

(2014年度)

## 7 英語問題 (90分)

(この問題冊子は26ページ，8問である。)

### 受験についての注意

1. 監督の指示があるまで，問題冊子を開いてはならない。
2. 試験開始前に，監督から指示があったら，解答用紙の右上の番号が自分の受験番号と一致することを確認し，所定の欄に氏名を記入すること。次に，解答用紙の右側のミシン目にそって，きれいに折り曲げてから，受験番号と氏名が書かれた切片を切り離し，机の上に置くこと。
3. 監督から試験開始の指示があったら，この問題冊子が，上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は，HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能，計算機能，辞書機能などを使用してはならない。
5. 解答は解答用紙の各問の選択肢の中から正解と思うものを選んで，そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. マークをするとき，マーク欄からはみ出したり，白い部分を残したり，文字や番号，○や×をつけてはならない。
7. 訂正する場合は，消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり，破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

1

(1)~(10)の空欄に最適な表現を(a)~(d)の中から1つ選びなさい。

Ms. Tina Thompson, a Sales and Marketing Executive with a company in the North of England, has been called back for a second interview in London, for a position in another company's PR department.

Thank you so much, Ms. Thompson, for agreeing to come back for a second interview.

(1) \_\_\_\_\_ . Thanks so much for inviting me.

Of course, as we explained to you in the preliminary interview we have had an astonishing response to our advertisement and we've selected a shortlist of five candidates, \_\_\_\_\_ .

(3) \_\_\_\_\_ to have reached this stage.

Now, before we start getting into any of the specific details of the position, we'd just like to check a few basic pieces of information if you don't mind.

(4) \_\_\_\_\_ .

You mentioned in the first round that you would be willing to relocate to London.

Yes, in fact I'm not just willing but really keen to move to London.

That's perfect. And your current salary is 17,000 pounds before tax?

That's right.

There would be a London bonus, but the starting salary would not be much more than your current position. Would you be comfortable with that?

Oh yes. I understand that I'd be on a C grade for the first four years.

That's right. You've done your homework.

Well, as I said at the first interview, I feel that this is the ideal position for me at this stage in my career. \_\_\_\_\_ in my current position,  
(5) \_\_\_\_\_, and I'm looking for a company with a dynamic and  
(6) \_\_\_\_\_, and I'm looking for a company with a dynamic and forward-looking vision and a position in which I can see the results of my own efforts.

I'm sure we could offer you that. Do you have any questions for us, Ms. Thompson?

Yes, \_\_\_\_\_ I read in the trade papers that there had been some  
(7) \_\_\_\_\_ discussion of a merger with a German competitor. I just wondered to what extent that was in the pipeline and how it would impact on the current managerial structure.

Well, off the record, we'll be signing the merger agreement within the next week or so and \_\_\_\_\_, but the management structure will stay  
(8) \_\_\_\_\_ the same.

So we won't all be moving to Hamburg?

Not in my lifetime.

That's a relief. \_\_\_\_\_  
(9)

I think you would have to travel to Hamburg a few times a year though.

Oh, that's no problem at all.

Well, \_\_\_\_\_ We'll be in touch by Friday at the latest.  
(10)

I'll be waiting for your call.

- (1) (a) Oh, it's good to take a chance  
(b) Oh, I'm not so sure about it  
(c) Oh, it's my pleasure  
(d) Oh, I know you are serious

- (2) (a) but mostly they're bad  
(b) of which you are one  
(c) without you of course  
(d) and then there are some

- (3) (a) I'm thrilled  
(b) I'm taken  
(c) I'm ready  
(d) I'm wondering

- (4) (a) Please go away  
(b) Please go along  
(c) Please go together  
(d) Please go ahead

