

令和4年度医学科入学試験問題

英 語

〔注意事項〕

- 1 監督者の指示があるまで、この冊子を開いてはいけない。
- 2 解答用紙に受験番号と氏名を必ず記入すること。
- 3 この問題冊子の本文は、16ページからなっている。落丁、乱丁及び印刷不鮮明な箇所等があれば、手をあげて監督者に知らせなさい。
- 4 この問題冊子の白紙と余白は、適宜下書きに使用してもよい。
- 5 解答は、すべて別紙「解答用紙」の指定された場所に記入すること。
- 6 この問題冊子は持ち帰ること。

I

Read the following passage and answer the questions which follow.

One of the aims of the middle-class family is to produce a child oriented to certain values but individually differentiated within them.⁽¹⁾ The child is born into an environment where he/she is seen and responded to as an individual with his/her own rights; that is, he/she has a specific social status. This early process of individuation is accomplished by two important factors: the careful observation of the child by the parents so that the very fine stages of development and the emergence of new patterns of behaviour are the object of attention and comment; together with recognition and communication in a language structure where personal qualifications are significantly used and which the child learns to use in response. The child's relation to the environment is such that his/her range and expression of discriminating verbal responses is fostered by the social structure from the beginning. A virtuous circle is set up, which is repeatedly reinforced, because the parents will elaborate and expand the first, basic statements that the child makes. It would follow that the greater the differentiation of the child's experience the greater his/her ability to differentiate and elaborate objects in his/her environment.

The next fact to consider is the way in which the order of communication, the mode of expression of language, modifies perception. It is necessary to make a distinction between non-verbal expressions of meaning and verbal expressions of meaning in any communication. The role of gesture, facial expression, bodily movement, in particular volume and tone of the speaking voice, will be termed 'immediate' or direct expression, while the words used will be termed 'mediate' or indirect expression.⁽²⁾ What is important is the emphasis placed upon one or the other and the nature of the form of the verbal communication. Now, if the words used are part of a language which contains a high proportion of short commands, simple statements and questions where

the symbolism is descriptive, concrete, visual and of a low order of generality, where the emphasis is on the emotive rather than the logical implications, it will be called a *public* language.

The language-use of the middle class is rich in personal, individual qualifications, and its form implies sets of advanced logical operations; volume and tone and other non-verbal means of expression, although important, take second place.⁽³⁾ It is important to realize that initially in the middle-class child's life, it is not the number of words or the range of vocabulary which is decisive but the fact that he/she becomes sensitive to a particular form of indirect or mediate expression where the subtle arrangement of words and connections between sentences convey feeling. The child originally strives to obtain this in order to experience a full relationship with the parents and in so doing learns to respond to a particular form of language cues. Because of the importance of this type of mediate relation between parent and child, a tension is created between the child and his/her environment so that there is a need to verbalize his/her relations in a personal, individual way. Thus the child at an early age becomes sensitive to a form of language-use which is relatively complex and which in turn acts as a dynamic framework upon his/her perception of objects. This mode of language-use will be termed *formal*. It was stated earlier that the pressure within a middle-class social structure to intensify and verbalize an awareness of separateness and difference increases the significance of objects in the environment. Receptivity to a particular form of language structure determines the way relationships to objects are made and an orientation to a particular manipulation of words.

The child in the middle-class grows up in an environment which is finely and extensively controlled; the space, time and social relationships are explicitly regulated within and outside the family group. The more purposeful and explicit the organization of the environment with reference to a distant future, that is, the greater the rationality of the connections and inter-relations

