

* 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。

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

(余 白)

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 $\begin{pmatrix} \text{E} \\ \text{F} \end{pmatrix}$

$\begin{pmatrix} \text{A} \\ \text{B} \end{pmatrix}$ $\begin{pmatrix} \text{C} \\ \text{D} \end{pmatrix}$ ☒ $\begin{pmatrix} \text{E} \\ \text{F} \end{pmatrix}$

PART I

Choose the best answer to each question.

Questions 1-10.

1. What is the cause of Alex's problem?
 - a. He forgot his password.
 - b. He entered his student ID incorrectly.
 - c. He was trying to access the wrong network.
 - d. His classroom had no Wi-Fi.

2. Where is this conversation most likely taking place?
 - a. in an orientation for first-year students
 - b. in a university class
 - c. in an open campus event for prospective students
 - d. in a meeting of a club activity

3. Which of the following is true about the professor?
 - a. He is talking to his colleague.
 - b. He is an advisor of a particular club.
 - c. He belonged to an English language club.
 - d. He graduated from the university where he works.

4. Which of the following is true?
 - a. Miku is concerned about meeting her deadline.
 - b. Miku is not happy with her extensive reading class.
 - c. Genta wants to avoid joining the class discussion.
 - d. Genta is not confident about finishing his book in time.

5. Which of the following is probably true?
 - a. The architect is also a professor at the university.
 - b. They will both watch the talk on a big screen.
 - c. Satomi registered for the talk in advance.
 - d. Few students are interested in attending the lecture.

6. What will be the primary purpose of Rosa's email to Professor Harris?
 - a. to get permission to leave class early
 - b. to arrange a one-on-one meeting
 - c. to ask for more time to work on the essay
 - d. to request feedback on her essay outline

7. What do they agree about?
- a. that field trips may affect their other courses
 - b. that going on field trips is a good way to learn
 - c. that there are too many field trips for this geography course
 - d. that other courses should also organize field trips
8. What else does the student need to submit for her application?
- a. an application form
 - b. a record of her grades from high school
 - c. recommendation letters from three professors
 - d. an essay explaining why she wants to study abroad
9. What is the main purpose of this conversation?
- a. to review theories of psychology
 - b. to organize a students' study session
 - c. to check the assignment of a psychology course
 - d. to plan to talk to Professor Sato
10. What are they most likely to do next?
- a. participate in a protest against the new law
 - b. post some announcements on social media
 - c. write articles to criticize the new law
 - d. research the new law further

PART II

Choose the best answer to each question.

Questions 11-12.

Joe and Mie are talking about professors at their university.

11. Which of the following is true?
- a. Professor Suzuki teaches psychology.
 - b. Professor Suzuki will be back at the end of this semester.
 - c. Professor Nelson is not a strict teacher.
 - d. Professor Nelson visited Professor Suzuki this morning.
12. What is Joe's suggestion?
- a. Mie should send a message.
 - b. Mie should talk to their classmates.
 - c. Mie and Joe should take turns to buy flowers.
 - d. Mie and Joe should share the cost with other classmates.

Questions 13-15.

A student is talking to a librarian.

13. When checking out a book, what should students do after scanning their ID card?
- a. touch a message on the screen
 - b. place the book properly on the machine
 - c. go to the library counter
 - d. confirm the number of books on the screen
14. What does the student think is tricky?
- a. There is more than one library counter in this library.
 - b. Each book has more than one barcode.
 - c. Students need to use their ID card to use the machines.
 - d. The library is open on the first Sunday of every month.
15. Which of the following is true about returning books?
- a. The return box can be used only when the library is closed.
 - b. Books have to be returned to the library counter.
 - c. Students cannot return books when the library is closed.
 - d. Students cannot use the machines to return books.

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PART III

Choose the best answer to each question.

Questions 16-20.

Listen to the lecture about bilingualism.

