: Well, apparently it's very healthy, and much more environmentally friendly to produce.

Sam: Yeah, but... bugs? (11) I don't want to be picking cricket legs out of my teeth at the end of my meal. you know? Ugh.

Kelly: Ha ha well, in some cultures they do eat whole bugs, like beetles. But I think what scientists are working on is something more processed that would look like regular minced meat*.

Sam: Oh right, like that soy protein mince? Actually, I've had that, and it's alright.

Kelly: Well, (12). If insect protein didn't taste any different, would you give it a go?

Sam: I don't know... Even if it looked and tasted like regular meat, it's just the idea that's a bit weird.

Kelly: I know, but (13) I'd like to think I'd give it a try. The world's food shortage problems are getting more and more serious, and insect protein seems like it's

a good alternative to meat.

Sam: Yeah, I guess so. But can't we just raise more cows and chickens for food to feed everyone?

Kelly: Well, producing those kinds of meats uses a lot of resources. You need lots of water to grow the grass that the cows eat, for example. And it takes time to raise a chicken to be big enough to eat, but insects develop much faster. Plus there's the space needed for animals like ⁽¹⁴⁾ them.

Sam: Oh right. For cows you need a whole farm, but to raise crickets you wouldn't need as much space.

Kelly: That's right! You could have a whole cricket farm in one room.

Sam: A cricket farm, hey? That would be cool.

Kelly: Ha ha wait, you wouldn't want to eat them but you'd be happy raising them?!

Sam: Yeah, I guess I would. Bugs are pretty cool.

Kelly: Well, you can say "insect farmer" the next time the career counselor asks what you want to do after graduation.

Sam: I might do just that!

*minced meat: ひき肉

11. By saying the underlined sentence (11), what does Sam want to suggest about eating bugs?

- A. It's delicious. B. It's disgusting. C. It's easy. D. It's enjoyable.

12. Select the best option to fill in (12) .

- A. it can't be B. it isn't now C. there will be D. there you go

13. What does Kelly mean when she says (13) I'd like to think I'd give it a try?
- A. If she couldn't eat insect protein, she would try to get some soy protein.
 - B. If she ever eats insect protein, she would probably like it.
 - C. If she had the chance, she would probably try insect protein.
 - D. If she tried insect protein, she thinks she wouldn't like it.
14. What does (14) them refer to?
- A. chickens and beetles
 - B. cows and chickens
 - C. cows and crickets
 - D. crickets and beetles
15. Which of the following best represents Sam's opinion?
- A. He dislikes soy protein, and he's disgusted by insect protein.
 - B. He finds soy protein acceptable, but he's suspicious of insect protein.
 - C. He is opposed to soy protein, but in favor of insect protein.
 - D. He sees potential in soy protein, and he highly recommends insect protein.
16. According to the conversation, which of the following is NOT mentioned as an advantage to insect protein?
- A. It can be made with less resources.
 - B. It can be produced in a small space.
 - C. It has more vitamins and minerals.
 - D. It is healthy for people to eat.

17. According to the conversation, which of the following is the best description of “insect protein”?
- A. a processed food that is an alternative to meat, and is environmentally friendly to produce
 - B. a sustainably produced food that is delicious, but unlikely to help solve food shortage problems
 - C. a type of burger that is very healthy, and is made from the bodies of insects, but not the heads and legs
 - D. an alternative to beef minced meat, which is more delicious and cheaper to produce than soy mince

3月② 時制 問題演習

- 1 次の英文の空欄に入れるのに最も適当なものを、それぞれ下の①～④のうちから1つずつ選べ。

1. On my way to school each day I generally () many dogs and cats.

- ① were seeing ② am seeing ③ see ④ was seen

2. He () when the telephone rang.

- ① is sleeping ② sleeps ③ will sleep ④ was sleeping

3. “Which club ()?” “I’m a member of the Glee Club.”

- ① are you belonging ② do you belong to
③ are you joining to ④ do you take part

4. This is Bill. We () good friends since our childhood.

- ① are ② had been ③ would be ④ have been

5. He () as a volunteer guide in his hometown since he retired.

- ① had served ② had been serving
③ was serving ④ has been serving

6. John and Mary () each other since 1976.

- ① have been knowing ② have known
③ were knowing ④ were known

7. She () ill for a week when the doctor was sent for.

- ① was ② has been ③ had been ④ was being

8. I hope he () before we get back.

- ① will have finished ② finish ③ have finished ④ finished

9. I () a book for an hour when he entered the room.

- ① had been reading ② had read
③ have been reading ④ was reading

10. By the time you get to Los Angeles a week from today, I () for Southeast Asia.

- ① will have left ② will leave ③ am leaving
④ have already left

11. "Have you ever seen that movie?"

"Yes. When I was in America, I () it three times."

- ① had seen ② have seen ③ saw ④ would see

12. We () in Spain tomorrow.

- ① arrived ② are arriving ③ is going to arrive
④ will be arrived

13. "Mary is supposed to visit me this afternoon."