- (5) (a) I've had a good grounding in marketing  
(b) I've had a good long rest in the shadows  
(c) I've had a good health check recently  
(d) I've had a good long look at my colleagues
- (6) (a) but the company is one of the best in the region  
(b) but the company is always trying out new ideas  
(c) but the company is quite set in its ways  
(d) but the company is too close to Germany for my liking
- (7) (a) I do have my own agenda  
(b) I do want to poke the air a little  
(c) I do sometimes get the impression  
(d) I do as a matter of fact
- (8) (a) we all expect to see some big changes  
(b) we all expect to lose our houses one day  
(c) we all expect to chew our fingers to the bone  
(d) we all expect beer from the Germans
- (9) (a) My German is out of town  
(b) My German is pretty rusty  
(c) My German is pretty excellent  
(d) My German is under the carpet
- (10) (a) I think that about cuts the mustard  
(b) I think that about steals the biscuit  
(c) I think that about cuts out the engine  
(d) I think that about wraps things up

2

以下の(11)~(20)の各発話について、対応するもっとも自然で適切な発話を選択肢(a)~(d)から選び、対話文として完成させなさい。

(11) It's cold today, isn't it?

- (a) My, where are you going all dressed up in your Sunday best?
- (b) Sure is. I'm wearing two shirts underneath my sweater.
- (c) Yes, it's been so long I'm on pins and needles.
- (d) That makes no difference. It's still edible.

(12) Your daughter was accepted by a university?

- (a) You should be ashamed of yourself for saying things like that.
- (b) I've been waiting for the chance, but she's always out of here like a shot.
- (c) On the contrary. Our daughter owes you so much we felt we simply had to express our appreciation.
- (d) Yes, but as a reaction to all that pre-exam study, all she does lately is go out and have a good time.

(13) There's a reunion of our high-school class coming up.

- (a) How many years has it been since you graduated?
- (b) If you happen to know of a good prospect, please introduce him to her.
- (c) Don't worry. It'll never happen to an irresponsible guy like you.
- (d) Nope. I went through the whole winter without one.

(14) I get so sleepy in that teacher's class it's hopeless.

- (a) You idiot. I can't believe you'd take his sarcasm for the truth.
- (b) I can't agree more. I guess I underestimated him.
- (c) There are always some students dozing in all his classes.
- (d) You're easily swept along by fads, aren't you?

- (15) The teacher yelled at me for talking in class.
- (a) He must have noticed. He's probably ready to retire about now.
  - (b) What do you see in someone who's so much older than you are?
  - (c) It's because he sounds off so much even though he can't do his own job right.
  - (d) He's usually very quiet, but when he gets angry, he can be frightening.
- (16) You seem to be taking it pretty easy considering that your test is tomorrow.
- (a) Don't try to get me interested in that now. This is a rush job I can't put on the back burner.
  - (b) Not at all. I'm going to take a gamble on what might be on it and then spend the rest of the night cramming those parts.
  - (c) You're always expecting other people to help you. It's time you learned how to use it yourself.
  - (d) Yes. With entrance exams approaching, my nerves are just a little on edge.
- (17) All the students are very attached to that teacher.
- (a) Yes, but apparently he has a hard time of it because everyone always brings him their problems.
  - (b) You can say that again. No matter how late he stays at work, he's the first one in the next day.
  - (c) What an inconsiderate guy. Maybe I should caution him about it.
  - (d) This part is sure to be on the exam. The teacher put special emphasis on it.
- (18) When was it that the report was due? Was it the end of this week?
- (a) I'd like to, but there's so much data that has to be included.
  - (b) It's not going to help to complain about it, is it? It's summer, after all.
  - (c) That's right. If you haven't started yet, you'll never make it.
  - (d) Yeah. But since you're new, you stay here and hold the fort.

(19) Where is the lecture hall?

- (a) You'll see it on the left as soon as you pass through the school gate.
- (b) I'll miss that place. We used to go there a lot when we were students.
- (c) I'm sure you can find some literature about it at the Student Affairs Office.
- (d) I'm very sorry. We're already fully booked for tomorrow.

(20) You're involved in three clubs at the same time?

- (a) Yes, because I'm going to make the rounds of our customers.
- (b) Yep. All I have left to do is buy a little medicine.
- (c) Yes, but I think I should anticipate more delay, just to be on the safe side.
- (d) That's how active you have to be to make friends in college.