16. According to the lecture, what is true about receptive bilinguals?
 - a. They can speak but cannot write in their second language.
 - b. They are equally proficient in speaking two languages.
 - c. They are only good at listening in both languages.
 - d. They can understand a second language but cannot speak it.

17. According to the lecture, why do some parents choose a “one-parent-one-language” policy?
 - a. to make communication smoother at home
 - b. to encourage their children to socialize with their peers at school
 - c. to prevent their children from losing their minority language
 - d. to maintain the parents’ bilingual proficiency

18. When Judy employs the “expressed guess strategy” with her son, she is most likely to _____.
 - a. ignore his Japanese use and keep talking in English
 - b. ask him to clarify the meaning in Japanese
 - c. respond to him by asking “What did you say?”
 - d. use a question in English that translates his utterance

19. According to the lecture, which of the following factors can influence parental interaction patterns at home?
 - a. the presence of older siblings
 - b. the linguistic development of the children
 - c. the age of the children’s parents
 - d. the children’s desire to be bilingual

20. What is the main purpose of this lecture?
 - a. to introduce various approaches to raising simultaneous bilinguals
 - b. to criticize Elizabeth Lanza’s research on bilingualism
 - c. to explain difficulties in defining simultaneous bilinguals
 - d. to contend bilingual education should be widely implemented in schools

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Choose the best answer to each question.

Questions 21-25.

Listen to the lecture about artificial grass.

21. What percentage of the U.K. population who have outdoor space would consider substituting some natural grass with artificial grass?
- a. 8.4%
 - b. 10%
 - c. 29%
 - d. 71%
22. According to the lecture, some people believe artificial grass is better for the environment than natural grass because artificial grass is easier to _____.
- a. maintain
 - b. transport
 - c. recycle
 - d. install
23. According to the lecture, which of the following is true?
- a. Artificial grass retains more heat than concrete substances.
 - b. Artificial grass often reaches temperatures of 35 to 60 degrees Celsius.
 - c. Natural grass absorbs and retains more heat than artificial grass.
 - d. Natural grass can help lower temperatures in cities during hot months.
24. What can be inferred about flooding?
- a. The top layer of soil is important for water drainage.
 - b. Microplastics raise the likelihood of flash floods.
 - c. Fifty percent of surface water is caused by rainfall.
 - d. Fake grass acts like a sponge for rainwater.
25. What aspect of artificial grass will be covered in the next class?
- a. sustainable alternatives
 - b. potential benefits
 - c. further environmental issues
 - d. impact on our well-being

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Choose the best answer to each question.

Questions 26-30.

Listen to the lecture about musicals.

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26. According to the lecture, what is true about the U.S. immigrants in the early 20th century?
- a. Most immigrants were coming from countries of southeastern Europe.
 - b. Approximately a million immigrants arrived in the U.S. between 1920 and 1950.
 - c. First-generation immigrants were less interested in musicals than their children.
 - d. Many immigrants in musical theater worked as actors, but not as composers.
27. Which of the following musicals revolutionized the course of musicals by moving away from operettas and comedies?
- a. *Show Boat*
 - b. *Oklahoma!*
 - c. *West Side Story*
 - d. *Hamilton*
28. According to the American sociologist, Charles Hirschman, what helped immigrants contribute to musicals?
- a. an experience of formal training in acting and theater production
 - b. a vast knowledge of musical instruments from different countries
 - c. a strong desire to preserve the traditional art forms of their homelands
 - d. a willingness to make creative choices to challenge established art forms
29. What does the lecturer say is remarkable about *Hamilton*?
- a. Hip-hop music was incorporated for the first time.
 - b. Roles of White characters were played by actors of color.
 - c. It is the first musical about the life of Alexander Hamilton.
 - d. It was created by a descendant of Irish immigrants.
30. Which is the best title for this lecture?
- a. Development of the U.S. Music Industry in the 19th Century
 - b. The Definitions of Broadway Musicals in the U.S.
 - c. The History of Musicals and Immigrants in the U.S.
 - d. Cultural Diversity of Immigrants to the U.S.

