

**3** 次の英文を読んで、あとの問1～問3の問いに答えなさい。

Three students, Ryoji, Maki, and Yosuke are talking in the classroom after school. Then Ms. Green, their English teacher from London, comes into the classroom and talks to them.

**Ms. Green:** Hi, everyone. What are you doing?

**Ryoji:** Hello, Ms. Green. We are talking about \*computer programming.

**Ms. Green:** That's interesting. What have you learned about it?

**Ryoji:** \*At first, we didn't know what it was. Now, I know that it is to write the \*process of a \*task in the language which computers understand. We call the written process of a task a "program." If we want computers to do something, we can use computer programming to give \*instructions.

**Maki:** I don't understand it well. It's very difficult!

**Yosuke:** Yes, I also think it's difficult, but we have computer programs around us. For example, \*air conditioners and \*robot vacuum cleaners have computer programs in them. So, we can say that computer programs are very important to our lives.

**Ryoji:** We have also learned that in some countries, children have already started to study computer programming in \*elementary school! In Japan, we didn't learn it in elementary school, but children will learn it at school in the near future. I think that's great.

**Ms. Green:** I agree. In my country, young children learn computer programming at school because it will help them in the future.

**Maki:** , because it is too difficult for them, and before learning it, they should \*spend more time on other \*subjects.

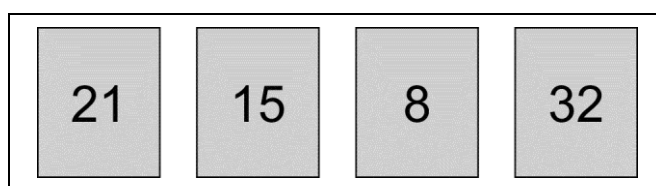
**Yosuke:** I don't think so. Computer \*technology is growing very fast and we will have a lot of chances to use computers when we work in the future, so it is important for us to know how computers do tasks.

**Ms. Green:** That's true. I believe that you will \*become aware of the process of thinking if you learn computer programming.

**Maki:** The process of thinking? I don't understand what you mean. Can you tell me that in an easy way?

**Ms. Green:** OK. I'll show you an example. We have four cards here. Look at the numbers on each card.

Picture



**Yosuke:** They are 21, 15, 8, and 32.

**Ms. Green:** Now, I want you to put the cards from left to right \*in ascending order.

**Maki:** That's easy.

**Ms. Green:** Yes, it's easy to do that, but can you tell me the process \*one by one?

**Maki:** Well, I don't know how to tell you that.

**Ms. Green:** Now, let's try together. First, look at the number on the card \*on the very left, and then \*compare it with the number on its right. Which is smaller, 21 or 15?

**Yosuke:** Of course, 15 is smaller.

**Ms. Green:** Yes. Now we move the smaller one to the left, so let's \*exchange the two cards. Then, look at the number that is the second from the left, and compare it with the one on its right. Which is smaller?

**Ryoji:** 8 is smaller, so we should exchange the two cards, OK?

**Ms. Green:** Yes. Next, let's see the number that is the third from the left. What should we do now?

**Maki:** We should compare it with 32. 32 is larger, and now the largest number is \*on the very right, so we don't have to exchange the cards.

**Ms. Green:** That's right. You did a good job. But we have not finished yet. Now, let's do the same process. Look at the card on the very left again. What should we do this time?

**Yosuke:** We must exchange the cards. Now the smallest number is on the very left. OK, now, we don't have to exchange cards. I think we have finished.

**Ms. Green:** Perfect! Now all the cards are in ascending order from left to right. We did it \*step by step. Computers do tasks in this way. If you know how computers do tasks, you will become aware of the process of thinking.

**Maki:** I have never thought about the process of thinking. Now I understand some \*parts of the process of thinking, so I can tell you how to put the cards in ascending order.

**Ms. Green:** That's good. To learn computer programming and understand the process of thinking will help you when you \*solve problems or finish tasks.

**Ryoji:** I see. Now I'm more interested in computer programming.

〔注〕 computer programming：コンピュータプログラミング    At first：最初は  
 process：過程    task：作業    instructions：命令    air conditioners：エアコン  
 robot vacuum cleaners：ロボット掃除機    elementary school：小学校  
 spend ～ on …：～を…に費やす    subjects：教科    technology：科学技術  
 become aware of ～：～を意識するようになる    in ascending order：だんだん大きくなる順に  
 one by one：一つずつ    on the very left：一番左の、一番左に  
 compare ～ with …：～を…と比較する    exchange ～：～を交換する  
 on the very right：一番右に    step by step：段階的に    parts：部分    solve ～：～を解決する

問1 本文中の   の中に入れるのに最も適するものを、次の1～4の中から一つ選び、その番号を答えなさい。

- 1 I think it's early for young children to learn computer programming
- 2 Many children in Japan should learn a lot of subjects at school
- 3 I think it's important for young children to learn computer programming
- 4 Many children in Japan like to study all the subjects without computers

問2 本文中の ―― 線部のとき、カードが並んでいる順番として最も適するものを、次の1～6の中から一つ選び、その番号を答えなさい。

- 1 8 21 15 32    2 8 15 21 32    3 15 8 21 32
- 4 15 21 8 32    5 21 15 8 32    6 21 8 15 32

問3 次のa～fの中から、本文の内容に合うものを二つ選んだときの組み合わせとして最も適するものを、あとの1～8の中から一つ選び、その番号を答えなさい。

- a Ryoji, Maki, and Yosuke are asking Ms. Green some questions about the things she taught them in her class.
- b Ryoji learned computer programming in elementary school, but Maki didn't.
- c Yosuke doesn't think children should learn computer programming because they have a lot of things to do at school.
- d Maki couldn't tell the process of putting the cards in ascending order, but now she understands how to tell it to other people.
- e Ms. Green thinks that her students will be able to think and do things step by step if they learn computer programming.
- f Ryoji is interested in computer programming because he has a lot of difficult problems to solve.

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|---------|---------|---------|---------|
| 1 a と c | 2 a と e | 3 a と f | 4 b と d |
| 5 b と f | 6 c と d | 7 c と e | 8 d と e |

1		2		3	
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