

英 語

注 意

1. 問題は全部で15ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出すること。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読み、その内容と合うように 1～10 の文の下線部に入る最も適切なものをそれぞれ①～④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その 1)を使用。

The World Bank is the leading global investor in education and is linked through extensive networks to other worldwide organizations. Through these networks the Bank is a major participant in global discourses about education. World culture theorists consider the World Bank to be a major contributor to the development of a global culture. Critics see the World Bank's agenda as serving wealthy nations and multinational organizations. The Bank's worldwide networks influence local education practices.

World Bank education policies and influence are firmly set in an interrelated network of global and local institutions. These are dynamic relationships with members of the network influencing each other. Educational discourses about the knowledge economy and other education issues are discussed within these networks. While all members of the networks might or might not agree with each other, they are exposed to similar educational ideas. Education and the knowledge economy is one of those important ideas discussed in the Bank's education networks.

World Bank officials have a particular definition and agenda for the "knowledge economy" and "lifelong learning" that is not shared by other global players. This point is important to understand because it might mistakenly give the reader the impression that the World Bank's agenda is the common agenda for all the major players in the global education scene. Also, the reader should be cautioned that a description of the World Bank's global networks does not provide an indication of the degree of mutual influence or the influential power of any particular member of a network. However, few would disagree with the importance of the World Bank in influencing global education policies.

In his original 1964 book on human capital, Gary Becker asserted that economic growth now depended on the knowledge, information, ideas, skills, and health of the workforce. Investments in education, he argued, could improve human capital, which would contribute to economic growth. Later, he used the word knowledge economy: "An economy like that of the United States is called a capitalist economy, but the more accurate term is human capital or *knowledge* capital economy."

What type of teaching and school organization will support the World Bank's curriculum for the knowledge economy? First, the World Bank supports learner-centered instruction. However, they do not mean by this a progressive model of education where learning is based on the interests of the student and designed for political power. Learner-centered for the World Bank planners means that instruction is related to what students already know. This requires teachers to learn what students already know before introducing new material. The new material should be related to the prior knowledge of the student. The World Bank planners reject the idea of rote learning based on drill. They want students to be actively involved in making connections between the knowledge being presented by the teacher and their own accumulated store of wisdom. From the perspective of the World Bank, learning to make these connections is preparation for making similar connections in the global knowledge economy. "Learner-centered learning," the Bank's report states, "allows new knowledge to become available for use in new situations — that is, it allows knowledge transfer to take place."

It is important to remember that the goal of the World Bank is to prepare workers for a knowledge economy where they will be required to control information. This is the goal of literacy instruction. Consequently, the World Bank education planners support the use of knowledge-rich learning that involves teaching a few subjects in depth as contrasted with superficial treatment of many subjects. Students are to be asked to apply their newly

gained knowledge in these few subjects to real problems. This mode of instruction they relate to the educational tradition of “learning by doing,” which of course was part of the basic tradition of progressive education. However, progressive educators believed that learning by doing would lead the learner to participate in the reconstruction of society to achieve social justice. In this case, learning by doing is to prepare the learner for the knowledge economy. Referring to knowledge-rich instruction, the Bank claims, “This kind of learning provides learners with a variety of strategies and tools for retrieving and applying or transferring knowledge to new situations.”

Learner-centered and knowledge-rich instruction is to be controlled through assessment-driven learning. Standards for learning are to be created and students’ progress in attaining these standards is to be measured. Students are to participate in discussions in these assessments which are supposed to be “powerful motivators and tools for improved and independent learning.” While some might think a test-driven system results in a focus on test preparation and related rote learning, the World Bank claims that assessment-driven instruction promotes “higher-order thinking skills and conceptual understanding.”

In addition, Bank planners anticipate an interconnected learning environment where students learn from each other and their learning is connected to the world outside of school. The Bank refers to this as community-connected learning. Consequently, group work on projects is encouraged as preparation for working with others in the sharing and controlling of information with group projects involving real-life problems.

