

\* ICUに入学を希望する受験生の学習のために公開している資料です。

(This is NOT the official Exam.)

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、他のページを開けないで待っていて下さい。
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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。
  8. 会話や講義を聞きながらメモをとってもかまいません。

「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. Where is this conversation most likely taking place?
  - a. a cafeteria
  - b. a library
  - c. a gym
  - d. a post office
  
2. What is Shohei most likely going to do next?
  - a. run to his dorm to get his computer
  - b. ask his teacher for permission to get his computer
  - c. borrow a computer from his dorm friend
  - d. ask his friend to talk to the teacher about his computer
  
3. What does the teacher suggest the student do?
  - a. review the vocabulary textbook
  - b. prepare for a multiple-choice test
  - c. study the past vocabulary tests
  - d. check the handout from the previous class
  
4. Which of the following is true about Naomi's team?
  - a. They have never won the tournament.
  - b. They scored three goals in the last match.
  - c. They will play in the final next month.
  - d. They need to win two more games to win the tournament.
  
5. Which of the following is true about Kenta?
  - a. He would like to work in media rather than in finance.
  - b. He is going to take childcare leave in the near future.
  - c. He is worried about working in an unfamiliar culture after he graduates.
  - d. He would like to work at a company which prioritizes work-life balance.
  
6. Which of the following is true?
  - a. Ayako went to the beach.
  - b. Ayako could not finish her assignment.
  - c. Tom does not live in a dorm.
  - d. Tom had a lot of homework to finish.

7. What can be inferred from the conversation?
- Politics is not a popular major at the university.
  - Second-year students have not usually chosen their major.
  - The students have met before in another politics class.
  - Seats have been assigned in the Politics and the Environment class.
8. Which of the following is the problem that the student is most worried about?
- that her essay will be too long if she adds a counterargument
  - that writing a counterargument will lower the quality of her essay
  - that writing a counterargument will take too long
  - that her essay will be too complicated if she adds a counterargument
9. What are the requirements for swimming club members to use the pool?
- 3 or more members in the pool and a reservation
  - 3 or more members in the pool and a lifeguard
  - 5 or more members in the pool for one hour
  - 5 or more members in the pool and an application
10. What is Brad's presentation going to be about?
- the economic impact of the war in the region
  - the historical reasons why the war occurred
  - the influence of the war on children's education
  - how the war is related to history, economics, and education

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## PART II

*Choose the best answer to each question.*

*Questions 11-12.*

*Aya and James are talking about an open lecture.*

11. Which of the following is true about the project that Aya read about?
  - a. Japanese students learn about teaching methods.
  - b. Japanese students go to Indonesia to study English.
  - c. Students in Japan and Korea study English together.
  - d. Students in different countries communicate online.
  
12. Which of the following benefits does James hope to get from the open lecture?
  - a. a deeper understanding of education in Indonesia
  - b. the chance to meet a famous professor in person
  - c. more information about the professor's project
  - d. new ideas to write his report about English teaching

*Questions 13-15.*

*Ken and Shoko are talking about the Writing Support Desk.*

13. Which of the following is true about the conversation?
  - a. Shoko discussed her outline at the Writing Support Desk.
  - b. Shoko could not finish her essay before the deadline.
  - c. Ken helped Shoko to finish her essay outline.
  - d. Ken finished his assignment a day before the deadline.
  
14. Which of the following is true about tutors at the Writing Support Desk?
  - a. They help students organize their ideas for an essay.
  - b. They correct grammatical mistakes in essays.
  - c. They are not available on Tuesdays and Fridays.
  - d. They are professors in the English Department.
  
