

受験番号				
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## 英 語

合図があるまでは絶対に中を開けないこと

英語の試験は初めにリスニング、次にリーディングの順序で行います。リーディングの指示は、リスニングが終わった後で行います。

### リスニングの指示

1. リスニングには、PART I, II, III の3つがあります。
2. 各PARTが始まる前に、日本語で説明をします。注意して聞いて下さい。
3. 問題冊子には、問いと、4つの選択肢が与えられています。その中から最も適当と思われる答えを1つ選んで、解答カードの相当欄をマークして下さい。
4. 各PARTが終わったら、音声による指示があるまで、次のページを開けないで待っていて下さい。

5. PART I では10の短い会話を聞きます。それぞれの会話についての問いに答えて下さい。
6. PART II ではPART I より長い会話を2つ聞きます。それぞれの会話についての問いに答えて下さい。
7. PART III では講義を3つ聞きます。講義の内容について、それぞれ5つの問いに答えて下さい。

「受験番号」を解答カードの定められたところに忘れずに書き入れること

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次のページからの問題には、それぞれ a, b, c, d の選択肢が与えられています。  
各問題につき、a, b, c, d の中から、最も適切と思われる答えを1つだけ選び、  
解答カードの相当欄をマークして、あなたの答えを示して下さい。

例  $\left( \begin{array}{c} \text{E} \\ \text{F} \end{array} \right)$

$\left( \begin{array}{c} \text{A} \\ \text{B} \end{array} \right)$   $\left( \begin{array}{c} \text{C} \\ \text{D} \end{array} \right)$    $\left( \begin{array}{c} \text{E} \\ \text{F} \end{array} \right)$

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## PART I

*Choose the best answer to each question.*

*Questions 1-10.*

1. Who will probably download the application for the bus service after this conversation?
  - a. the man
  - b. the woman
  - c. both the man and the woman
  - d. neither the man nor the woman
  
2. Who has a class in the fifth period tomorrow?
  - a. the professor
  - b. the student
  - c. both the professor and the student
  - d. neither the professor nor the student
  
3. What happened in the previous class?
  - a. Professor Miller canceled her class.
  - b. A teaching assistant gave a lecture in the class.
  - c. The student missed the homework from the last class.
  - d. Professor Miller explained about the next class.
  
4. What are the students not permitted to do?
  - a. hold a university festival meeting
  - b. make loud noises in the lounge
  - c. have a meeting in a classroom
  - d. book a room in Building #30
  
5. What will John do in the cafeteria?
  - a. study for the economics exam
  - b. eat dinner with his friends
  - c. finish the politics assignment with Mika
  - d. join a meeting of his dormitory
  
6. What is probably true according to the conversation?
  - a. The professor doesn't hold her Thursday office hours online.
  - b. The student will ask a question about a class he is taking.
  - c. The professor has more than two office hours a week.
  - d. The student will visit the professor at her office at 10:30 on Tuesday.

7. Where does the conversation probably take place?
- a. at the university administration building
  - b. at the gate of the administration building
  - c. at the west entrance to the university
  - d. at the west entrance to the high school
8. What is true according to this conversation?
- a. Ha-rin expects to learn advanced knowledge and skills in the sociology course.
  - b. Ha-rin spoke to Sota's friend about the Introduction to Sociology course.
  - c. Students have to take some courses outside their main academic interest.
  - d. Introduction to Sociology is recommended as sociology is related to any field.
9. What will the man most likely be doing at 2 p.m. next Saturday?
- a. He will be playing sports.
  - b. He will be watching the video.
  - c. He will be asking the professor a question.
  - d. He will be giving a class.
10. What does Professor Suzuki imply?
- a. The student should have asked for an extension much sooner.
  - b. The introduction has to be expanded before the due date.
  - c. One week would be enough to write the rest of the paper.
  - d. The deadline can only be extended by two days.