"If she (), tell her I said 'hello'.

- ① coming ② came ③ comes ④ will come

14. I will return your notebooks as soon as I () copying them.

- ① finish ② finished ③ will finish ④ would finish

15. Don't get off the bus till it ().

- ① stopped ② stopping ③ stops ④ will stop

16. "Is Bill still using your car?"

"Yes, I wonder when he () it."

- ① has returned ② returned ③ returns ④ will return

17. Please lend me the book when you () reading it.

- ① had finished ② have finished ③ will finish
④ will have finished

18. () my aunt died.

- ① Five years passed from ② Five years are passing after
③ Five years have passed since ④ It was five years that

3月② ライティング 問題演習

以下の文は Do you think that people should use public transportation more than private cars?に対する答えの文です。以下の質問に答えなさい。この後、ライティングすることを想定しながら解きましょう。

Agree: Why Public Transportation Is the Best Choice

Many people believe that we should use public transportation, such as trains and buses, more than private cars. There are three main reasons for this.

First, public transportation is much better for the environment. Private cars release a lot of carbon dioxide (CO₂), which causes global warming. In contrast, buses and trains can carry many people at once, so the amount of CO₂ per person is much lower. Using public transport is a great way to reduce our carbon footprint.

Second, it is more economical. Owning a private car is very expensive because you have to pay for fuel, insurance, parking, and maintenance. However, using public transportation only requires a fare. By choosing trains or buses, people can save a significant amount of money every month.

Third, it helps reduce traffic congestion. If more people use public transport, there will be fewer cars on the road. This makes travel times shorter for everyone and reduces the stress of driving in heavy traffic. It also makes the city a safer place because there are fewer chances of car accidents.

In conclusion, for environmental, economic, and safety reasons, people should prioritize public transportation over private cars.

Question 1 What is one economic benefit of using public transportation mentioned in the text?

1. It helps people find a job in the car industry.
2. People do not have to pay for things like car insurance or parking.
3. The government gives free train tickets to everyone.
4. It is faster than driving a car during the night.

Disagree: The Importance of Private Cars in Modern Life

On the other hand, some people argue that private cars are more useful than public transportation. They believe that cars offer benefits that trains and buses cannot provide.

First, private cars provide unbeatable convenience. When you use a car, you can leave your house whenever you want without checking a schedule. Also, cars take you directly to your destination, so you do not have to walk from a station or carry heavy bags for a long time.

Second, cars offer a private and comfortable space. On a crowded train or bus, it is often difficult to find a seat, and you have to be careful about other passengers. In a private car, you can listen to your favorite music, talk freely with your family, and enjoy a relaxing environment during the journey.

Third, cars are essential for people in the countryside. In rural areas, there are often very few buses or trains. For people living in these places, a car is the only way to go to work, go shopping, or visit a hospital. Without a car, their daily lives would be very difficult.

In conclusion, because of their convenience, comfort, and necessity in certain areas, many people still prefer using private cars.

Question 2 Why is a car necessary for people living in the countryside?

1. Because they want to listen to music loudly.
2. Because public transportation is often not frequent enough in those areas.
3. Because cars are cheaper to buy in rural areas than in cities.
4. Because they need to carry heavy bags to the train station every day.

3月② 長文 問題演習

【1】 次の英文を読んで、後に続く各問の答えとして最も適切なものを、それぞれの①～④の中から一つずつ選びなさい。(514語)

Scheduling is a state of mind that affects how you organize your day, how you run a meeting, how far you must plan in advance, and how flexible those plans are. Yet what is considered terribly late in one culture may be acceptably on time in another.

The first time I really understood the impact of scheduling came when I was working in South America. I was dining with Flavio Ranato, an older Brazilian man. We were planning the presentation I would give the next day to a large group of South Americans. “This topic is very important to our organization. The participants will love it. Please feel free to take more time than is scheduled if you like,” Ranato told me.

I didn’t quite understand, as the agenda ^(注1) for the conference was already printed and posted on the conference door. “I have forty-five minutes on the agenda. How much time were you thinking? Could I take sixty minutes?” I wondered out loud. Ranato responded, “Of course, take all the time you need.” Uncertain about his meaning, I confirmed, “Great, I will take sixty minutes.”

The next day at the conference, I noticed immediately that the agenda on the door still said I had forty-five minutes. A bit upset, I sought out Ranato in the crowd and said, “I just want to make sure I understood correctly. Did you want me to take forty-five or sixty minutes for my presentation this morning?” Ranato laughed a little, as if my behavior was unusual. “Do not worry, Erin. They will love it. Please take whatever time you need.” “I will take sixty minutes,” I articulated ^(注2) again.

When my presentation began, the group responded as Ranato had predicted. They were grateful, waving their arms to ask questions and provide examples during the question period at the end of my talk. Carefully watching the large clock at the back of the room, I ended my session after sixty-five minutes. Ranato approached me. “It was great, just as I had hoped. But you ended so early!” Early? I was really confused.