15. What is a problem that Shoko often has in the process of essay writing?
  - a. finding an appropriate topic
  - b. presenting a strong argument
  - c. making an essay flow logically
  - d. writing grammatical sentences

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### PART III

*Choose the best answer to each question.*

*Questions 16-20.*

*Listen to the lecture about a writer, Ernest Hemingway.*

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16. What does the lecturer say was happening in Paris in the early 20th century?
  - a. Diverse kinds of artists were influencing each other.
  - b. Many art collectors were visiting museums to purchase works.
  - c. Painters of Modern Art were studying under Cézanne.
  - d. Artists from different genres were creating works on the subject of Paris.
  
17. Which of the following is true about Hemingway in the 1920s?
  - a. He mentored Gertrude Stein in Paris.
  - b. He lived in Paris for about seven years.
  - c. He was the greatest U.S. writer.
  - d. He met Cézanne at a museum.
  
18. Which of the following best describes what Cézanne was trying to achieve in his paintings?
  - a. to reproduce the view of the world in a similar way to a camera
  - b. to restore traditional techniques of depicting landscapes
  - c. to capture images of mountains by using the traditional perspective
  - d. to portray landscapes as he actually experienced them
  
19. According to the lecture, why was the short story, *Big Two-Hearted River*, criticized?
  - a. There were too many words describing visual sensations.
  - b. Readers could find little plot in the story.
  - c. The plot was deliberately predictable.
  - d. Little attention was given to senses other than vision.
  
20. Which of the following is the best title for this lecture?
  - a. Hemingway: A Great Artist Who Lived and Worked in Paris
  - b. Similarities and Differences between Cézanne and Hemingway
  - c. How Hemingway Learned to Write: The Influence of Museums on Artists
  - d. Cézanne's Influence on Hemingway: Depictions of Landscapes



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**Choose the best answer to each question.**

**Questions 21-25.**

*Listen to the lecture about insects.*

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21. According to a study conducted in the U.K., by what percentage did the number of flying insects decrease?
- a. 60%
  - b. 75%
  - c. 80%
  - d. 98%
22. According to the lecture, which of the following is true about the threat to insect populations?
- a. 40% of all insect species could be permanently eliminated.
  - b. Over 50% of insect species may face extinction globally.
  - c. Freshwater insect numbers are significantly down.
  - d. The numbers of all insect species are declining around the world.
23. Which of the following is NOT mentioned in the lecture as a role that insects play?
- a. pollinating plants
  - b. controlling pests
  - c. maintaining soil health
  - d. contributing to the food chain
24. According to the lecture, how does the intensification of agriculture lead to insect habitat loss?
- a. by creating larger borders between fields
  - b. by converting natural land to agricultural fields
  - c. by broadening the variety of crops being grown
  - d. by increasing the use of chemicals applied to crops
25. What does the lecturer suggest that individuals can do to improve the situation for insects?
- a. cut their grass less frequently
  - b. volunteer for nature protection and recovery programs
  - c. help to maintain urban green spaces
  - d. grow more vegetables in their gardens

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**Choose the best answer to each question.**

**Questions 26-30.**

*Listen to the lecture about maps.*

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26. According to Mark Monmonier, what do maps do?
- a. conceal reality in order to be interesting
  - b. alter reality in order to be comprehensible
  - c. capture reality in order to be accurate
  - d. falsify reality in order to be persuasive
27. Which of the following is true about the Mercator map?
- a. Land areas far from the equator appear larger than they really are.
  - b. Countries near the North Pole look larger than those near the South Pole.
  - c. The area of Greenland is 7% smaller than the area of Africa.
  - d. It distorts land area, so everything appears 7% larger than reality.
28. Which of the following is true about why Arno Peters presented an alternative to the Mercator map?
- a. to present the shape of countries more accurately
  - b. to update the political systems of countries
  - c. to include previously forgotten geographic areas
  - d. to create a fairer perception of the world
29. According to the lecture, what is one reason that details are sometimes deleted from maps?
- a. to cast a favorable light on certain places
  - b. to help maps appear clear and orderly
  - c. because these details are no longer relevant
  - d. because they contain biased information
30. According to the lecture, which of the following is a characteristic of maps produced in the non-communist countries during the Cold War?
- a. They often portrayed a threatening image of the Soviet Union.
  - b. They often employed bright colors to show non-communist countries.
  - c. They often applied neutral tones to represent communist countries as weak.
  - d. They often used new techniques to accurately map the Soviet Union.