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## PART II

*Choose the best answer to each question.*

*Questions 11-12.*

11. What is probably true about the woman?
  - a. She loves to play sports with her classmates.
  - b. She was advised to go to the gym.
  - c. She was in her high school table tennis club.
  - d. She left her parents' house to enter university.
  
12. What is the woman likely to do after the conversation?
  - a. search for information on the university website
  - b. go back to her hometown to play table tennis
  - c. pay the fee to play table tennis in the gym
  - d. hold a meeting about introduction sessions

*Questions 13-15.*

13. Who is Alice most likely to be?
  - a. academic advisor
  - b. professor of Gender Studies
  - c. computer engineer
  - d. staff member of the Gender Studies Department
  
14. What can Ken see after the course title of Introduction to Gender Studies in his list?
  - a. ID
  - b. LIST
  - c. ONC
  - d. ONL
  
15. What was the most likely problem for Ken?
  - a. He mistakenly signed up for the online version of the course.
  - b. He was looking at the right timetable, but it was not accurate.
  - c. He tried to register for a course, but he didn't understand how to finish the process.
  - d. He wanted to take a course online, but he changed his mind.

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### PART III

*Choose the best answer to each question.*

*Questions 16-20.*

*Listen to the lecture.*

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16. According to the lecture, why is Alzheimer's disease likely to be more prevalent by 2050?
- It only affects the elderly.
  - Life expectancy is lengthening.
  - A treatment is unlikely to be found.
  - We are likely to understand the causes.
17. According to the lecture, what is true of plaques?
- They build up in the cell membranes of neurons.
  - They disrupt communication between nerve cells.
  - They are broken down by larger proteins.
  - They are made up of proteins called beta amyloid and tau.
18. What is the function of the protein tau?
- to produce threads of protein that form microtubules
  - to trigger the immune system's inflammatory response
  - to support the transport of nutrients in the brain's nerve cells
  - to form tangles which provide nutrients in the brain's neurons
19. What is true about the drug aducanumab?
- It could help half of Alzheimer's patients to live five years longer.
  - It could cure Alzheimer's by clearing away beta amyloid proteins.
  - It could slow the development of Alzheimer's disease in the brain.
  - It could restore the number of healthy nerve cells in the brain.
20. In 2000, what would have been the most likely death rate from Alzheimer's disease per 100,000 people in the U.S.?
- 17.6
  - 20.1
  - 37.3
  - 74.6



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**Questions 21-25.**

*Listen to the lecture.*

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21. According to the lecture, what contributed to the large number of enslaved people in the South in the 18th century?
- a. industrial development in Europe
  - b. prosperity of railroad companies
  - c. increase of population in the South
  - d. economic recession in America
- 22 . According to the lecture, what is one consequence of the 13th Amendment?
- a. decline of the cotton industry
  - b. increase in Black prisoners
  - c. weakened government control
  - d. collapse of mining operations
23. According to the lecture, what was the real purpose of the “war on drugs” by President Nixon?
- a. to enforce racial segregation laws
  - b. to arrest many drug addicts
  - c. to disrupt the Civil Rights movement
  - d. to protect hippies from dangerous drugs
24. Which of the following is the lecturer’s attitude toward this issue?
- a. hopeful
  - b. playful
  - c. pessimistic
  - d. skeptical
25. Which of the following is the best title for this lecture?
- a. Racial Discrimination and Mass Incarceration in the U.S.
  - b. From Slavery to Police Violence in U.S. History
  - c. Influence of the Civil War on the South and its Economy
  - d. Positive and Negative Effects of #BlackLivesMatter on the U.S.

