

2022 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. 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（カタカナ）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. 記述解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間違いに記入すること。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。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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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、問題冊子は持ち帰ること。
8. 問題用紙の余白を下書き用紙として使用してもよい。

I. Structure and Written Expression

The following is Jill Taylor's introduction to her book *My Stroke Of Insight: A Brain Scientist's Personal Journey*. Read it carefully and do the tasks that follow.

- ① Every brain has a story, and this is mine. Ten years ago, I was at Harvard Medical School performing research and teaching young professionals about the human brain. But on December 10, 1996, I was given a lesson (1) my own. That morning, I experienced a rare form of stroke in the left hemisphere of my brain. A major hemorrhage*, due to an undiagnosed congenital malformation of the blood vessels in my head, erupted unexpectedly. Within four brief hours, through the eyes of a curious brain anatomist (neuroanatomist), I watched my mind completely (2) in its ability to process information. By the end of that morning, I (3) not walk, talk, read, write, or recall any of my life. Curled up into a little fetal ball, I felt my spirit surrender to my death, and it (4) never dawned on me that I would ever be capable of sharing my story with anyone.
- ② *My Stroke Of Insight: A Brain Scientist's Personal Journey* is a chronological documentation of the journey I took into the formless abyss of a silent mind, where the essence of my being became enfolded in a deep inner peace. This book is a weaving of my academic training with personal experience and insight. As far as I am aware, this is the first documented account of a neuroanatomist who has completely recovered from a severe brain hemorrhage. I am (5) that these words will finally go out into the world where they might (6) the most good.
- ③ (7), I am grateful to be alive and celebrative of the time I have here. Initially, I was motivated to endure the agony of recovery thanks to the many beautiful people who reached out with unconditional love. Over the years, I have remained (8) to this book project because of the young woman who contacted me out of desperation to understand why her mother, who died from stroke, had not dialed 9-1-1. And because of the elderly gentleman, who was laden with worry that his wife had suffered enormously while in a coma before her death. I have remained tethered to my computer (with my faithful dog Nia on my lap) for the many caregivers who have called (9) direction and hope. I have persisted with this work for the 700,000 people in our society (and their families) who will experience stroke this year. If just one person reads "The Morning of the Stroke," recognizes the symptoms of stroke and calls for help — (10) —, then my efforts over the last decade will be more than (11).
- ④ *My Stroke of Insight* falls into four natural divisions. The first portion, "Jill's Pre-Stroke Life," introduces you to (12) before my brain went offline. I describe why (13) a brain scientist, a little of my academic journey, my advocacy interests, and my personal quest. I was living large. I was a brain scientist at Harvard, serving on the national board of NAMI (the National Alliance on Mental Illness) and traveling the country as the *Singin' Scientist*. ^(A)I

(a)follow this very brief personal synopsis with a little simple science, which (b)designed to help you understand what was going on in my brain (c)biologically (d)on the morning of the stroke.

- ⑤ (B)If you ever wondered what (a)it might (b)feel to (c)have a stroke, then "The Morning of the Stroke" chapters (d)are for you. (C)Here, I take you (a)on a very unusual journey into the step-by-step deterioration of my cognitive (b)abilities, as (c)viewing (d)through the eyes of a scientist. As the hemorrhage in my brain grew larger and larger, I relate the cognitive deficits I was experiencing to the underlying biology. As a neuroanatomist, I must say that I learned as much about my brain and how it functioned during that stroke, as I had in all my years of academia. By the end of that morning, my consciousness shifted into a perception that I was at one with the universe. (14) that time, I have come to understand how it is that we are capable of having a "mystical" or "metaphysical" experience — relative to our brain anatomy.
- ⑥ (D)If you know (a)of someone who (b)has had a stroke or some other (c)type of brain trauma, then the recovery chapters may prove (d)as if an invaluable resource. Here, I share the chronological journey of my recovery, including over fifty tips about things I needed (or didn't need) in order to recover completely. My "Recommendations for Recovery" are listed in the back of the book for your convenience. I hope you will share this information with anyone who may benefit.
- ⑦ Finally, "My Stroke of Insight" defines what this stroke has taught me about my brain. At this point, you will realize that this book is not really about stroke. (E)More (a)accurately, the stroke (b)was (c)the traumatic event (d)which the insight came. This book is about the beauty and toughness of our human brain because of its innate ability to constantly (15) to change and recover function. Ultimately, it's about my brain's journey into my right hemisphere's consciousness, where I became enveloped in a deep inner peace. I have resurrected the consciousness of my left hemisphere in order to help others achieve that same inner peace — without having to experience stroke! I hope you enjoy the journey.