Later that evening, Ranato and I had a discussion about our mutual misunderstanding. “I didn’t want to use any extra moment of your group’s time without getting explicit ^(注3) permission,” I explained. “To me, it would not be respectful to the group if I took more time than scheduled without getting your permission.”

“But I don’t get it,” Ranato responded. “In this situation, we are the customer. We are paying you to be here with us. If you see that we have more questions and would like to continue the discussion, isn’t it simply good customer service to extend the presentation in order to answer our questions and meet our needs?”

I was beginning to realize how enormous the impact of differing attitudes toward time can be. The assumptions Ranato and I made about scheduling caused us to have contrasting definitions of “good customer service.” The story emphasizes the importance of understanding how the people you work with think about time — and adjusting your expectations accordingly.

[Adapted from *The Culture Map* written by Erin Meyer]

(注1) agenda=議事日程表 (注2) articulate=明確にする, はっきり述べる

(注3) explicit=明確な, はっきりとした

- (1) Why was it difficult for the author to understand the meaning of Ranato's words "Please feel free to take more time than is scheduled if you like"?
- ① Because it was spoken in a language that the author could not understand.
 - ② Because the author had not been informed of the time in advance.
 - ③ Because the author did not think that her presentation topic would be interesting for people in South America.
 - ④ Because the poster stated that the presentation would be forty-five minutes long.
- (2) Choose the statement that correctly describes the author's presentation.
- ① The audience became bored after the time on the agenda had passed.
 - ② A large group of South Americans did not enjoy the topic.
 - ③ The presentation ran five minutes longer than the author planned.
 - ④ Ranato kept looking at the clock worrying about the time.
- (3) Which of the following does Ranato consider to be important for a good presentation?
- ① Satisfy the audience within the scheduled time period.
 - ② Allow enough time to answer the audience's questions.
 - ③ Inform the audience immediately if the schedule changes.
 - ④ Get the organizer's explicit permission before changing the schedule.
- (4) Which of the following phrases best describes the theme of this passage?
- ① Cross-cultural differences in scheduling and time perception.
 - ② Secrets to creating presentations to increase audience satisfaction.
 - ③ Customer service principles to be aware of when making presentations.
 - ④ Tips for getting the audience's attention in South America.

【2】 (Questions 5 to 10) Read the passage, refer to the tables, and select the best option for each question.(566語)

Modern life is becoming increasingly digital. Whether at work or home, how we spend time almost always involves using a computer or a smartphone. For example, when you check your bank balance, sign up for a gym class, do online shopping, or watch online videos, you are looking at a screen. This tendency can be seen in many countries around the world. A recent report on global digital trends has identified which countries spend the most and least time online. It also shows the relationship between time online and various degrees of vision loss, such as problems with near vision and distance vision, which can be seen in *Table 1*. For instance, in Japan people are online, on average, 4 hours and 25 minutes per day. This might appear to be a lot, but compared to (5), where the average time spent online per day is 10 hours and 56 minutes, Japan's figure seems quite low. In a sense, with so much time online, many people are living much of their lives looking at screens.

Moreover, some research suggests that excess screen time is also leading to an increase in digital eye strain. This doesn't mean, however, that you will necessarily develop this condition only because you use your computer or smartphone a lot. As seen in *Table 2*, as well as the time you spend using a digital device, there are some working conditions you should try to avoid. Using a digital device for too long under these conditions can lead to many health problems, such as headaches, dry eyes, double vision, and shoulder pain. Many people even experience a combination of these. Some scientists have suggested ways to prevent digital eye strain, as listed in *Table 3*. One of these is to (6). This means that every 20 minutes, you should look 20 feet (about 6 meters) into the distance for at least 20 seconds. Doing this regularly during your screen time will give your eyes a much-needed break.

Today, it isn't easy to do without digital devices in our daily lives. Indeed, the more these factors work against you while you use your device, the more likely you will experience the frustrating symptoms of eye strain, or the more serious condition of vision loss.

Table 1. Time online and vision loss by country

Country	Average daily time online per person	Percentage of population with vision loss
The Philippines	10 hours 56 minutes	14.3%
Colombia	10 hours 7 minutes	13.7%
South Africa	10 hours 6 minutes	21.6%
Malaysia	9 hours 17 minutes	14.4%
Indonesia	8 hours 52 minutes	15.5%
Thailand	8 hours 44 minutes	15.2%
Russia	7 hours 52 minutes	14.0%
Vietnam	6 hours 47 minutes	14.9%
India	6 hours 36 minutes	22.7%
China	5 hours 22 minutes	14.1%
Japan	4 hours 25 minutes	5.6%

(Based on the website of *Feel Good Contacts*)

Table 2. Working conditions to avoid

- Bad lighting
- Text that is too small to read comfortably
- Light from the device screen
- Poor posture when using devices
- Reduced blinking* when looking at devices
- Looking at devices from awkward angles

(Based on the website of *Feel Good Contacts*)

*blink: まばたきする

Table 3. Advice for preventing digital eye strain

- Drink plenty of fluids
- Use the 20-20-20 rule
- Blink more often
- Use eye drops to refresh dry eyes
- Position your screen slightly below your line of vision
- Get enough sleep

(Based on the website of *Nvision*)

5. Select the best option to fill in (5).

- A. Colombia B. Indonesia C. South Africa D. the Philippines

3月③ 助動詞 問題演習

1. 次の各英文の空所に与えられた選択肢から最も適当なものを選んで入れなさい。

1. "() tell me all about it," he said excitedly.

