

2021 年度 筆記審査 (問 題)

注 意 事 項

1. 問題冊子は試験開始の指示があるまで開かないこと。
2. 問題は2～15 ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督員に知らせること。

3. マーク解答用紙記入上の注意

印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。

マーク解答用紙に記入されている注意事項をよく読んで解答すること。

4. 記述回答用紙記入上の注意

試験開始後、すべての記述解答用紙の所定欄に受験番号および氏名（カタカナ）を記入すること。

記述解答用紙の所定欄の受験番号は正確に正しいに記入すること。読みづらい数字は採点処理に支障をきたすことがあるので、注意すること。

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5. 解答はすべて解答用紙の所定欄に HB の黒鉛筆またはシャープペンシルで記入すること。解答用紙の枠外への記入はすべて禁ずる。
6. いかなる場合でも、すべての解答用紙を必ず提出すること。
7. 試験終了後、問題冊子および下書き用紙は持ち帰ること。

I. Structure and Written Expression

Carefully read the passage and do the tasks that follow.

Unconscious musical grammar

- ① Like language, music is a uniquely human activity. To be sure, people (1) in their musical talent, but nearly everyone learns numerous nursery rhymes, folk songs, and popular tunes, and nearly everyone derives some sort of aesthetic pleasure from the experience. So in thinking about music, we will leave aside the Beethovens and Beatles of the world and concentrate on the more ordinary commonalities of musical experience.
- ② ^(A)Although music is often ^(a)spoken of as a kind of language, it ^(b)is certainly not within the same ^(c)space of possibilities ^(d)with English, French, Zulu, and American Sign Language. Music (2) something, perhaps emotional states, and it is sometimes symbolic, for instance, when the Wedding March is played to symbolize weddings. But music shares (3) of the grammatical and expressive possibilities found in all standard languages, including signed languages. Music has no words, no syllables, no nouns or verbs, and no plurals or tenses; it has no way to name people, objects, or actions, no way to count, no way to say whether something is true or false, and no way to ask questions or give instructions. Consequently, it seems (4) to treat music as a form of communication, but not as a language in the technical sense that we have been using here.
- ③ In order to understand the effect music has (5) us, we have to ask a very basic question: Why should it be that a sequence of notes coheres into a melody and makes sense as music? Not every collection of notes (6) like music. If we fast-forward through a CD, it just sounds like a lot of tinkling—it does not make any musical sense. If we turn a piece of sheet music upside down and try to play it on the piano, it does not make any musical sense, either. Why not?
- ④ Our first guess might be that it is because we are not used to hearing things like that. But such a response sounds suspiciously simplistic. The problem goes deeper than merely (7) to things.
- ⑤ ^(B)Imagine we are listening ^(a)to the very first time to some ^(b)tune, say "Happy Birthday," and let us compare this experience with ^(c)hearing the same tune ^(d)played upside down and backwards. Even on the first hearing, we will surely recognize the former tune as a coherent tune, and we will probably be able to hum along after hearing it a couple of times. But the latter (let us call it "Yadhtrib Yppah") will sound odd, like a bunch of senseless notes, and it will be pretty tough to hum along with (see Figure 13.1). What (8) these radically different reactions?

'Happy Birthday'



'Yadhtrib Yppah'