**hemorrhage*: a large amount of bleeding

1. In the passage, there are 15 sentences that contain a blank. For each sentence, choose ONE word or phrase that best completes the sentence in terms of standard written English.

(1)

- (a) for
- (b) of
- (c) on
- (d) to

(2)

- (a) deteriorate
- (b) deteriorated
- (c) deteriorates
- (d) to deteriorate

(3)

- (a) better
- (b) could
- (c) might
- (d) rather

(4)

- (a) certainly
- (b) may well
- (c) sure
- (d) was

(5)

- (a) going to thrill
- (b) thrilled
- (c) thrilling
- (d) to thrill

(6)

- (a) do
- (b) function
- (c) have been
- (d) work

(7)

- (a) More than anything
- (b) On the contrary
- (c) Sooner or later
- (d) To my dismay

(8)

- (a) as
- (b) enthusiastically
- (c) obedient
- (d) pleasurable

(9)

- (a) asking of
- (b) in search of
- (c) on
- (d) to inquire

(10)

- (a) at any rate
- (b) for the time being
- (c) sooner rather than later
- (d) to put it another way

(11)

- (a) demanding
- (b) happy
- (c) on demand
- (d) rewarded

(12)

- (a) who I have been
- (b) who I was
- (c) who could I have been
- (d) who would I be

(13)

- (a) I grew up to be
- (b) I will end up
- (c) did I choose to be
- (d) should I have been

(14)

- (a) At
- (b) During
- (c) From
- (d) Since

(15)

- (a) accustom
- (b) adapt
- (c) adopt
- (d) adorn

2. In the passage, there are five sentences marked (A) - (E) 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.

Example: I ^(a)am looking ^(b)forward attending ^(c)those new classes ^(d)in April.

Answer: (b) (*forward* → *forward to*)

II. Essay 1

Carefully read the following passage and do the tasks that follow.

※この問題は、著作権の関係により掲載できません。

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**iconography*: a particular range or system of types of image used to convey particular meanings

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

- (a) American historian Paul Shaw argues that ethnic types are used because they efficiently point to specific cultures.
- (b) Chinese restaurant owners were forced to promote the use of the chop suey font by American customers.
- (c) It has always been clear that the chop suey dish was invented by Americans.
- (d) Asian people in general find Oriental fonts offensive.

2. The following sentences, which are placed randomly, are from paragraph ⑤. Which ONE of the sequences (a) - (d) below makes a coherent paragraph?

- (1) Anti-Chinese legislation prevented Chinese immigrants from pursuing other types of employment.
- (2) So why did chop suey and the Chinese restaurant become so widespread and popular?
- (3) Thus, they had no choice but to open restaurants to support their livelihoods.
- (4) Unfortunately, this was actually due to the heavy restrictions that were placed on Chinese

immigrants during the 19th century.

- (a) (1)-(3)-(2)-(4)
- (b) (1)-(2)-(4)-(3)
- (c) (2)-(1)-(3)-(4)
- (d) (2)-(4)-(1)-(3)

3. Which ONE of the following statements does NOT underlie those of either Gil Asakawa or Yong Chen?

- (a) A positive or neutral usage of a symbol can outweigh its negative past usages.
- (b) Cultural symbols can be problematic when used to create the image of foreignness and non-belonging.
- (c) Cultural symbols can trigger painful memories.
- (d) It is not the cultural symbols themselves that bear a negative meaning, but their usage.

4. Which ONE of the following statements on cultural appropriation CANNOT be safely inferred from the passage?

- (a) Context is highly relevant for the complexity of a symbol's meaning.
- (b) Cultural elements that have deep meaning to the original culture are often reduced to "exotic accessories" by those who appropriate them.
- (c) The meaning of a symbol cannot be translated into another culture.
- (d) There are definitely negative consequences of cultural appropriation.