- ① Do ② Let ③ Shall ④ Should

2. Her story () be true. She often tells lies.

- ① can't ② needn't ③ must ④ should

3. You () be too careful in choosing your friends.

- ① need not to ② must ③ should ④ cannot

4. "May I go out now?" "Yes, you may, but you () come back before dark."

- ① must ② may ③ would ④ can

5. You've done nothing wrong. Why () you worry about it?

- ① may ② might ③ shall ④ should

6. Something has happened to this lock; the key () turn.

- ① won't ② will ③ do ④ will be

7. How dare you () to me like that?

- ① speak ② to speak ③ speaking ④ spoken

8. Time () be wasted away.

- ① need not to ② doesn't ought to ③ ought to not ④ ought not to

9. You had () believe what he says.

- ① better not ② not to better ③ better not to ④ better to not

10. He () go out every Saturday night.

- ① was used to ② use to ③ used to ④ is used to

11. She () been sick in bed yesterday. I saw her at the supermarket.

- ① cannot have ② may not have ③ must have ④ would have

12. You () surprised to find him in the concert hall last night.

- ① could have ② might be ③ would have ④ must have been

13. I () you last night, but I was too busy.

- ① had to telephone ② must have telephoned
③ should have telephoned ④ should telephone

14. The boys should not () the ice cream, but they did.

- ① ate ② be eaten ③ be eating ④ have eaten

2 次の各組の文が同じ意味を表すように、それぞれの空所に適切な語を入れなさい。

1. It is certain that Steve is interested in the fact.

Steve () be interested in the fact.

2. Would you like me to open the window?

()() open the window?

3. You have good reason to be angry.

You may () be angry.

4. I might as well die as do it.

I () rather die than do it.

5. He can't have been ignorant of the murder.

He () have known of the murder.

6. He told me that I should have visited his uncle.

He told me that I ()() have visited his uncle.

3月③ ライティング 問題演習

以下の文は Do you believe that schools should include more practical skills in their curriculum? に対する答えの文です。以下の質問に答えなさい。この後、ライティングすることを想定しながら解きましょう。

Agree: Preparing Students for the Real World

Many people argue that schools should focus more on teaching practical skills. While academic subjects are important, learning how to handle real-life challenges is essential for success after graduation.

First, practical skills help students become independent. Many young people do not know how to cook healthy meals or fix simple things at home. If schools teach these skills, students can live by themselves more easily and stay healthy without relying too much on their parents.

Second, learning about money management is vital. Many students graduate without understanding how taxes, insurance, or savings work. By teaching financial literacy, schools can help students avoid debt and make smart decisions about their future wealth.

Finally, schools should teach skills that are needed in the modern workplace. Today, skills like computer programming and effective communication are very important. Including these in the curriculum ensures that students are ready for jobs as soon as they finish school.

In conclusion, focusing on practical skills makes students more independent, financially smart, and ready for their future careers.

Question 1 According to the passage, why is teaching financial literacy in schools important?

1. It helps students get high scores in their math classes.
2. It allows students to borrow more money from their parents.
3. It helps students make smart decisions and avoid getting into debt.
4. It teaches students how to start their own companies immediately.

Disagree: The Importance of Academic Foundations

On the other hand, some people believe that schools should prioritize traditional academic subjects like math, science, and history. They argue that practical skills should be learned elsewhere.

First, schools are places for academic learning. To enter a good university, students need a strong foundation in basic subjects. If schools spend too much time on practical skills, students might not have enough time to study complex topics that are necessary for higher education.

Second, many practical skills should be taught at home. Parents should be responsible for teaching their children how to cook, clean, and manage daily chores. Schools should focus on specialized knowledge that parents cannot easily teach, such as advanced chemistry or world literature.

Third, schools have limited time and resources. Adding more subjects to the curriculum makes teachers and students too busy. It also costs a lot of money to buy equipment for practical classes, like kitchen tools or computers. Schools should use their limited budget to improve existing academic programs instead.

In conclusion, schools should focus on academics and leave practical skills to be learned at home or through life experience.

Question 2 What is one reason the author gives for NOT teaching practical skills in school?

1. Practical skills are too difficult for young students to learn.
2. These skills should be the responsibility of the students' families.
3. Most students are not interested in learning how to cook or clean.
4. University entrance exams now include many practical skill tests.