Adapted from Mark Jewel and Hiroyoshi Hatori, *Colloquial expressions in dialogue form: Japanese-English*. Asahi Shuppan-sha, 1992.

3

(21)~(25)に入れる最適な文を(a)~(f)より選びなさい。なお、文の最初の文字は文中では大文字の場合があるが、設問では全て小文字で統一している。(26)~(30)の各問いには最適なものを(a)~(d)の中から1つ選びなさい。

### Does Money Really Affect Motivation? A Review of the Research

How much should people earn? Even if resources were unlimited, it would be difficult to stipulate your ideal salary. Intuitively, one would think that higher pay should produce better results, but scientific evidence indicates that the link between compensation, motivation and performance is much more complex. In fact, research suggests that even if we let people decide how much they should earn, they would probably not enjoy their job more.

Even those who highlight the motivational effects of money accept that pay alone



is not sufficient. The basic questions are: Does money make our jobs more enjoyable? Or can higher salaries actually demotivate us?

Let's start with the first: does money engage us? The most compelling answer to this question is a meta-analysis by Tim Judge and colleagues. The authors reviewed 120 years of research to synthesize the findings from 92 quantitative studies. The combined dataset included over 15,000 individuals and 115 correlation coefficients.

The results indicate that the association between salary and job satisfaction is very weak. The reported correlation ( $r = .14$ ) indicates that there is less than 2% overlap between pay and job satisfaction levels. Furthermore, the correlation between pay and pay satisfaction was only marginally higher ( $r = .22$  or 4.8% overlap), indicating that people's satisfaction with their salary is mostly independent of their actual salary.

In addition, a cross-cultural comparison revealed that the relationship of pay with both job and pay satisfaction is pretty much the same everywhere (for example, there are no significant differences between the U.S., India, Australia, Britain, and Taiwan).

A similar pattern of results emerged when the authors carried out group-level (or between-sample) comparisons. In their words: "employees earning salaries in the top half of our data range reported ( 21 ) earning salaries in the bottom-half of our data range."

These results have important implications for management: ( 22 ) is clearly not the answer. In fact, if we want employees to be happy with their pay, money is not the answer. In a nutshell: money does not buy engagement.

But that doesn't answer the question: does money actually demotivate? Some have argued it does, that there is a natural tension between extrinsic and intrinsic motives, and that financial rewards can ultimately depress or "crowd out" intrinsic goals (e.g., enjoyment, sheer curiosity, learning or personal challenge).

Despite the overwhelming number of laboratory experiments carried out to evaluate this argument—known as the overjustification effect—there is still no consensus about the degree to which higher pay may demotivate.

A classic meta-analysis by Edward Deci and colleagues highlighted consistent negative effects of incentives on intrinsic motivation. ( 23 ) when the tasks were interesting or enjoyable rather than boring or meaningless.

More specifically, for every standard deviation increase in reward, intrinsic motivation for interesting tasks *decreases* by about 25%. Deci et al's conclusion was that "strategies that focus primarily on the use of extrinsic rewards do, ( 24 ) rather than promoting intrinsic motivation."

Intrinsic motivation is also a stronger predictor of job performance than extrinsic motivation—so it is feasible to expect higher financial rewards to inhibit not only intrinsic motivation, but also job performance. The more people focus on their salaries, the less they will focus on satisfying their intellectual curiosity, learning new skills, or having fun, and those are the very things that make people perform best.

The fact that there is little evidence to show that money motivates us, and ( 25 ), supports the idea that there may be hidden costs associated with rewards.

But one size does not fit all. Our relationship to money is highly idiosyncratic\*.

Indeed, in the era of personalization, when most things can now be customized to fit our needs—from social media feeds to potential dates, to online shopping displays and playlists—it is somewhat surprising that compensation systems are still based on the premise that what works for some people will also work for everyone else.

