

英 語

I 次の文章を読んで、設問に答えなさい。

I became interested in using therapy dogs to motivate reluctant readers after I adopted a sweet, timid Golden Retriever named Muffin. Although everyone knows that kids and dogs are a winning combination I (as a former teacher of English and professor of teacher education specializing in literacy development) initially expressed skepticism that dogs trained to assist children with reading could help them become better readers. But then I learned about research-based international organizations, such as Reading Education Assistance Dogs program for registered therapy dogs.

The goal of programs like R.E.A.D. is to improve children's reading and communication skills by having a child read to a dog. R.E.A.D. dogs are registered therapy animals who, ① along with their owner/handlers, volunteer at schools, libraries, and many other settings as reading companions for children. As a literacy instructor, I was particularly heartened to learn that for the specialized reading certification, the handler/pet partner must demonstrate knowledge of general literacy tutoring skills and how to support young readers, including English Learners.

② I still found myself, like most teachers, looking for results, especially in light of the 2007 NAEP reading scores indicating only a slight rise in fourth and eighth grade scores since 1992, despite all the attention on literacy.

The Delta Society, an internationally recognized therapy animal association, cites the research of Robert H. Poresky and Karen Allen that children's cognitive development can be enhanced through pet ownership and that just the presence of a dog can lower the blood pressure of children reading aloud. Delta also published the results of a pilot study of 10 children at Bennion Elementary in Salt Lake City in

2002 who participating in the R.E.A.D. program revealing that children increased their reading comprehension and skills as much as two to four grade levels in one year.

Until recently, studies of reading dog programs with significant numbers have been unavailable because such programs are designed to have one child read with one animal. However, several UC Davis researchers, in collaboration with the Tony La Russa Animal Rescue Society of Walnut Creek, conducted two studies with the All Ears Reading program of third graders in California and Washington. The study confirmed that children who regularly read to dogs significantly improve their reading scores. Over 10 weeks of reading once a week to a dog, participants improved their reading skills of fluency and accuracy by 12 percent over the control group which showed no improvement, according to a report in *The Sacramento Bee*. Studies like this support anecdotal claims that through reading with the assistance of animals children raise self-esteem, build confidence and improve reading skills.

【出典】 Deborah Summers. “Let Reluctant Readers Go to the Dogs” July 22, 2014.

[<https://www.literacyworldwide.org/blog/literacy-now/2014/07/22/let-reluctant-readers-go-to-the-dogs->]

【注】 reluctant = いやいやながらの timid = 臆病な literacy = 識字能力

skepticism = 懐疑, 懐疑論

Reading Education Assistance Dogs = 読書介助犬, 略して R.E.A.D.

registered = 登録した hearten = ～を元気づける certification = 免許, 認定

NAEP (National Assessment of Educational Progress) = 全米学力調査

cognitive = 認知の enhance = ～を高める, 強化する pilot study = 予備調査

anecdotal = 個人の体験に基づく, 逸話に富んだ self-esteem = 自尊心

問1 本文の内容に合致するように(1), (2)の各文を完成させるにはどのように続ければよいか, 最も適当なものをそれぞれa～dから一つ選んで, 記号で答えなさい。

(1) Registered R.E.A.D. dogs help

- a. children who can't move by themselves.
- b. children who are not confident in their own reading ability.
- c. children who are good at speaking.
- d. children who are in hospitals.

(2) The study conducted by several UC Davis researchers

- a. involved fourth-grade students in California and Washington as participants.
- b. used dogs from the All Ears Animal Rescue Society of Walnut Creek.
- c. showed different results from subjective reports by owners of registered R.E.A.D. dogs.
- d. required a group of participants to take part in the reading program once a week for over ten weeks.

問2 下線部①along with と意味が近く、かつ、置き換えることが出来る英語を、a～d から一つ選んで、記号で答えなさい。

- (3) a. in spite of
b. because of
c. with the help of
d. in case of

問3 下線部②I still found myself, like most teachers, looking for results の意味を最もよく表している文を、a～d から一つ選んで、記号で答えなさい。

- (4) a. The author wants to know how to get the specialized reading certification.
b. The author is interested in the latest NAEP reading scores.
c. The author wants to know why the reading scores indicate only a slight rise in fourth and eighth grade scores since 1992.
d. The author wants to find evidence that registered R.E.A.D. dogs are effective in improving children's reading skills.

問4 この文章に書かれていない内容を表した文がある。それを a ～ d から一つ選んで、記号で答えなさい。

- (5)
- a. Through reading with the help of animals, children can improve their communication skills.
 - b. Through reading with the help of animals, children can improve their self-esteem.
 - c. According to a study, having pets can benefit children's physical development.
 - d. The handler/pet partner must obtain the specialized reading certification to take part in the R.E.A.D. programs.

Ⅱ 次の文章を完成させるには (6) ~ (10) にどの語を入れたらよいか、最も適当なものをそれぞれ a ~ d から一つ選んで、記号で答えなさい。

“Well, my friend,” he said, “what are we talking about today?”

How about family?

“Family.” He mulled it over for a moment. “Well, you see mine, all around me.”