3月③ 長文 問題演習

【1】 (Questions 1 to 5) Read the passage and select the best option for each question. (276語)

Among scholars of Japan, there is a (1) running joke that says, if Descartes* were born in Japan, he would have said, “*We think, therefore we are.*” But if Descartes were really born in Japan, (2) we would have to modify the quote further. That is because the Japanese idea of thinking is more like what English speakers think of as “getting it,” or like the English use of the word “see” as in “I see what you mean.” It is not just making causal deduction such as “If A, then B” as in western logic. It might become “We see, we are.”

But there is still one more adjustment we would have to make before the statement could really be Japanese: Drop the subject, “we.” In Japanese, it is standard and grammatical not to use subjects like pronouns, nouns or names in sentences: the linguist Samuel Martin reports that about 74 percent of subjects are not (3) articulated in Japanese. Because not using a subject is the norm**, using it gives it an emphasis roughly equivalent to stressing a subject in spoken English or, in written English, italicizing it as in “*We see, we are.*” So if we really wanted Descartes to be born in Japan then, he would have to say, “ (4) ,” which is what a lot of Japanese looks like in literal translation.

Subjects in American English — pronouns, nouns or names — can be dropped too, but not without notice. Usually, if a subject such as a pronoun is dropped in English, it may be part of a well-known phrase such as “I think so,” said as “Think so.” But, unlike in Japanese, it is a grammatical omission.

*Descartes: a French philosopher, who is best known for the philosophical statement, “I think, therefore I am.” **norm: 標準

1. In the passage, what is the meaning of (1) running joke?
- A. a joke that people often return to over time
 - B. a joke that people tell while jogging
 - C. a joke that people use when they first meet
 - D. a joke used by entertainment companies
2. Why does the author suggest that (2) we would have to modify the quote further?
- A. For people who speak English, the meaning of “get” is similar to “see.”
 - B. Japanese people’s concept of thinking is different from that of English speakers.
 - C. There is a need to modify the subject with adjectives and adverbs.
 - D. There is little difference in the grammatical system between English and Japanese.
3. In this passage, which of the following is closest in meaning to (3) articulated?
- A. removed
 - B. repeated
 - C. stated
 - D. thought out
4. Which is the most appropriate phrase to fill in (4) ?
- A. I get, I am
 - B. See, are
 - C. We look, therefore we see
 - D. We see, therefore we are
5. According to the third paragraph, which of the following is true?
- A. In American English, sometimes subjects can be dropped.
 - B. In American English, subjects are rarely used in well-known phrases.
 - C. Just as in American English, Japanese subjects can never be dropped.
 - D. Just as in Japanese, subjects in American English are always dropped.

【2】 (Questions 11 to 15) Read the passage, refer to the tables, and select the best option for each question. (269 語)

Coffee is one of the world's most popular drinks. According to the UN's Food and Agriculture Organization, people are drinking more coffee than ever before. So how do the countries of the world compare when it comes to coffee consumption? Who drinks the most coffee? And who pays the most for a cup?

Statistics from the International Coffee Organization show that almost all the world's top ten coffee drinking nations are in Europe. *Table 1* shows the top ten countries for coffee consumption per capita* per year. Interestingly, neither the USA nor the UK makes the top ten list. Canada is the only non-European country to rank in the top ten, Finland is the clear winner, consuming at least (6) kilograms more than any other country in the top ten. It is not unusual for people in Finland to drink up to nine cups of coffee a day! The cold weather in Finland might be one reason why people there drink so much coffee.

Table 2 lists the ten countries where a cup of coffee was the most expensive in 2018. Notably, many Scandinavian nations appear on this list. Coffee was most expensive in Denmark costing \$5.33 a cup. It seems like many countries that consume a lot of coffee also pay quite a lot for it! In fact, (7) countries appear in both tables. What is more, countries such as Denmark and Finland also consistently rank well in the World Happiness Report, a report that ranks the happiest countries in the world. Perhaps drinking lots of coffee, regardless of how much it costs, is the secret to happiness after all!

*per capita: 一人当たりの

Table 1. Per Capita Coffee Consumption (2018)

Rank	Country	Consumption (kilograms Per Capita per year)
1	Finland	12.00
2	Norway	9.90
3	Iceland	9.00
4	Denmark	8.70
5	Netherlands	8.40
6	Sweden	8.16
7	Switzerland	7.90
8	Belgium	6.80
9	Luxembourg	6.50
10	Canada	6.49

Table 2, Retail Prices for a Cup of Coffee (2018)*

Rank	Country/Region	Prices (in US Dollars)
1	Denmark	\$5.33
2	Iceland	\$5.16
3	Qatar	\$4.97
4	Norway	\$4.94
5	Switzerland	\$4.81
6	United Arab Emirate (UAE)	\$4.41