between means and distant ends, the greater the significance of objects in the present. Objects in the present are not taken as given, but become centres for inquiry and starting points for relationships. The effect of this on the experience of the child is to make him/her more generally and specifically aware of a wide range of objects at any one time which will intensify his/her curiosity and reward his/her explorations. Here the critical factor is the mode of the relationship and this is a function of his/her sensitivity to structure. A dynamic interaction is set up: the pressure to verbalize feelings in a personally qualified way, the implications of the language learnt, combine to decide the nature of the cues to which he/she responds — structural cues. An orientation towards structure allows many interpretations or meanings to be given to any one object, which increases the area and intensity of the child's curiosity and receptiveness. This leads to an awareness of the formal ordering of his/her environment, notions of its extensions in time and space, and so is the beginning of the formation of primitive interpretative concepts. This, of course, is part of the socializing process of any child but it is the mode of establishing relationships which is of decisive importance, because the mode determines the levels of conceptualization possible. Different children will be able to benefit more from this environment as a result of other factors, e.g. specifically psychological factors, but the means of utilizing and exploiting formal educational facilities are provided.

The school is an institution where every item in the present is finely linked to a distant future, and consequently, there is not a serious conflict of expectations between the school and the middle-class child. The child's developed time-span of anticipation allows the present activity to be related to a future, and this is meaningful. There is little conflict of values between the teacher and child, and, more importantly, the child naturally accepts and responds to the language structure of communication. The school aims at assisting the development of consciousness of self, cognitive and emotional

differentiation or discrimination, and develops and encourages mediate relationships. There is in the child a desire to use and manipulate words in a personally qualifying or modifying way and, in particular, a developing sense of tense (time), which together combine to reduce the problem of the teaching of English: reading, spelling, writing. The middle-class child has a natural tendency towards the ordering of symbolic relationships and, more importantly, imposing order and seeing new relationships with a high level of curiosity. There is a conformity to authority and an acceptance of the role of the teacher, irrespective of psychological relationships to his/her personality. This is not to say that, at times, feelings of rebellion will not appear. The middle-class child is capable of manipulating the *two* languages — the language between social equals (peer groups), which approximates to a public language, *and* a formal language which permits sensitivity to role and status. This leads to appropriateness of behaviour in a wide range of social circumstances. Finally, the school is an important and socially approved means whereby the developing child can enhance his/her self-respect. Thus the social structure of the school, the means and ends of education, creates a framework which the middle-class child is able to accept, respond to and exploit.

(Adapted from: *Class, Codes and Control* (Volume I) by Basil Bernstein.
Granada Publishing Limited, 1973.)

QUESTIONS

Underlined 1: Choose the answer which has the closest meaning to the underlined part. Write the LETTER of your answer.

- (A) to encourage their child to define his/her own values within a set of specific values.
- (B) to encourage their child to define what his/her life is for.
- (C) to encourage their child to define what normal social values are and to help society.
- (D) to encourage their child to define what it means to be an individual and to respect people with social status.
- (E) to encourage their child to define his/her self-respect.

Underlined 2: Find an appropriate English word or appropriate English words from the passage to explain the meaning of the underlined part.

“Mediate’ or indirect expression” means _____.

Underlined 3: Explain in Japanese the meaning of the underlined part specifically by clarifying the phrase “take second place.”

Underlined 4: Explain in Japanese the meaning of the underlined part specifically by clarifying the word “this”.

Underlined 5: Explain in Japanese the meaning of the underlined part, specifically by making clear the reason(s) why the author can say that “there is not a serious conflict of expectations between the school and the middle-class child.”

6. Explain in Japanese the author’s three main ideas in the text regarding middle-class children.

II Read the following passage and answer the questions which follow.

Anyone crossing Tavistock Square in the Bloomsbury area of London in early February is unlikely to suppose Bloomsbury was named for its blooms. Hence, the big February surprise I found one day — an improbable splash of colour,⁽¹⁾ of lilies, roses, camellias and marigolds, in rebellion against the season. On closer inspection,⁽²⁾ the flowers were found to relate to a life-size bronze statue within the railed gardens. On top of a marble column, itself dug out to hold officials' more formal bouquets, the statue is that of Mohandas Karamchand Gandhi. The flowers are there in the depth of winter because 30 January is the anniversary of the Mahatma's assassination. And he looks out over this "peace park" of a square because, in an age notable for mindless bloodshed, no other world figure better personifies the soaring spirit of non-violence.