He nodded to photos on his bookshelves, of Morrie as a child with his grandmother; Morrie as a young man with his brother, David; Morrie with his wife, Charlotte; Morrie with his two sons, Rob, a journalist in Tokyo, and Jon, a computer expert in Boston.

“I think, in (6) of what we’ve been talking about all these weeks, family becomes even more important,” he said.

“The fact is, there is no foundation, no secure ground, upon which people may (7) today if it isn’t the family. It’s become quite clear to me as I’ve been sick. If you don’t have the support and love and caring and concern that you get from a family, you don’t have much at all. Love is so supremely important. As our great poet Auden said, ‘Love each other or perish.’ ”

“Love each other or perish.” I wrote it down. Auden said that?

“Love each other or perish,” Morrie said. “It’s good, no? And it’s so true. (8) love, we are birds with broken wings.

“Say I was divorced, or living alone, or had no children. This disease—what I’m going through—would be so much (9). I’m not sure I could do it. Sure, people would come visit, friends, associates, but it’s not the same as having someone who will not leave. It’s not the same as having someone whom you know has an eye on you, is watching you the whole time.

“This is part of what a family is about, not just love, but letting others know there’s someone (10) is watching out for them. It’s

what I missed so much when my mother died—what I call your ‘spiritual security’—knowing that your family will be there watching out for you. Nothing else will give you that. Not money. Not fame.”

He shot me a look.

“Not work,” he added.

【出典】 Mitch Albom. *Tuesdays with Morrie*. New York: Anchor Books, 1997.

【注】 mull = ゆっくり考える Morrie = 難病を患った大学教授 concern = 気づかい

Auden = W・H・オーデン (1907-73) : イギリス生まれのアメリカの詩人

perish = 滅びる divorce = 離婚する associate = 仲間, 同僚

- (6) a. honor
b. addition
c. light
d. love

- (7) a. stand
b. laugh
c. build
d. protect

- (8) a. Therefore
b. Like
c. With
d. Without

- (9) a. easier
 b. harder
 c. easy
 d. hard

- (10) a. what
 b. which
 c. whom
 d. who

Ⅲ

次の (11)～(25) の () に入れるのに最も適当な語または句を、それぞれ a～d から一つ選んで、記号で答えなさい。

(11) Mike and Mary are () the issue now.

- | | |
|---------------|---------------------|
| a. discuss | b. discussed |
| c. discussing | d. discussing about |

(12) You had better () without a hat.

- | | | | |
|-----------|--------------|--------------|-----------------|
| a. not go | b. not to go | c. not going | d. not to going |
|-----------|--------------|--------------|-----------------|

(13) Ann is well known () the world as a singer.

- | | | | |
|-------|--------|-------|---------|
| a. by | b. for | c. to | d. with |
|-------|--------|-------|---------|

(14) If I () his number, I could phone him.

- | | | | |
|---------|---------|----------|-------------|
| a. know | b. knew | c. known | d. am known |
|---------|---------|----------|-------------|

(15) She has so many books ().

- | | | | |
|---------|----------|------------|------------|
| a. read | b. reads | c. reading | d. to read |
|---------|----------|------------|------------|

(16) I do not feel like () anything now.

- a. eat b. eating c. to eat d. ate

(17) As he () a slight headache, he went to bed early last night.

- a. has b. have c. had d. has been

(18) There are two vegetables. One is a carrot, and () is a tomato.

- a. another b. other c. others d. the other

(19) As soon as I went to bed, I fell ().

- a. sleep b. asleep c. to sleep d. sleeping

(20) Mt. Fuji is () mountain in Japan.

- a. high b. higher c. highest d. the highest

(21) This is the restaurant () I ate last night.

- a. when b. who c. where d. why

(22) She has been ill in bed () last month.

- a. for b. since c. from d. by

(23) Our bus was delayed () heavy snow.

- a. in spite of b. in case of
c. according to d. because of

(24) I participated () volunteer activities last summer.

- a. in b. at c. on d. to

(25) A new hospital is being () in front of the city hall.

- a. construct b. constructs c. constructed d. construction

Ⅳ 次の会話の (26)～(30) に入る最も適当な表現を、それぞれ a～e から一つ選んで、記号で答えなさい。なお、文頭にくる語も小文字にしてある。

Naoko: Hey Kenta, how was your hospital training last week?

Kenta: (26), but also tiring. I followed a nurse in the pediatrics ward.

Naoko: Oh, with children? That must've been interesting.

Kenta: Yeah, it was. (27), so it was hard emotionally, but the nurses were amazing with them.

Naoko: I can imagine. Did you get to do anything hands-on?

Kenta: A little. I helped check vital signs and watched how they gave medicine. (28).

Naoko: That's really good experience. I'm nervous about starting mine next month.

Kenta: Don't worry. The staff were really supportive. (29), and always ask questions if you're unsure.

Naoko: Thanks. I'm especially worried about making a mistake.

Kenta: Everyone feels that way at first. Just be careful and respectful, (30).

Naoko: I'll try. I want to become a kind and dependable nurse.

Kenta: Me too. Let's do our best.

【出典】書き下ろし

【注】pediatrics ward = 小児科病棟 hands-on = 実地体験できる

- a. just remember what we learned in class
- b. and you'll be fine
- c. it was great
- d. I also practiced talking to patients politely
- e. some of the kids were really sick