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**Questions 26-30.**

*Listen to the lecture.*

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26. Why does the lecturer refer to T. S. Eliot's poem in the beginning of the lecture?
- a. to introduce the main topic of the lecture
  - b. to show an opposing view of the argument
  - c. to pose a question to the audience
  - d. to start with a familiar topic for the audience
27. According to the lecture, which best explains the suggested meaning of the couplet cited from *Romeo and Juliet*?
- a. Romeo is hesitating while Juliet is not.
  - b. Romeo and Juliet are attracted to each other.
  - c. Both Romeo and Juliet are determined.
  - d. Both Romeo and Juliet are hesitating.
28. Which is true about alliteration?
- a. It has rhyming sounds at the end of the words.
  - b. It is typical in 19th-century poetry.
  - c. It is often found in mystery poems.
  - d. It increases musicality in lines.
29. According to the lecture, which is true about Iambic Pentameter?
- a. It places stress on every fifth syllable.
  - b. It uses words with the stress on the first syllable.
  - c. It has five segments called feet.
  - d. It consists of five two-syllable words.
30. Which of the following is the best title for the lecture?
- a. The Use of Poetry in Modern Society
  - b. How to Create Poems that Reflect Our Emotions
  - c. Application of Poems by Great Poets of the 18th and 19th centuries
  - d. Poetic Elements in Classical and Contemporary English Works

## リーディングの指示

1. リーディングには、PART I と PART II の2つがあります。
2. 解答時間は、PART I、PART II を合わせて60分です。どちらのPART、どの問いから始めてもかまいません。
3. 各問いには4つの選択肢が与えられています。その中から最も適切と思われる答えを1つ選んで、解答カードの相当欄をマークして下さい。
4. 終了の指示があったら直ちに鉛筆を置いて、問題冊子と解答カードを試験監督が集め終わるまで待っていて下さい。

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5. PART I では、3つの文章をよく読んで、それぞれの文章についての8つの問いに答えて下さい。文章はくりかえし読んでもかまいません。
  6. PART II では、文章中の12の空欄を埋めて、意味が通るように文章を完成させて下さい。PART II の解答指示は24ページにありますので、それに従って下さい。

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## PART I

### *Text 1*

1. There are many who claim to sleep less than six hours a night, from politicians such as Germany's Angela Merkel to CEOs such as Twitter's Jack Dorsey. This can perpetuate the impression that sleep has to be sacrificed to be successful. While recent studies have discovered that around 1% of humans are naturally short sleepers, those whose genetic makeup enables them to live healthy lives on less than four hours of sleep a night, the overwhelming majority of people require between seven and nine hours. However, two-thirds of the adult population in the U.S. and in Japan reported that they sleep less than seven hours a night. Perhaps due to the demands of the world we live in today, many people are suffering from sleep deprivation, which is causing serious harm both to individuals and to societies.
2. Many epidemiological studies have reported a relationship between shorter sleep and shorter lives. Inadequate sleep has severe consequences on the major physiological systems of the body, and is associated with heart disease, cancer and other leading causes of death. For example, sleeping less than the recommended seven to nine hours significantly increases the risk of developing diabetes. Studies have shown that sleeping less increases the amount we eat while decreasing our ability to effectively manage blood sugar levels. Ordinarily, the hormone insulin lowers blood sugar by triggering cells to absorb glucose from the bloodstream. In one study, by testing healthy participants, scientists found that limiting sleep to four hours a night for six nights led to a 40% reduction in how effectively glucose was absorbed. This research suggests that the lack of sleep causes less insulin to be released after eating, and more importantly, that the cells of the sleep-deprived participants are less receptive to insulin. A reduction in the amount of glucose entering the cells means it builds up in the bloodstream. If this condition persists over time, diabetes is likely to develop.
3. There are also numerous adverse effects of sleep loss on the brain. This can be seen in the short term in the diminished capability of the brain to make new memories, and in the long term, by strong links to an increased risk of developing cancer. Lack of sleep has also been linked to mental health conditions such as anxiety, depression and suicidal thinking. While it may be common sense to link emotional irrationality with poor sleep, recent studies in the U.S. and Japan have shown how sleep deprivation actually affects emotional well-being. Participants in the studies were divided into two groups; one group slept normally while the other group was deprived of sleep. They then underwent brain scanning while being shown a series of images, which started as neutral in emotional content and became more and more emotionally negative. The researchers found interesting differences between the two groups in two areas of the brain, the amygdala, which is associated with emotion, and the prefrontal cortex, associated with rational, logical thinking and regulating emotions. Despite looking at identical images, the sleep-deprived participants showed a significant increase in amygdala activation in response to negative emotional stimuli. There was also a reduction in the inhibitory control from the prefrontal cortex on the amygdala. Research into adolescents in particular has established links between insufficient sleep and depression and suicide.