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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 26 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. Indigenous groups around the world, such as the Aboriginal Peoples of Australia and the Maya Peoples of Central America, have ancestral connections to their lands. These Indigenous communities have lived sustainably within specific ecosystems for thousands of years and possess a deep understanding of various plants, animals, and ecological processes. The collective knowledge and practices of Indigenous communities about the natural environment, which they have accumulated and passed down orally from generation to generation, are known as Traditional Ecological Knowledge (TEK). Until recently, however, many environmental organizations and researchers have failed to recognize TEK as a valuable source of knowledge and have instead relied predominantly on western scientific frameworks that exclude Indigenous perspectives. With an increasing global awareness of the need to respect Indigenous rights, more researchers have been taking steps to incorporate TEK into environmental decision-making.
2. Indigenous communities have developed various hunting, fishing, and farming practices to avoid depleting the natural resources their livelihoods depend on. For example, the *milpa* system from the Maya Peoples of Central America is a farming method where many different crops are planted in the same field at the same time. *Milpa* cultivation cycles and crop diversity have allowed some land areas to remain fertile and productive for thousands of years. Researchers believe the *milpa* system can be used as a model for tackling food insecurity in various regions. Furthermore, TEK also includes knowledge of medicinal plants, such as the rooibos plant in South Africa. Long before rooibos tea was commercialized by multinational companies and gained popularity worldwide, the Indigenous San and Khoi communities knew of its anti-inflammatory properties and other health benefits. Harvesting and preparing rooibos for consumption has been a treasured part of local culture, starting from childhood. These examples of TEK reflect how Indigenous communities often possess an intimate understanding of the natural environments in which they live.
3. Although TEK offers valuable insights for biodiversity conservation and sustainability, it has been marginalized by dominant societies, in part due to histories of colonialism and forced relocation. During colonialism, Indigenous cultures were considered inferior, and their knowledge was often disregarded. As such, western knowledge systems largely based on hypothesis testing and quantitative data have been considered valid and reliable, while Indigenous knowledge systems, which rely more on observation and experience, have been undervalued. Moreover, Indigenous communities were often forcibly removed from their ancestral lands and relegated to smaller, marginal plots of land many miles away. Such forced relocation disrupted the transmission of TEK from elders to younger generations and in many cases led to the loss of traditional knowledge.

4. Fortunately, in recent decades, there has been a growing need to recognize and protect the rights and livelihoods of Indigenous peoples. In 2007, the United Nations Declaration on the Rights of Indigenous Peoples established a universal framework for Indigenous peoples worldwide, including rights to education, health, employment, and language. The Declaration also promotes Indigenous intellectual rights and engagement in research on issues that concern their lands. Thus, environmental researchers are increasingly recognizing their ethical responsibility to involve relevant Indigenous communities in TEK research activities taking place within Indigenous territory. Specifically, more researchers are collaborating and communicating directly with Indigenous peoples to better understand their experiences and perspectives.
 5. One example of these efforts can be found in research being conducted among Indigenous communities along coastal areas of British Columbia in western Canada. In these regions, Pacific salmon have been in a state of decline, to the point where many salmon populations are categorized as endangered. Three main Indigenous groups — the First Nations, Metis, and Inuit — possess extensive TEK on coastal and marine environments in the area. In a recent study, anthropologists interviewed 48 First Nations community leaders to learn about their sustainable fishing practices and perspectives on the causes of declining salmon. One significant finding from the study was that Indigenous communities perceived different anthropogenic threats depending on their locations. In the Fraser river system, communities were mostly concerned about pollutants and contaminants, while in the Skeena and Nass river systems, industrial development and commercial salmon farms were the largest concerns, respectively. The interviews revealed how Indigenous perceptions of threats are localized and context-dependent, indicating that a one-size-fits-all solution is unlikely. This nuanced understanding of perceived threats would not have been possible without hearing directly from the Indigenous community members themselves.
 6. [Question 37], researchers should continue to be inclusive of Indigenous perspectives while working toward sustainable futures. In some instances, however, tensions can arise. Some warn that TEK might be valued by researchers only when it supports scientific findings but ignored when it contradicts scientific results. Others are skeptical of the exploitative nature of researchers collecting TEK for their own benefit and profit, without compensating Indigenous participants or crediting them in publications. Moving forward, as researchers continue to conduct studies on TEK, it is necessary to utilize ethical approaches to ensure reciprocity in collaborative research with Indigenous peoples.
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31. According to paragraph 1, which of the following is true about TEK?
 - a. Historically, environmental policies utilized TEK discovered by western scientists.
 - b. Indigenous groups nowadays tend to use western science instead of TEK.
 - c. There has been a shift in researchers' attitudes towards the value of TEK.
 - d. TEK is transferred from generation to generation as a mandatory school subject.

