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英 語

問 題 冊 子

- 1 次の英文の空所( 1 )～( 15 )に入るべき動詞を下の「語群」から選び、必要に応じて適当な動詞形に直して解答欄に書き入れなさい。ただし、1つの括弧には1語が入る。

A leading group of American doctors, members of a committee of the American Academy of Pediatrics, warns against ( 1 ) young people to become skilled in a single sport. In a report ( 2 ) in July, 2000, they say that young people who play just one sport ( 3 ) additional physical and other demands from intense training and competition. Children involved in sports should be ( 4 ) to take part in different activities and ( 5 ) many skills.

The doctors ( 6 ) that more and more children are skilled in one sport at an early age. Some of the most famous athletes first ( 7 ) active in a sport when they were five years old. A few started even earlier. The committee noted that the successes of young athletes can be a powerful influence for others to ( 8 ), and there are many media reports of young competitors succeeding in gymnastics, figure skating and tennis which, subsequently, ( 9 ) these to wide public attention.

The report warned that children ( 10 ) to compete at a high level require training that could be ( 11 ) extreme even for adults. The necessary desire and intensity of training ( 12 ) many concerns about the safety of high-level athletic activity for any young person.

The Academy says the health effects of intense training in young athletes need to be fully ( 13 ). Risks to young athletes ( 14 ) injuries, delayed menstruation, ( 15 ) disorders and emotional stresses.

*Life and Science in the 21<sup>st</sup> Century*, 2002 (pp. 6-7), Seitousha

「語群」

advise	become	bring	consider	develop
eat	face	follow	force	include
investigate	issue	note	raise	wish

2

次の英文は日本の学校の「学力テスト」についての記事である。この記事の内容に関する下の設問の答えとして最も適当なものを、与えられた選択肢より選び符号で答えなさい。

The education ministry's decision to allow municipal boards of education to make public the results of achievement tests for individual schools is defended as an indispensable part of the accountability process. The policy has great appeal<sup>(1)</sup> to those who are frustrated by what they perceive as a lowering of standards.

But there's another side to the story.<sup>(2)</sup> Although standardized tests provide one piece of information in determining how schools are performing, they are far too unstable to be considered reliable or fair, according to a briefing paper by the Economic Policy Institute. That's because factors beyond the control of teachers play an excessive role. These include such things as parents' education, the home literacy environment and the influence of neighborhood peers.

Schools' test scores largely reflect the backgrounds of the students who enroll. Data certainly matter, but it's how the data are used that is the problem.

Contrary to popular opinion, Japan's proposed new policy places it somewhere in the middle of the educational world internationally.

Finland, which is widely acknowledged to have the world's best schools, uses standardized test scores strictly for diagnostic purposes, and never makes the results public. It selects about 100 schools each year for testing in order to determine systemic weaknesses that national policy leaders should address and municipalities can consider for whatever reasons they choose.

Finland does not use test scores for naming and shaming schools, or worse for naming and shaming teachers. Comparison between schools are frowned on as a counterproductive strategy that undermines morale at a time when teachers are already under heavy pressure.

The United States is moving in the opposite direction. Many districts not only publish test scores for schools but also for individual teachers.

Los Angeles, home of the nation's second-largest school district, began releasing performance reports after the *Los Angeles Times* in August 2010 published a database of some 6,000 third-through fifth-grade teachers ranked in part on their students' test scores.

Then in February 2012, New York City was permitted to do the same for thousands of teachers after a state court declined to hear a final appeal from the teachers' union to keep the information private. The reports covered about 12,500 teachers of math or English in fourth through eighth grade.

It's inevitable that the greater the emphasis on using test scores as the final factor in

evaluating schools, the greater the chance that wrongdoing will occur. Atlanta was the scene of the biggest cheating in American history involving half its elementary and middle schools. At least 178 educators——principals, teachers and other staff members——took part in widespread test-result manipulation. That's not surprising because of Campbell's Law. The more any quantitative indicator is used for decision-making, the more it will be subject to corruption, and the more it will corrupt the process it is intended to monitor.

Relying on the test scores as the overwhelming factor will also eventually lead to school closures. That happened in Chicago, when 50 schools were shuttered at the beginning of the present school year, despite parents' protests.

If school test scores become headline news in Japan, parents could be tempted to begin a movement to opt out of nationwide standardized testing. Many parents in Colorado, Connecticut and New York are already pulling their children from participating, in the belief that the overemphasis on testing is destroying educational quality.

Japan has the advantage of being able to learn from the experiences in Finland and the U.S. It doesn't have to commit itself to one extreme or the other. Assessment is an indispensable part of the learning process. Without it, all stakeholders are shortchanged.

In the final analysis, the challenge is to design better tests and use the results properly.

*The Japan Times*, May 9, 2014 (一部改変)

1. Choose the best title for this article.

- A : The test scores should not be made public.
- B : Japan should treat the test scores with great care.
- C : The test scores should not rank schools and teachers.
- D : How to treat the test scores should be left to individual countries.

