

英 語

注 意

1. 問題は全部で18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。

In most developing countries, few children graduate from secondary school and many don't even finish primary school. In Ghana, for example, only 50 percent of children complete grade 5, and of those, less than half can comprehend a simple paragraph. The UNESCO program Education for All has been successful in dramatically increasing enrollment. But, according to annual Education for All reports, many kids drop out before finishing school. Why don't they stay?

There are numerous reasons, including the difficulty of getting to school and the cost of schooling. Even when tuition is free, there are often expenses for lunch, uniforms, and examination fees. And because the quality of education is often poor, parents are forced to pay for additional tutoring to enable their children to pass tests. Opportunity costs may be even larger — while they are in school, children forgo opportunities to produce income working on the family farm or selling in the marketplace. It is not surprising that when education investments do not result in adequate learning, or even basic literacy and numeracy, parents do not keep their children in school.

Even when learning outcomes are adequate, very few students continue on to secondary school. Job prospects for most students in the developing world are poor, and staying in school past grade 5, or even through grade 10, does not improve them significantly. In impoverished regions, the vast majority will not secure formal employment and will be supported primarily through subsistence level agriculture and trading. Health outcomes in these regions are also terrible. Millions of children die every year from controllable diseases such as breathing infections and malaria.

Educational programs typically adopt traditional Western models of

education, with an emphasis on math, science, language, and social studies. These programs allocate scarce resources to topics like Greek mythology or prime numbers—topics that may provide intellectual stimulation, but have little relevance in the lives of impoverished children. High performing students in less developed regions face a much different future from their counterparts in wealthier areas. There are no higher levels of schooling or professional job opportunities awaiting most of these children; they will likely end up working on family or neighborhood farms or starting their own small enterprises.

Schooling provides neither the financial literacy students will need to manage the insufficient resources under their control, nor the guidance needed to create opportunities for securing a livelihood or building wealth. In addition, schooling provides little assistance to promote the physical health needed for economic stability and quality of life. Life expectancy is low in impoverished regions, and not just because of lack of quality medical care. The devastation preventable disease causes on well-being and financial stability in poor regions can be dramatically mitigated through instruction on basic health behaviors, such as hand washing.

We ardently believe that students in impoverished regions do not need more academic skills, but rather life skills that enable them to improve their financial prospects and well-being. These include financial literacy and business skills; health maintenance and management skills; and administrative capabilities, such as teamwork, problem solving, and project management.

Over the last five years, we have done extensive work on the state of education in developing countries. We have visited many government, nongovernment, and private schools and teacher training programs in Asia, Latin America, and Africa, and we have talked extensively with teachers, students, headmasters, school owners, and government officials. We have implemented training for illiterate adults in developing countries and have tested that training effectively over the last few years, applying the best of our

experience to improving organizations like Opportunity International, a large microfinance institution.

These experiences have convinced us that the time is right to redefine quality education in the developing world.

We have developed a robust educational model that combines traditional content with critically important financial, health, and administrative skills, which can be delivered via existing school systems and teachers.

Our model, which we call "school for life," shifts the goal of schooling away from the achievement of standardized learning outcomes toward making a positive impact on the economic and social well-being of students and their communities. The model requires significant changes in both content and teaching methods. First, business activities and health modules are mandatory curriculum components for all primary grade students. Second, student-centered learning methods are used that require students to work in groups to solve complex problems and manage projects on their own.

This approach is inspired by models of adult education in developing countries that focus on self-confidence building as a critical foundation of positive livelihood and health-seeking behaviors, along with active-learning pedagogies used in progressive schools throughout the world. The health curriculum draws on the work of the World Health Organization and focuses on preventing disease, caring for sick children, and obtaining medical care. The business activity curriculum is informed by our work with adult enterprisers in developing countries, and it draws ideas from a broad range of financial and business programs developed by organizations like the International Labour Organization, Junior Achievement, and Aflatoun.

Conceptual knowledge is put into practice at school through activities that empower children to use what they have learned. For example, students practice routine health behaviors, such as hand washing and wearing shoes near restrooms — and, to the extent feasible, gain exposure to other important

behaviors, such as boiling drinking water and using malaria nets. They practice routine market-like transactions by earning points for schoolwork and budgeting those points to obtain valuable prizes, such as sitting in a favorite chair or being first in line.