Figure 13.1 *A simple tune loses coherence if played upside down and backwards*

- ⑥ The difference is that "Happy Birthday" conforms to patterns of music that we are familiar with, and "Yadhtrib Yppah" does not: its rhythm feels all (9), its melody does not seem to go anywhere, and its ending does not sound like an ending. But what are these patterns? They cannot be memories of specific pieces of music we have heard, because by hypothesis we have never heard (10) of these particular tunes. Rather, the patterns are commonalities we have extracted from pieces we have heard.
- ⑦ Knowing these patterns (11) us to do other things, too. (12), even on a first hearing of "Happy Birthday," we may well be able to notice if the performer plays wrong notes. Why? Because (some) wrong notes violate the melodic or harmonic patterns that we associate with this style of music. Or consider listening to a jazz arrangement of a familiar tune, (13) each of the players takes a chorus. They do not play the literal notes of the tune—it would not be jazz if they did. Rather, they play something that is related to the tune in harmony, rhythm, and melodic structure. We can recognize these relationships (to a greater or lesser degree, depending on the style of jazz they are playing). How? Evidently by intuitively extracting and comparing the patterns of the original tune and the solo choruses.
- ⑧ What does "intuitively" mean here? It means that we do not carry (14) these comparisons consciously. All we consciously register is "Oh, yes, it fits" or "Something odd is going on." Without some study of music theory, the patterns themselves are unconscious.
- ⑨ The analogy to language ought to be obvious. ^(C)**Our ability to make sense ^(a)of music in a certain style—to hear it as more than a sequence of notes—^(b)comes from ^(c)to have in our heads a collection of musical patterns that we ^(d)use to organize the music we hear.** This collection of patterns (15) general in that it does not depend on knowing any specific tune, and it can be applied to an indefinitely large number of new tunes in the same style. (16), the tune "Yadhtrib Yppah" intuitively sounds odd because it does not conform to these patterns (just as its title intuitively sounds odd because it does not conform to the sound patterns of English). To push the parallel, I will call this collection of patterns a musical grammar. So here we have an analogue to the Argument for Mental Grammar: our ability to make sense of new pieces of music in a familiar style (17) that we have an unconscious musical grammar that

organizes our understanding of music in this style.

1. In the passage, there are 17 sentences that contain a blank. For each sentence, choose the ONE word or phrase that best completes the sentence in terms of standard written English.

(1)

- (a) differ radically
- (b) radically different
- (c) who are radical differences
- (d) who are radically different

(2)

- (a) asks for
- (b) communicates
- (c) complicates
- (d) cooperates

(3)

- (a) any
- (b) few
- (c) little
- (d) many

(4)

- (a) appropriate
- (b) cool
- (c) outrageous
- (d) unsuitable

(5)

- (a) into
- (b) on
- (c) to
- (d) with

(6)

- (a) are sounding
- (b) are sounds
- (c) sound
- (d) sounds

(7)

- (a) adhering
- (b) being used

- (c) to adhere
- (d) used

(8)

- (a) accounts for
- (b) consists of
- (c) detects
- (d) terminates

(9)

- (a) common
- (b) inconsistently
- (c) irregular
- (d) orderly

(10)

- (a) either
- (b) none
- (c) some
- (d) two

(11)

- (a) enables
- (b) instructs
- (c) help
- (d) make it possible for

(12)

- (a) For instance
- (b) In contrast
- (c) Notwithstanding
- (d) Yet

(13)

- (a) in that
- (b) in which
- (c) that
- (d) which

(14)

- (a) away
- (b) out
- (c) over
- (d) up

(15)

- (a) are
- (b) in
- (c) is
- (d) on

(16)

- (a) Alternatively
- (b) By the way
- (c) In summary
- (d) On the other hand

(17)

- (a) contradicts
- (b) denies
- (c) implies
- (d) infers

2. In the passage, there are three sentences marked (A) - (C) that are boldfaced. In each of them, four words or phrases are underlined. Identify the ONE underlined word or phrase that would NOT be acceptable in standard written English.

II. Essay 1

Carefully read the passage and do the tasks that follow.