32. What can be inferred from the discussion of the *milpa* system and rooibos in paragraph 2?
- a. TEK can potentially be beneficial for non-Indigenous societies around the world.
 - b. Indigenous hunting, fishing, and agricultural practices are sometimes unsustainable.
 - c. Among Indigenous groups, TEK is mainly used for purposes of economic profit.
 - d. The San and Khoi Peoples use the *milpa* system to grow many medicinal plants.
33. According to paragraph 3, what is one reason for the loss of TEK?
- a. Researchers could not reliably measure and document TEK to pass it down.
 - b. Indigenous youth became less interested in learning TEK from their ancestors.
 - c. Indigenous communities were pushed out from their ancestral territories.
 - d. During colonial rule, Indigenous peoples preferred western scientific methods.
34. Which of the following is closest in meaning to the underlined word “quantitative” in paragraph 3?
- a. subjective
 - b. qualified
 - c. detailed
 - d. statistical
35. Why does the author mention the United Nations Declaration on the Rights of Indigenous Peoples in paragraph 4?
- a. to clarify that it was not possible to do research on Indigenous lands prior to 2007
 - b. to point out a driving factor in increased efforts to collaborate with Indigenous peoples
 - c. to argue that the Declaration should have been adopted earlier for research purposes
 - d. to support the claim that it is unethical to conduct research on Indigenous lifestyles
36. In the study described in paragraph 5, what did the researchers conclude based on the interviews?
- a. Industrial development is the main cause of declining salmon populations in Canadian fisheries nowadays.
 - b. Different strategies may be necessary at different river locations to help salmon populations return to healthy levels.
 - c. Indigenous participants would prefer a one-size-fits-all solution to address the various threats affecting the salmon.
 - d. TEK was insufficient to determine the cause of declining salmon populations, so more research is needed.
37. Which of the following is the most appropriate fit for [Question 37] in paragraph 6?
- a. To confirm the complexity of collaborative TEK research
 - b. Climate change poses serious global threats; nonetheless
 - c. Despite examples of successful collaborative research
 - d. As seen in the case of Canadian salmon fisheries

38. Which of the following summarizes the potential problem(s) with TEK research?
- a. Researcher bias and self-interest can interfere with reciprocal partnerships in research.
 - b. Indigenous systems of knowledge rely too much on tradition and lack a scientific basis.
 - c. Indigenous communities are likely to eventually lose trust in environmental researchers.
 - d. Interviewers do not receive enough training in research ethics and cultural competence.

