

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
- 3 解答は、すべて解答用紙の所定の欄に記入しなさい。
- 4 問題冊子の余白は、下書き等に利用して構いません。
- 5 試験終了後、解答用紙のみを回収します。

[1] 次の文章を読み、問いに答えよ。

“You’re not listening!”

“Let me finish!”

“That’s not what I said!”

After “I love you,” these are among the most common remarks in close relationships. While you might think you’d be more likely to listen to a loved one than a stranger, in fact, the opposite is often true.⁽¹⁾ It’s a phenomenon psychologist Judith Coche knows all too well. She is widely recognized as an authority on couples’ group therapy, and her success at saving seemingly hopeless marriages was described in the book *The Husbands and Wives Club* by Laurie Abraham.

When I met Coche in her downtown Philadelphia office late one evening, the sofa and chairs were still warm. I was there to find out why people so often feel ignored and misunderstood by their partners. Coche’s answer was pretty simple: people in long-term relationships tend to lose their curiosity for each other. Not necessarily in an unkind way; they just become convinced they know each other better than they do. They don’t listen because already know / other / person / say / the / they / they think / what / will.⁽²⁾

Coche gave the example of ¹spouses who answer questions or make decisions for each other. They might also give gifts that are inappropriate for the partner, resulting in disappointment and hurt feelings. Parents can make the same sorts of mistakes, assuming they know what their children like or don’t like and what they would or would not do. We actually all tend to make assumptions when it comes to those we love. It’s called the *closeness-communication bias*. As wonderful as closeness and familiarity are, they make us complacent,⁽³⁾ leading us to overestimate our ability to read those closest to us.

This was demonstrated by researchers at Williams College and the University of Chicago who, in an experiment⁽⁴⁾ similar to a word-guessing party game, had two married couples, who didn’t know each other, sit in chairs arranged in a circle facing away from each other. Each participant, in turn, was instructed to say phrases used in everyday conversation that could have several different meanings. The participants’ spouses said what they thought their partners meant, and then the strangers gave their best guesses. A sample statement was something like “You look different today,” which could mean “You look terrible,” or “See, I do notice your looks,” or “Hey, I like the new look!” or “Hmm, I feel like something is different, but I can’t put my finger on it.” While participants were convinced their spouses would understand them better than strangers, they did no better than strangers, and sometimes worse.

It’s as if once you feel a connection with someone, you assume it will always be so. The sum of daily interactions and activities continually shapes us and adds nuance to our understanding of the world so that no one is the same as yesterday nor will today’s self be identical to tomorrow’s. Opinions, attitudes, and beliefs change. So it doesn’t matter how long you have known or how well you think you know people; if you stop listening, you will eventually lose your grasp of who they are and how to relate to them.

Relying on the past to understand someone in the present is bound to end up in failure. The French writer André Maurois wrote, “A happy marriage is a long conversation that always seems too short.” How long would you want to stay with someone who insisted on treating you as if you were the same person you were the day you two met? This is true not⁽⁵⁾ just in romantic relationships but in all relationships. Even ²toddlers object to being treated like the infants they were just months earlier. Offer a two-year-old a helping hand with something they’ve already learned how to do, and you’ll likely get an annoyed “I do it!” Listening is how we stay connected to one another as the pages turn in our lives.⁽⁶⁾

(Kate Murphy, *You’re Not Listening: What You’re Missing and Why It Matters*, modified)

注

¹spouse: 配偶者

²toddler: よちよち歩きの幼児

問 1 下線部(1)の内容を 50 字以内(句読点を含める)の日本語で説明せよ。

問 2 下線部(2)の語句を並べ替えて最も適切な表現にせよ。

問 3 下線部(3)の意味に最も近い語句を以下から選んで記号で答えよ。

ア embarrassed to even ask

イ establish a trusted relationship

ウ satisfied with our judgment

エ suspect our decisions

問 4 下線部(4)について、その対象、目的、方法、結果を 160 字以内(句読点を含める)の日本語でまとめよ。

問 5 下線部(5)の指す内容を日本語で述べよ。

問 6 下線部(6)を日本語に訳せ。

[2] 次の文章を読み、問いに答えよ。

Why do some animals' eyes face forward while those of others face to the side?

There is a straightforward answer to this question, but as usual, "straightforward" means the answer is incomplete. Put simply, animals that are ¹prey, like rabbits, zebras, and sheep, have eyes on the sides of their heads to allow them to see more of their surroundings — a kind of early-warning system for approaching ²predators.

By contrast, predators like lions, tigers, wolves, and eagles have front-facing eyes, and this allows them to see in three dimensions, so-called ³binocular vision. Such vision makes it possible to tell exactly how far away something is. If an animal is going to ⁴pounce on its prey, it has to know exactly how far to pounce.

But as I said, this answer is incomplete. There are exceptions to this simple predator-prey classification. Among predators, ⁵mongooses and ⁶tree shrews on land and ⁷orcas in the ocean all have eyes on the sides of their heads. It's not completely clear why these animals are exceptions to the rule, although orcas, for one, also use the ⁸clicks and whistles of ⁽¹⁾⁹echolocation to hunt, so they may not have to rely as much on their eyes alone.