The bronze, by Fredda Brilliant, was erected in 1968. It portrays Gandhi sitting cross-legged, with a frowning face, staring at the ground. This was much as he appeared to Mrs Sarojini Naidu when in 1914 she had her first meeting with the already admired leader after tracking him down in an obscure part of Kensington, London. She explained: "I climbed the steep stairs of an old, unfashionable house to find an open door framing a living picture of a little man with a shaven head, seated on the floor on a black prison blanket and eating a messy meal of squashed tomatoes and olive oil out of a wooden prison bowl. Around him were placed some damaged tins of dried groundnuts and tasteless biscuits made of dried plantain flour. 'Come in,' said he, 'and share my meal.' 'No thanks,' I replied, sniffing, 'what a terrible mess it is.'"

Surprisingly, Mrs Naidu would become one of the Mahatma's closest disciples, but she found it hard to reconcile his self-denying ideals of passive resistance with the self-obsessed demands of a decidedly "alternative" lifestyle. Supplying Gandhi with the fruit and nuts that his vegan beliefs demanded could be both expensive and challenging. For a breakfast in Calcutta, "the ladies of

the house kept awake all night removing the skin from various nuts and preparing fresh fruit in the Indian style." Though regretting "such embarrassing attentions," he pressed his unconventional lifestyle on others and very nearly killed his own son by denying him dairy products. The health of his long-suffering wife Kasturba was similarly endangered, if not by their shared diet then by his refusal to permit her to take medicine other than the traditional Indian ones. And when, by way of liberating the flesh for the political struggle ahead, he abruptly adopted sexual restraint, he seems scarcely to have consulted her. Self-denial could be as hard on others as on oneself.

Nor were these the only contradictions in the little man who would eventually "give India its freedom" from the British Empire. During twenty years of social and political activism in what is now South Africa, Gandhi had previously won crucial concessions for the immigrant Indian community while doing nothing to reduce the difficulties of the native black population. In his autobiographical account of this period, Gandhi scarcely mentions black Africans at all. Seemingly their lack of political representation merely served as a warning of what the Indian community must strive to resist.

While vigorously contesting official discrimination against his fellow Indians, Gandhi was also notably ambivalent about the British. The dynamic "truth-force" on which his beliefs were founded prohibited any personal hostility towards one's enemies. But there was more to his loyalty to the British Empire than this. Throughout his African apprenticeship he genuinely admired British imperialism as exemplifying his idea that "the best government is less government." In fact, he had come to London in 1914 specifically to "aid the empire in its hour of need." As in the Boer and Zulu wars, he would raise and train an ambulance brigade for service behind the enemy lines. In India he would actually undertake to recruit for the ranks.

(5)
Treating wounds so that the injured could quickly return to the battlefield, or urging others to sign up for imperial service, troubled the believer of

non-violence and would later be regretted. But they went down well with the British government. Arguably Gandhi owed the success of his non-cooperation movements not simply to the dedication and discipline he inspired in his followers but also to the respect and affection that he inspired in numerous senior British officials. In fact, winning concessions from even the highest British officials was often easier than controlling Gandhi's own hot-headed supporters. His repeated crises of conscience were due to the failure and crimes of his own followers. So did his tragic death when, in despair over his giving in to Muslim sentiment, it was a self-proclaimed "Gandhian" who squeezed the trigger three times at close range.

Gandhi was assassinated after a prayer-meeting in New Delhi on 30 January 1948. Six months earlier, Indian independence had been won and the country divided with the creation of Pakistan. Gandhi's political work was over. But he took no part in the celebrations. Unreconciled to the division, overwhelmed by the horrifying bloodshed and disruption that accompanied it, and unhappy with the interventionist style of government that was emerging in Delhi, the Mahatma was already a marginalised figure. His specific obsessions — vegetarianism, sexual restraint, hand-made clothing — no less than his core beliefs in non-violence and the realisation of "the truth within" seemed as irrelevant in Nehru's India as they do in the celebrity-obsessed, money-mad nuclear power that is India today. Yet Gandhi remains an influential figure, inspiring blooms in wintry Bloomsbury. It is less because of his political achievements ("For me, they have not much value") than because of ill-tempered introspection filled with spirituality that, despite its all-too-human contradictions, casts across the darkest of centuries a light-beam of hope.