1. When the Brazilian government revised the country's dietary guidelines in 2014, they recommended avoiding ultra-processed foods (UPFs). Though this was a radical step at the time, many people have started to believe that the metric for measuring the healthiness of food should not be the sugar, fat or salt content, but the degree to which it has been processed. It would seem like a difficult policy to implement given that UPFs now account for over half of the average calorie intake in many countries. Nevertheless, while some remain sceptical about the dangers of UPFs, recent evidence suggests links between these products and several serious health concerns.
2. To understand the nature of this issue, it is necessary to consider what UPFs are. Food scientists in Brazil created what is called the NOVA system to categorise food into four groups depending on the extent of processing involved. Group 1 is unprocessed or minimally processed foods including fruits, vegetables, meat and fish. Group 2 comprises natural culinary ingredients such as oils, butter, sugar and salt. Group 3 is processed foods made essentially by adding Group 2 substances to Group 1 foods, often for preservation, such as canned fruit or vegetables, and dried or smoked fish and meat. Finally, Group 4 is UPFs, incorporating ready-to-consume foods, such as breakfast cereals, packaged snacks and carbonated soft drinks. It also includes pre-prepared, ready-to-heat products, such as pizza and pasta dishes, and powdered and packaged instant soups and noodles. There are several common characteristics that UPFs share. They are produced almost entirely by industrial processes, have low nutritional value, have elevated levels of salt, oil, fat and sugar, and contain ingredients rarely used for cooking in home kitchens and restaurants.
3. UPFs have become ubiquitous because they appeal to both consumers and manufacturers. They are attractive to consumers as they are ultra-convenient in today's fast-paced world, where many people have limited time for home cooking. The fact that they are extremely cheap makes them more affordable for less well-off families, and they are designed to be highly appetising. UPFs are also favoured by manufacturers because they are made with cheap ingredients and are long-lasting and highly profitable. These multinational companies aggressively market UPFs which contain chemicals that are highly addictive to consumers. Consequently, as UPFs have become widely available in supermarkets, they are displacing freshly made regular meals.
4. Over the last decade, research from multiple countries has shown strong links between consuming UPFs and many health problems, including obesity, increased risk of cancer, cardiovascular disease and diabetes. These studies were all published in peer-reviewed journals, meaning the research had been read thoroughly and approved by other scientists before publication. The researchers also carefully considered other factors which could potentially be causing the health issues, such as existing illnesses in participants, how often they exercise and whether they smoke. Despite this, some critics argue that the results are only correlational and therefore do not prove a causal relationship with UPFs. In fact, some groups have repeatedly attacked the NOVA system and concerns over UPFs. However, in a 2018 paper, researchers analysed online materials criticising NOVA and reported that most were not peer-reviewed and/or were written by authors with connections to the UPF industry.

5. Recent research has demonstrated more explicit connections between UPF consumption and adverse health outcomes. For instance, a study published in a peer-reviewed journal, *Cell Metabolism*, in 2019 confirmed a clear cause-and-effect relationship between UPF exposure and obesity. During the experiment, the participants spent one month living in a clinic, where they were randomly assigned to receive either ultra-processed or unprocessed diets for two weeks, immediately followed by the alternate diet for two weeks. The meals for both diets were carefully controlled to ensure they were well-matched in terms of calories, sugar, protein, fibre and fat. In addition, they were designed to be familiar and appetising to the participants, who were told to consume as much or little as they desired. The results showed that the subjects ate more food during the ultra-processed diet than the unprocessed diet, consuming 500 calories extra per day and gaining 0.9 kg in weight. In contrast, the subjects lost 0.3 kg in weight during the unprocessed diet. The study, therefore, provided compelling evidence that an ultra-processed diet causes over-eating and weight gain and that limiting consumption of UPFs may be an effective strategy for preventing and treating obesity.
6. The Brazilian guidelines on UPFs were introduced in response to the number of young Brazilian adults with obesity more than doubling between 2002 and 2013. With the emerging scientific evidence gathered since then indicating that UPFs increase the risk of various health problems, other South American countries have begun to follow Brazil's stance. It seems clear that a healthy diet should be based on fresh, home-cooked food, but returning to this style of eating can be challenging compared to consuming UPFs. While it may not be realistic to ban UPFs, more needs to be done to require companies to make healthier versions of these products. Meanwhile, raising public awareness of the dangers surrounding UPFs can encourage people to reduce the proportion of their daily calorie intake from these foods.
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39. What is the main argument of this text, introduced in paragraph 1?