Lifelong learning has become a popular word in discussions of the knowledge economy. The assumption is that lifelong learning is essential for individuals to keep pace with the constantly changing global job market and technology. It is preparation for an unstable life of changing jobs, job requirements, and geographical locations. In this vision of the regularly

relocating worker, people must constantly adapt to new living conditions, technology, and work requirements. This requires, supporters of lifelong learning state, learning skills that help the individual to adjust to an ever changing world. Also, the World Bank's approach to lifelong learning involves a combination of abilities. Reflecting the above discussions of the World Bank's vision of the psychological construction of humanity and schooling, the Bank defines the knowledge and abilities needed for lifelong learning as follows:

These include basic academic skills, such as literacy, foreign languages, math, and science skills, and the ability to use information and communication technology. Workers must use these skills effectively, act independently and reflectively, and join and function in socially diverse groups.

In other words, the lifelong learner should, according to the Bank's approach, act independently in devising a life plan and being prepared to work in a multicultural workforce. The lifelong learner will have the literacy, math, and science skills to learn new technologies and jobs and will, with a knowledge of English, be able to participate in the global economy.

1. World culture theorists think that the World Bank is an institution which

-
- ① aims to compete with its networks
 - ② helps to advance a world culture
 - ③ links worldwide organizations with critics of the World Bank
 - ④ promotes education about banking

2. The World Bank's education networks _____.
- ① consider the knowledge economy to be crucial
 - ② restrict themselves to setting up global institutions
 - ③ have little impact on other institutions
 - ④ are inaccessible to each other
3. The World Bank is important because _____.
- ① few people have enforced global education policies so far
 - ② few people support global education policies all over the world
 - ③ most people disapprove of global education policies
 - ④ most people think that it influences global education policies
4. Gary Becker insisted that _____.
- ① economic development would guarantee a lot of educational opportunities
 - ② improvement of education would have nothing to do with economic growth
 - ③ investment in education would eventually bring about economic growth
 - ④ the study of economics would be indispensable for ensuring human capital
5. The World Bank supports learner-centered instruction which _____.
- ① applies students' prior knowledge to new knowledge
 - ② encourages a model of education designed for political power
 - ③ excludes the accumulated store of wisdom from the knowledge economy
 - ④ promotes rote learning based on drill

6. In knowledge-rich learning, it is desirable that students learn _____.
- ① subjects taken from a variety of fields
 - ② as many subjects as possible
 - ③ subjects experienced in real life
 - ④ a small number of subjects thoroughly
7. The World Bank regards assessment-driven learning as _____.
- ① unreliable because its standards for learning are not fixed
 - ② effective because it can lead to independent learning
 - ③ favorable because it makes learners forget about their assessments
 - ④ unnecessary because it depends too much on test results
8. Community-connected learning is encouraged where _____.
- ① students are eventually employed by the World Bank
 - ② students form good communities in school
 - ③ students learn about real life through mutual understanding
 - ④ students keep information to themselves
9. Lifelong learning is necessary especially for those who _____.
- ① are moving from place to place
 - ② are working for the same company for a long time
 - ③ have never learned foreign languages
 - ④ have not yet established learning skills at school

10. The main idea of this article is that _____.

- ① students should devote themselves to spoiling the effects of the World Bank's policies
- ② the World Bank has a clear strategy for global education
- ③ we should invest our money in the World Bank to promote global education
- ④ workers of the future will be prepared for the knowledge economy

問題Ⅱ 次の英文を読み、11～20の()に入る最も適切なものをそれぞれ①～④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その1)を使用。

Creativity is effective novelty. That is to say, it is doing or making something new that solves a problem or usefully changes how we act, think, or feel. To be creative, then, can be as simple as seeing something everyone else sees, but thinking what no one else thinks about it. Other times, it requires taking ideas or processes that people usually view as (11) and finding some fruitful connection between them.

Recently, we gave an interview to a Brazilian journalist about creativity. Here are our answers — in English!

Creative people tend to use a wide range of thinking skills. In our book, *Sparks of Genius*, we have identified thirteen “thinking tools” (12) creative people across many disciplines and endeavors. These are observing, abstracting, imaging, pattern recognition, pattern forming, guessing, body thinking, empathizing, dimensional thinking, modeling, playing, transforming, and synthesizing. It may seem odd, but scientists and artists of all kinds abstract and simplify complex things and processes, play with their ideas, and empathize with the objects of their study in similar ways.