2. What does this article advise Japan to do in using the national achievement test scores?

- A : Japan should be inspired by the way the U.S. does.
- B : Japan has much to learn from the way Finland does.
- C : Japan should investigate the experiences of many other countries.
- D : Japan can learn from the experiences of both Finland and the U.S.

3. The words 'has great appeal' (underline (1)) can be replaced most properly by \_\_\_\_\_.

- |                          |                           |
|--------------------------|---------------------------|
| A : 'is very attractive' | B : 'is very challenging' |
| C : 'is very impressive' | D : 'is very shocking'    |

4. The clause 'there's another side to the story' (underline (2)) most closely means \_\_\_\_\_.  
A : 'there is much to be considered as to the nature of standardized tests'  
B : 'there are other reasons the standardized tests are so appealing to a group of people'  
C : 'there is much to be considered as to the processes of administering the standardized tests'  
D : 'there are other reasons the governments are so eager to make public the results of the standardized tests'
5. This article claims that \_\_\_\_\_.  
A : standardized tests are worth administering for certain classes of schools and students  
B : standardized test results are not very reliable because they are influenced by many factors surrounding the schools and students  
C : standardized tests have many problems, but they are useful to measure general levels of academic achievement of the students  
D : the results of standardized tests include much important information, so they should be used to improve weaknesses in the educational system
6. Choose the correct statement about the level of Japanese children's academic achievement.  
A : Many Japanese think the level is in the middle internationally.  
B : Many other countries think the level is in the middle internationally.  
C : The Japanese government thinks the level is in the middle internationally.  
D : Many other countries think the Japan's new policy will bring the level to the middle in international comparison.
7. Choose the correct statement about Finland.  
A : Many people think comparing schools has negative effects on education.  
B : Standardized tests are administered to all schools, but the results are never published.  
C : Some parents are frustrated with the government's policy influenced by the teachers' union.  
D : Standardized test scores are published on occasion, but it is only for schools and teachers to find out their weaknesses.

8. Choose two correct statements about the U.S.

- A : Publication of standardized test scores was initiated by a newspaper.
- B : This article is somewhat sympathetic with the teachers who manipulated the test results in Atlanta.
- C : In Atlanta, half the elementary and middle schools refused to take part in the standardized test project.
- D : Half of the teachers at Atlanta schools which participated in the standardized test project cooperated to manipulate the test results.
- E : In Los Angeles, teachers are ranked not only by the test scores but by the students' reputation.
- F : In New York City, the state court partially accepted the teachers' request not to publicize all of the teachers' performance results.
- G : In New York City, despite protests from teachers, standardized tests were administered to evaluate and report on all the teachers.
- H : Many parents are encouraging their children to take the standardized test because they believe competition and comparison are the inevitable part of the life in the U.S.

9. This article predicts that if publication of test scores comes into real possibility in Japan, parents will \_\_\_\_\_.

- A : follow the government's policy
- B : oppose the government's policy
- C : discourage their children from taking the tests
- D : encourage their children to do the best of the tests

3. 次の英文を読み、その内容に関する下の設問の答えとして最も適当なものを、与えられた選択肢より選び符号で答えなさい。アスタリスク(\*)の付いた語には下に注釈があります。

Economists have long recognized that physical beauty affects wages, even in occupations where appearance does not seem relevant to job performance. It seems that attractive men and women are paid more than ordinary people for the same work. The question is why.

Two economists, Markus Mobius of Harvard and Tanya Rosenblat of Wesleyan University, recently reported on an experiment that tried to uncover the root causes of the so-called beauty premium.

Their experiment involved a labor market in which employers interviewed applicants for the job of solving \*mazes. Both the employers and the applicants had been recruited from a pool of students. The applicants first filled out a résumé describing their age, sex, university, graduation date, job experience, extracurricular activities and hobbies.

Then the experimenters gave the applicants a simple maze to solve.

After completing this task, the applicants were asked to estimate how many similar mazes they would be able to solve during their 15-minute employment period. This estimate was interpreted as a measure of the subjects' confidence in their own abilities.

Next, five employers considered the subjects for a maze-solving job under a variety of screening treatments. In some cases the employers could examine only the potential employees' résumé. In other cases, they used the résumé and a photograph; the résumé and a telephone interview; the résumé, a telephone interview and a photograph; and the résumé, the telephone interview and a face-to-face interview.

The potential employers used the information to form their own estimates of the number of mazes that the subjects would solve during their 15-minute job.

After the employers reported their estimates to the experimenters, the subjects solved the mazes as best they could and were paid based on performance.

To get an unbiased estimate of how attractive the subjects were, the experimenters showed the photographs of all subjects to a separate panel of students and asked them to rate the subjects of the experiment on a beauty scale.

Armed with the data from these experiments and surveys, the economists found, for one, that beautiful people were no better than ordinary people in solving mazes. But despite having the same productivity as others in this task, beautiful people were a lot more confident about their own abilities.

Being good-looking seems to be strongly associated with self-confidence, a trait that is apparently attractive to employers.