4. With such dramatic effects on individual well-being, it is not surprising that lack of sleep negatively impacts society in many ways. One area is in the workplace, where it has been estimated that the economic cost of insufficient sleep is 411 billion dollars every year in the U.S. and 138 billion dollars in Japan. This is 2.28 percent and 2.92 percent of their GDPs respectively. Sleep deprivation leads to less productive employees. Furthermore, anyone familiar with *karoshi* in Japan will understand the severe consequences of overwork and lack of sleep on employees. However, progressive workplaces are beginning to introduce policies to alleviate these problems, such as 'sleep hygiene' training and flexible working hours. Another solution may be naps. An experiment by NASA in the 1990s showed that pilots who had a short sleep in the cockpit improved both their alertness and task performance. The space agency recommends a ten- to twenty-minute sleep and has implemented a nap culture within the organisation. Many corporations have recently followed this initiative. For example, Google, Nike and Samsung have all introduced nap pods for employees in order to boost productivity and protect against the health risks of sleep deprivation.
  5. Despite these innovations, sleep still often gets less attention than exercise and diet as a factor that contributes to a healthy lifestyle. As the World Health Organization has declared lack of sleep a global health epidemic, both individuals and societies need to change their perceptions of sleep and appreciate its health benefits. After all, as Shakespeare wrote in *Macbeth*, sleep is the 'chief nourisher in life's feast'.
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31. What is the main idea of paragraph 1?
  - a. Many people in the U.S. and Japan get insufficient sleep.
  - b. Lack of sleep can have negative consequences.
  - c. Successful people tend not to sleep long hours.
  - d. The DNA of some people allows them to sleep less.
32. What is the purpose of including the study on sleep loss and glucose absorption in paragraph 2?
  - a. to consider an opposing view
  - b. to restate the main idea
  - c. to provide supporting evidence
  - d. to preview the idea of the next paragraph
33. Based on the study in paragraph 2, which of the following is true about sleep deprivation?
  - a. It reduces both the release of insulin and its efficacy.
  - b. It reduces the release of insulin, leading to a reduction in blood sugar levels.
  - c. It increases the release of insulin but reduces its effectiveness.
  - d. It increases the amount we eat and makes cells more receptive to insulin.

34. What do the results of the studies in paragraph 3 suggest about sleep deprivation?
- It limits the controlling effect of the prefrontal cortex on the amygdala.
  - It causes depression in adolescents as a result of emotionally negative images.
  - It leads to slightly elevated amygdala activation compared to normal sleep.
  - It decreases the imbalance between the amygdala and the prefrontal cortex.
35. Which of the following can be inferred from paragraph 4?
- Karoshi* is also common outside of Japan.
  - Employers introducing nap pods are forward-looking.
  - Napping for longer than twenty minutes has a negative health effect.
  - The U.S. economic loss is proportionately higher than Japan's.
36. Which of the following is NOT mentioned as a solution in paragraph 4?
- taking a short sleep at work
  - giving advice for sleeping well
  - adjustable start and finish times for working days
  - boosting productivity, alertness and task performance
37. Which of the following statements best reflects the author's conclusion?
- The World Health Organization should play a bigger role in solving sleep deprivation.
  - Sleep is not treated as seriously as exercise and diet for maintaining a healthy lifestyle.
  - It is vital for people to shift their attitude towards sleep and understand its importance.
  - In order to solve the problem of sleep deprivation, companies need to come up with more innovative solutions.
38. What is the best title for this passage?
- Society and Sleeping Patterns
  - Practical Solutions for the Sleep-Deprived
  - The Importance of Sleep for Well-Being
  - The Causes of Sleep Deprivation in the Modern World



