問 1 —— 読解総合 ——

1.

A	B	C	Ⓓ

2.

A	Ⓑ	C	D

3.

Ⓐ	B	C	D

4. 　通常より 2 倍多い樹木のある地域の住民は、通常より少ない樹木のある地域の住民よりも心臓病や糖尿病、また、ある種の癌の存在を示す血液指標のレベルが低くなっていること。

5. 　樹木の蔭が都市部の熱を冷ますことで、高温によって悪化する心臓病のリスクを減らし、また樹木が騒音レベルを低下させることで、心血管の病気のリスクを軽減させることに加えて、人々にくつろいだり、体を動かしたり、人と語り合う場を提供し、さらに、空中の有害な粒子を取り除いてくれるから。

問 2 ── 読解総合 ──

1.

A	B	C	Ⓓ

2.

Ⓐ	B	C	D

3.

300 頭から 500 頭のヘラジカが、冬期棲息地となっているスウェーデン北部の

ボスニア湾から、出産と十分な食糧を手に入れるのに適した場所で夏期棲息地と

なっているノルウェーとの国境近くの山まで、4 月下旬から 5 月下旬の間に

およそ 1 週間から 3 週間かけて、氷河期以来先祖が辿った道を最大 90 キロ

メートル移動すること。

4.

バックの音楽やナレーションもなく、人間の手が加えられていない純粋な森の中

をヘラジカの群れが移動してゆくのを、加工されていないそのままの姿で実況中継

している点。

問 3 ── 対話文補充 ──

(1)
（解答例 1）　Why are you so laughing?　　　　　　　　　　　　　　　　　　　(Y. H.)

（解答例 2）　Why are you laughing so excitedly?　　　　　　　　　　　　　　(T. K.)

（解答例 3）　What are you laughing at?　　　　　　　　　　　　　　　　　　(H. O.)

(2)
（解答例 1）　From winter to summer, ice cream sales increased according to the number of water
accidents, while from summer to winter they decreased according to it.　　(Y. H.)

（解答例 2）　It shows the more ice cream is sold, the more water accidents will happen and the
less ice cream, the fewer accidents.　　　　　　　　　　　　　　　　　(T. K.)

（解答例 3）　The number of water accidents and ice cream sales show a similar pattern
throughout the year.　　　　　　　　　　　　　　　　　　　　　　　(H. O.)

(3)
（解答例 1）　I have no idea what you mean by "correlation."　　　　　　　　　(Y. H.)

（解答例 2）　But I don't understand what "correlation" means.　　　　　　　　(T. K.)

（解答例 3）　I'm not sure what you mean by "correlation doesn't always equal causation."
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　(H. O.)

(4)
（解答例 1）　Would you get me one chocolate?　　　　　　　　　　　　　　　(Y. H.)

（解答例 2）　Will you get one chocolate for me?　　　　　　　　　　　　　　(T. K.)

（解答例 3）　Would you mind getting me one?　　　　　　　　　　　　　　　(H. O.)

問 4 —— Theme 英作文 ——

〈答案例 1〉

I think schools should, not totally but restrictively, allow the use of technology in class.

This is because students should learn basic or elementary skills in calculating and translating on their own first.

For example, they must become able to command the four operations of arithmetic: addiction, subtraction, multiplication and division, by using their brains. This skill will surely be useful to students in buying and selling on a daily basis. Calculators should be allowed to use only after students themselves check their calculations cautiously again.

Next, when translating sentences from Japanese/English into English/Japanese, students have to do so for themselves as much as possible. Through the process, trial and error, a considerable number of words and phrases should be learned by heart. This vocabulary will certainly be helpful to students in having an interesting conversation with English-speaking people. Machine translation should be permitted to use only after students themselves consult their dictionaries and study guides thoroughly again.

That's why, the use of technology in the classroom should be allowed or restricted according to the circumstances.

(176 words／Y. Horikawa)

〈答案例 2〉

I think schools should allow the use of technology in class at the earliest stage for the following reasons.

First, school education should serve as the means to overcome various difficulties in the future. Currently, a lot of technologies are circulating throughout society and we will inevitably encounter their power at some point. Therefore, we should not avoid technology but confront it and cultivate the habit of mastering it from an early age.

Second, by actively using technology, we will get sufficient time to reflect on the more essential problems only human beings ought to address. For example, by using calculators and saving our time, we will calmly consider whether the underlying equations themselves are correct or not. Perhaps we can solve what technology can't solve only by using technology.

For these reasons, I would like schools to allow the use of technology in class as soon as possible.

(149 words／T. Kamada)

〈答案例 3〉技術の使用を「積極的に認める」立場

　　　　Schools should allow students to use technology in class because it helps them learn more efficiently and prepares them for real-world situations. For example, calculators enable students to focus on understanding mathematical concepts rather than spending too much time on simple calculations. Machine translation can also support language learners by giving them quick access to vocabulary and expressions. However, teachers should guide students so that these tools are used to deepen understanding, not to avoid thinking. If technology is introduced with clear rules and educational goals, it can greatly enhance students' learning experiences.

(93 words／H. Ohbuchi)

〈答案例 4〉技術の使用を「制限すべき」立場

　　　　Schools should restrict the use of technology in class because relying on digital tools too early can prevent students from developing essential skills. For instance, if students use calculators from the beginning, they may fail to build basic numeracy. Similarly, machine translation can discourage learners from practicing grammar and vocabulary on their own. Technology should be introduced only after students have acquired fundamental abilities, and even then, its use should be limited to specific tasks. By controlling when and how these tools are used, schools can ensure that students develop strong, independent learning habits.

(94 words／H. Ohbuchi)

〈参考答案〉上記答案例 1 を敷衍したもので、学習材料用に語数を多くしています。

I think schools should, not totally but restrictively, allow the use of technology in class.

This is because students should learn basic or elementary skills in calculating and translating on their own first.

For example, they must become able to command the four operations of arithmetic: addiction, subtraction, multiplication and division, by using their brains. Even though the amount of calculation is large, they must learn to calculate correctly to the very end. This skill will surely be useful to students in buying and selling on a daily basis. It is true that calculators can help students check calculations just in case, but they should be allowed to use only after students themselves go over their calculations cautiously again.

Next, when translating sentences from Japanese/English into English/Japanese, students have to do so for themselves as much as possible. Through the process, trial and error, a considerable number of words and phrases should be learned by heart. What's more, basic usage and grammar can be reviewed many times, so a real command of English/Japanese will be acquired without doubt. This skill will certainly be helpful to students in having an interesting conversation with English-speaking people. Indeed machine translation can help students check translation by them just to make sure, but it should be permitted to use only after students themselves consult their dictionaries and study guides thoroughly again.

For the reasons and examples above, the use of technology in the classroom should be allowed or restricted according to the circumstances.

(249 words／Y. Horikawa)