7	Hong Kong	\$4.35
8	Sweden	\$4.28
9	China	\$4.11
10	Finland	\$4.08

(based on the websites of *WorldAtlas* and *Insider*)

*retail price: 小壳价格

6. Fill in (6) with the most appropriate option.
 A. 2 B. 3 C. 4 D. 12
7. Fill in (7) with the most appropriate option.
 A. four B. five C. six D. seven
8. According to the passage, which of the following statements is true?
 A. Denmark was the least expensive place to buy a cup of coffee.
 B. Finland's climate is a possible reason for its high consumption of coffee.
 C. The cold weather prevents Canadians from drinking much coffee.
 D. The USA and UK drink the most coffee in the world.
9. According to *Table 1*, which of the following is true about coffee consumption?
 A. People in Finland consume 6 kilograms more coffee than people in Belgium.
 B. People in Luxembourg and Canada drink about the same amount of coffee.
 C. People in Norway consume 9 kilograms less coffee than people in Iceland.
 D. People in Switzerland drink more coffee than people in Sweden.
10. Based on *Table 1* and *Table 2*, which statement is NOT true about coffee consumption and cost?
 A. Canada ranked in the top ten for coffee consumption but not for cost.
 B. China and Hong Kong ranked in the top ten for coffee cost but not consumption.
 C. Qatar and the UAE ranked in the top ten for coffee cost but not consumption.
 D. Switzerland ranked in the top ten for coffee consumption but not for cost.

【3】 次の英文を読んで、後続く各問題文の空所に入れるのに最も適切なものを、それぞれの①～④の中から一つずつ選びなさい。(480語)

March 14th is Equal Pay Day. This day represents how far into the year women have had to work to catch up to what their male colleagues earned the previous year. In other words, women have to work nearly 15 months to earn what men make in 12 months.

This is usually referred to as the “gender ^(注1) pay gap.” In the U.S., women earn about 82 cents for every dollar a man earns; for Black women, it’s about 65 cents; and for Latina ^(注2) women, it’s about 60 cents. Those gaps widen when comparing what women of color earn to the salaries of White men. These numbers have basically not changed in 20 years.

That’s particularly strange because so many other things have changed. More women now graduate from college than men, more women graduate from law school than men; and medical school graduates are roughly half women. That should be seen as progress. So why hasn’t the pay gap improved, too?

Francine Blau, an economist at Cornell University who has been studying the gender pay gap for decades, says one of the biggest factors here is childcare. Many women avoid really demanding ^(注3) positions or work only part time because they need time and flexibility to take care of their kids. “Women will choose jobs or switch to occupations or companies that are more family friendly,” she explains. “But a lot of times those jobs will pay less.” Other women leave their jobs entirely. For every woman at the senior management level who gets promoted, two women leave their jobs, most giving childcare as a major reason.

But even if you account for things like women taking more flexible jobs, working fewer hours, taking time off for childcare, etc., paychecks between the sexes still

aren't equal. Blau and her research partner Lawrence Kahn took into account everything on which they could find reliable data and found that women still earn about 8% less than their male colleagues for the same job. "It's what we call the 'unexplained pay gap,'" says Blau, then laughs. "Or, you could just call it discrimination."

One way women could narrow the unexplained pay gap is, of course, to negotiate for higher salaries. But Blau points out that women are likely to experience backlash ^(注4) when they ask for more money. And it can be hard to know how much their male colleagues earn and, therefore, what to ask for.

However, that is changing. A handful of states now require salary ranges be included in job postings ^(注5). Blau says that information can be a game changer at work for women and other marginalized ^(注6) groups. "They can get a real sense of, 'Oh, this is the bottom of the range and this is the top of the range. What's reasonable to ask for?'" A pay raise, if the data is any indication. ^(注7)

[Adapted from <https://www.npr.org/> (一部省略)]

(注1) gender=性別 (注2) Latina=中南米出身の女性《中南米出身の男性はLatino》

(注3) demanding=(仕事などが)骨の折れる (注4) backlash=反発, 抵抗

(注5) job posting=求人情報 (注6) marginalized=(社会の主流から)疎外された

(注7) indication=表示, 指摘

3月④ 態 問題演習

1 次の各組の英文の意味がほぼ同じになるように、それぞれの空所に適当な一語を補え。

1. (a) Every student must keep the rules to pass the exam.
(b) The rules ()()() to pass the exam by every student.

2. (a) They were building a new museum at the center of the city.
(b) A new museum ()()() at the center of the city.

3. (a) What do you call this flower in English?
(b) What () this flower () in English?

4. (a) I saw him come.
(b) He was seen ()() by me.

5. (a) It is said that he is ill in bed.
(b) He is said ()() ill in bed.

6. (a) Someone stole my money.
(b) I () my money ().

7. (a) Open the door at once.
(b) () the door () opened at once.

8. (a) My son took good care of me when I was in hospital.
(b) Good care ()()() me by my son when I was in hospital.