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*Text 2*

1. Recently, with rapid technological developments, it might seem that artificial intelligence (AI) is greater than human intelligence. AI can beat the best human chess players, flawlessly perform difficult calculations, and even create new AI programs. Meanwhile, skeptics argue that human intelligence is still far more advanced than AI, especially regarding emotional intelligence and creativity. This debate raises the question of what exactly “intelligence” is in the first place, and what it would mean to “lack” intelligence or to “have” more or less intelligence. As the philosopher Catherine Malabou discusses in her recent work, the concept of intelligence has a messy history, a history that is mixed up with universal education, the social nature of thinking, and the constancy of change in the world. This discussion raises interesting and important suggestions about new ways to think about intelligence, both human and artificial.
2. The modern concept of intelligence has only a short history and has been contested in various ways since its invention. Psychologists in the early 1900s proposed measuring intelligence on various scales, despite some philosophers’ insistence on an unquantifiable intellect and universal reason. To the consternation of these humanist philosophers, some psychologists and their followers seemed to imagine intelligence to be like a machine: the capacity of each person’s brain was set at birth, and then this brain followed the path programmed for it as its destiny. Thus, according to this theory, some people are born as geniuses, while others are born to be stupid. Intelligence was seen as a biological essence, as one part of the human genetic code, and this idea combined dangerously with racist ideologies, which tried to prove an intellectual hierarchy based on skin color or other inherited traits. However, many psychologists and other scholars have severely criticized the validity and reliability of intelligence quotient (IQ) tests and other purported measurements, objecting that these tests do not measure what they claim to measure and that they therefore do not prove anything about biological destiny or intellectual hierarchies. Moreover, while many genes have been identified as influencing intelligence, no particular gene has been found to play a significant role. It thus seems unlikely that intelligence is simply a fixed biological property, let alone a biological destiny.
3. Some influential education theorists would not be surprised at the failure to find intelligence traits and capacities through biological research. Contemporary universal education is premised on the idea that all human beings can learn and that they can become more intelligent by learning. For example, in the past century, John Dewey and Jean Piaget argued that intelligence is not a starting point; rather, it is something to constantly develop and maintain. In other words, intelligence is like a good habit, or more precisely, a good set of habits that keep changing in interaction with one’s environment. Recent research on the brain seems to reinforce this idea. Through education and similar experiences, people actually change their brains by forming new synapses throughout their entire lives. Thus, it no longer makes sense to measure intelligence as an innate capacity, because each test is like a photograph of just a single moment in time. Instead, it makes more sense to think of intelligence as the adaptive change and growth itself, which can then only be observed and described through these ongoing changes.

4. This updated educational theory of intelligence has important implications. Studies have shown that students' ideas about their own intelligence affect how much they learn: if students believe that their brain capacities are growing, then they learn better than if they believe that they have a pre-set capacity. For example, test scores increase when students internalize the belief that their abilities can change. Furthermore, research has suggested that students tend to perform worse on learning evaluations after they are exposed to negative stereotypes about their own group's intelligence types or capacities. In other words, these students' scores are negatively affected by stereotypes rather than by any lack of intelligence. In short, what all this research suggests is that viewing intelligence as the fixed property of particular individuals seems to limit the possibilities of expanding intelligence.
  5. Rather than depending on individual geniuses for social progress, then, perhaps we should pay more attention to how intelligence is shared and created together in society. This would mean promoting the interaction of both human and artificial intelligences so that they continue to transform each other by presenting new stimuli and suggesting new habits. It would also mean focusing less on trying to measure and compare intelligences to determine which are greater, as this actually seems to hinder the development of intelligence. Faced with a rapidly changing world, it is clear that we need all forms of intelligence more than ever, not as something to define, measure, compare, control, or program, but as evolving shared habits that we continuously develop together.
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39. Why does the author discuss the debate about artificial intelligence versus human intelligence in paragraph 1?
  - a. to show that artificial intelligence is now more advanced than human intelligence
  - b. to defend human intelligence as still more advanced than artificial intelligence
  - c. to illustrate that intelligence is not a fixed idea and warrants reexamination
  - d. to argue that intelligence is always changing in today's world
40. What is the main function of paragraph 2?
  - a. to argue that the discipline of philosophy is more enlightened than the discipline of psychology
  - b. to describe the historical progress of scholars' increasingly precise calculation of intelligence
  - c. to show how understandings of intelligence have varied widely and created problems in the past
  - d. to suggest that any further biological research into intelligence would be pointless and dangerous