- UPFs are a potential threat to public health.
- The Brazilian government should revise its UPF guidelines.
- Some people remain sceptical about the dangers of UPFs.
- UPFs should be consumed by many people worldwide.

40. Which of the following shows correct examples based on the NOVA food classification system?

	Group 1	Group 2	Group 3	Group 4
a.	canned tuna	sugar	dried beef jerky	instant noodles
b.	apples	artificial sweeteners	canned peas	potato chips
c.	carrots	salt	canned peaches	frozen pizza
d.	raw fish	olive oil	smoked salmon	steak

41. Which of the following is closest in meaning to the underlined word “ubiquitous” in paragraph 3?
- a. prevalent
 - b. acceptable
 - c. conventional
 - d. innovative
42. According to paragraph 3, which of the following is true about UPFs?
- a. Consumers believe the convenience of UPFs outweighs the extra cost of purchasing them.
 - b. The financial situation of families is unlikely to influence the amount of UPFs they consume.
 - c. UPFs are replacing freshly prepared meals due to their appeal and accessibility.
 - d. Companies can earn large profits on UPFs despite the time it takes to manufacture these long-lasting products.
43. What can be inferred from paragraph 4?
- a. Studies in peer-reviewed journals have been redone in other countries before being published.
 - b. Pre-existing conditions and lifestyle choices are equally responsible for illness as consuming UPFs.
 - c. Claims may be considered biased if they are from authors who have links to the industries they are writing about.
 - d. The research highlighting risks of UPFs is not as reliable as the articles criticising NOVA.
44. Which of the following is true about the study described in paragraph 5?
- a. Many factors about the food in both diets were taken into consideration to ensure reliable results.
 - b. For the duration of the study, half of the participants ate an ultra-processed diet while the other half consumed an unprocessed diet.
 - c. By the end of the study, the participants had gained 0.6 kg more on the ultra-processed diet than the unprocessed diet.
 - d. Each meal presented to the subjects contained 500 more calories during the ultra-processed diet compared to the processed diet.
45. What is the purpose of including the study in paragraph 5?
- a. to emphasise the difficulty of conducting robust research on UPFs
 - b. to offer support to those who criticise studies attacking UPFs
 - c. to prove that ultra-processed diets cause obesity, diabetes and cancer
 - d. to show an experimental result that strengthens previous correlational results

46. Which of the following would the author most likely agree with?
- a. Less well-off families should not receive financial aid to spend on healthy food.
 - b. It would be relatively easy for the government to ban manufacturers from producing UPFs.
 - c. Drawing attention to the dangers of UPFs can help promote more home cooking.
 - d. The evidence currently linking UPFs and disease is not substantial enough to demand action.

