

I. 次の文章に関して、空欄補充問題と読解問題の二つがあります。まず、[1]から[20]の空所を埋めるのに、文脈的に最も適切な語を1から3の中から選び、その番号を解答(1)から(20)にマークしなさい。次に、内容に関する[21]から[30]の設問には、1から4の選択肢が付されています。そのうち、文章の内容からみて最も適切なものを選び、その番号を解答欄(21)から(30)にマークしなさい。

Various forms of school-based education have been with us for over two millennia. Throughout most of this history, schools in every society have been characterized by the physical presence of teachers and students gathered at designated locations.

During the 19<sup>th</sup> century, however, education by postal correspondence was established in some areas of England, Germany, the U.S., and Sweden. In the 20<sup>th</sup> century, additional forms of distance education that made use of radio and television emerged. Virtual schooling, another [1](1. ancestor of 2. type of 3. alternative to) distance learning that uses online computers to provide some or all of a student's education, first appeared in the closing years of the 20<sup>th</sup> century.

Virtual schools make it possible for students to do coursework at convenient times, in their homes or elsewhere, rather than being subject to meeting at specified times and places. Because computers serve as the [2](1. preceding 2. principal 3. principle) media of instruction, virtual school courses tend to be rich in audio, video or other graphic contents, and usually incorporate email, instant messaging, blogging, and other forms of online interactivity.

Over the past several years, virtual schools have dramatically proliferated around the globe. A major educational technology research and consulting firm estimates that in the United States alone, more than one million students now enroll in virtual schools each year. Virtual schools have indeed arrived, and brought with them a [3](1. heart 2. host 3. whole) of new challenges to the concept of schooling.

Perhaps the most serious concern about virtual schools is whether they can

teach students to work cooperatively, and to [4](1. acquire 2. interrupt 3. reject) the humanistic and egalitarian values that are the foundations of democratic society. Many who oppose on-demand virtual schools claim that, because such schools do not [5](1. prevent 2. provide 3. propose) live interaction, they are destined to diminish civic engagement and deepen the social isolation that can be seen among so many of today's young people.

Arguments [6](1. related 2. responsible 3. resistant) to direct experience are not new. The Greek philosopher Aristotle argued in *The Rhetoric* that temporal distancing [7](1. compares with 2. contrasts with 3. contributes to) a lack of sympathy, because it is difficult for people to feel close to events of the past or future. The English philosopher David Hume made similar comments about spatial distancing in *A Treatise on Human Nature* (1740), maintaining that it is difficult for people to feel any relation to objects from which they are [8](1. logically derived 2. far removed 3. separated by time).

Defenders of conventional schooling make parallel arguments, claiming that children need the physical and emotional peer connections that they experience in classroom activities, school assemblies, club meetings, and the like in order to develop the social skills they will need to [9](1. participate in 2. borrow from 3. retreat from) democratic society. On the other hand, some argue that virtual schooling can actually promote civic participation because it provides a [10](1. measurement 2. mechanism 3. messenger) by which thoughtful communication can take place among a nearly limitless range of students.

This point, however, is called into question by the fact of socioeconomic inequality. Technology-mediated education may, at least in the short term, prevent people at the lower end of the income scale from participating in online education. Indeed, students whose families can afford Internet access and the required hardware and software currently [11](1. regulate 2. reduce 3. constitute) the majority of those participating in virtual schooling. However, as computers and Internet access become less expensive, they will come within reach even of disadvantaged groups. At that point, debate will likely focus on the overall quality of the online educational experience rather

than on [12](1. access 2. excess 3. success) itself. Therefore, it will probably become necessary to demonstrate to potential users that high-quality education is being provided. One way this can be accomplished is by establishing standards for teacher certification and course content with which virtual schools must [13](1. comply 2. contend 3. contract).

Another point in favor of virtual schooling can be seen in the positive effects of on-demand discussions. In most conventional school classes, discussions tend to be dominated by the few, most [14](1. excluded 2. extroverted 3. indifferent) students. Also, the number and variety of students in a given class are [15](1. limited 2. multiplied 3. unrestricted) by the size and location of the classroom in which they gather. In the online classroom environment, spatial barriers are removed, and discussions enter a new dimension. When a virtual school instructor posts a question on an online discussion board, students are given a certain number of days in which to respond. For many introverted students, this type of discussion [16](1. rejects 2. revives 3. represents) a first opportunity to “speak up” in class. Also, the fact that classmates cannot see each other promotes the participation of students who are socially marginalized for one reason or another. Finally, because the discussions do not take place in [17](1. broadband 2. cyberspace 3. real time), non-native speakers have the extra time they need to contemplate questions and contribute their points of view.

