早稲田大学　教育学研究科
修士課程　入試問題の訂正内容

＜2022年度　一般入試＞

【英語】

●問題冊子3ページ　：12行目

（誤）
　　　～relentlessly・・・

（正）
　　　～relentlessly・・・

下線の削除

以上

２０２２年度 早稲田大学大学院教育学研究科
修士課程　　一般入学試験問題
［ 外国語 ］ 【 英　語 】

解答上の注意

１．解答の際には、問題番号、設問番号を記入してから解答すること。（例「問題１　問１」）

２．解答用紙は、「問題番号」別に使用すること（一つの問題で一枚使用）。

３．解答用紙の所定欄に、受験番号・氏名・研究指導名・指導教員名を必ず記入すること。

４．問題用紙は「４枚」（本ページ含む）、解答用紙は「２枚」です。必ず枚数を確認すること。

以　　上

I. 以下の文章は、Mar, R. et al. "Bookworms versus nerds: Exposure to fiction versus non-fiction, divergent associations with social ability, and the simulation of fictional social worlds." *Journal of Research in Personality* 40 (2006): 694-712.の一部を引用したものである。英文を読んで、設問に答えなさい。（配点50点）

We are all familiar with the stereotype of the bookworm. An image leaps automatically to mind: that of a nebbish and unfashionable individual, wearing spectacles, whose demeanour is largely characterized by the social awkwardness one might expect [(1)]print, who, from, peers, someone, over, has, company, chosen, the, of. There are, however, good reasons to expect that this stereotype of social impairment may only pertain to non-fiction readers and furthermore, that the very opposite may be true of fiction readers. Non-fiction is typically expository in nature, whereas fiction most often takes the form of narrative. Although these two forms of text are highly similar—both are discourse-level text with local and global coherence—they are not identical in structure or content. This fact is evidenced by the observed differences between these two genres with respect to comprehension and recall (Graesser, Hauft- Smith, Cohen, & Pyles, 1980), and inference generation (Singer, Harkness. & Stewart, 1997). Stories contain depictions of the actual world [　A　] with intentional agents pursuing goals to form a plot, whereas expository texts, in contrast, share no such parallels with the actual world. The processing of narratives, then, shares some similarities with the processing of our real social environment. Thus, frequent readers of narrative fiction, individuals who could be considered 'bookworms,' may [　B　] or maintain social-processing skills whilst reading stories, although they are removed from actual social contact during this activity. Conversely, frequent readers of non-fiction expository texts, individuals colloquially referred to as 'nerds,' could be headed toward an embodiment of the socially awkward stereotype by removing themselves from the actual social realm while not simulating experience in a [　C　].　　　　　※ページ下部に出典を追記しております。

1. 'Bookworms'と'nerds'の違いを筆者の記述に即して日本語で説明しなさい。

2. 下線文 (1) の語を並べ替え、意味が通るようにしなさい。

3. 空欄 [　A　]に入れるのに最もふさわしい単語をa~eから一つ選び、記号で答えなさい。

　　a. ratified　　　b. remiss　　　c. rigid　　　d. replete　　　e. remonstrated

4. 空欄 [　B　]に入れるのに最もふさわしい単語をa~eから一つ選び、記号で答えなさい。

　　a. erode　　b. bolster　　c. subvert　　d. halt　　e. compromise

5. 空欄 [　C　]に入れるのに最もふさわしい語句/単語をa~eから一つ選び、記号で答えなさい。

　　a. fictional one
　　b. non-fiction
　　c. scientific text
　　d. real world
　　e. historical context

II. The text below is an extract from a *New York Times* article published in March this year. Read the text and answer the questions on the next page. (配点 50 点)

Hundreds of people gathered for the first lecture at what had become the world's most important conference on artificial intelligence — row after row of faces. Some were East Asian, a few were Indian, and a few were women. But the vast majority were white men. More than 5,500 people attended the meeting, five years ago in Barcelona, Spain.

Timnit Gebru, then a graduate student at Stanford University, remembers counting only six Black people [(1)]other than herself, all of whom she knew, all of whom were men.

The homogeneous crowd crystallized for her a glaring issue. The big thinkers of tech say A.I. is the future. It will underpin everything from search engines and email to the software that drives our cars, directs the policing of our streets and helps create our vaccines. But it is being built in a way that replicates the biases of the almost entirely male, predominantly white work force [(2)]making it.

In the nearly 10 years I've written about artificial intelligence, two things have remained a [3]: The technology relentlessly improves in fits and sudden, great leaps forward. And bias is a thread that subtly weaves through that work in a way that tech companies [(4)]are reluctant to acknowledge.

On her first night home in Menlo Park, Calif., after the Barcelona conference, sitting cross-legged on the couch with her laptop, Dr. Gebru described the A.I. work force conundrum in a Facebook post.

"I'm not worried about machines taking over the world. I'm worried about groupthink, insularity and arrogance in the A.I. community — especially with the current hype and demand for people in the field," she wrote. "The people creating the technology are a big part of the system. If many are actively excluded from its creation, this technology will benefit a few while harming a great many."

The A.I. community buzzed about the mini-manifesto. Soon after, Dr. Gebru helped create a new organization, Black in A.I. After finishing her Ph.D., she was hired by Google.

But nearly three years later, Dr. Gebru was pushed out of the company without a clear explanation. She said she had been fired after criticizing Google's approach to minority hiring and, with a research paper, highlighting the harmful biases in the A.I. systems that [5] Google's search engine and other services.

1. Underline (1) cannot be replaced by
   a. different from　　　b. apart from
   c. in addition to　　　d. besides

2. Which of the meanings of "make" below is closest to underline (2)?
   a. You're never gonna make it unless you try harder!
   b. That crisis had been in the making for many years.
   c. Her father was a well-known maker of traditional Japanese sweets.
   d. Don't make me say this over and over again.

3. Blank (3) can best be filled by
   a. constant　　　b. case
   c. scheme　　　d. fault

4. Underline (4) cannot be replaced by
   a. find difficult　　　b. seem unwilling
   c. don't like　　　d. feel anxious

5. Blank (5) can best be filled by
   a. underpin　　　b. underwhelm
   c. undergo　　　d. underrate

6. Write a short Japanese explanation about the meaning of the first sentence in the third paragraph, "The homogeneous crowd crystallized for her a glaring issue."