1. There has been a growing awareness in recent years of the discrimination facing minority groups and the need for greater inclusivity in all areas of life. This has prompted many organisations, such as book publishers and film producers, to review their past work and take steps to ensure any outdated and potentially offensive language does not upset or insult their consumers. Two approaches have proven popular — the use of sensitivity readers and the use of disclaimers — though both have advantages and disadvantages.
2. For book publishers, employing sensitivity readers to review and edit their books has become an increasingly common tactic. These readers are tasked with analysing and, at times, rewriting sections of books to remove examples of hurtful or insensitive language. A famous recent example involved the work of Roald Dahl, a Welsh author who died in 1990 and whose work included *Charlie and the Chocolate Factory*, *The Big Friendly Giant* and *The Witches*. There had been a growing unease that some of the language in his novels was becoming increasingly offensive, particularly with regard to people's appearance, race, gender, weight and mental health. For example, Dahl used adjectives such as 'fat', 'ugly' and 'crazy' to describe some of his characters. Puffin, Dahl's publisher, explained that the move to recruit sensitivity readers was made to guarantee that his books can continue to be enjoyed by all in this modern era of inclusive society.
3. However, as many free speech advocates argue, the problem with editing books is that there is no limiting principle. Almost all literature could be offensive to someone, whether that be based on race, gender, religion, age or myriad other factors. Although publishers begin with good intentions to tweak one or two words here or there, it can be easy to insert new ideas or to greatly alter the original message. In the case of Roald Dahl, for example, many people were shocked by the rewriting, especially when the scale of the changes became apparent. One of the main reasons why Dahl's work appeals so much to children is his distasteful and occasionally cruel descriptions of his adult characters. However, in the new versions of his books, much of this language has disappeared. For instance, the words 'fat', 'ugly' and 'crazy' were removed from every book. What is more, many references to colour also disappeared, including descriptions of one character's black coat that was changed to just 'a coat' and an earthworm's 'lovely pink' skin that was edited to become 'lovely smooth' skin.
4. Although it could be argued that some of the changes in Dahl's books were reasonable, many people were concerned about how rewriting could set a precedent for future works of literature. Firstly, it is important to consider how the power to edit books might be used in the hands of those with a different set of values. Would governments or companies, for example, attempt to silence certain opinions by requesting changes to books which could embarrass them or do not align with their own beliefs? In this case, rewriting would not be to reduce offense caused to minorities but to censor any opposition to authority. Furthermore, it is disturbing to imagine a world in which we can read only what others want us to read. Books have historically been a way of expressing radical and often controversial beliefs, and they play an essential role in education and in critical thinking. If revising books to suit the tastes of modern audiences is normalised, there is a risk not only of distorting the work of historic authors but of sanitising the beliefs, perspectives and viewpoints that we are exposed to.

5. Another approach available to companies who wish to make sure their older work does not offend their modern consumers is to use disclaimers. Disney, for example, recently inserted a message at the beginning of its *Dumbo* and *Peter Pan* movies to warn viewers that the programmes include negative stereotypes and offensive behaviour towards minority people or cultures. Disney's disclaimer further explains that they have chosen not to remove or edit these scenes, and that they hope that this approach can help spark a conversation about the importance of inclusivity in society. This approach is supported by PEN America, an organisation of writers that advocates for freedom of expression. They argue that this kind of introductory context in books can prepare people for what they are about to read and help them understand the setting in which it was written.
6. As the words we use have the power to offend, harm and hurt others, the use of language in literature is one area in which the drive for inclusivity has had a major impact. Some parents may question whether they want to have examples of potentially offensive language on their children's bookshelves. While this is a valid concern, it is important that adults and children alike have access to original works from the past in order to provide them with vital topics for discussion which can lead to greater understanding of who we are and where we come from.
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47. According to paragraph 2, which of the following is true about Roald Dahl?
- a. His death caused an increase in sales of his books.
 - b. His books have become less popular in recent years.
 - c. His use of language has been questioned more in recent years.
 - d. His publisher obtained Dahl's permission to make changes to his work.
48. According to paragraph 3, what is one of the main reasons why many children read Roald Dahl's books?
- a. because Dahl uses unpleasant language to describe some of his characters
 - b. because Dahl creates fantastical characters such as giants and witches
 - c. because they know that Dahl is the author of many famous novels
 - d. because they heard the new editions of his books contained some changes
49. What does the author suggest in paragraph 3?
- a. Many people felt that the extent of the changes to Dahl's work was excessive.
 - b. Considering the issue of race, references to colour must be treated most sensitively.
 - c. Reducing offensive language can mean that some characters may need to disappear.
 - d. Most publishers that hire sensitivity readers support the ideas of free speech advocates.
50. What does the underlined word "precedent" mean in paragraph 4?
- a. preconception
 - b. standard
 - c. target
 - d. challenge