5. Which ONE of the following points regarding the appropriation of Asian typography and iconography in Western culture CANNOT be safely inferred from the passage?

- (a) One should be aware of the tensions around racial stereotypes, and the education of type design should be democratized across different ethnic backgrounds.
- (b) One should be aware that when language and symbolism are taken out of their original context, they may become over-simplified or lose their meaning.

- (c) One should be careful not to use Chinese characters inappropriately, because Chinese culture places great importance on good handwriting and calligraphy.
- (d) One should know that appropriating Asian typography and iconography can be a hate crime.

6. Essay 1

Having read the passage, do you think that people should stop using the "chop suey font"?

Why/why not? 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 following passage and do the tasks that follow.

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1. In paragraph ⑪, 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) absent
(b) equivalent
(c) independent
(d) preliminary

2. According to the passage, which ONE of the following statements can be safely inferred?

- (a) According to one policy analyst, low-income students and students of color that have fallen behind do not need extra support like tutoring.
- (b) Some people say that young children need recess, playtime and social time more than academic instruction to be able to absorb new information effectively.
- (c) Testing experts argue that the impact of the pandemic on learning is probably rather small, because students may have received assistance from adults during the test.
- (d) The "learning loss" research might be based on the motivation to continue supporting the highly lucrative standardized testing industry.

3. According to the passage, which ONE of the following statements about the study from Curriculum Associates is correct?

- (a) All demographic groups are largely experiencing learning deficits, but students from low-income households perform worst.
- (b) Second graders are about 25 percent behind in comparison to where they would be expected if there had been no pandemic.
- (c) The reading level of elementary school students was 10 percent higher than expected at their grade level.
- (d) The share of students performing at the level expected for their grade declined in math as well as in reading during the pandemic.

4. Three of the following answer choices complete the sentence below in terms of what can be safely inferred from the passage. Which ONE does NOT?

Standardized testing to measure the impact of the pandemic is unnecessary or even actively harmful ...

- (a) because educational inequities among Black, Hispanics, and low-income children have increased.
- (b) because it might negatively label or discourage students and families.
- (c) because it might traumatize students.
- (d) because the outcome might give the impression that the pandemic has created a lost generation.

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 combination 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.

The offense Ms. Bonilla felt when she was told that her son was years behind in reading illustrates one strong opinion that questions the relevance of measuring children's pandemic learning loss.

- (A) A national study found that there were reductions of up to 16 percent in the number of elementary school students performing at grade level in math.

- (B) However, some say that such testing is unnecessary or even harmful to children, especially those from underprivileged families, but others say that it misses what students have learned outside of physical classrooms.
- (C) If so, it becomes harder to argue that schools should remain closed or operate on limited schedules, as vaccines roll out across the nation.
- (D) In contrast, some analysts propose that one should focus on providing extra support, the support the children probably needed even before the pandemic broke out.
- (E) Many of the students most at risk academically are missing from research because they are participating irregularly in online learning, have not been tested, or have dropped out of school.
- (F) Moreover, although a national study shows that learning loss is a reality, according to one expert, playtime and social time are actually critical for young children to absorb new information effectively.
- (G) Owing to the school closures and other hardships, many young children have failed to acquire basic academic skills, and the Biden administration is urging states to test students to measure the educational inequities made worse by the pandemic.
- (H) The nation's largest school system in New York City announced to parents that they must let their children take state standardized tests.
- (a) (C)—(F)—(H)—(D)
- (b) (E)—(G)—(A)—(B)
- (c) (F)—(H)—(C)—(A)
- (d) (G)—(B)—(F)—(C)

6. Essay 2

Finland's education system is one of the best in the world, with almost no standardized tests. Do you think Japan too should do without standardized tests? Write an essay in English on the essay answer sheet and defend your answer by providing two to three arguments.

〔以下余白〕

受験番号	万	千	百	十	一
氏名	<small>(カタカナ)</small> 				

筆記審査 (解答用紙)

II 6

III

Essay 1

解答を始める前に、問題番号を確かめること。

6

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受験番号	万	千	百	十	一
氏名	(カキカテ)				

III

III 6

Essay 2

解答を始める前に、問題番号を確認すること。

6

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.