2 次の英文の空欄に入れるのに最も適当なものを、それぞれ下の①～④のうちから1つずつ選べ。

1. The fact is known () everybody.

- ① by ② to ③ from ④ for

2. Kyoto is known () its beauty all over the world.

- ① by ② for ③ in ④ to

3. A man is known () the company he keeps.

- ① to ② for ③ as ④ by

4. We were caught () a shower on our way from school.

- ① at ② for ③ in ④ with

5. The top of the mountain is covered () snow.

- ① at ② with ③ for ④ by

3 次の各文を () 内の指示に従って書き換えなさい。

1. My parents will look after the little girl. (受動態に)

2. They have long done away with this practice. (受動態に)

3. Who discovered the island? (受動態に)

3月③ ライティング 問題演習

以下の文は Do you think technology has improved communication between friends? に対する答えの文です。以下の質問に答えなさい。この後、ライティングすることを想定しながら解きましょう。

Agree: Preparing Students for the Real World

Many people argue that schools should focus more on teaching practical skills. While academic subjects are important, learning how to handle real-life challenges is essential for success after graduation.

First, practical skills help students become independent. Many young people do not know how to cook healthy meals or fix simple things at home. If schools teach these skills, students can live by themselves more easily and stay healthy without relying too much on their parents.

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5. It helps students get high scores in their math classes.
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In conclusion, schools should focus on academics and leave practical skills to be learned at home or through life experience.

Question 2 What is one reason the author gives for NOT teaching practical skills in school?

5. Practical skills are too difficult for young students to learn.
6. These skills should be the responsibility of the students' families.
7. Most students are not interested in learning how to cook or clean.
8. University entrance exams now include many practical skill tests.

3月④ 長文 問題演習

【1】 次の英文を読んで、設問1～8に答えなさい。なお、文中〔1〕から〔6〕はパラグラフ（段落）を示しています。（767語）

〔1〕 Regularly testing students' knowledge, a method referred to as "retrieval (or recalling) practice," is one of the most effective educational strategies. Regular testing maximizes long-term learning. The mere act of putting your memory to the test makes it stronger. It is a direct reflection of the principles of active engagement and error feedback. Taking a test forces you to face reality, to strengthen what you know, and to realize what you don't know.

〔2〕 The idea that testing is a basis of the learning process is not self-evident. Most teachers and students see tests as a simple means of grading — their role is merely to assess the knowledge which has been acquired elsewhere, during class or while studying. Such ranking or grading, however, turns out to be the least interesting part of the test. What matters isn't the final grade you get, but the effort you make to retrieve (or recall) information and the immediate feedback you receive. In this respect, research shows that tests often play at least as important a role as the class itself.

〔3〕 (ア) This conclusion was obtained in a famous series of experiments. In (イ) one study, they asked students to memorize words in a fixed amount of time, but with several different strategies. One group was told to spend all their time studying, in eight short sessions. A second group received six sessions of studying, interrupted by two tests. Finally, the third group alternated four brief study sessions and four tests. Because all three groups had the same amount of time, testing actually reduced the time available for studying. Yet the results were clear: forty-eight hours later, the students' memory of the word list was better, the more opportunities they had to test themselves. Regularly exchanging periods of studying and testing forced them to engage and receive explicit feedback. Such self-awareness is useful because it allows the learner to focus harder on the difficult items during the subsequent

study sessions. The effect is clear: the more you test yourself, the better you remember what you have to learn.

[4] The paradox is that neither students nor their teachers are aware of (ウ) these effects. If you ask their opinion, everyone thinks that testing oneself is a distraction, and that studying is what matters. This is why students and teachers alike predict exactly the opposite of what is observed experimentally: according to them, the more we study, the better we do. And in agreement with this wrong idea, most students voluntarily spend their time reading and rereading class notes and textbooks, highlighting each line with a different color of the rainbow... all strategies that are much less effective than taking a brief test.

[5] Why do we have the illusion that studying intensively for an exam is the best learning strategy? Because we are unable to differentiate between the various storage spaces of our memory. Immediately after reading our textbook or our class notes, information is fully present in our mind. It sits in our conscious working memory, in an active form. We feel as if we know it, because it is present in our short-term storage space... but this short-term storage space has nothing to do with the long-term memory, which we will need in order to retrieve the same information a few days later. After a few seconds or minutes, working memory already starts disappearing, and after a few days, the effect becomes enormous: unless you retest your knowledge, memory vanishes. To get information into long-term memory, it is essential to study the material, then test yourself, rather than spend all your time studying.

[6] It's easy to put these ideas into practice on your own. All you have to do is prepare flash cards: on one side of the card, you write a question, and on (エ) the other, the answer. To test yourself, draw the cards one after the other, and for each card, try to remember the answer (prediction) before checking it by turning to the other side (error feedback). If you get the wrong answer, put the card back toward the top of the pile — this will force you to revisit the same information soon. If you get the right answer, put the card at the bottom of the pile: there is no immediate need to

study it again, but it will reappear sooner or later, at a time when forgetting will have begun to take effect. There are now many phone and tablet apps that allow you to build your own collection of flash cards, and a similar system forms a base for learning software, such as the famous Duolingo for foreign languages.