41. Which of the following is described in paragraph 2 as one psychological view of intelligence in the early 1900s?
- a. People’s intelligence is relatively fixed at birth.
  - b. Every adult is capable of learning intellectual reasoning.
  - c. Psychologists can reprogram people’s brains like machines.
  - d. Race cannot be considered a relevant factor in intelligence.
42. Which of the following is closest in meaning to the underlined word “consternation” in paragraph 2?
- a. dismay
  - b. refutation
  - c. disproof
  - d. verification
43. According to paragraph 3, what is the biggest problem with the results of intelligence tests?
- a. They only evaluate a person’s potential brain development.
  - b. They show only a momentary aspect of a person’s always-changing mind.
  - c. They are biased due to testing methods and situations.
  - d. They are influenced by the kind of education a person has had.
44. Which of the following best describes the updated educational theory of intelligence referred to in the passage?
- a. Intelligence is the adherence to the instructions provided by learning science.
  - b. Sets of genes interact to make some people more intelligent than others.
  - c. Intelligence works like a camera by capturing changing images of the outside world.
  - d. Intelligence is the dynamic growth that emerges in response to the environment.
45. Why does the author refer to research on student test scores in paragraph 4?
- a. to indicate that school tests do not measure real student learning
  - b. to show how ideas about intelligence can affect its growth
  - c. to explain why some students are more intelligent than others
  - d. to suggest how specific test-taking strategies can be effective
46. Which of the following statements best reflects the author’s conclusion?
- a. Focusing on intelligence through shared learning is more helpful than focusing on determining precise measures of individual intelligence.
  - b. Individual human geniuses have become less important to society for creating intelligence and social progress.
  - c. Intelligence measurement needs to be greatly improved before anyone can decide if artificial intelligence is greater than human intelligence.
  - d. Understanding and controlling human and artificial intelligences more precisely should be the highest priority in today’s world.

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*Text 3*

1. Common sense seems to suggest that in our competitive global society, it is a violent war of all against all. In other words, other people's existence is often perceived as an existential threat. Thus, self-defense appears to be a requirement for our very survival. However, the importance placed on self-defense raises questions about what kinds of violence need to be defended against, who is included in the "self" of self-defense, and whether nonviolence is possible. The philosopher Judith Butler's recent work on nonviolence suggests that we need to think through these questions now more than ever, especially because tough environmental and economic conditions are making everyone's life so precarious.
2. Butler's work indicates that our ideas of violence are often too limited. We usually think of violence as simply physical attacks on other individuals, from punching to shooting to dropping bombs. For instance, we react with horror when we see a police officer choke a suspect to death. Reactions to cases of such police violence have sparked protests under the slogan "I can't breathe." These protests have expanded their focus and their influence, however, by addressing other forms of violence, not only direct physical attacks.
3. Specifically, the protests have brought attention to structural violence. Structural violence refers to the harmful effects of policies and inequities. It is much more difficult to blame individual violent actors for this violence, but the effects can be indistinguishable. Indeed, the harm resulting from structural violence is often precisely the same as in the case of a direct physical attack. After all, if a policy stops someone from receiving prompt medical care just because they lack citizenship or money, they may also end up dying from a lack of oxygen.
4. Additionally, the protests have asked us to notice the subtle symbolic violence that creates an impression that some lives are less important, or even less worthy of grief, than other lives. As Butler observes, if some people's lives are already so pathetic and different from "normal" lives, then it follows that these lives will be taken lightly. This often means that societies accept more violence against these vulnerable lives, such as those of refugees, people with disabilities, racial minorities, or prisoners.
5. An expanded conception of violence might imply an even greater need for violent self-defense because we must defend ourselves against so much violence. However, this brings up the question of who counts as part of the "self" that we have both the right and the duty to defend. This defensible self often seems to include one's family members and loved ones, but also one's nation-state. Indeed, countries have self-defense forces, and some multinational alliances agree that an attack on any one member is an attack on all members of the group. Therefore, self-defense seems closely related to how we view group identity.