The psychology of procrastination

- ① People have struggled with habitual hesitation since ancient times. The Greek poet Hesiod, writing around 800 B.C., cautioned not to "put your work off till tomorrow and the day after." The Roman political figure Cicero called procrastination "hateful" in the conduct of affairs. And those are just examples from recorded history.
- ② What has become quite clear since the days of Cicero is that procrastination is not just (1), it is downright (2). In research settings, people who procrastinate have higher levels of stress and lower well-being. In the real world, (3) delay is often associated with (4) medical visits and lost opportunities to claim money. In fact, past surveys found that people cost themselves hundreds of dollars by failing to do their taxes in time.
- ③ In the past 20 years, the peculiar behavior of procrastination has received a burst of empirical interest. With apologies to Hesiod, psychological researchers now recognize that there is far more to it than simply putting something off until tomorrow. True procrastination is a complicated failure of self-regulation; experts define it as the voluntary delay of some important task that we intend to do, despite knowing that we will suffer as a result. A poor concept of time may worsen the problem, but an inability to manage emotions seems to be at its very foundation.
- ④ "What I've found is that while everybody may procrastinate, not everyone is a procrastinator," says APS* Fellow Joseph Ferrari, a professor of psychology at DePaul University. He is a pioneer of modern research on the subject, and his work has found that as many as 20 percent of people may be chronic procrastinators.
- ⑤ "It really has nothing to do with time-management," he says. "As I tell people, to tell the chronic procrastinator to *just do it* would be like saying to a clinically depressed person, *cheer up*."
- ⑥ A major misperception about procrastination is that it is a harmless habit at worst, and maybe even a helpful one at best. Sympathizers of procrastination often say it does not matter when a task gets done, so long as it is eventually finished. Some even believe they work best under pressure. Stanford philosopher John Perry, author of the book *The Art of Procrastination*, has argued that people can waste time to their advantage by restructuring their to-do lists so that they are always accomplishing *something* of value. Psychological scientists have a serious problem with this view. They argue that it erroneously mixes beneficial behaviors like pondering (which attempts to solve a problem) or prioritizing (which organizes a series of problems) with the self-defeating habit of genuine procrastination.

- ⑦ If progress on a task can take many forms, procrastination is the absence of progress. "If I have a dozen things to do, obviously number 10, number 11, and number 12 have to wait," says Ferrari. "The real procrastinator has those 12 things, maybe does one or two of them, then rewrites the list, then shuffles it around, then makes an extra copy of it. That's procrastinating. That's different."
- ⑧ One of the first studies to document the damaging nature of procrastination was published in the academic journal *Psychological Science* back in 1997. APS Fellow Dianne Tice and APS William James Fellow Roy Baumeister, then at Case Western Reserve University, rated college students on an established scale of procrastination, then tracked their academic performance, stress, and general health throughout a whole semester. Initially, there seemed to be a benefit to procrastination, as these students had lower levels of stress compared to others, presumably as a result of putting off their work to pursue more pleasurable activities. In the end, however, the costs of procrastination far exceeded the temporary benefits. Procrastinators earned lower grades than other students and reported higher amounts of stress and illness. True procrastinators did not just finish their work later—the quality of it suffered, as did their own well-being.
- ⑨ "Thus, despite its sympathizers and its short-term benefits, procrastination cannot be regarded as either adaptive or harmless," concluded the aforementioned psychological scientists (now both at Florida State University). "Procrastinators end up suffering more and performing worse than other people."
- ⑩ A little later, Tice and Ferrari teamed up to do a study that put the ill effects of procrastination into context. They brought students into a lab and told them that at the end of the session, they would be engaging in a math puzzle. Some were told the task was a meaningful test of their cognitive abilities, while others were told that it was designed to be meaningless and fun. Before doing the puzzle, the students had a short period during which they could prepare for the task or mess around with games like Tetris. As it happened, chronic procrastinators only delayed practice on the puzzle when it was described as a cognitive evaluation. When it was described as fun, they behaved no differently from non-procrastinators. In an issue of the *Journal of Research in Personality* from 2000, Tice and Ferrari concluded that procrastination is really a self-defeating behavior—with procrastinators undermining their own best efforts.
- ⑪ "The chronic procrastinator, the person who does this as a lifestyle, would rather have other people think that they lack effort than lacking ability," says Ferrari. "It's a self-destructive lifestyle."

*APS = Association for Psychological Science

1. In paragraph ②, there are four blanks (1) - (4). For each of them, choose the most appropriate word from the list below. Do not use the same word more than once.

