

Name: _____ / Date: __/__/__ Score: __ / 3 🕒 12 min

以下の英文を読んで、本文の内容と一致するものを①～⑧の中から 3 つ選びなさい。

Value of Learning by Hand

In schools and workplaces, digital devices have rapidly replaced many traditional tools. Students often type notes on laptops or tablets, while employees record ideas in shared online documents. Digital writing is fast, convenient, and easy to organize. Notes can be searched, copied, corrected, and shared within seconds. For these reasons, some people believe that handwriting will eventually become unnecessary. However, researchers have begun to examine whether writing by hand offers certain benefits that typing does not always provide.

One important difference concerns speed. Most people can type more quickly than they can write by hand. At first, this seems to make typing the better method. Students using laptops can record a large amount of information without missing many details. However, this advantage may create an unexpected problem. Because typing is fast, students may copy a teacher's words almost exactly without thinking carefully about their meaning. Handwriting is slower, so students must often select the most important information and express it in shorter or simpler language.

This process of selecting and reorganizing information may support understanding. When students decide what to write down, they must identify the main point, distinguish it from less important details, and connect it with knowledge they already possess. In this sense, taking notes by hand is not simply a physical activity. It can become a form of active thinking. Some studies have found that students who take handwritten notes remember basic facts and understand general ideas as well as, or sometimes better than, students who type their notes.

Handwriting may also help people remember information because it involves several actions at the same time. A writer must control the movement of the hand, form letters, observe the words appearing on the page, and decide where to place information. These activities may create stronger connections between physical movement and memory. In addition, handwritten notes often contain arrows, circles, small drawings, and changes

in size or position. Such personal features may make the information easier to recognize later.

35 However, it would be a mistake to conclude that handwriting is always superior. Typing has clear advantages in many situations. A student with weak handwriting skills may spend so much effort forming letters that little attention remains for understanding the lesson. People with certain physical difficulties may find handwriting painful or extremely slow. Digital notes are also easier to edit, store, search, and share. When students are working
40 together on a project, a shared online document may be far more practical than several separate notebooks.

The nature of the task is also important. If the goal is to produce an accurate record of a fast lecture, typing may be more effective. If the goal is to organize ideas, summarize an argument, or prepare for a test, handwriting
45 may offer greater value. In one study, students who typed notes performed well when answering questions about simple facts. However, students who wrote by hand often did better on questions that required them to explain relationships between ideas.

Some teachers therefore encourage students to combine the two methods.
50 A student might first write brief notes by hand during a lesson and later type a more organized summary. This second stage gives the student another opportunity to review, correct, and connect the information. Alternatively, students may type detailed notes during class but create handwritten diagrams or vocabulary cards afterward. The purpose is not to choose one
55 method for every situation but to use each tool according to its strengths.

The debate over handwriting and typing reflects a broader issue in education. New technology can make learning more efficient, but efficiency is not the only goal. A method that saves time may not always produce deeper understanding. At the same time, an older method should not be protected
60 simply because it is traditional. The most useful question is not whether handwriting or typing is universally better. It is how each method can help learners think, remember, and communicate more effectively.

語数:約 520 語

WPM Over 150 を目指す [500 語レベル]

次の①～⑧のうち、本文の内容と一致するものを 3 つ選びなさい。

- ① Digital writing has already made handwriting completely unnecessary in most schools and workplaces because information can now be stored and shared more efficiently.
- ② Because handwriting is slower than typing, students may be required to choose important information and express it in a more concise form.
- ③ The passage states that students who type their notes usually understand lectures more deeply because they can record every detail without changing the teacher's words.
- ④ Handwritten notes improve memory mainly because they contain more accurate information and follow the same organized format for every learner.
- ⑤ Typing may be more suitable than handwriting for people who have physical difficulties or who need to edit, search, and share information easily.
- ⑥ According to the study mentioned in the passage, students who typed their notes performed poorly on both factual questions and questions about relationships between ideas.
- ⑦ Some teachers recommend combining handwriting and typing so that students can benefit from the different strengths of both methods.
- ⑧ The author concludes that traditional methods should always be protected because modern technology usually prevents students from thinking independently.

実戦的な時間配分

合計:7 分

問題文・タイトル確認:10 秒

本文通読:3 分 30 秒

①～⑧の判断:2 分 40 秒

本文に戻って確認:30 秒

マーク・最終確認:10 秒

WPM Over 150 を目指す [500 語レベル]

1.	traditional[trədɪʃənəl]	伝統的な
2.	replace[ripléis]	～に取って代わる
3.	record[rikɔ:rd]	～を記録する
4.	convenient[kənvi:niənt]	便利な
5.	eventually[ivéntʃuəli]	最終的に、やがて
6.	unnecessary[ʌnnəsəsəri]	不必要な
7.	examine[igzæmin]	～を調査する、検討する
8.	concern[kənsə:rn]	～に関係する
9.	advantage[ədvnæntidʒ]	利点
10.	unexpected[ʌnikspéktid]	予想外の
11.	select[silékt]	～を選ぶ
12.	reorganize[rió:rgənàiz]	～を再構成する
13.	identify[aidéntəfài]	～を特定する
14.	distinguish[distɪŋɡwiʃ]	～を区別する
15.	possess[pəzéz]	～を持っている
16.	active thinking[æktiv θɪŋkiŋ]	能動的な思考
17.	physical movement[fízikəl mú:vmənt]	身体の動き
18.	recognize[rékəgnàiz]	～を認識する
19.	superior[səpiəriər]	より優れた
20.	practical[præktikəl]	実用的な
21.	accurate[ækjərət]	正確な
22.	relationship[riléiʃənʃɪp]	関係、関連性
23.	combine[kəmbáin]	～を組み合わせる
24.	alternative[ɔ:ltə:rənətiv]	別の方法、代替案
25.	efficiency[ifíʃənsi]	効率、能率