6. Problematically, self-defense of such a group self can then be used as a reason to attack others considered threatening, even if these threats are only imagined. Worse, this idea of self-defense seems to lead to attacking others before they can attack “us” or “our” way of life, that is, to destroy others so that they cannot destroy us. In other words, we imagine that we must use violence to defend against possible violence and then just end up creating more violence, such as in the case of trying to prevent terrorism by dropping bombs on towns where potential terrorists might live.
  7. In response to this quandary, nonviolence might seem an unrealistic but necessary solution. In order to escape the vicious circle of preventive attacks, we need to imagine that we are all harmed by all violence because we all depend on the same social and physical environment. We might begin to see how the trauma of violence affects everyone. Nonviolence would then not be the weak or passive work of dreamers; on the contrary, it would require risky acts and refusals to act, such as labor strikes, that take an aggressively critical stance against any form of violence against anyone. Others might label these nonviolent protests as “violence” because they feel threatened. In fact, those with power in unjust societies often use this label to claim the need for violent self-defense. To be sure, everyone, including the powerful, is vulnerable in various ways. Rather than this vulnerability necessarily justifying violent self-defense, however, it could demand a responsibility to work together passionately, even aggressively, to make the world safer for all. It could call for an aggressive nonviolence.
  8. This does not always seem a realistic possibility in our current understanding of the world. However, it is vital to recognize that our realism also relies on shared myths. For example, we imagine a myth that we are naturally in a state of kill or be killed. This myth involves imagining only adult men living independently, and from this impossible vision, we extrapolate that human nature is competitive and violent. Perhaps, then, as Butler argues, we now need a better imagining of nonviolent possibilities beyond the current imagined “reality.”
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47. What is implied in paragraph 1?
  - a. People often fail to defend themselves against violence.
  - b. Surviving requires becoming competitive.
  - c. Global society encourages people to be nonviolent.
  - d. People have an inadequate understanding of self-defense.
48. What does the example of police violence in paragraph 2 demonstrate?
  - a. Violence is mainly caused by racism and other discrimination.
  - b. Violence is most obvious when it is direct and physical.
  - c. Violence is best defined as only one-on-one physical attacks.
  - d. Violence is strongly prevented by giving more power to the police.

49. According to paragraph 3, how might medical care be related to violence?
- Those who lack citizenship or money are more likely to require medical care after attacks.
  - Immigrants or poor people might be denied treatment due to structurally violent policies.
  - The owner of a hospital can be easily blamed for unequal medical treatment.
  - Protesters are likely to wrongly claim that hospitals discriminate against them.
50. Which of the following would be the best example of “violence” that is primarily symbolic, as described in paragraph 4?
- Housing agencies might deny disabled people a safe place to live.
  - Refugees might suffer poverty without legal work permits in their new home.
  - The media might report the suffering of former criminals as sad but necessary.
  - Police might shoot or beat racial minorities severely.
51. Which of the following statements best describes the “vicious circle” mentioned in paragraph 7?
- Terrorists continue attacking peaceful countries.
  - The powerful become more and more powerful.
  - The violent become more and more violent.
  - People continue using violence for their self-defense.
52. Why are nonviolent protests sometimes considered forms of violence?
- Protesters are often too aggressive.
  - The media rarely show the real protest activities.
  - Authorities often provoke violent reactions from protesters.
  - Those with power see social change as threatening.
53. What does the underlined “this” in paragraph 8 refer to?
- aggressive nonviolence
  - changing power structures
  - violent self-defense
  - the vulnerability of powerful people
54. Which of the following best reflects the author’s conclusion?
- More imaginative thinking about violence is needed for stronger self-defense.
  - People should question popular assumptions about nonviolence.
  - The reality of violence can be overcome by eliminating competition.
  - Traditional wisdom shows that violence goes against essential human nature.