## 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. 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。
  7. 解答開始の指示の後には、どのページを開いてもかまいません。

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## PART I

### *Text 1*

1. Historically, the power and wealth of individuals was related to their parentage. In hereditary aristocracies, for example, a person's social position and economic situation were determined by the lottery of birth: if a child was born into an influential and wealthy family, they would likely inherit this power and wealth. Critics of this system have argued that power and wealth should be distributed based on a person's effort and ability. A society organised in this way is referred to as a meritocracy. The term was coined by Michael Young, a British sociologist, in his 1958 novel *The Rise of Meritocracy 1870-2033*. At first glance, this system appears to have many benefits; however, under closer examination, it becomes clear that it is not without problems.
2. In the society which Young's book describes, a person's social position is earned through a combination of their intelligence and effort. Thus, the most intelligent and industrious members of society rise to the top. While the society which Young outlined may seem attractive due to its supposed fairness, it is important to recognise that Young was not advocating such a society. Rather, his book is a satire which was intended as a warning of the dangers of meritocracy. It describes a dystopian society in which egalitarianism<sup>(1)</sup> is perceived as a negative concept. Although Young's fictional society is not stratified according to birth, it is rigidly divided according to one's intelligence and hard work.
3. The potentially pernicious nature of the meritocratic approach is illustrated by the book's pompous narrator referring to people who are deemed less intelligent as "the stupid" and "the dull". For Young, one of the fundamental problems of a meritocracy was that those who reached elevated positions in society would be convinced that their success was just reward for their effort and ability, while those who did not succeed would have to accept responsibility for their failure. Accordingly, meritocracy would create a hierarchy of social respect: those who are at the top would be granted respect, but those unable to succeed would be denied respect, both from others and from themselves.
4. In Young's fictional society, tests play a key role in a person's future as they determine a child's educational pathway. In the book, intelligence tests are given to children so that they can be assigned to schools which match their ability. In the early development of the society, children are tested at different points during their progress through schooling allowing some movement between educational streams. However, over time, the testing becomes so accurate that it is only necessary for children to be tested once at the age of three. Consequently, the whole education system, from nursery to university, becomes divided into hierarchical pathways, creating a society that segregates children according to intelligence. This segregation continues into adulthood, as companies only recruit for the top positions from those who attend university. Upon entering the workforce, employee effort is then regularly measured in order to ensure that promotion is also based on hard work.

5. Much to Young's chagrin, the term he coined as a pejorative has lost its intended meaning. Over the last forty years, leaders in a range of countries and from across the political spectrum have spoken of their desire to create more meritocratic societies. They have often emphasised the role of higher education in achieving this desire, arguing that by increasing access to university more people will be able to fulfil their potential and climb the social ladder. However, it has become apparent that this is often not the case as higher education has become a way for those at the top of society to maintain their status. This can be seen starkly in the United States where the elite universities have a greater number of students from the richest 1% of the population than they do from the bottom 60%. This is significant as access to the best paid and most powerful professions generally requires graduation from such prestigious educational institutions. Therefore, rather than enabling equal opportunities for advancement, meritocracies are allowing elites to transmit their wealth and power across generations, echoing Young's warning of a rigid stratification of society.
6. Although published over sixty years ago, it is clear that Young's book remains relevant. This is further illustrated by the fact that the American philosopher Michael Sandel's new book, titled *The Tyranny of Merit*, returns to many of the issues Young raised. In the book, the title of which leaves much less room for misinterpretation than that of Young's, Sandel emphasises the role of luck in success. He argues that a successful person often disregards their good fortune, such as being born into a wealthy family, that has helped them achieve their success. Instead, they believe that their achievements are purely attributable to their own hard work and abilities. This often leads them to believe that if others are not successful, this is solely the result of their insufficient effort and talent. However, the role of luck must not be discounted as studies have found that it plays a key role in a person's success. Perhaps if people recognised the importance of good fortune, or the lack of it, in determining one's socioeconomic status, we could not only have a society which rewards talent and effort, but one in which people also had greater respect for each other and themselves.