(Adapted from: "Remembering Gandhi" by John Keay. In *Folio Magazine*, 2010-2011.)

QUESTIONS

Underlined 1: Why is the “splash of colour” said to be “improbable”? Write your answer in English.

Underlined 2: Who made this “closer inspection”? Write your answer in English.

3. Why does the author of this passage seem to think it is remarkable that Mrs Naidu became one of Gandhi's closest disciples? Write your answer in English.

4. The passage speaks of many aspects of Gandhi's diet. What type of food was most noticeably absent from his diet? Write your answer in English.

Underlined 5: What does the underlined part mean? Answer the question by filling in the blank with one appropriate English word.

“To recruit for the ranks” means to seek out and enroll more _____.

Underlined 6: Some of Gandhi's actions are said to have gone “down well with the British government.” Complete the following paraphrase of this sentence so as to make its meaning clearer by placing one English word in the blank.

Some of Gandhi's actions _____ the British government.

Underlined 7: Fill in the blank with an appropriate English word or appropriate English words to complete the statement in accordance with the text.

“Hot-headed supporters” means that these supporters were often

_____.

Underlined 8: Rewrite the underlined part with “The failure and crimes of his own followers” as the subject by filling in the blank with an appropriate English word or appropriate English words.

The failure and crimes of his own followers _____
his repeated crises of conscience.

Underlined 9: In the underlined part, “Nehru’s India” and “India today” are referred to. Of the two, which came earlier in time?

Underlined 10: Why was Gandhi “inspiring blooms in wintry Bloomsbury”?
Write your answer in your own English words.

Because _____
_____.

III Read the following passage and answer the questions which follow.

When Notre-Dame burst into flames, I turned on the French TV and realized that I had little vocabulary for either fires or churches. Whole sentences about collapsing walls were unintelligible to me.

This happens a lot. When I moved to Paris in my early 30s and started learning French practically from scratch, I knew I'd never sound like a native. But I imagined a hero's journey in which I struggled for a few years, then emerged fluent, or at least pretty good.

Fifteen years later, I've made good progress, but it's not heroic. I've merely gone from bad to not bad. I can usually follow the news, handle transactional conversations and somehow manage any situation. Interviewing people is fine, because I'm mostly listening. If required, I can read French books.

Yet my French is still filled with gaps and mistakes. When I try to tell a story in French, I sense that the listener wants to flee. Things I've done recently to avoid writing formal letters—an essential part of French administrative life—include not reporting a slow leak in my bathroom and not bringing a case to the court for possible medical malpractice.

Shouldn't I be much better by now? Why is language learning so difficult? Hoping for expert opinion—and perhaps some expert sympathy—I phoned Joshua Hartshorne, the director of the Language Learning Laboratory at Boston College.

The sorry state of my French doesn't surprise him. In a paper last year on which he was a co-author, based on an English grammar test taken by 670,000 people, he found that—even for children—learning a language takes much longer than I'd thought. Children need seven or eight years of intensive immersion to speak like a native. These years must start by about age 10, to fit them all in by age 17 or 18, when there's a sharp drop in the rate of

learning. (He's not sure whether this drop is caused by changes in the brain or in circumstances.)

And native speakers keep perfecting their grammar until their 20s. They reach a level called “asymptote,” when they're not getting noticeably better, by around age 30, the study found. But vocabulary peaks at about age 60, according to a study in *Psychological Science*. That's probably because native speakers have had time to accumulate lots of words, and they haven't started forgetting them.

What does this mean for someone who began learning French in her 30s? Dr. Hartshorne says my language-learning ability had sharply declined by then and was getting worse each year. In his study, non-native English speakers who had been immersed in English in their late 20s made only slightly fewer grammatical mistakes than native speakers in preschool.

And though I live in France, I'm not immersed enough. I use French for work, but I speak lots of English too, including with my kids and husband. I don't have an “*école horizontale*” — a romantic partner with whom I speak only French.