(このページは空白です。)

## PART II

次の文章には12の空欄 (55-66) があり、25ページに各空欄に  
対する 4つの選択肢が与えられています。各空欄に最も適当と  
思われる答えを 1つ選び、解答用カードの相当欄をマークして  
下さい。

Enormous numbers of people all over the world regularly come together to sing in community groups and choirs. While singing in a group seems to be a creative activity with ( 55 ) value and pleasure, is there any evidence of its impact on the health and well-being of those who sing? In fact, numerous studies have investigated the effect of singing in a group on people facing problems, and it has been found that singing is ( 56 ) improving the conditions of those patients.

In a recent study, psychologists in Oxford in the U.K., Nick Stewart and Adam Lonsdale, ( 57 ) three groups of people: singers in a group, solo singers, and team sports players. There were 125 people in each group, with their ages ( 58 ) from 18 to 78. Most choral singers sang either in a church or a classical choir with an average of 43.5 singers. Most solo singers sang classical music or for musical theater. Most team sports players played either cricket or football, with an average of 12.9 players.

In this study, several psychological factors were investigated, including emotional well-being and entitativity, with a questionnaire. "Entitativity" is a term coined by social psychologist Donald Campbell to describe the extent to which a group seems to be a single, unified entity—a real group. Several items were employed to measure the level of each factor. ( 59 ), to measure well-being, the participants were asked to what extent they agreed with the statement that doing the activity helps make them feel a lot happier afterwards. One example for measuring ( 60 ) was to what extent members of the group share common goals.

As a result of statistical analysis, it was found that choral singers and team sports players had higher levels of well-being than solo singers, although the difference was ( 61 ). The result can be interpreted to suggest that ( 62 ) of a group may influence the psychological well-being experienced by choral singers more than singing alone. As for entitativity, singers in a group reported higher entitativity scores than those who play a team sport. This implies that choral singers ( 63 ) a greater sense of being part of a meaningful group than team sports players do, perhaps because singers cooperate for the same purpose, while sports players may perceive their teammates as rivals. Further analysis revealed that entitativity might influence how well-being is experienced in both choirs and sports teams. ( 64 ), entitativity predicts how happy people feel.

Connectedness with others is not ( 65 ). Some relationships may not help you solve any problems, and may sometimes even cause one. Still, Stewart and Lonsdale's study showed that the extent to which people perceive their group to be more important is greater among singers in a group than among team sports players, and it seems that this perception leads to greater well-being than those who sing alone. This study and other studies ( 66 ) psychology in singing in a choir indicate the importance of human bonds and cooperation in a group of people.

55.	a. comparable b. intrinsic c. preserved d. undistinguished	56.	a. potential in b. conclusive in c. effective in d. muddled with	57.	a. compared b. experimented c. hypothesized d. interrogated
58.	a. differing b. mattering c. changing d. ranging	59.	a. In addition b. Consequently c. For instance d. Generally	60.	a. objectivity b. emotion c. entitativity d. psychology
61.	a. invisible b. real c. significant d. tiny	62.	a. being a member b. sharing a member c. belonging a member d. registering a member	63.	a. experience b. experiencing c. had experienced d. to experience
64.	a. As a consequence b. In other words c. Nevertheless d. Similarly	65.	a. a cure-all b. an art c. valuable d. sufficient	66.	a. have investigated b. investigated c. investigating d. will investigate