Word list:

- (a) harmful
- (b) hateful
- (c) missed
- (d) undesired

2. For each group of four statements below, choose the ONE that best agrees with what is written in the passage.

2-1.

- (a) Researchers today all agree that procrastination is nothing more than simply putting something off until tomorrow.
- (b) There is at least one philosopher who believes that people are allowed to waste time if they manage to effectively reorganize their to-do lists and accomplish something important.
- (c) The article shows that procrastinating is not an affliction but an art which all people should be skilled in so as to be able to be more efficient in life.
- (d) Unlike philosophers, psychological scientists argue that it is good to mix the beneficial behavior of pondering with the habit of procrastination.

2-2.

- (a) A study made by Tice and Ferrari showed that cognitive abilities determine whether one may become a chronic procrastinator or not.
- (b) Chronic procrastinators usually think that they are smarter than others.
- (c) The behavior of procrastination has more to do with a self-defeating personal attitude than with the nature of any given task.
- (d) While procrastinators are generally said to have lower grades, surprisingly enough, they suffer less from stress or illness in the long run.

3. According to the passage, which ONE of the statements below is correct about Tice and Baumeister's study?

- (a) Despite a higher stress level, procrastinators can do the same work as non-procrastinators in less time and are therefore more efficient.
- (b) In addition to feeling emotional strain and pressure, procrastinators develop health problems more often than non-procrastinators.
- (c) On average, procrastinators earned worse scores than other students, but overall, they had a better life because they had more time for leisure activities.
- (d) Procrastinators benefit from putting off their work, because their behavior is perceived as more adaptive and harmless.

4. Which one of the following statements CANNOT be inferred from Tice and Ferrari's study?

- (a) Chronic procrastinators develop procrastination symptoms when they assume their

intellectual abilities are under scrutiny.

- (b) Procrastination is a self-damaging behavior.
- (c) Procrastination is linked to emotions like frustration, self-doubt, and anxiety.
- (d) Procrastinators do not procrastinate a task when they are supposed to do it just for fun.

5. What do you think is a good way to break the habit of procrastination? Write an essay in English on the essay answer sheet and defend your answer by providing two to three reasons.

III. Essay 2

Carefully read the passage and do the tasks that follow.

Boys falling behind at school

- ① In developed countries, on average, boys underperform girls at school. They are much worse at reading, less likely to go to university, and their lead in math is shrinking (to nothingness, in countries such as China and Singapore). In Europe, white working-class boys perform especially badly.
- ② The "boy problem" echoes through our societies and politics. Adults with poor literacy tend to have bad health, low wages and little trust in others, according to a report by the OECD*, the Paris-based international organization that monitors education globally.
- ③ In 2000, there were still more males than females with university education in OECD countries, but in 2014, 34% of women went to university, whereas 30% of men did. Meanwhile, the very worst pupils—children who do not reach proficiency in any subject on the OECD's PISA* tests—are overwhelmingly male.
- ④ We now have growing scientific evidence to replace old biological superstitions. "Female brains develop faster," says Jay Giedd, psychiatrist at the University of California, San Diego. Because girls mature earlier, they are given more books sooner, and learn more. Sexism may encourage this; parents often stereotype girls as quiet readers, and boys as wild adventurers.
- ⑤ Boys fall behind in school and get (1). There is evidence that they lose motivation in class from age eight. When 12-year-olds arrive at middle school, "the vocabulary gap between boys and girls is (2)." Many boys enjoy reading simple, (3) texts and comic books but struggle with high-level literature that is (4) to schoolwork. The literacy gap peaks at about 16, when boys are often at their most off-track stage—just when decisions about post-school destinations are being made.
- ⑥ The OECD has reviewed test data and an associated survey to try to gain a better understanding of what is causing boys to lose ground. Some of the findings are surprising. Others, not so much.
- ⑦ Across the developed world, 15-year-old boys were more likely than girls to say that school is a waste of time and less likely to agree that trying hard at school is important. Boys are more likely to be late to class or skip school entirely. And boys are more likely to be hesitant to act or speak in class than girls are. These differences are not massive—in most cases, they are less than 10 percentage points. But they still indicate that there are gender-based differences in how students think about school.
- ⑧ It does not matter whether students have a lot of homework (almost 15 hours per week in Shanghai) or very little (around 3 hours per week in Finland): boys spend less time on it than