Other than its functional exchange value, pay is a psychological symbol, and the meaning of money is largely subjective. For example, there are marked individual differences in people's tendency to think or worry about money, and different people value money for different reasons (e.g., as a means to power, freedom, security, or love). If companies want to motivate their workforce, they need to understand what their employees really value—and the answer is bound to differ for each individual. Research shows that different values are differentially linked to engagement. For example, income goals based on the pursuit of power, narcissism, or overcoming self-doubt are less rewarding and effective than income goals based on the pursuit of security, family support, and leisure time. Perhaps it is time to compensate people not only according to what they know or do, but also for what they want.<sup>(30)</sup>

Finally, other research shows that employees' personalities are much better predictors of engagement than their salaries. The most compelling study in this area is a large meta-analytic review of 25,000 participants, where personality determined 40% of the variability in ratings of job satisfaction. The more emotionally stable, extraverted, agreeable or conscientious people are, the more they tend to like their jobs (irrespective of their salaries). But the personality of employees is not the most important determinant of their engagement levels. In fact, the biggest organizational cause of disengagement is incompetent leadership. Thus, as a manager, it's your personality that will have a significant impact on whether your employees are engaged at work or not.

\*idiosyncratic : A structural or behavioral characteristic peculiar to an individual or group.

Adapted from [http://blogs.hbr.org/cs/2013/04/does\\_money\\_really\\_affect\\_motiv.html](http://blogs.hbr.org/cs/2013/04/does_money_really_affect_motiv.html).

Retrieved April 15, 2013.

- (a) these effects were particularly strong
  - (b) if we want an engaged workforce, money
  - (c) or does it reflect an innate mindset—some people happen to be more focused on extrinsic rewards, while others are more focused on the task itself? We don't know
  - (d) indeed, run a serious risk of diminishing
  - (e) similar levels of job satisfaction to those employees
  - (f) a great deal of evidence to suggest that it actually demotivates us
- 26) What does the passage NOT claim?
- (a) Men have a tendency to be more competitive, hence more money-driven, than women.
  - (b) Money could be a motivating factor for performance.
  - (c) Some say that money could be a demotivator and others claim it as a motivator.
  - (d) Bad bosses could be the worst motivation factor at a workplace.

- (27) According to the passage,
- (a) pay and job satisfaction levels strongly correlate.
  - (b) people who are emotionally stable and extraverted are usually agreeable.
  - (c) compensation systems should be based on an assumption that everyone shares the same values.
  - (d) people's satisfaction with their salary is independent of their actual salary.
- (28) In order to enhance worker's performance, the author implies that
- (a) managers should first change their attitudes.
  - (b) workers should first change their attitudes.
  - (c) companies should change their hiring policies.
  - (d) researchers need to do more research on money and motivation.
- (29) Tim Judge and his colleagues
- (a) surveyed different quantitative research on association between salary and job satisfaction.
  - (b) conducted a large scale review of participants and discovered that personality determined much of the differences in ratings of job satisfaction.
  - (c) studied negative effects of incentives on intrinsic motivation.
  - (d) interviewed public sector employees to determine whether people liked their jobs or not.
- (30) What does the author mean here?
- (a) We should ask workers what they want.
  - (b) Workers do not know what they want.
  - (c) Employers should understand what workers want and compensate them accordingly.
  - (d) Companies can adopt their own idiosyncratic compensation policies.

4

(31)~(40)の空欄に最適な表現を(a)~(d)の中から1つ選びなさい。

### Learning Strategies Outperform IQ in Predicting Achievement

By Scott Barry Kaufman

In the 1960s, the ( 31 ) psychologist Albert Bandura ( 32 ) the view that learning is passive. Instead he emphasized the importance of the active use of learning strategies. Today, Bandura's ( 33 ) lives ( 34 ), and has been extended in exciting new directions.

Grounded in Bandura's pioneering research, in 1986 Barry Zimmerman and Martinez Pons published a paper that helped ( 35 ) an entire new field of study on self-regulated learning strategies. Zimmerman and Pons interviewed 40 tenth-grade students who were on a "high achievement track" and compared their responses against those of 40 tenth-graders who were in "lower achievement tracks." Specifically, they asked the students about the learning strategies they used to ( 36 ) in class, study, and complete their assignments. Through the course of their interviews, they identified fourteen self-regulated learning strategies. They found that the high-achieving students differed from the low-achieving students in regard to whether they used these strategies, how much they used the strategies, and their ( 37 ) in using the strategies.