Note

(1) egalitarianism: 平等主義

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31. Based on paragraph 1, which of the following statements most accurately reflects the view of the author of this passage?
- a. Meritocracies and hereditary aristocracies are flawed systems of organising societies.
  - b. Meritocracies are an inevitable stage in the development of societies.
  - c. Hereditary aristocracies enable a just transfer of assets between generations.
  - d. Hereditary aristocracies are more commonly praised than meritocracies.
32. According to Young, which of the following is a key problem of meritocracies?
- a. They lead to societies which have incompetent leaders.
  - b. They allow illegitimate leaders to obtain power.
  - c. They cause those without resources to become restless.
  - d. They result in a society which is strictly hierarchical.

33. Which of the following is closest in meaning to the underlined word “pernicious” in paragraph 3?
- competitive
  - damaging
  - fictitious
  - ambiguous
34. Which of the following statements is true of the tests in the latter stages of Young’s society?
- They facilitate an increased level of social mobility.
  - They gradually become better at assessing a child’s intellectual ability.
  - They are consistently conducted throughout a child’s development.
  - They allow a wide range of students to have access to university education.
35. According to paragraph 5, how did Young feel about the changes which occurred from the 1980s?
- He was pleased to see his ideas adopted by a range of politicians.
  - He was happy that political parties prioritised access to education.
  - He was distressed that many leaders ignored his cautionary words.
  - He was concerned that political parties did not focus on social progress.
36. In paragraph 5, the author of the passage refers to American elite universities to illustrate \_\_\_\_\_
- the importance of effort in obtaining a financially rewarding job.
  - the key role universities can play in creating a more equal society.
  - how education can be used to pass on socioeconomic power to one’s offspring.
  - how certain countries have encouraged young people to attend college.
37. Which of the following is implied in paragraph 6?
- The title of Young’s book can be easily misunderstood.
  - The title of Sandel’s book is likely to be confusing.
  - The title of Young’s book is too controversial.
  - The title of Sandel’s book is overly negative.
38. Which of the following statements would the author of this passage most likely agree with?
- If people acknowledge the role of luck in their success, they will be more compassionate.
  - The unfairness of a meritocracy means its ideas should not be applied.
  - Young’s ideas were too obscure to have a major impact on modern philosophers.
  - Many contemporary societies place too much emphasis on economic success.