When employers evaluated employees only on the basis of résumés, physical appearance had no impact on their estimates, as one would expect. But all of the other treatments showed higher productivity estimates for beautiful people, with the face-to-face interviews yielding the largest numbers.

Interestingly, employers thought beautiful people were more productive even when their only interaction was by telephone. It appears that the confidence that beautiful people have in themselves comes across over the phone as well as in person. But even when the experimenters controlled for self-confidence, they found that employees overestimated the productivity of beautiful people. The economists estimated that about 15 percent to 20 percent of the beauty premium is a result of the self-confidence effect, while oral and visual communication each contribute about 40 percent.

As the researchers put it, “Employers (wrongly) expect good-looking workers to perform better than their less attractive counterparts under both visual and oral interaction, even after controlling for individual worker characteristics and worker confidence.”

So perhaps beauty is a two-edged sword. If you are beautiful, people expect you to be better than ordinary-looking people, even in commonplace tasks like solving mazes. But when good-looking people do not perform as expected, others feel let down. The rest of us can take solace in the fact that it is easier for us to meet expectations.

*The New York Times*, April 6, 2006 (一部改変)

\*maze : a game consisting of a complicated pattern of lines that you are supposed to draw a line through without crossing any of them until you reach the goal

1. ‘Beauty premium’ is a hypothesis that \_\_\_\_\_.  
A : good-looking people tend to be more confident of themselves  
B : good-looking people tend to be paid more than ordinary people  
C : good-looking women are more confident than good-looking men  
D : good-looking women tend to be paid more than ordinary women
2. The experiment featured in this article involved \_\_\_\_\_.  
A : real experimenters, false employers, and false job applicants  
B : false experimenters, real employers, and false job applicants  
C : false experimenters, real employers, and real job applicants  
D : experimenters, employers and job applicants who were all real



3. The initial stage of the experiment included four major procedures: (a) measuring the subjects' self-confidence, (b) guessing the subjects' ability to solve the problem, (c) giving subjects a simple problem to solve, (d) subjects' giving their personal information. These procedures were implemented in order of \_\_\_\_\_.

A : (a) (c) (b) (d)      B : (a) (c) (d) (b)      C : (d) (c) (a) (b)      D : (c) (a) (b) (d)

4. Then, five employers estimated each applicant's job efficiency \_\_\_\_\_.

A : after observing the applicant working under various different conditions

B : through an interview with different types of information of the applicant

C : by observing the applicant working after being exposed to different types of information of the applicant

D : through several differentiated sets of materials and means for estimating the applicant's job efficiency

5. Choose the correct statement.

A : Some applicants did not do the task.

B : The task needed a good reasoning skill.

C : The applicants who did the task were paid.

D : Most applicants finished the task in 15 minutes.

6. The applicant's physical beauty was evaluated by the \_\_\_\_\_.

A : experimenters

B : other applicants

C : potential employers

D : people who were not related to the experiment

7. Choose the correct statement.

A : The experimenters found ordinary people were as good as attractive people in task performance.

B : The experimenters found some difference in task performance between attractive people and ordinary people.

C : Economists knew there was no difference in task performance between attractive people and ordinary people.

D : It can be inferred that academics and economists have different views of human attractiveness and job performance.

8. It was suggested that \_\_\_\_\_.  
 A : one's internal beauty created his/her external beauty  
 B : one's self-confidence created his/her external beauty  
 C : one's self-confidence was a reflection of his/her external beauty  
 D : women's self-confidence was strongly associated with their beauty, but not for men
9. In the experiment featured in this article, employers' estimates of applicants' productivity were influenced most strongly by \_\_\_\_\_.  
 A : résumé  
 B : photograph  
 C : telephone interview  
 D : face-to-face interview
10. The underlined sentence (The rest. . . . meet expectations.) most closely means, \_\_\_\_\_.  
 A : 'It is lucky for us ordinary people not to be expected to do such a good job'  
 B : 'It is easier for us ordinary people to meet job expectations than to be good-looking'  
 C : 'When I think of the pressure good-looking people may feel, I would rather choose to stay ordinary'  
 D : 'We ordinary people have to be resigned to the fate of receiving expectations which are easier to meet'

- 4 次の日本語文の下線部(1)~(4)を英語で表現しなさい。アスタリスク(\*)の付いた語には下に注釈があります。

日本は17世紀以降、200年以上国を閉ざし、海外との交流を絶っていました。そして1853年  
 (1)にペリー提督\*がやってきたとき、その200年の間に、世界が大きく変化し、日本が近代化した  
 (2)他の国に比べて大きく立ち遅れてしまったことに気づいたのです。

それから間もなく、1867年に近代国家として生まれ変わって以来、日本は国をあげて世界の  
 (3)レベルに追いつけ追い越せと、懸命に努力をしてきました。そして努力の甲斐あって、ほんの数  
 (4)十年のうちに日本は当時の列強の仲間入りをすることができたのです。

「誤解される日本人」(賀川洋 他) 講談社, 2001 (p. 108)

\*ペリー提督 : Admiral Perry