At the same time, some animals with forward-facing eyes, like ¹⁰fruit bats and several ¹¹primates, are not predators at all, but fruit eaters. They don't need their binocular vision to chase down prey — although being able to judge the exact (A) hanging fruit while flying or climbing a tree might still be a big advantage.

These exceptions can be (B), but in other cases, we don't know exactly what's going on, eye to eye, between predators and prey. A study of ¹²snowshoe hares in Canada provides a good example. Snowshoe hares are definitely prey — as one researcher put it, "Almost everything eats them." ¹³Lynx are their main predators, although there are at least nine others, and the hare's ¹⁴life expectancy in the wild is only a year or two (versus ten ¹⁵in captivity).

Scientists at Lakehead University in Thunder Bay, Ontario, studied the feeding behavior of snowshoe hares in an environment combining open space with ¹⁶a sprinkling of ¹⁷red pine and ¹⁸thickets of ¹⁹aspen. Hares eat both aspen and pine, and the scientists wanted to know what strategies they'd use to (C) predators — or, as the scientists put it, to survive in a "landscape of fear."

You might think the strategy would be simple: minimize the time in the open and maximize the time under cover. ⁽²⁾After all, if you feed in the open, you're likely to be seen, and if you take cover in the aspen, you may not be. But funnily enough, the hares were actually less watchful in the open than when they were sheltered by plants. Even though they fed for shorter periods in the open, they checked their surroundings more often when they were close to cover and presumably safer.

It might be that life is a trade-off for the snowshoe hare: the aspens provide cover, but at the same time, according to ⁽³⁾scientists, those "dense and twisted branches diminish sight lines." Yes, a distant predator might not see the hare, but the hare might also overlook the predator — until it's too late. Those circumstances are reversed in the open: prey are seen more easily, but so are predators, giving the hare time to flee.

Mark Changizi is the director of human ²⁰cognition at 2AI Labs. He thinks eye placement has to do with more than just the difference between predator and prey. He argues that binocular vision is the next best thing to X-ray vision, because the sense of depth it provides allows animals with forward-facing eyes to see better in complicated environments, ⁽⁴⁾such as the confusion of branches and leaves in those aspen thickets in the snowshoe hare study. The ²¹monocular, two-dimensional vision afforded by side-facing eyes can't do that.

Because snowshoe hares have eyes on the sides of their heads, Changizi would argue that visual confusion is a problem for them. When sheltered by visually confusing plants, they might be giving up as much as they're gaining. ⁽⁵⁾That could be why they remain as watchful when sheltered by the trees as they are when eating pines out in the open.

If Changizi is right, the position of the eyes is determined not so much by whether an animal is predator or prey, but rather by (D) it lives. In leafy environments, 3D vision might be best, while in the open, it's more valuable to see on both sides.

(Jay Ingram, *The Science of Why 5*, modified)

注

- ¹prey: (肉食獣などの)獲物, えじき
²predator: 捕食動物
³binocular: 両眼の
⁴pounce: 飛びかかる, 襲いかかる
⁵mongoose: マンゴース(マンゴース属の肉食動物の総称)
⁶tree shrew: ツパイ(東南アジアに生息するリスに似たツパイ科の食虫哺乳動物の総称)
⁷orca: シャチ
⁸click: クリック音
⁹echolocation: 反響定位, 音波探知
¹⁰fruit bat: オオコウモリ
¹¹primate: 霊長類の動物
¹²snowshoe hare: カンジキウサギ(北米に生息するノウサギ)
¹³lynx: オオヤマネコ
¹⁴life expectancy: 平均余命[寿命]
¹⁵in captivity: 飼育された場合
¹⁶a sprinkling of: 少量の, 少数の
¹⁷red pine: アメリカアカマツ
¹⁸thicket: 低木の茂み, やぶ
¹⁹aspen: ヤマナラシ(ヤナギ科ヤマナラシ属の植物の総称)
²⁰cognition: 認知, 知覚
²¹monocular: 単眼の

問 1 下線部(1)の内容を日本語で述べよ。

問 2 下線部(2)の内容を, なぜそのようにするのかを含め日本語で述べよ。

問 3 下線部(3)はどのようなことを 120 字以内(句読点を含める)の日本語で説明せよ。

問 4 下線部(4)を日本語に訳せ。“it” が指す内容も明示すること。

問 5 下線部(5)の内容を, なぜそのようになるのかを含め日本語で説明せよ。

問 6 (A) ~ (D) の部分に入る最も適切な語句をそれぞれア~エのうちから 1 つずつ選び, 記号で答えよ。

- | | | | |
|-------|---------------|-------|-------------|
| (A) { | ア approach to | (B) { | ア produced |
| | イ quality of | | イ proved |
| | ウ distance to | | ウ excluded |
| | エ size of | | エ explained |

- | | | | |
|-------|-----------|-------|---------|
| (C) { | ア avoid | (D) { | ア where |
| | イ confuse | | イ why |
| | ウ deceive | | ウ how |
| | エ detect | | エ when |

[3] Read the following passage and answer the questions (Questions 1–4) *in English*.