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*Text 2*

1. For billions of years, life on earth evolved through random genetic mutations and natural selection. Over the last ten thousand years, however, humans have intervened in evolution by selectively breeding plants and animals to produce offspring with desirable traits; for example, developing wheat plants that produce more grain, cows that produce more milk, and even new varieties of vegetables like broccoli and cauliflower. While humans have slowly influenced evolution in this way, they have not been able to control DNA itself until recently. With developments in gene editing tools, humans now have the power to insert, edit, or delete genes in the genome of virtually any living plant or animal. This includes the ability to edit the DNA of humans themselves and, more shockingly, to edit the DNA of future generations. The potential applications and therapeutic benefits of gene editing are immense, but having the power to direct the evolution of our species raises profound ethical questions that are difficult to answer.
2. The ability to edit human genes carries great promise in curing diseases. Researchers are investigating how gene editing can help combat complex diseases that involve multiple genes and often lifestyle and environmental factors. For instance, the technology could be used to enhance our own immune defences to attack cancer cells, or to cut the HIV genome from infected human cells. However, there is currently more focus on the many genetic diseases known to be caused by a single-gene mutation. Gene editing could cure many of them by locating and repairing an alteration in a single letter of DNA out of the 3.2 billion base pairs that make up the human genome. One example is Duchenne muscular dystrophy. It is a severe genetic disorder caused by a mutation in a gene that contains the instructions to make dystrophin, a protein necessary for the maintenance of muscle structure and function. The absence of this protein leads to debilitating symptoms as the muscles become progressively weaker. Patients with Duchenne muscular dystrophy rarely live beyond their early twenties. However, there is hope that gene editing can repair this mutation, thus restoring the gene's capacity to instruct for dystrophin production. Although human trials have not begun and many challenges remain, successful trials in mice and in human cells in the laboratory have shown enormous potential.
3. Eliminating genetic disorders in people also raises the possibility of doing so in embryos. This would remove the complicated process of delivering gene editing tools to specific cells in a living person. In addition, the edited DNA in an embryo would be passed from generation to generation. Therapeutic gene editing in living people targets somatic cells. These cells make up most of the body, and their DNA is not inherited by future generations. For instance, the somatic cells targeted in Duchenne muscular dystrophy treatment are the patient's muscle cells. In contrast, germ cells are cells whose DNA is transmitted to offspring, such as egg and sperm cells. Repairing a single-gene mutation in an early-stage embryo would ensure that as the embryo develops into an adult organism, all the cells in the body would contain the repaired DNA. As this includes the germ cells, all subsequent generations would also receive a healthy copy of the gene. Thus, performing gene editing in an embryo would also prevent genetic diseases in future humans, making it both the most potent use of gene editing technology and the most controversial.

4. Despite the apparent advantages, there are many ethical objections to editing the human genome. Even if the technology proves to be safe and effective, many people question whether we have the right to permanently change the genome of future generations who cannot be involved in the decision-making process and as such cannot give informed consent. Furthermore, there are concerns over whether we can limit the application of gene editing to therapeutic purposes, or whether we will inevitably use it for enhancement. While curing diseases may seem acceptable, the idea of creating superior versions of ourselves is morally more ambiguous. Moreover, regardless of the purpose of the editing, the expenses involved are likely to further widen inequality. While wealthy families and individuals would be able to cover the costs, those less well-off might not. Financial inequality could lead to a biological inequality written into our DNA, resulting in a world of genetic haves and have-nots.
  5. The benefits that gene editing offers mean it will almost inevitably be utilised in the coming years. However, further discussion about editing human DNA, especially in embryos, is clearly still required. While some people believe it is immoral for humans to manipulate genes, others argue that it is immoral not to use gene editing to cure or prevent diseases. This is not an issue that scientists alone can resolve. The debate must include others, such as bioethicists, philosophers, policymakers, lawyers, and the general public. We all have a responsibility to consider the implications of this technology and strive to reach a broad societal consensus over how to navigate a path forward.
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39. Based on paragraph 1, which of the following is true about gene editing?
  - a. Like selective breeding, gene editing has influenced evolution for many years.
  - b. Changes to genes made through gene editing cannot be passed to one's offspring.
  - c. Unlike selective breeding, gene editing directly changes an organism's genome.
  - d. Gene editing requires random mutations to produce offspring with desirable traits.
40. According to paragraph 2, gene editing technology could allow us to \_\_\_\_\_.
  - a. find and fix proteins produced by mutated genes.
  - b. cure single-gene genetic disorders such as cancer and HIV.
  - c. boost a patient's immune system to fight disease.
  - d. prevent the HIV virus from entering human cells.
41. According to the passage, which of the following is true about Duchenne muscular dystrophy?
  - a. A lack of dystrophin protein in muscle cells causes patients to gradually lose muscle strength.
  - b. Early gene editing experiments in humans have shown immense potential for curing the disease.
  - c. Repairing the gene mutation could cure the disease in the patient and their future children.
  - d. A genetic mutation causes dystrophin protein to progressively weaken muscles in young adults.