Supporters of virtual schooling also argue that, while virtual schools may not be for everyone, they play a [18](1. questionable 2. trivial 3. vital) role as policy levers in contemporary educational politics. Their very presence and proliferation continue to challenge the status quo on issues of instructional equality, the quality of teaching, and the way schools are organized to deliver services.

Over the past century, we have witnessed an evolution of approaches, structures, and technologies related to distance education. Since the advent of the computer and the Internet, this evolution has [19](1. accelerated 2. accentuated 3. accorded) to the point that no one can confidently predict how the educational landscape will look in the future. While there is ample research on distance education, research on virtual schooling is still in its infancy.

As virtual schools become more prevalent, they will compete with conventional schools for funding, teachers, and students. It is likely that there will be [20](1. a lack of interest in 2. harmonious discussions on 3. heated debates on) issues such as teacher training, course certification, academic standards, teaching methods, access, and socialization. It is to be hoped that the result of these exchanges will be a renewed consideration of the means and ends of education in contemporary society.

—Adapted from Glen Russell, “Virtual Schools”

[21] The world’s first virtual schools

1. can be traced to Aristotle’s time.
2. taught by means of correspondence more than a century ago.
3. do not exist anymore.
4. came into existence just a few years ago.

[22] Which of the following best describes the author’s feeling about the future of virtual schooling?

1. Optimistic.
2. Pessimistic.
3. Indifferent.
4. Intolerant.

[23] Which of the following does the author not mention in relation to virtual schooling?

1. Social isolation.
2. Increasing dropout rates.
3. Inequality of opportunity.
4. Civic disengagement.

[24] According to the article, which of the following types of students can online discussions benefit the most?

1. Extroverted students.
2. Non-native speakers.

3. Students with fast Internet access.
4. Students in the U.S. and Europe.

[25] According to the article, opponents of virtual schooling think that increasing numbers of young people

1. do not like to speak up in class.
2. will not have Internet access in the future.
3. lack a significant connection to anyone.
4. have a great deal of civic awareness.

[26] In the 10<sup>th</sup> paragraph, “lever” is intended to mean

1. an instrument used to prevent change within a system.
2. a compromise offered in order to reach consensus.
3. a means of maintaining the status quo.
4. a means of promoting reform.

[27] The author cites Aristotle and Hume in order to emphasize that spatial and temporal distancing can

1. remove barriers to communication among a wide variety of participants.
2. hinder the development of sympathy.
3. help people to develop the skills they need in democratic society.
4. bring people closer to the events of the past or future.

[28] Which of the following is not mentioned as an issue related to virtual schooling?

1. The quality of parental supervision is likely to vary by household.
2. Students cannot experience live, face-to-face interactions.
3. Students with slower computers have a lower-quality online experience.
4. Virtual and conventional schools will have to compete for funding.

[29] Research on the effectiveness of virtual schooling is

1. conclusive.
2. questionable.

3. misleading.

4. incomplete.

[30] According to the article, computers and the Internet will

1. replace books, paper, and pens in conventional schools.

2. be provided to most disadvantaged students.

3. change the way school-based education is approached.

4. worsen the problems of race and class in our society.

II. 次の文章に関して、空欄補充問題と読解問題の二つがあります。まず、[31]から[50]の空所を埋めるのに、文脈的に最も適切な語を1から3の中から選び、その番号を解答(31)から(50)にマークしなさい。次に、内容に関する[51]から[60]の設問には、1から4の選択肢が付されています。そのうち、文章の内容からみて最も適切なものを選び、その番号を解答欄(51)から(60)にマークしなさい。

Sarah Kalliney is a Manhattan executive who is so busy at her job that she does not have time to do her laundry, visit her parents, or clean the cat's sand box. She eats out six nights a week and gets her groceries delivered to her doorstep. But she recently spent nearly 10 hours battling her mobile phone company because they charged her \$9 in late fees.