Students also develop higher order skills as they work in committees to develop and execute complex projects. Health-related projects can range from planning and carrying out an athletic activity to be played during recess, to practicing diagnostic skills when classmates are ill—helping to decide, for example, when a cold has turned into a breathing infection that requires cure for infections. Business activity projects include identifying and exploiting market opportunities through business ideas like school gardens or community recycling that create real value. Students learn and practice workplace skills and attitudes like delegation, negotiation, collaboration, and planning—opportunities that are rarely available to them outside their families.

Some school systems, especially at the secondary level, have begun to include business and health topics in their curricular requirements. But including information in basic lectures is not enough. Schools must simultaneously adopt action-oriented teaching methods that build critical thinking skills and enable children to identify problems, seek out and evaluate relevant information and resources, and design and carry out plans for solving these problems. This involves tackling real problems that require and empower students to take the initiative and responsibility for their own learning.

A full implementation of this new school for life approach has not yet been adopted by any major organization, but a pilot is currently being developed by Escuela Nueva in Colombia. Escuela Nueva was the pioneer in adapting student-centered approaches for use in impoverished rural environments, which often use multigrade classrooms. Escuela Nueva develops classroom materials and teaching methods in which students work in self-directed teams

to learn, discuss, and actively practice, using the basic content included in standard governmental curricula.

Through this unique combination of relevant content, practical implementation, and student empowerment, children develop a body of knowledge, skills, and attitudes that will enable them to succeed and thrive when they leave school, whether they are headed toward college or remain in their communities.

1. One of the reasons why many children in developing countries drop out before finishing school is that _____.
 - ① they show no concern over investing education in adequate learning
 - ② their parents need to pay for extra study to have their children pass tests
 - ③ they prefer getting opportunities for work in rich countries
 - ④ their parents satisfy their children with the basic literacy and numeracy skills acquired in school

2. Even when learning outcomes are adequate, most children staying through grade 10 are likely to _____.
 - ① believe the academic ability to be relevant to their lives in the future
 - ② deny subsistence level agriculture and trading
 - ③ have control over health problems and survive longer
 - ④ suffer from the lack of regular employment prospects

3. High performing students in less developed countries _____.
- ① enjoy the benefits of Western models of education
 - ② get intellectual stimulation related to their lives
 - ③ give up taking over family business to start their own small business
 - ④ fail to receive higher levels of schooling
4. The authors claim that schooling in developing countries should _____.
- ① teach academic skills to manage resources and secure a livelihood
 - ② provide financial support for economic stability
 - ③ introduce a guide for the prevention of diseases by promoting hand washing
 - ④ sustain the present level of low life expectancy
5. In recent years, the authors have been active in _____.
- ① executing cultivation for unlearned adults in developing countries
 - ② criticizing authorities of educational institutions in saving literate students
 - ③ visiting advanced countries to raise funds for developing countries
 - ④ experimenting with training for academically high performing adults
6. In a new educational model called "school for life," _____.
- ① students are forced to achieve standardized learning outcomes as a goal
 - ② students are required to work in groups and try to run projects without other's help
 - ③ health modules are omitted for primary grade students
 - ④ existing school systems and curricula are ignored

7. Models of adult education in developing countries _____.
- ① raise adults' self-awareness of their better prospects
 - ② turn adults away from preventing disease and obtaining medical care
 - ③ show many kinds of avoidable drawbacks in child education
 - ④ have no relevance to the work of the World Health Organization
8. Through activities which realize conceptual knowledge, students _____.
- ① work with their families to gain negotiation and collaboration skills
 - ② exploit market opportunities from real market dealers in school gardens
 - ③ perform emergency surgery on their classmates by using prior knowledge
 - ④ practice routine health behavior as well as enhance higher order skills
9. Escuela Nueva in Colombia took the initiative for _____.
- ① using original curricula different from those approved by the government
 - ② respecting student-oriented learning in poor areas
 - ③ training pilots for the implementation of the new approach
 - ④ underestimating the development of classroom materials
10. The main theme of this article is _____.
- ① the application of Western models to schools in developed countries
 - ② nurturing conceptual knowledge in secondary school
 - ③ redefining education in the developing world
 - ④ the promotion of literacy and the physical health for economic success

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。

It is something of a cliché among runners, how the activity never fails to clear your head. Does some creative block have you feeling stuck? Go for a run. Are you deliberating between one of two potentially life-altering decisions? Go for a run. Are you feeling mildly mad, sad, or even just vaguely *bored*? Go for a run, go for a run, go for a run.