42. According to paragraph 3, what is one difference between editing germ cells and somatic cells?
- While editing somatic cells can cure disease in a patient and their future children, editing germ cells can only cure disease in the patient.
  - While editing germ cells creates a permanent and heritable change to the genome, editing somatic cells makes non-heritable changes.
  - While editing somatic cells results in every cell in the organism containing the repaired DNA, editing germ cells repairs the DNA in specific tissues.
  - While editing germ cells requires a complicated process to deliver the gene editing tools, editing somatic cells is relatively easy.
43. Which of the following is the closest in meaning to the underlined word “potent” in paragraph 3?
- threatening
  - powerful
  - risky
  - profitable
44. Which of the following ethical concerns is explained in the passage?
- It is unfair to alter the DNA of an embryo without the permission of the person who will develop from it.
  - It is possible the technology will be used to cure diseases that only affect wealthy individuals.
  - It is unlikely that gene editing can be applied to purposes other than curing diseases.
  - It is unsafe and immoral to conduct gene editing research on early-stage embryos.
45. Which of the following statements best reflects the author’s view in paragraph 5?
- It is challenging for ordinary people to contemplate the ethical issues of gene editing.
  - Scientists need the help of various stakeholders to develop gene editing technology.
  - Despite ethical concerns, humans will use therapeutic gene editing in the near future.
  - The technology to edit DNA exists, but the dangers of doing so outweigh the benefits.
46. Which of the following is the best title for this passage?
- Gene Editing and Its Ethical Dilemmas
  - Solving the Problems of Gene Editing
  - The Future Applications of Somatic Gene Editing
  - Gene Editing and Its Role in Controlling Evolution

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1. For over a century, psychology has contributed to our understanding of a number of issues regarding how humans think and act. Advances are particularly evident in the insights gained into human development, mental health, and social behavior. Despite these advances, however, our understanding is apparently much more limited than originally believed. This limitation is primarily due to psychology's historical reliance on gathering data from a relatively narrow portion of the population, namely college students in Western, Educated, Industrial, Rich, and Democratic (WEIRD) cultures.
2. This issue is alarming since psychology, like all sciences, relies on collecting data from representative samples to ensure that conclusions are generalizable. If, for example, researchers want to study the effects that rainfall has on an ecosystem, rather than analyzing one or two species, they would need to examine a wide range of species in that environment to analyze its impact. Similarly, psychological research must examine various populations to understand how people think or act. Therefore, it is problematic that research is producing findings that are based on overrepresented samples of college students from the United States and Europe. The consequence is that the conclusions are skewed, which means they are not generalizable.
3. In 2010, this problem was called to attention by anthropologist Joseph Henrich, and psychologists Steven Heine and Ara Norenzayan after they reviewed a database of studies from various disciplines in psychology. They found that college students from WEIRD societies are not only unrepresentative of humans as a species, but they are often outliers. For example, in terms of visual perception, most people are under the assumption that optical illusions affect people in the same way. However, studies reveal that U.S. college students are more susceptible to optical illusions than people from non-WEIRD cultures. One of the most well-known optical illusions which consists of two lines bounded by arrows facing different directions has deceived many people for nearly a century. Studies show that most people who see this illusion are convinced that the line with the inward-pointing arrows is longer than the line with outward-pointing arrows. However, in these studies almost everyone who was shown this illusion was WEIRD. When researchers showed the illusion to other cultures around the world, many people perceived the two lines as identical in length. This suggested that the previous results were not universal and that the findings should not have been assumed to be applicable to all cultures. Henrich and his colleagues caution against research that makes sweeping claims about humans based on a limited group of people.
4. Nevertheless, the amount of research derived from WEIRD populations is overwhelming. According to a 2010 report from the University of British Columbia, between 2003 and 2007, 96 percent of sample populations tested in psychological studies came from countries that only make up 12 percent of the world's population, with 70 percent of the subjects coming from the United States. Eight years later, another report found that 94.5 percent of the articles in prominent psychological journals published in 2014 were based on studies of participants from WEIRD countries, and almost 58 percent of those papers were from the United States. These findings do not present a picture of academics carefully contemplating their discipline's limitations and readily embracing change.