We have another book in the works that will describe additional strategies for thinking that are shared among creative people. One is that creative people practice creating. They pursue multiple hobbies such as painting, music-making, writing, dancing, cooking, modeling, making clothes, and so forth, in which they can play around with and get comfortable with the creative process. Because the creative process is largely transferable from one discipline or endeavor to another, this creative play can have (13) effects on professional work.

In fact, a by-product of having many creative hobbies is that creative

people have a wider range of knowledge, experience, skills, and techniques to mix and match in novel, interesting and unexpectedly useful ways. So creativity breeds more (14).

Do creative people think differently from ordinary people? Not, really. They just think more effectively — and persistently. Everyone goes through an identical learning process that begins with copying what other people have done. That's how we all learn to read, write, make music, dance, perform experiments, and everything else. The next stage is to start to (15) what we've learned. Instead of just playing the notes on the page or dancing the steps we've memorized, we begin improvising. This requires (16) and being willing to fail. Many people don't want to do that, and here's where creative thinkers begin to part company. They don't give up easily when things get difficult. Eventually, they improve the skills necessary to make their own unique things up from scratch: a whole new dance, a new composition, an experiment never tried before. But what really makes the great creators great is combining such improvised materials from two or more unrelated fields: composers who look at a computer as a new kind of instrument; biologists who use their art to discover camouflage.

(17). There have been many studies of the relationship of IQ (the intelligence quotient) and creativity. These generally find that people with very high IQs are often not very creative. And very creative people are often not the most intelligent but, rather, of average intelligence. (18), most Nobel Prize winners in science have IQs in the 120 to 140 range, which is below the average often used to define "genius"!

So high test scores and great grades do not necessarily set creative people apart, especially when young. Far better to look for evidence of a playful imagination and a habit of making and exploring. We have convincing evidence that adolescents and young adults who have several well-developed talents or hobbies are more likely to become creative adults than those who

(19).

The best thing for promoting your creative potential is creative practice. Learn some new skills: writing, photography, cooking, dancing, computer programming, chess... you name it! But while you are learning, pay attention to HOW you are learning. Use your thirteen "thinking tools" to play around. Experiment. Explore. Break the rules. See what happens if you do the opposite of what you are supposed to do. Make mistakes on purpose to see if something interesting happens. Make up your own rules. By playing such games, learn what strategies work for you. And then (20) your own successful strategies in other parts of your life and work. As long as you keep trying to make and invent, you build creative muscle.

11. ① being equivalent ② being expected
 ③ being sensible ④ being unrelated
12. ① common to ② forgettable for
 ③ indifferent to ④ unnecessary for
13. ① harmful ② beneficial ③ legal ④ reverse
14. ① prejudice ② destruction
 ③ creativity ④ innocence
15. ① have pity on ② make variations on
 ③ put an emphasis on ④ set a limit on
16. ① being conservative ② copying others
 ③ having cooperation ④ taking risks

17. ① Intelligence and creativity are not the same thing
② Intelligence should be treated identically to creativity
③ People are not intelligent and creative naturally
④ The most intelligent people are creative
18. ① At once ② At last ③ In fact ④ In contrast
19. ① are more experienced and mature
② are of average intelligence
③ have a lot of thinking skills or methods
④ have a single talent or interest
20. ① conceal ② apply ③ dismiss ④ suspend

23. Patty: Can't you ask Bob for a phone number where I can reach him?

Linda: No, he won't give it to me. (23).

Patty: I understand.

Linda: Why don't you give him your phone number, then?

- ① He's very cautious
- ② I'm thinking of inviting him over to dinner
- ③ He's willing to talk to anyone
- ④ I don't know how to say sorry to him

24. Jane: Miki, can you give me a piece of advice for this paper after school?

Miki: Well, I'm seeing my professor, but tomorrow afternoon is fine with me.

Jane: (24). Could you spare me just thirty minutes today?

Miki: All right. I'll be available at lunch time.

- ① I'd love to, but I don't need to finish your paper today
- ② I wish I could put off the deadline until tomorrow
- ③ Don't waste your time, or you may not finish your paper
- ④ You're right, and I'm terribly sorry about your deadline

25. Bob: What happened? Aren't you going home?

Steve: I dropped my wallet, so I've been looking for it for hours!

Bob: (25).

Steve: What do you think I should do right now?

- ① Don't take it for granted
- ② The sooner, the better
- ③ No wonder you look so upset
- ④ Mind your own business