The most important learning strategies for predicting end-of-semester GPA were (1) seeking information, (2) reviewing the textbook, and (3) seeking assistance from peers during the midterm week. While the correlation between prior SAT scores and semester GPA was significant, once the most predictive learning strategies were considered, prior SAT scores didn't explain any additional variation in end of semester GPA. Considering IQ scores (which are highly correlated with SAT scores) are known to be excellent predictors of academic

achievement, this finding is actually quite ( 38 )! This suggests that one of the ( 39 ) reasons why those with higher general cognitive ability tend to do so well across so many learning situations is due, ( 40 ) large part, to their use of efficient learning strategies that maximize learning outcomes.

Adapted from <http://blogs.scientificamerican.com/beautiful-minds/2013/04/08/learning-strategies-outperform-iq-in-predicting-achievement/>  
Retrieved April 15, 2013.

- (31) (a) alluded (b) constructive (c) diagnostic (d) legendary
- (32) (a) abided (b) rejected (c) subtotalled (d) tabulated
- (33) (a) legacy (b) legitimacy (c) lucidity (d) luminous
- (34) (a) in (b) of (c) off (d) on
- (35) (a) allow (b) familiarize (c) keep (d) spur
- (36) (a) parallel (b) participate (c) perceive (d) prescribe
- (37) (a) consistency (b) courtesy (c) fluency (d) frequency
- (38) (a) demanding (b) fluctuating  
(c) malfunctioning (d) striking
- (39) (a) crucial (b) extravagant (c) provocative (d) suggestive
- (40) (a) as (b) for (c) in (d) with

5

下記の英文を読み(41)～(50)の答として最適なものをそれぞれ(a)～(d)から選びなさい。

COLUMBUS, Ohio—Acknowledging that commencement addresses are no place for partisanship,<sup>(41)</sup> President Obama nonetheless skirted close to that political line on Sunday, telling graduates at Ohio State University to ignore antigovernment arguments that “gum up the works” and instead aspire to be citizens who value both individual rights and community responsibilities.

“Unfortunately, you’ve grown up hearing voices that incessantly warn of government as nothing more than some separate, sinister entity that’s at the root of all our problems,”<sup>(42)</sup> Mr. Obama told the crowd at the Ohio State commencement ceremony. “They’ll warn that tyranny is always lurking just around the corner. You should reject these voices.”

Ohio State graduates, their families and friends—almost 60,000 people in all—turned the university’s huge football stadium into a sea of red and gray, the university’s colors. Mr. Obama noted that it was his fifth visit to the campus in the past year, reflecting the importance of Ohio and young voters to his re-election in November.

But this was the president’s first trip here in his young second term, which has already faced setbacks<sup>(43)</sup> in Congress over the budget and legislation to reduce gun violence, and is now confronting the escalating violence in the Middle East and a push to overcome Republican opposition to an overhaul of immigration law that would provide a path to citizenship to about 11 million people who are in the country illegally.

Mr. Obama will make another trip outside Washington this week, this time to



Austin, Tex., to press for long-blocked initiatives supporting infrastructure projects, education and a higher minimum wage. But in the commencement speech on Sunday, the first of three that he plans to give during graduation season, Mr. Obama mostly steered clear of those subjects and others that he and Republicans are fighting over. His address was both a pitch for good citizenship and an optimistic message as the economy recovers from the most serious recession since the Great Depression.

“While things are still hard for a lot of people, you have every reason to believe that your future is bright,” Mr. Obama said. “You’re graduating into an economy and a job market that is steadily healing.”

The president described the graduates’ generation as having a “sense of service” that “makes me optimistic for our future.” Ohio State’s class of 2013, he noted, included military veterans, volunteers for the Peace Corps and Teach for America, and entrepreneurs who are already running start-up companies.