51. Based on paragraph 4, which of the following is the author most concerned about regarding rewriting?
- a. More publishers may start hiring sensitivity readers to remove hurtful language.
 - b. Some sensitivity readers may have an intention to distort the literature.
 - c. The original author may not agree with changes that sensitivity readers make.
 - d. Rewriting could be abused to ensure that those in power are not criticised.
52. Which of the following does the author claim about rewriting literature in paragraph 4?
- a. It could make understanding the stories more difficult.
 - b. It could restrict the diversity of opinions that we see.
 - c. It is acceptable when offensive language has been used.
 - d. It should become more commonplace in the book industry.
53. What is suggested about disclaimers in paragraph 5?
- a. They could be used alongside rewrites to reduce the risk of offending readers.
 - b. They could pose a threat to writers' freedom of speech.
 - c. They could help readers appreciate the work in its original context.
 - d. They could inform readers about parts that have been edited or removed.
54. Which of the following is most consistent with the author's overall position on rewriting old novels?
- a. It is the parents' responsibility to monitor whether older books for children include offensive language.
 - b. Using sensitivity readers to rewrite literature seems to be more appropriate than inserting disclaimers.
 - c. The educational benefits of reading original works of literature outweigh concerns about causing offence.
 - d. Regularly revising offensive language in literature offers a valuable record of how humans' sensitivity evolves.

(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、27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。

In 2017, the United Nations (55) September 23rd as the International Day of Signed Languages. The purpose was to raise awareness and deepen understanding of sign language in the Deaf community. Nevertheless, the history of the opposition that sign language suffered is not widely known.

This opposition can be traced back to 1880, when the Second International Congress on Education of the Deaf held in Milan banned the use of sign language in Deaf education. The congress was organized by an anti-sign language group, so most of the invited educators were (56) using sign language. They believed that deaf children should learn by the Oral Method which involved lipreading and mimicking the mouth shapes and (57) patterns of speech. The belief was based on a misconception that using sign language would prevent the development of thinking. As a way of assimilating the deaf into society, the congress declared that the Oral Method should be preferred to the sign method, considering what they perceived as the (58) of speech over signs.

(59), in the early 20th century, Japanese Sign Language (JSL) was prohibited in many schools for deaf children in Japan. Instead, educators implemented the Oral Method. This method was originally introduced with good intentions, but many children were forced to attempt to pronounce Japanese in school, regardless of their will. They sometimes used JSL (60) under desks, hidden from the eyes of teachers. Ultimately, the policy that banned the use of sign language could not deprive the Deaf community (61) their language.

In the late 20th century, in an effort to create a more accommodating learning environment, some educators in Japan (62) an educational approach called Total Communication. This approach incorporates all means of communication, such as signs, natural gestures, fingerspelling, body language, listening, lipreading, and speech. In this respect, on the surface, this approach appeared inclusive of sign language; however, it had the effect of reinforcing the (63) status of sign language compared to spoken language. This led to the creation of a new sign language called Signed Japanese, in which word order more closely mirrors that of spoken Japanese. Due to their similarities in grammar, Signed Japanese and spoken Japanese can be used (64). Signed Japanese is broadly used by people who develop loss of hearing after acquiring spoken Japanese or by teachers at public schools for the deaf. In fact, Signed Japanese and JSL are two distinct languages and are not mutually intelligible (65) communication between the users can be difficult.

People of the Deaf community have diverse backgrounds, including the age at which they lost their hearing, the age at which they learned sign language, and the environment in which they were born and raised. It should not be (66) that all the members of the Deaf community use the same language.

55.	a. decided b. denounced c. designated d. destined	56.	a. against b. for c. into d. without	57.	a. breathe b. breathed c. breathing d. should breathe
58.	a. complexity b. hierarchy c. normality d. superiority	59.	a. Accordingly b. Finally c. Ironically d. Nevertheless	60.	a. implicitly b. overtly c. secretly d. unjustly
61.	a. about b. from c. in d. of	62.	a. advocated b. refused c. integrated d. signed	63.	a. same b. secure c. social d. subordinate
64.	a. inaccurately b. moderately c. simultaneously d. universally	65.	a. because b. , but c. , so d. when	66.	a. assumed b. noted c. recognized d. underestimated

