

法学部A方式Ⅱ日程・国際文化学部A方式
キャリアデザイン学部A方式

1 限 英 語 (90 分)

〈注意事項〉

1. 試験開始の合図があるまで，問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

マークシート解答方法についての注意

マークシート解答では，鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆，ボールペン，シャープペンシルなどを使用しないこと)。

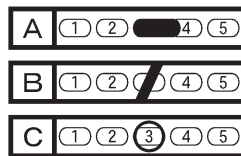
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は，消しゴムでよく消してから，あらためてマークすること。
3. 解答用紙をよごしたり，折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

4. 問題冊子のページを切り離さないこと。

〔 I 〕 つぎの英文を読んで、問いに答えよ。

At 10:56 p.m. on July 20, 1969, the American astronaut Neil Armstrong put his left foot on the lunar surface and famously declared, “That’s one small step for man, one giant leap for mankind.” In the 50 years since then, many have been eager to hear more about (ア) prompted him to choose those words to be the first (イ) on the moon.

According to Armstrong’s biographer James R. Hansen — author of *First Man: The Life of Neil A. Armstrong*, which inspired the 2018 film *First Man* — some think Neil Armstrong’s famous quote is a variation of a line from J. R. R. Tolkien’s *The Hobbit*, in which the author describes the leading character Bilbo Baggins (ウ) invisible and (エ) over the villain Gollum, “not a great leap for a man, but a leap in the dark.” And there is, in fact, an Armstrong-Tolkien connection. After leaving NASA, Armstrong and his family moved to a farm in Lebanon, Ohio, that he called Rivendell, which is also the name of a valley in Tolkien’s *The Lord of the Rings*. Armstrong also had a Tolkien-themed email address in the ’90s. However, when Hansen asked Armstrong to set the record straight on that theory, the astronaut said he didn’t read Tolkien’s books until after his mission on the moon.

Others have said Armstrong may have been influenced by an April 19, 1969 memo from Willis Shapley, an associate deputy administrator at NASA headquarters. Shapley wrote, “The intended overall impression of the symbolic activities and of the manner in which they are presented to the world should be to characterize the first lunar landing as a historic step forward for all mankind that has been accomplished by the United States of America.” Armstrong, however, claimed he had no (オ) of the memo.

The astronaut told Hansen the line had no complicated origin story, and simply came to him in the lead-up to the historic moment: “What can you

say when you step off of something? Well, something about a step. It just sort of evolved during the period that I was doing the procedures of the practice takeoff and all the other preparation activities that were on our flight schedule at that time.”

Grammarians have also pondered the matter of “the missing ‘a’”: In the audio from the moon, Armstrong sounds as if he’s saying “one small step for man,” and that’s the wording that appeared in contemporary reports on the moment. But wouldn’t it make more sense for him to have said “one small step for a man”? That extra article would improve the sentence’s grammar, highlighting the contrast between (キ) and (ク), and Armstrong has said that he meant to say it that way in the first place.

After analyzing the audio file more closely, some experts have come to believe he did in fact say that article and has been misquoted in the 50 years since. In 2006, a computer programmer Peter Shann Ford said he detected the missing “a” after putting the audio into a software that people with disabilities use to communicate. Armstrong called this research “persuasive” backing for the idea that he did not misspeak. A 2013 study provided further support for the idea that Armstrong meant to say “a man” even if listeners on earth didn’t hear it that way. A year after Armstrong died on Aug. 25, 2012, at the age of 82, researchers from Ohio State University and Michigan State University analyzed the speaking patterns of central Ohioans like Armstrong and found that they tend to leave out words like “a.”

Even Armstrong’s younger brother Dean claimed Neil said “one small step for a man,” stating in a 2012 BBC documentary that, months before the historic flight, while playing a board game, Neil passed him a piece of paper with the now famous line written down. “He said, ‘What do you think about that?’ I said, ‘Fabulous,’” Dean recalled. “He said, ‘I thought you might like that, but I wanted you to read it.’” (Hansen, however, has said

Dean never told him that story in more than four decades of knowing him.)