Their lives, he said, started as the cold war was ending and the Internet age was beginning, and they came of age as the terrorist attacks of Sept. 11, 2001, wars, recession and technological advances transformed America.

“You’ve been tested and you’ve been tempered by events that your parents and I never imagined we’d see when we sat where you sit,” he said. “And yet despite all this, or perhaps because of it, yours has become a generation possessed with that most American of ideas—that people who love their country can change it for the better.”

Citizenship, he said, is sometimes seen “as a virtue from another time, a distant past—one that’s slipping from a society that celebrates individual ambition above all else, a society awash in instant technology that empowers us to leverage our

skills and talents like never before, but just as easily allows us to retreat from the world. And the result is that we sometimes forget the larger bonds we share as one American family.”

Mr. Obama urged the graduates to find not just a career but a cause for the greater good. Perhaps, he said, they might even run for public office.

“I promise you, it will give you a tough skin. I know a little bit about this,” he said. “President Wilson once said, ‘If you want to make enemies, try to change something.’”<sup>(41)</sup>

Adapted from [http://www.nytimes.com/2013/05/06/us/politics/obama-tells-ohio-state-graduates-hes-optimistic.html?nl=todaysheadlines&emc=edit\\_th\\_20130506&\\_r=0](http://www.nytimes.com/2013/05/06/us/politics/obama-tells-ohio-state-graduates-hes-optimistic.html?nl=todaysheadlines&emc=edit_th_20130506&_r=0). By JACKIE CALMES

Retrieved May 5, 2013

(41) 下線部(41)は何を意味しているか。

- (a) 卒業式で難しい話をするのは禁物である。
- (b) 卒業式では、派閥的発言をすべきではない。
- (c) 卒業式では、これからの課題を卒業生に伝えるべきである。
- (d) 卒業式では、自分の信念を曲げることをしてはいけない。

(42) 下線部(42)は何を意味しているか。

- (a) 政府は、いつもその時々の問題の解決をはかろうとしてきた。
- (b) 政府は、結局は悪人によって占められているとされてきた。
- (c) 政府は、あらゆる問題の根源であると言われてきた。
- (d) 政府は、頼りないので気をつけろと警告されてきた。

(43) 下線部(43)の setbacks は本文では具体的に何をさしているか。

- (a) 銃所持正当化法案
- (b) 中東紛争
- (c) 移民法の改訂
- (d) 予算案

(44) 下線部(44)の steer clear of とはどういう意味か。

- (a) 避ける
- (b) 軽視する
- (c) 切り抜ける
- (d) うまく処理する

(45) 下線部(45)の pitch とはどういう意味か。

- (a) 回答
- (b) はったり
- (c) 売り込み
- (d) 信念

(46) 下線部(46)の a “sense of service” は本文では何をさしているか。

- (a) Peace Corp としてボランティア活動に参加すること。
- (b) Teach for America の理念の下で教育されること。
- (c) 軍人として一生つとめあげること。
- (d) 起業家として成功すること。

- (47) 下線部(47)から判断して、ここでの人たちの年齢は、何歳ぐらいか。
- (a) 20代前半
  - (b) 30代前半
  - (c) 40代前半
  - (d) 50代前半
- (48) 下線部(48)で著者は何が言いたいのか。
- (a) 個人の野望こそがこれからの市民権に必要なものである。
  - (b) 現代的な技術革命によってこそ市民権が得られるようになる。
  - (c) 世界から身を引き、自らの個性を強調することが新しい市民権である。
  - (d) 同じアメリカ人として持っているはずの絆としての市民権を取り戻す必要がある。
- (49) 下線部(49)で言おうとしていることは何か。
- (a) 新しいことをするためには、くじけない信念が必要である。
  - (b) 不屈な精神を身につけたければ大統領になると良い。
  - (c) 公職について国を支えることを目指してほしい。
  - (d) 敵を作りたくなければ何も変えてはならない。
- (50) この記事のタイトルとしてもっとも相応しいのはどれか。
- (a) Obama Provokes Political Controversy in Commencement Speech
  - (b) Commencement Speech Encourages Graduates to Become Volunteers
  - (c) Obama Delivers Message of Optimism to Class of '13
  - (d) Pessimistic Future Clouds Obama's Message to Class of '13

- 6 下記英文中の(51)~(60)の下線部で間違っている箇所をそれぞれ(a)~(d)の中から選びその記号を選びなさい。なお、間違いがない場合は、(e)を選びなさい。

### Smartphones a Standard for Majority of Students by High School, Survey Finds

(51) A new nationwide survey reveals the extent for which mobile devices have become an inextricable part of students' and families' lives—while also indicating that parents see potential benefits, and drawbacks, to those technology tools.