The author Joyce Carol Oates once wrote in a column for the *New York Times* that “in running the mind (11)... in rhythm with our feet and the swinging of our arms.” Filmmaker, Casey Neistat told *Runner’s World* last fall that running is sometimes the only thing that gives him clarity of mind. “Every major decision I’ve made in the last eight years has been prefaced by a run,” he told the magazine. But I maybe like the way a runner named Monte Davis phrased it best, as quoted in the 1976 book, *The Joy of Running*: “It’s (12) to run and feel sorry for yourself at the same time,” he said. “Also, there are those hours of clear-headedness that follow a long run.”

(13). And, in a way, that feeling may be literally true. About three decades of research in neuroscience have identified a robust link between aerobic exercise and subsequent cognitive clarity, and to many in this field the most exciting recent finding in this area is that of neurogenesis. Not so many years ago, the brightest minds in neuroscience thought that our brains got a set amount of neurons, and that by adulthood, no new neurons would be (14). But this turned out not to be true. Studies in animal models have shown that new neurons are produced in the brain throughout the lifespan, and, so far, only one activity is known to trigger the birth of those new neurons: vigorous aerobic exercise, said Karen Postal, president of the American Academy of Clinical Neuropsychology. “That’s it,” she said.

“That’s the only trigger that we know about.”

The other fascinating thing here is *where* these new cells pop up: in a region of the brain associated with (15) and memory. So this could help explain, at least partially, why so many studies have identified a link between aerobic exercise and improvement in memory. “If you are exercising so that you sweat — about 30 to 40 minutes — new brain cells are being born,” added Postal, who herself is a runner. “And it just happens to be in that memory area.”

Other post-run changes have been recorded in the brain’s frontal part, with increased activity seen in this region after people adopt a long-term habit of physical activity. This area of the brain — sometimes called the frontal executive network system — is located, (16) enough, at the very front: It’s right behind your forehead. After about 30 to 40 minutes of a vigorous aerobic workout — enough to make you sweat — studies have recorded increased blood flow to this region, which, incidentally, is associated with many of the attributes we associate with “(17)”: planning ahead, focus and concentration, goal-setting, time management.

But it’s this area that’s also been linked to emotion regulation, which may help explain the results of one recent study conducted by Harvard psychology professor Emily E. Bernstein. Like Postal, Bernstein is also a runner, and was (18) a pattern she saw in her own mind after a run. “I notice in myself that I just feel better when I’m active,” she said. She started to become really interested in the intervention studies that have popped up in recent years that suggest if you can get people who are having trouble with mood or anxiety to exercise, it helps. “But why?” she wanted to know. “What is exercise actually doing?”

To find out, she did a version of a classic experiment among researchers who study emotion: She and her colleague — Richard J. McNally, also of Harvard — played a reliable emotional clip: the final scene of the 1979 film, *The*

Champ. Why don't you watch it for yourself and try not to cry?

Before watching the film clip, some of the 80 participants were made to jog for 30 minutes; others just stretched for the same amount of time. Afterward, all of them filled out surveys to indicate how disappointed the film had made them. Bernstein kept them busy for about 15 minutes after that, and surveyed them again about how they were feeling. Those who'd done the 30-minute run were more likely to have (19) from the emotional impact than those who'd just stretched — and, her results showed, the people who'd initially felt (20) seemed to especially benefit from the run. Bernstein is currently doing a few follow-up research projects to determine exactly *why* this works the way it does. (In the meantime, it helps prove my poor boyfriend right, who, when I am not acting very nicely toward him, will often patiently ask me, "Hey, have you been on a run yet today?")

11. ① goes against the will ② follows after the reality
 ③ flees with the body ④ adheres to the convention
12. ① likely ② hard ③ dangerous ④ desirable
13. ① An unscheduled run can often provide you with a chance of soul-searching
 ② A long run can rarely give you a feeling like being a professional runner
 ③ An insufficient run can frequently remind you of the past awful memories
 ④ A good run can sometimes make you feel like a brand-new person

14. ① survived ② generated ③ vanished ④ taken
15. ① neglecting ② wishing ③ dreaming ④ learning
16. ① obviously ② doubtfully ③ strangely ④ fortunately
17. ① physical training ② mental disorder
③ clear thinking ④ executive coaching
18. ① curious about ② dependent on
③ protective against ④ negative towards
19. ① gained ② suffered ③ refrained ④ recovered
20. ① worse ② bored ③ excited ④ confident

問題Ⅲ 次の英文を読み、21～25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。

In a penalty situation in soccer, the ball takes less than 0.3 seconds to travel from the player who kicks the ball to the goal. There is not enough time for the goalkeeper to watch the ball's course. He must take a decision before the ball is kicked. Soccer players who take penalty kicks shoot one third of the time at the middle of the goal, one third of the time at the left and one third of the time at the right. Surely goalkeepers have spotted this, but what do they do? They dive either to the left or to the right. Rarely do they stay standing in the middle—even though roughly a third of all balls land there. Why on earth would they endanger saving these penalties? The simple answer: appearance. It looks more impressive and feels less embarrassing to dive to the wrong side than to (21) and watch the ball sail past. This is the *action bias*: look active, even if it achieves nothing.