5. [ Question 52. ] One of them is that college students from WEIRD cultures are an easily accessible, convenient, and cheap pool of research subjects; it is much harder and more time-consuming to make a research study's sample nationally or internationally representative. Another point, related to the first, is that systemic issues exist in who receives research funding. While WEIRD countries typically have abundant financial resources to allocate to research institutions in their own countries, research institutions in non-WEIRD countries often have less wealth. Consequently, they need to compete with those in WEIRD countries for a limited supply of funding from international organizations. This is also problematic, as those organizations tend to fund established institutions in WEIRD countries because it is believed to be "safer" than investing in little-known institutions in non-WEIRD countries. The resultant gap in funding between institutions in WEIRD and non-WEIRD countries leads to a shortfall in research into non-WEIRD populations. This is because researchers from non-WEIRD countries, who have access to, and expertise in, their own cultures and populations, are less likely to be able to afford to conduct such research.
6. Researchers have proposed several solutions to mitigate this issue. One is to provide financial incentives to researchers who take the time and effort to build long-term research relationships with diverse communities outside WEIRD countries. Additionally, psychologists from non-WEIRD cultures must be recruited and retained by WEIRD institutions. Moreover, more money should be allocated to institutions in non-WEIRD cultures. There is still much debate on how to address the WEIRD issue, but if the current situation continues, psychology will fail to meet the standards expected when conducting scientific research and, in doing so, will fail to fully understand how humans think and act.
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47. Which of the following does the underlined phrase "this limitation" in paragraph 1 refer to?
- a. that knowledge of human thought and behavior is less extensive than previously imagined
  - b. that psychological research over the last century is based on the same group of people
  - c. that recent research findings from WEIRD cultures contradict the conclusions made in earlier work
  - d. that society has relied more upon psychological research than previously thought
48. In paragraph 2, why does the author mention a research study examining an ecosystem?
- a. to show that when the same effects are seen repeatedly in samples, results are more generalizable
  - b. to illustrate that samples need to be representative if they are to be generalizable
  - c. to indicate that much of the work in science needs to focus more on common everyday issues
  - d. to demonstrate that, in general, WEIRD cultures are an important part of the environment

49. Which of the following best describes the meaning of the underlined clause “they are often outliers” in paragraph 3?
- College students from WEIRD populations are not typical.
  - College students from WEIRD populations are extremely relevant.
  - College students from WEIRD populations are controversial.
  - College students from WEIRD populations are commonly observed.
50. What did initial research into optical illusions suggest but was later disproved?
- WEIRD cultures are less susceptible to optical illusions than non-WEIRD cultures.
  - WEIRD cultures are more accustomed to optical illusions than non-WEIRD cultures.
  - Culture determines how people perceive optical illusions.
  - Cultures perceive optical illusions in a similar manner.
51. According to paragraph 4, which of the following best describes what was revealed in the 2018 report?
- The bias towards publishing studies of WEIRD populations has not been addressed.
  - Prominent journals are publishing more articles, not fewer, that utilize WEIRD samples.
  - Psychological studies need to use different research methods to avoid the overreliance on WEIRD samples.
  - Psychologists want to close the large gap between WEIRD and non-WEIRD studies, but many do not know how.
52. Which of the following is most appropriate as the first sentence of paragraph 5?
- There are a few suggestions as to what researchers and governments should do to alleviate the issue of WEIRD sampling.
  - There are several reasons why research is primarily focused on WEIRD populations.
  - Two possible factors that cause WEIRD bias in psychology but not in other disciplines have been discussed.
  - Some consequences of relying on WEIRD populations in psychological research have been examined.
53. Based on paragraph 5, which of the following is true about acquiring research funding?
- A lack of effort exists in non-WEIRD countries to compete with WEIRD countries.
  - Rules exist which limit the amount of funding that can be allocated to non-WEIRD countries.
  - Structural issues exist in how international funding bodies allocate research budgets.
  - Few incentives exist for researchers from wealthy countries to research cultures of less wealthy countries.