(52) By the time they enter high school, 51 percent of all students carry a smartphone to school with them every day, the survey of parents show. Nearly a quarter of all students in K-12, overall, are doing so, while 8 percent of students in grades 3-5 are bringing a smartphone to school.

It's unclear, however, whether that tech usage results in benefits for students during the school day. Just 16 percent of all K-12 parents say their children's schools allow students to use family-owned devices in classrooms.

(53) The results suggest that “there is a significant portion of mobile devices that are just been turned off when students get to school, or are being used under the radar,” Peter Grunwald, the president of Grunwald Associates LLC, told Education Week.

(54) The survey found that parents were largely optimistic about the potential academic goods of mobile devices. But they were also cautious about the pitfalls that come with using those tools.

(55) Large majorities of parents believe that mobile technologies and apps can “make learning fun,” teach basic tech skills, and encourage curiosity among students, the survey found. They also believe mobiles and apps have the potential to help children cultivated specific skills: 68 percent of parents surveyed, for instance, believe those tools can help teach reading skills, and the number was even higher, 79 percent, among parents of children in grades K-2.

(56) Yet <sup>(a)</sup>despite their belief that mobile devices have academic benefits, nearly 70 percent of the parents <sup>(b)</sup>surveyed said the devices their children use regularly are <sup>(c)</sup>solely for entertainment, while about 30 percent say those tools offer educational value. And 62 percent of parents said they believe mobile devices can be <sup>(d)</sup>a distraction.

(57) One of the more intriguing <sup>(a)</sup>findings is that parents had <sup>(b)</sup>more favorable views of the learning benefits of mobile or portable devices, <sup>(c)</sup>if their children's schools required <sup>(d)</sup>a using of those tools.

(58) <sup>(a)</sup>While Peter Grunwald told *Education Week* there was <sup>(b)</sup>some ways of knowing whether the schools' requirements <sup>(c)</sup>influenced parents' views, watching educators incorporate digital learning into teaching "seems to color [parents'] perceptions about mobile learning in a <sup>(d)</sup>positive way," the report says.

(59) Girls are more likely <sup>(a)</sup>than boys to <sup>(b)</sup>be users of mobile devices, by a margin of 75 percent to 69 percent, the survey <sup>(c)</sup>report. They were also <sup>(d)</sup>more likely to use tablets, by a margin of 39 percent to 30 percent, than boys, and e-readers, by a margin of 16 percent to 7 percent.

At home, children and families rely on many different technologies. Seventy-seven percent of families have at least one smartphone, and 46 percent own a tablet.

(60) Parents of high-school-age children said their families were <sup>(a)</sup>more likely to have <sup>(b)</sup>portable computers, MP3 players and iPod Touches. But parents of children <sup>(c)</sup>grades 3-5 were more likely to have games, tablets, and e-readers. Parents of <sup>(d)</sup>prekindergarten-ages children were most likely to own smartphones, it found.

The takeaway is that "family ownership of technology tracks with the stages of children's development," the authors say.

Adapted from [http://blogs.edweek.org/edweek/DigitalEducation/2013/05/more\\_than\\_half\\_of\\_students\\_car.html?intc=mvs](http://blogs.edweek.org/edweek/DigitalEducation/2013/05/more_than_half_of_students_car.html?intc=mvs). By Sean Cavanagh  
Retrieved May 2, 2013

- 7 次の文章において、(61)～(70)の[ ]中の5つの語句を正しい順番に並べ替えた場合、一番最後に来る単語を選択肢から選びなさい。

The Greek philosopher Aristotle believed that the center for thought lay in the heart while the brain helped cool the body. This is why the heart is the object of many of our expressions of emotion. (61) [may, to, ridiculous, it, seem] us now, but many experts, as recently as the late nineteenth century, still agreed with Aristotle.