girls. According to the survey mentioned above, on average, girls reported doing 5.5 hours of homework per week; boys did only 4.5. That does not explain all of the gender gap in test scores, but it does explain part of it, according to the OECD—if boys spend the same amount of time studying, they actually perform better than girls in math and science, and the gender gap in reading is smaller.

- ⑨ What are boys doing with all that non-homework time? They are on the Internet and playing video games, the survey suggests. Most girls say they never or have hardly ever played single-player or collaborative online games. On the other hand, most boys do, but not every day. Is this a disadvantage? It might not be. Playing single-player games was correlated with higher test scores, although collaborative games were associated with lower scores. And boys tend to do better than girls on standardized tests taken on the computer, rather than on paper. That suggests the video gaming time could help them as computer-based assessments become more common.
- ⑩ The gender gap between boys and girls is particularly evident in one subject: reading. And in every country but Korea, girls do more reading for fun than boys. The OECD found that it did not really matter what students read—whether it was fiction, nonfiction, or newspapers, more time spent reading translated into higher reading test scores. Boys were more likely to read comic books. But elementary school reading in particular has historically focused on nonfiction, and the OECD argues that this could be turning boys off of reading, which might widen the gender gap.
- ⑪ Across the world, 15-year-old girls expect to have higher-status jobs than boys do. They are more likely to expect to earn a college degree, and more likely to say they expect to have high-status jobs as managers, professionals, or elected officials. Nevertheless, the percentage of men and that of women in those jobs in their mid-20s to early 30s are almost exactly the same. That suggests that girls are more ambitious—but they are not necessarily achieving those goals.
- ⑫ In 2015, the OECD published *The ABC of Gender Equality in Education: Aptitude, Behavior, Confidence*. Francesca Borgonovi, one of the report's authors, cautions that "we still don't have very solid evidence of what works," because educationalists are only just starting to focus on boys' underperformance.
- ⑬ Still, the OECD recommends encouraging boys to read what they want. It may be better for them to read a 19th-century novel than a comic book, but reading comic books is a lot better than reading nothing. And reading anything encourages the habit of reading.
- ⑭ The OECD does not want to ban video games from children's rooms. Children can play some video games—but only after homework, and not late at night.
- ⑮ According to the OECD, teachers ought to be trained to be aware of their own gender biases. Historically, many teachers assumed that girls were worse at math, thus undermining their confidence. But teachers may also assume that boys are worse at reading, or they may look

down upon them because of their wild behavior. Education systems could train teachers to detect and correct biases.

- ⑩ Teachers should also value qualities that are common among boys, such as risk-taking. Borgonovi says, "Risk-taking is valued in labor markets. It allows boys to excel in some areas." Introducing these qualities into schoolwork would help girls to acquire them and make boys happier. The OECD also recommends allowing some competition in the classroom. "Boys respond more to competitive environments," says Borgonovi. They might be less motivated than girls for group work, but more motivated for tests. A mix of both would be gender-neutral.
- ⑪ The OECD also wants to encourage more men to become teachers. Germany has a project, "Mehr Männer in Kitas" ("More Men in Early Childhood Education and Care"), which tries to encourage males to ignore gender stereotypes when choosing careers.
- ⑫ Boys who stay in education until age 18 or over tend to catch up with girls, or have achieved well already. Therefore, the most serious consequences are for those who leave school at 16—typically those from poor backgrounds. The OECD's *Survey of Adult Skills* finds "no significant gender differences in literacy proficiency among 16 to 29-year-olds." Borgonovi says: "I don't see any evidence that girls are more intelligent than boys, or boys more intelligent than girls."
- ⑬ The boy problem thus seems rooted in the way education is currently done. It is time that the problem entered the policy agenda.