54. In paragraph 6, which of the following is a solution to the WEIRD problem in psychology?
- a. to give opportunities to researchers from non-WEIRD cultures to study WEIRD populations
  - b. to build a database to collect research data from non-WEIRD cultures
  - c. to reward researchers who establish research networks in non-WEIRD communities
  - d. to encourage institutions in WEIRD cultures to mentor researchers from non-WEIRD communities.

## 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。各空欄に最も適切と思われる答えを1つ選び、解答用カードの相当欄をマークして下さい。

The River Thames is perhaps London's most iconic geographic feature. Nowadays, it is generally considered one of the world's cleanest rivers running through a city, but this has not always been the case. As a consequence of the Industrial Revolution, London changed dramatically in the first half of the nineteenth century ( 55 ) its number of factories and population increasing rapidly. This led to the river becoming heavily polluted with human and industrial waste. In fact, during the ( 56 ) hot summer of 1858, the smell from the polluted river, known as the Great Stink, was so bad that it contributed to many people moving away from London. ( 57 ) this situation, a sewerage system was commissioned. Upon its completion in 1875, it could handle 2 billion litres of waste every day ( 58 ) the river becoming significantly cleaner.

( 59 ), by the 1950s, the river had become seriously polluted again. This was partly due to the sewerage system being damaged during the bombing of London in World War II, but it was also caused by the increase in waste being released into the river by factories in the post-war period. The high levels of pollution caused oxygen in the river to fall precipitously. The resulting inability of parts of the river to support aquatic life led to the river ( 60 ) biologically dead in 1957.

Given the alarming state that the river was in, it is instructive to examine what has been done to reduce pollution levels so appreciably. There have been two complementary approaches to solving the problem: the use of ( 61 ) and the application of technology. Between 1961 and 1995, a number of laws were passed that ( 62 ) what could be released into the river. Also, "bubblers", boats which monitor the river's oxygen levels and inject oxygen into it when needed, were launched in 1988 and 1999. As the quality of the water improved, aquatic life, such as eels, seals, and a wide range of fish, ( 63 ) to the river.

Nevertheless, it is important not to become ( 64 ) as the river continues to face environmental challenges. For example, from 2007 to 2020 researchers recorded significant water temperature increases during both winter and summer months. If this ( 65 ) continues, it is thought that the life cycles of the river's wildlife will be negatively impacted. The aforementioned improvements in the water quality of the Thames demonstrate that it is possible to fix some of the harm that people cause to the natural environment. However, it must be recognised that if we continue to mistreat the world around us, we may well cause damage which is ( 66 ).

55.	a. by b. for c. until d. with	56.	a. naturally b. occasionally c. particularly d. specifically	57.	a. According to b. In response to c. In spite of d. Leading to
58.	a. because of b. causing c. owing to d. resulting in	59.	a. Alternatively b. Controversially c. Suspiciously d. Unfortunately	60.	a. being declared b. declare c. declaring d. was declared
61.	a. constitution b. competition c. legalisation d. legislation	62.	a. allocated b. derived c. maintained d. restricted	63.	a. had returned b. returned c. will have returned d. will return
64.	a. complacent b. concerned c. patient d. persistent	65.	a. amount b. initiative c. progress d. trend	66.	a. impossible b. inaccessible c. irreparable d. unachievable