This study comes from the Israeli researcher Michael Bar-Eli, who evaluated hundreds of penalty shoot-outs. But not just goalkeepers fall victim to the *action bias*. Suppose a group of youths exits a nightclub and begins to argue, shouting at each other and gesturing wildly. The situation is close to escalating into an all-out fight. The police officers in the area—some young, some more senior—hold back, monitor the scene from a distance and intervene only when the first casualties appear. If no experienced officers are involved, this situation often ends differently: young, overeager officers give in to the *action bias* and dive in immediately. A study has revealed that later intervention, thanks to (22) of senior officers, results in fewer casualties.

The *action bias* exists even in the most educated circles. If a patient's illness cannot yet be diagnosed with certainty, and doctors must choose between intervening (i.e. prescribing something) or waiting and seeing, they

問題IV 次の(1), (2)の文をそれぞれ英語に訳しなさい。解答用紙(その2)を使用。

(1) 日本人は一般的におとなしく恥ずかしがりやな国民だと言われる。しかし同時に、日本人ほど外国語が好きで世界中から来た人たちに友好的な国民はいない。

(2) 自分の夢に向かって確信をもって歩める人は多くない。しかし、自分が思い描く人生を送ろうと努力すれば、きっと思いがけない成功に巡り合うだろう。

問題V 次の26~38の文について、下線部に入る最も適切な語句をそれぞれ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。

26. The committee set a goal of increasing the birth rate _____ 10 percent or more over the next decade.

- ① with ② in ③ to ④ by

27. I know I _____ you \$20 in total. But I am only able to pay you back \$10 today. I will pay the rest as soon as I get my wages for this month.

- ① withdraw ② deposit ③ owe ④ spend

28. These days we have _____ finding animals we have previously observed such as frogs, grasshoppers and fireflies due to advancing urbanization. What a pity!

- ① a quick chance ② a hard time
③ a sudden fortune ④ a frequent case

29. Our school administration decided to do away _____ one of the old school rules.
- ① for ② with ③ of ④ in
30. Our homes are already filled with many products and there is no space to _____ new purchases.
- ① accommodate ② accompany
③ account ④ accord
31. From my outsider's viewpoint, I had always thought that this could only be tiresome, to say the _____.
- ① worst ② most ③ least ④ slightest
32. Once in a _____ moon we have Japanese, Korean, English and French being spoken at the same time.
- ① red ② blue ③ black ④ gold
33. At the Scottish Agricultural College they are concentrating on temperate plants. But in Zimbabwe a similar project is doing the same study for _____ plants.
- ① indigenous ② ingenious ③ indicative ④ inactivate
34. Sue borrowed a blouse of mine and so I _____ that she is going out for dinner.
- ① attempt ② convince ③ presume ④ persuade

35. The company added more than 120,000 new customers since January and now has in _____ of 500,000 subscribers.

- ① favor ② view ③ charge ④ excess

36. Ken: You look anxious. What's the matter?

Mary: My boss is retiring next week. I don't know if I can finish the project without her.

Ken: Don't worry. _____.

Mary: Thank you for your kind words. I'll do my best, anyway.

- ① You will get down to the project
② You can fill her shoes
③ She will get on your nerves
④ She can fill herself up

37. Bob: Would you like some ice cream?

Cathy: Are you eating chocolate ice cream? You are supposed to be on a diet.

Bob: Don't tell anybody. _____.

Cathy: Well, why don't you exercise every day rather than resisting sweets?

- ① I can put up with temptation
② You have to forget the overall picture
③ This is my guilty pleasure
④ Practice makes perfect, I guess

38. Miki: These days I get up early in the morning and enjoy jogging around the park.

Jane: You used to jog in the evening. What made you change your mind?

Miki: Well, I think fresh air in the morning is good for my health.

Jane: You're right. "_____."

- ① Birds of a feather flock together
- ② A bird in the hand is worth two in the bush
- ③ The early bird catches the worm
- ④ An old eagle is better than a young bird