Is it possible that it was worth her time? This is a question that economists have been [31](1. denying 2. tackling 3. formulating) for some time. Economists have spent decades using time-value formulas to help companies maximize productivity. Now, researchers and governments are looking at how those concepts apply to the household in many advanced countries. In the present-day economy of [32](1. convenience 2. waste 3. scale), time can be purchased. Everything from bags of pre-washed salad to dog-walking services is now available for people who are starved for time. Economic studies of time use aim to answer the global question: How do we measure whether we can afford a babysitter, a gardener, or other services, [33](1. better 2. worse 3. rather) than doing them ourselves?

Some economics professors regard a household as a small company that employs labor, buys technology, and makes decisions about what services to outsource. But the household is a "company" that nowadays needs [34](1. welfare 2. management 3. tax) consultants. People often make drastic miscalculations about the [35](1. value 2. pace 3. amount) of their time, and take a do-it-yourself approach to tasks that might be less costly in time and money if they were hired out. A simple oil change for your car, for example, costs the equivalent of \$25 at some gasoline stations, [36](1. or 2. if 3. while) buying the supplies to do it yourself costs at least \$20, meaning it is cost-efficient to let the gasoline station do it for you. Yet millions of people say that they change the oil in their cars

themselves.

In the past, economists looked [37](1. liberally 2. unwillingly 3. strictly) at your income in order to calculate the value of your leisure hours. Now, the study of the "household economy" is getting fresh encouragement. It is even beginning to take into account intangible factors such as satisfaction and pleasure. Many governments have conducted surveys on the use of time within the household, in an effort to provide reliable data. Some use a monthly survey, [38](1. if 2. where 3. which) they ask people to report how much time they spend doing such things as exercising or driving their kids to various places. A large number of academic essays on this topic are also circulating. Some of them address issues such as the impact of time-saving technology, including microwave ovens and washing machines. This kind of scholarship is gaining new relevance now that lower household budgets are [39](1. forcing 2. requesting 3. helping) some people to work longer hours, which emphasizes the importance of the cost-effective use of free time.

Some economists say that one of the most common miscalculations in households is "outsourcing" child care, in order to free both parents to [40](1. contribute 2. attribute 3. conform) to the household income. Many parents stay in the labor force because they enjoy their jobs, but others stay because they think that they cannot [41](1. prefer 2. begin 3. afford) to quit. Yet sometimes a mathematical calculation proves otherwise. One example was found in a couple who earned a combined income of \$120,000 per year. They looked at what the mother's job was actually "costing" the household. Child care was costing \$15,000 per year, and because their combined income was [42](1. estimated 2. high 3. realized), they were losing another \$12,000 in taxes. They also calculated the "work-related costs," such as car parking at the office, dry cleaning, and restaurant meals because they ate out frequently. Finally, they determined that if the mother quit her job, they would not lose too much money.

But economists recognize that for many families, you must adjust these calculations using what they call "psychological variables." Some divide household [43](1. expenditures 2. management 3. activities) into two categories: "consumption," which should be something you enjoy, and "production," which is anything that feels like work. If

you love gardening, it is consumption, but if you hate gardening, it is production—and you will be more [44](1. reluctant 2. inclined 3. able) to hire someone else to do it. As one economist says, “it’s not just about the money.” That was how Sarah Kalliney [45](1. justified 2. uncovered 3. undermined) her long battle with the telephone company. It was worth it for the satisfaction, says Ms. Kalliney.

A more traditional economic approach measured the value of leisure time based on one’s hourly wage, and it was made famous by the American economist Gary Becker in 1965. The idea was that any time that went toward leisure could be re-invested in work. But income-based formulas have [46](1. negligible 2. contrasting 3. obvious) limitations. For instance, many people on a fixed salary do not have the choice of getting extra pay if they work overtime. In addition, some people’s work is keeping house, which usually does not [47](1. come 2. advance 3. decrease) with a salary. Yet in figuring out how to maximize your time, salary is a logical starting point. Economists suggest that you begin by calculating what an hour of your time is worth, based on your salary. Using that figure, you can then compare the cost of doing a task yourself versus outsourcing it. If you do it yourself, you have to add the price of materials or supplies. If you hire someone else, of course, you have to calculate the time it takes to find and manage that person. Then you are [48](1. ready 2. opposed 3. ineligible) to tackle the other half of the calculation. This looks at the non-financial costs and benefits. Among the factors to consider are how much you enjoy doing the job yourself, and what you are willing to give up in order to do it.