※1 Web公開にあたり著作権者の要請により
Ⅲ. Essay2⑩～⑬の出典についてはP.15に追記しております。

*OECD: Organization for Economic Cooperation and Development

*PISA: Programme for International Student Assessment

1. Fill in the blanks (1) - (4) with the most appropriate word from the word list below. Do not use the same word more than once.

Word List:

- (a) central
- (b) complicated
- (c) discouraged
- (d) escorted
- (e) motivated
- (f) straightforward
- (g) striking
- (h) used

2. Which of the following sentences most accurately reflects the interplay between video gaming and performance in tests?

- (a) Boys play more video games and therefore perform worse in tests.
- (b) Collaborative games, if played before homework, help prevent bad grades.
- (c) The experience with video games could provide boys with an advantage in computer-

based tests.

- (d) Video games have a negative impact on boys' performance in tests; girls, however, can play as much as they want and still have good grades.

3. Which of the following can be safely inferred from the passage?

- (a) Boys are biologically inferior to girls.
- (b) Compared with girls, boys tend to be late learners.
- (c) Girls are fast learners, but they are less intelligent than boys.
- (d) Girls mature early, and they become more successful in life than boys.

4. Which of the following reasons for boys falling behind girls at school CANNOT be safely inferred from the passage?

- (a) Compared with girls, boys are more often late for, or even completely absent from, school.
- (b) Competitiveness and risk-taking are not valued enough in the current education system.
- (c) Female teachers are more biased against male students than male teachers are.
- (d) There are not enough men working in the education system.

5. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the FOUR answer choices that express the most important ideas in the passage, and choose the right sequence from (a)-(d) below. Some sentences do not belong in the summary because they express ideas that are not presented or are minor ideas in the passage.

On average, boys underperform girls at school, and this problem—the "boy problem"—is now echoing through our modern societies and politics.

- (A) A study conducted by the OECD brought to light the importance of reading more historical novels in order to achieve higher reading test scores.
- (B) Historically, teachers have held different biases, assuming that girls are worse at math or that boys are worse at reading.
- (C) Indeed, in any of the subjects of the PISA tests, the worst performing students are overwhelmingly male.
- (D) One area in which the gender gap is apparent is reading, and the OECD recommends that boys should be encouraged to read whatever they want.
- (E) The "boy problem" has serious consequences for boys—especially those who leave school at 16; therefore, it should be put on the political agenda now.
- (F) The OECD has been striving for many years now to have the "boy problem" put on the political agenda of developed countries.
- (G) The OECD has therefore reviewed test data and a survey in order to investigate why boys fall behind, revealing various gender-based differences in matters related to school in general.

(H) The OECD wishes to encourage competition in the classroom to inspire boys, who are less motivated than girls for group work.

- (a) (A)-(C)-(E)-(F)
- (b) (B)-(D)-(C)-(H)
- (c) (C)-(G)-(D)-(E)
- (d) (D)-(B)-(E)-(A)

6. According to a survey by the New York Times, only a little over a third of the students at Japan's top-ranking universities are female. Does Japan have a "girl problem"? Write an essay in English on the essay answer sheet and defend your answer by providing two to three reasons.

※1 Ⅲ.Essay2①～⑨の出典については以下に追記しております。

●<https://www.vox.com/2015/3/8/8170333/gender-gap-boys-pisa>

●Simon Kuper and Emma Jacobs,2020,Why are boys are falling behind at school ? , Financial Times,26/10/2020,Used under licence from the Financial Times. All Rights Reserved.

受験番号	万	千	百	十	一
氏名	(カキテ)				

III

II 5

解答を始める前に、問題番号を確かめること。

5

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<2021 年度>

受験番号	万	千	百	十	一
氏名 (カタカナ)					

(注意) 所定の欄以外に受験番号・氏名を書いてはならない。

筆記審査（解答用紙）

III

<2021 年度>

III 6

III Essay 2

解答を始める前に、問題番号を確かめること。

6

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