I've tried to compensate by periodically taking French courses. And most mornings, I circle unknown words in the newspaper, *Le Monde*, then transfer them to sticky notes above my desk.

“Nothing seems to work as well as just speaking the language all the time,” Dr. Hartshorne said.

You can learn basic grammar and vocabulary at any age. That explains my “good enough” French. But there's also an enormous amount of low-frequency words and syntax that even native speakers might encounter only once a year. Knowing any one of these “occasional” words or phrasings isn't essential. But in every context — a book, an article, or conversation — there will probably be several. They're part of what gives native speech its richness.

In other words, no matter how many sentences I memorize or words I

circle, there will always be more. “You can get pretty good pretty quickly, but getting really, really good takes forever,” Dr. Hartshorne explained.

And your peak level might not last. I used to interview people in Portuguese; now the language merely sounds familiar. Most of what remains from three years of Japanese is a haiku I learned for extra credit in high school.

Confidence matters too. It doesn't help that with French, I'm studying a language that's considered such a treasure that its correct usage is specified by the Académie Française (a governmental body).

Dr. Hartshorne also points out that native speakers have exceptional precision. Even someone with 99% grammatical accuracy sounds foreign. He guesses that I have about 90% accuracy, which shouldn't feel like failure. “Imagine if you decided you were going to pick up golf in your 30s, and you got to the point where you could keep up in a game with professional players. You'd think that's actually really good. But for some reason, just being able to keep up in language feels not as impressive.”

At least my struggle probably has health benefits. A study published in the journal *Neurology* found that being bilingual delays the start of dementia by four and a half years. Another study found that bilinguals were better able to recover cognitively from a stroke.

And I take pleasure in small triumphs, like discovering that a woolen ball on a sweater is a “bouloche” (I learned this from my dry cleaner) and that French Jews and Christians use the same familiar pronoun, “tu” (you), to refer to God. The word is usually reserved only for those with whom one is on very intimate terms, like a lover. Because certain French words with entirely different meanings are pronounced in the same way, I have learned to make intelligent guesses based upon the context in which the word appears.

I should probably accept that my French will never spark joy in anyone else. It's part of accepting, at midlife, that I'm subject to the same rules as

other people and that there are things I won't do.

But I still expect to get much better one day. It would be hard to live here if I didn't. I recently read an article — in English — claiming that many French people find their own language difficult and are convinced that they speak it poorly. Perhaps feeling bad about my French is proof that I've gone native after all.

(Adapted from: "It's hard to learn French in middle age" by Pamela Druckerman. In *The New York Times* International Edition. Tuesday, April 30th, 2019.)

QUESTIONS

According to the content of the passage, write T for True, F for False or N for Not mentioned in the text for each statement. Answer a question with "N" only if the statement is either not present in the text or cannot be inferred from the information in the text.

1. The author of this essay is in her mid to late 40s.
2. Because they have acquired fewer words of vocabulary and hence have less to forget, children seem to acquire vocabulary more quickly than adults.
3. Native speakers in preschool actually make slightly fewer grammatical mistakes than non-native speakers who had been immersed in English in their late 20s, according to Dr. Hartshorne.
4. The author's husband is a native English speaker.

5. The lack of familiarity with so-called “low-frequency” words or phrases may prevent non-native speakers from reaching the level of native speakers.
6. After one has reached an optimal level of proficiency in a foreign language, it may deteriorate afterwards.
7. Correct usage in French is often difficult to determine because there exists no official standard in the language.
8. Most French people take great pride in their ability to speak French because it is regarded as a national treasure.

IV

Read the following and write an essay in English in about 200 words.

Since the start of the Covid-19 pandemic, an increasing number of public libraries in Japan are offering to the public more digital content, such as audiobooks, digital magazines, and e-books, instead of printed items.

Do you think that Japanese public libraries should expand their online services? Why or why not? Write your essay by giving two examples of the possible advantages or disadvantages of Japanese public libraries expanding their online services.