In Japan, a “black company,” “black corporation” or “black business” is an organization that exploits its employees or subjects them to severe working conditions or harassment. The term began appearing in the early 2000s in the IT industry, and soon spread to other areas of business. More recently, however, the expression “black discipline” is finding a place in the Japanese language, indicating school rules that are extreme and possibly violate the human rights of students. Indeed, such black discipline has led to legal battles in which students have demanded compensation from schools. While in the case of black companies and businesses, legal violations tend to be clearer to define, black discipline is not always a clear case of black or white.

Early in 2021, a former student (Student X) of a private high school in Japan sued her former school, claiming that it had forced her to drop out of school on the grounds that she had dated a fellow student. She ¹filed a lawsuit with the Tokyo District Court, seeking compensation of about 3.7 million yen from her former school.

According to an account given by Student X, the problem arose in 2019, when her homeroom teacher asked to interview her in a meeting room one afternoon. During the interview, the teacher asked her directly whether or not she was dating a boy in the same grade, insisting that Student X answer the question. So, how (A) the school had (B) to suspect the romance? Well, it turns out that this high school had told its students to use a special smartphone app (originally designed for students to report cases of bullying) to let the school know about anyone violating school rules. This is how the school had got to know of the matter: the source of the information was a schoolmate using the app.

Student X says that several members of staff repeatedly demanded that she show them her smartphone, and although she initially refused, the teachers ²wore down her resistance by insisting that she was bound to show them the phone if she had nothing to hide. No sooner had the teachers found a photo of the boyfriend on her phone than they apparently started to question her for as many as four hours as to the length and closeness of their relationship.

After gathering such information, the school requested that Student X and her mother visit the school. It was then that the school advised Student X to drop out of school voluntarily on the grounds that she would be unable to earn enough ³credits to qualify for graduation unless she found an alternative school without delay. When she heard this, she felt she had no choice but to do what they advised, even though she was at a loss to understand why the school was taking such action against her.

She, in turn, eventually decided to sue her former school because, she firmly believes, the school’s ban on dating is “unreasonable and invalid in light of social norms.” After all, high-school students are in their late teens, when it is only natural to develop romantic feelings. What better way to express these feelings than to go on a date? The freedom to do so is an essential human instinct and part of the right to pursue happiness, a right guaranteed by the Constitution of Japan. That’s why Student X asserts that the overall ban on dating restricts the rights of the individual, making, she claims, the school’s advice that she voluntarily drop out of school excessive and illegal.

However, the school is preparing to fight back. Before the lawsuit was filed, the school had already sent Student X a document explaining why it banned student dating and describing the series of events that had led up to its issuing her with the advice to drop out of school. According to the school, private schools carry out their education on the basis of original traditions, school culture and policies, which students would have accepted when they decided to enter that particular school. The school justified its ban on dating by stating that it is a means of preventing students who are physically and emotionally immature from suffering serious mental or physical difficulties, thus enabling students to devote themselves to academic achievement and student duties. The school also stated that it had repeatedly issued warnings on dating and dying hair and that Student X had dated the male student for an extensive period.

Incidentally, a case in the entertainment industry, but with similar aspects to this one, caught the public eye several years ago, when a Tokyo entertainment agency demanded compensation from a former female “idol” and her romantic partner for violating contract conditions banning romantic relationships. The Tokyo District Court judged in favor of the “idol” on the grounds that “dating is a form of freedom to pursue happiness. . .”

However, entertainment and education are two different worlds. Whose right is greater, then, in this case: the right of private schools to create and maintain their original and traditional school culture, or the basic right of students to pursue happiness?

(Based on *The Mainichi*, 2021, “Lawsuit by Ex-student Forced to Quit Japan School for Breaking Dating Rules Stirs Debate”)

Notes:

¹file a lawsuit: start procedures to sue someone, register a legal claim with the court

²wear down: make someone or something weak(er) by repeated or continuing action

³credit: a unit earned by students at school or college to prove that they have completed subjects on the curriculum

Question 1: In the spaces (A) and (B), write **one** word (***the same word***) that completes the meaning of the sentence.

Question 2: From the passage, find two words that have roughly the same meaning as (1) and (2) below, and write each word in the space provided.

(1) forbid

(2) break

Question 3: From the following sentences ((a)-(e)), choose the **two** that do **not** accurately reflect the content of the passage.

(a) The school found out about Student X's romance by using an app designed to detect such relationships.

(b) The school believes that romance between students is bad for the character, leading to poor morals.

(c) An entertainment agency tried to prohibit an entertainer from having a romantic relationship.

(d) The former school believes that romance will distract students from more important things.

(e) If Student X had not dropped out of her former school, she could not have graduated on time.

Question 4: Answer the question in the underlined section (1) of the passage by writing about 100 words of English to describe your own opinions. Be sure to give specific reasons to support your ideas.