Many do-it-yourself veterans are grappling with these same issues. We tried two tasks: one, filling in our tax forms by ourselves versus hiring a tax accountant; two, buying a jar of pre-chopped garlic versus buying a garlic press device and doing it ourselves. The tax accountant finished his work only two minutes faster than we did ourselves when we used a software program, if we include the time it took to travel to his office. However, employing him cost \$100 more. Buying the jar of garlic saved us 22 minutes of chopping and slicing by ourselves, making it worthwhile, but the garlic in the jar does not taste as good as fresh garlic. We then hired a professional to organize our desk. She did half of it, but [49](1. charged 2. paid 3. saved) nearly \$100 per hour, during which we had to stay with her to help her understand the piles of papers, making it not

worthwhile.

One financial consultant, who earns over \$150 per hour at his job, tried holding a garage sale at his home to earn extra money. It took many hours of planning and standing outside in the summer sun, at the [50](1. location 2. end 3. duration) of which he had earned only \$4. He says that he will never try this again.

—Adapted from Jane Spencer, “How Much Is Your Time Worth?”

[51] According to the article, some people save time by

1. visiting their parents to get help with household tasks.
2. relaxing with a variety of leisure-time activities.
3. buying a garlic press device in order to taste fresh garlic.
4. eating out and having daily necessities delivered to their homes.

[52] According to the article, which of the following would result from miscalculating the value of our time?

1. Assuming that having another person do certain tasks for us is cost-efficient.
2. Calculating the “psychological variables” of doing tasks we enjoy.
3. Spending too much time on leisure activities and not enough on work.
4. Not using our work time as productively as we could.

[53] In the 4<sup>th</sup> paragraph, the notion of the “household economy” is introduced in order to emphasize

1. the economic value of the earnings of all family members.
2. the time used for various activities of the entire household as a unit.
3. the psychological value of the time spent by all family members.
4. the value placed on shrinking household budgets.

[54] According to the article, which of the following is not a “cost-effective use of free time?”

1. Organizing your desk at your workplace by yourself.
2. Filling in your yearly tax forms rather than hiring an accountant to do it.
3. Changing the oil in your car by yourself.
4. Working all the time and asking the phone company for a refund.

[55] According to the article, time-value calculations can show us how much money

1. we spend outsourcing a task, compared to our income during the time that task takes.
2. we spend going to the places that provide services for us.
3. we should try to eliminate from expenditures by cooking for ourselves.
4. we would save if every household had one parent who stayed home to raise children.

[56] Which of the following is closest to the meaning of “psychological variables” in the 6<sup>th</sup> paragraph?

1. The personal value of leisure time within the household.
2. The choice of emotional satisfaction or economic feasibility.
3. The choice between consumption and investment.
4. One’s like or dislike of a task in relation to the cost of outsourcing it.

[57] According to the 6<sup>th</sup> paragraph, which of the following can we determine by distinguishing between “consumption” and “production”?

1. Gardening is less time-consuming when we hire a gardener to help us.
2. The cost basis of outsourcing a task, measured against our hourly income.
3. Whether hiring an accountant saves time but will cost the same as doing it yourself.
4. How enjoyment or the feeling of “work” helps us in measuring the value of our time.

[58] According to the article, which of the following do income-based formulas ignore?

1. Some uses of time or some tasks are not paid or do not earn income.
2. You will receive overtime pay when you stay late at work.
3. One’s income can vary throughout the year or throughout life.
4. Income-based formulas do not calculate how much we spend.

[59] According to the article, where should you start in order to calculate the worth of your time?

1. The value of your feeling of enjoyment or feeling of sacrifice.
2. The value of materials and supplies you need to do tasks at home.
3. The value of your salary divided by the number of hours you work.
4. The value of the salary of the person you hire to do tasks for you.

[60] As a whole, this article stresses the importance of

1. calculating the real value of your time.
2. measuring the impact of psychological variables.
3. balancing consumption and production in the household.
4. saving time and money by doing things yourself.