In 1962, Roger Sperry won a Nobel Prize for identifying that the two hemispheres of the brain's cerebral cortex (62) [for, intellectual, responsible, separate, are] functions. Advance technology is now allowing us to see how the brain operates, but (63) [of, understanding, brain, our, real] function is still very basic. We know that the right hemisphere, which is the creative side, controls the left side of the body, while the left hemisphere controls logic, reason, speech, and the body's right side. The left brain is (64) [are, language, vocabulary, and, where] located, particularly for men, and the right brain stores and controls visual information.

People who (65) [are, have, left-handed, bias, a] toward the right hemisphere, which is the creative side of the brain. It is for this reason that there (66) [number, a, is, disproportionate, such] of left-handers who are creative innovators and artistic geniuses, including Albert Einstein, Leonardo da Vinci, Picasso, Lewis Carroll, Greta Garbo, Robert De Niro, and Paul McCartney. There are more left-handed women than men, and 90 percent of all people are right-handed.

Until the 1960s, most of the data collected on the human brain came from soldiers killed on the battlefields—and there were (67) [work, plenty, candidates, to, of] on. The problem was, however, that most of these were males, and the silent assumption was that female brains operated in the same way.

Today, the latest research reveals that the female brain operates significantly different from the male brain. The female brain is slightly smaller

than the male brain, but (68) [this, studies, to, have, show] no significance on a woman's brain performance. In 1997 Danish researcher Berte Pakkenberg of the Neurology Department of Copenhagen Municipal Hospital demonstrated that, on average, a man has around four billion more brain cells than a woman but, generally, women (69) [3, around, higher, test, percent] in general intelligence than men. In 1999, brain researcher professor Ruben Gur of the University of Pennsylvania Medical Center discovered that women have more gray matter than men. Gray matter is where the (70) [computational, its, does, brain, work] and makes women better communicators than men.

Adapted from Barbara and Allan Pease, *Why men don't listen and women can't read maps*, Orion, 2001.

- (61) (a) may (b) to (c) ridiculous  
(d) it (e) seem
- (62) (a) for (b) intellectual (c) responsible  
(d) separate (e) are
- (63) (a) of (b) understanding (c) brain  
(d) our (e) real
- (64) (a) are (b) language (c) vocabulary  
(d) and (e) where
- (65) (a) are (b) have (c) left-handed  
(d) bias (e) a



- (66) (a) number (b) a (c) is  
(d) disproportionate (e) such
- (67) (a) work (b) plenty (c) candidates  
(d) to (e) of
- (68) (a) this (b) studies (c) to (d) have (e) show
- (69) (a) 3 (b) around (c) higher (d) test (e) percent
- (70) (a) computational (b) its (c) does  
(d) brain (e) work

**8**

(71)~(75)の空欄に最適な表現を(a)~(d)の中から1つ選びなさい。

Melanie could be stubborn, brilliant, narrow-minded and incredibly funny within the space of a few minutes. There were times when Tom was thoroughly \_\_\_\_\_ his sister.  
(71)

- (a) emancipated from (b) entitled to  
(c) exonerated by (d) exasperated with

Nobody trusts politicians in this country. They have a reputation for being greedy and \_\_\_\_\_.  
(72)

- (a) liberal (b) corrupt (c) rewarding (d) popular

The times we live in are so \_\_\_\_\_ that people have become desperate  
for strong leaders again. It's a dangerous \_\_\_\_\_.

(73) (a) reliable (b) incurable (c) entertaining (d) uncertain

(74) (a) territory (b) tendency (c) tolerance (d) totality

No matter how many times I \_\_\_\_\_ the issues in this debate I can't seem  
to take sides.

(a) advance (b) remove (c) understand (d) consider



