

解答はすべて解答用紙に書きなさい。

[1] 放送による指示に従って、Part 1, Part 2 の質問に答えなさい。

[2] 次の英文を読み、下の(1)～(8)の問いに答えなさい。

To the casual observer, four-year-old Judy might seem a wallflower among her more ① gregarious playmates. She hangs back from the action at playtime, staying on the [A] of games rather than plunging into the center. But Judy is actually a keen observer of the social politics of her preschool classroom, perhaps the most sophisticated of her playmates in her insights into the tides of feeling within the others.

Her sophistication is not apparent until Judy's teacher gathers the four-year-olds around to play what they call ② the Classroom Game. The Classroom Game — a dollhouse replica of Judy's own preschool classroom, with stick figures who have for heads small photos of the students and teachers — is a test of social perceptiveness. When Judy's teacher asks her to put each girl and boy in the part of the room they like to play in most — the art corner, the blocks corner, and so on — Judy does so with complete accuracy. And when asked to put each boy and girl with the children they like to play with most, Judy shows she can match best friends for the entire class.

Judy's accuracy reveals that she has a perfect social map of her class, a level of perceptiveness exceptional for a four-year-old. These are the skills that, in later life, might allow Judy to blossom into a star in any of the fields where "people skills" count, from sales and management to diplomacy.

That Judy's social brilliance was [B] at all, let alone this early, was due to her being a student at the Eliot-Pearson Preschool on the campus of Tufts University, where Project Spectrum, a curriculum that intentionally cultivates a variety of kinds of intelligence, was then being developed. Project Spectrum recognizes that the human repertoire of abilities goes far beyond ③ the three R's, the narrow band of word-and-number skills that schools traditionally focus on. It acknowledges that capacities such as Judy's social perceptiveness are talents that an education can ④ nurture rather than ignore or even frustrate. By encouraging children to develop a full range of the abilities that they will actually draw on to succeed, or use simply to be fulfilled in what they do, school becomes an education in life skills.

The guiding visionary behind Project Spectrum is Howard Gardner, a psychologist at the Harvard School of Education. "The time has come," Gardner told me, "to broaden our notion of the spectrum of talents. The single most important contribution education can make to a child's development is to help him toward a field where his talents best suit him, where he will be satisfied and competent. We've completely lost sight of ⑤ that. Instead we subject everyone to an education where, if you succeed, you will be best suited to be a college professor. And we evaluate everyone along the way according to whether they meet that narrow standard of success. We should ⑥ their natural competencies and gifts, and cultivate those. There are hundreds and hundreds of ways to succeed, and many, many different abilities that will help you ⑦ get there."

If anyone sees the limits of the old ways of thinking about [C], it is Gardner. He points out that the glory days of the IQ tests began during World War I, when two million American men were sorted out through the first mass paper-and-pencil form of the IQ test, freshly developed by Lewis Terman, a psychologist at Stanford. This led to decades of what Gardner calls the ⑧ "IQ way of thinking": "that people are either smart or not, are born that way, that there's nothing much you can do about it, and that tests can tell you if you are one of the smart ones or not. The SAT test for college admissions is based on the same notion of a single kind of aptitude that determines your future. This way of thinking ⑨ permeates society."

Gardner's influential 1983 book *Frames of Mind* was a manifesto [D] the IQ view; it proposed that there was not just one, monolithic kind of intelligence that was crucial for life success, but rather a wide spectrum of intelligences.

(1) 下線部分①, ④, ⑨の語句の意味に最も近いものを、それぞれ次のア～エから一つずつ選び、その符号を書け。

- | | | | | |
|---|---------------------------------|--|------------------------------------|---------------------------|
| ① | ア mischievous | イ reserved | ウ sociable | エ tyrannical |
| ④ | ア evaluate | イ foster | ウ standardize | エ transfer |
| ⑨ | ア affects every part of society | イ forms society by putting different things together | ウ makes society better than before | エ makes society different |

(2) 文中の [A] ~ [D] に当てはまる語を、それぞれ次のア～エから一つずつ選び、その符号を書け。

- | | | | | |
|-----|-------------|----------------|---------------|------------------|
| [A] | ア margins | イ stages | ウ tops | エ whole |
| [B] | ア abandoned | イ diminished | ウ spotted | エ synthesized |
| [C] | ア admission | イ intelligence | ウ skill | エ sophistication |
| [D] | ア approving | イ confirming | ウ introducing | エ refuting |

(3) 文中の ⑥ に当てはまるように、次の語句を並べ替えて正しい英文を完成せよ。

(and / helping / identify / less time / more time / ranking children / spend / them / to)

(4) 下線部分②について、このとき、Judy はどのような行動ができたか。具体的に日本語で書け。

(5) 下線部分③について、筆者はどのようなものであると述べているか、日本語で書け。

(6) 下線部分⑤の内容を、具体的に日本語で書け。

(7) 下線部分⑦について、この語句と同じ意味を表す語を本文中から一語抜き出せ。

(8) 下線部分⑧について、筆者はどのように説明しているか。その内容を、句読点も含め、70字以内の日本語で書け。