1. パラグラフ [1] で述べていないものを①～④の中から1つ選びなさい。

- ① Taking a test regularly provides the students with opportunities to produce errors, which is a good experience educationally.
- ② Taking a test regularly brings about “retrieval practice” to the students.
- ③ Taking a test regularly provides the students with opportunities to see what they know and what they do not know yet.
- ④ Strengthening your memory through taking a test is a direct reflection of the principles of active engagement and error feedback.

2. パラグラフ [2] の内容と一致するものを①～④の中から1つ選びなさい。

- ① The idea that taking a test regularly is extremely important for the learning process is well-known among most teachers.
- ② The idea that taking a test regularly is extremely important for the learning process is prevalent among most students.
- ③ The effort you make to retrieve information and the immediate feedback you receive through a test are extremely important for the learning process.
- ④ Ranking or grading through a test brings about many profits to the students' learning.

3. 下線部 (ア) が指すものとして最も適切なものを①～④の中から1つ選びなさい。

- ① The idea that testing is a basis of the learning process is not self-evident.
- ② Most teachers and students see tests as a simple means of grading.
- ③ The role of tests is merely to assess the knowledge which has been acquired elsewhere, during class or while studying.
- ④ Tests often play at least as important a role as the class itself.

4. 下線部 (イ) でおこなわれた内容と一致するものを①～④の中から1つ選びなさい。

- ① 3つのグループとも同じ総時間が与えられたが、どのグループでも勉強時間を増やすために、テスト時間を減らした。
- ② 3つのグループとも同じ総時間が与えられたが、その中でテスト時間を設けたグループでは、その分勉強時間が減った。
- ③ 3つのグループとも同じ勉強時間が与えられたので、テスト時間も追加されたグループは総時間が長くなった。
- ④ 3つのグループともそれぞれ同じ勉強時間とテスト時間が与えられた。

5. 下線部 (ウ) の具体例として最も適切なものを①～④の中から1つ選びなさい。

- ① テストは、知識や能力の測定結果をもたらしてくれる。
- ② テストは、成績評価のための基礎データをもたらしてくれる。
- ③ テストは、勉強への動機づけをもたらしてくれる。
- ④ テストは、学んだことを思い出させてくれる。

6. パラグラフ [5] の内容と一致するものを①～④の中から1つ選びなさい。

- ① 短期記憶と長期記憶は、直接結びつかない。
- ② 短期記憶を強化する練習をおこなうと、長期記憶も強化される。
- ③ 短期記憶を強化する練習をおこなうと、逆に長期記憶の機能は低下する。
- ④ 年を取ると、長期記憶は低下するが、短期記憶の機能低下はさらに著しい。

7. 下線部 (エ) が指すものとして最も適切なものを①～④の中から1つ選びなさい。

- ① the other test
- ② the other flash card
- ③ the other side
- ④ the other pile

8. 本文の内容と一致するものを①～⑩の中から3つ選びなさい。解答の順序は問いません。

- ① 難しくて解けない問題が多いために、テストを受けることに苦痛を感じる生徒がかなりの割合でいることから、最近ではテストの回数を減らす、もしくは実施しない傾向が見られる。
- ② テストを受けると、現在の自分の知っていることと知らないことに向き合うことになり、すでに知っていることをさらに強化し、記憶していないことが何であるかが判明する。
- ③ テストを受けることは学習プロセスにおける基本であるということは、自明である。
- ④ テストによって最終評価や順位がもたらされることは、学習に対する動機づけという観点から重要なことである。
- ⑤ テストに向けて集中してすべての時間を勉学に励むことが、最もよい学習方法である。
- ⑥ テストを受けることに時間を使うより、ノートを見直したり、教科書を読み直したり、重要な箇所にマーカーを塗ったりすることのほうが、より効果的な学習と記憶の定着をもたらす。
- ⑦ すべての時間を勉強にあてるよりも、勉強した後でテストを受けるなど、学んだ情報を記憶から引き出し思い出す時間をとることのほうが、長期記憶に定着させるにはより効果的である。
- ⑧ 白紙のカードの表に「問」を、裏に「答」を書いたカードを束にしてその上から1枚ずつ引き出す。正解したら束の下に入れ、不正解だったら束の中の上部のほうに置いていく作業を続けていくと、より効果的な学習と記憶の定着をもたらす。
- ⑨ 白紙のカードの表に「問」を、裏に「答」を書き、それを見直すことを繰り返しながら覚える昔からの方法のほうが、スマホやタブレットの学習アプリを使った学習よりも、より効果的な記憶の定着をもたらす。
- ⑩ スマホやタブレットの学習アプリを使った学習は、より効果的な記憶の定着をもたらすことから、近年はそうした学習をおこなう若者が著しく増えた。