In Hansen's biography, Armstrong asked people to cut him some slack* about the grammar. "I can't recapture it. For people who have listened to me for hours on the radio communications tapes, they know I left a lot of articles out. It was not unusual for me to do that. I'm not particularly articulate. Perhaps it was a suppressed sound that didn't get picked up by the voice microphone. As I have listened to it, it doesn't sound like there was time there for the word to be there... Certainly the 'a' was intended, because that's the only way the statement makes any sense. So I would hope that history would pardon me for dropping the article and understand that it was certainly intended, even if it wasn't said — although it actually might have been."

(Adapted from Olivia B. Waxman, "Lots of People Have Theories About Neil Armstrong's 'One Small Step for Man' Quote. Here's What We Really Know," *Time*, 15 July 2019)

* cut a person some slack : 人に対してきつく当たらない, 理解を示す

1. 空所 と に入る語の組み合わせとして最も適切なものを, つぎの a ~ d から一つ選び, その記号を解答欄にマークせよ。

- a. (ア) how (イ) speaking
- b. (ア) how (イ) spoken
- c. (ア) what (イ) speaking
- d. (ア) what (イ) spoken

2. 空所 と に入る語の組み合わせとして最も適切なものを、つぎの a～d から一つ選び、その記号を解答欄にマークせよ。

- a. (ウ) becomes (エ) jumping
- b. (ウ) becomes (エ) jumps
- c. (ウ) becoming (エ) jumping
- d. (ウ) becoming (エ) jumps

3. 空所 に入る語として最も適切なものを、つぎの a～d から一つ選び、その記号を解答欄にマークせよ。

- a. consistency b. doubt
- c. judgment d. memory

4. 下線部(カ) pondered の意味に最も近いものを、つぎの a～d から一つ選び、その記号を解答欄にマークせよ。

- a. considered b. explained c. knew d. mentioned

5. 空所 と に入る語句の組み合わせとして最も適切なものを、つぎの a～d から一つ選び、その記号を解答欄にマークせよ。

- a. (キ) how he sounded (ク) what he meant to say
- b. (キ) the missing “a” (ク) the grammar of the sentence
- c. (キ) the single individual (ク) the entirety of humankind
- d. (キ) the smallness of a leap (ク) the greatness of a step

6. 下線部(ケ) Fabulous の意味に最も近いものを、つぎの a～d から一つ選び、その記号を解答欄にマークせよ。

- a. disappointing b. nonsense
- c. philosophical d. wonderful

7. 下線部(コ) I'm not particularly articulate. の内容に最も近いものを, つぎの a ~ d から一つ選び, その記号を解答欄にマークせよ。
- a. I'm not interested in the details.
 - b. I'm not so good at speaking before an audience.
 - c. I don't always speak in a clear way.
 - d. I don't remember Hansen's interview accurately.
8. 下線部(サ) been の後ろに省略されているものを, つぎの a ~ d から一つ選び, その記号を解答欄にマークせよ。
- a. dropped b. intended c. said d. understood
9. 本文の内容と合致するものを, つぎの a ~ e から一つ選び, その記号を解答欄にマークせよ。
- a. Hansen believes that Dean Armstrong's story of his brother's famous line is reliable.
 - b. Hansen's biography of Neil Armstrong is based on the 2018 film *First Man*.
 - c. Neil Armstrong explained to Hansen the complex origin story of his famous line.
 - d. Neil Armstrong had worked for NASA before he lived with his family in Rivendell.
 - e. Neil Armstrong lived more than half a century after he had landed on the moon.

〔Ⅱ〕 つぎの英文を読んで、問いに答えよ。この英文はある本のまえがきの冒頭部分である。

The first girls' school story I ever read was *Gay from China at the Chalet School* by Elinor Mary Brent-Dyer, which I received as a Sunday School*¹ prize when I was nine years old.

I grew up in Australia. At that time no one there seemed to think it odd that Australian children should be given books about British boarding schools*². This one was a reprint of a novel first published in 1944, set during the Second World War — of which I knew nothing — and therefore totally foreign, with its talk of blackouts*³ and rationing*⁴. No one thought it odd either that a nine-year-old should be given such a big book — 240 pages of close type — with not even one illustration in it. Anyway, I read it, and then discovered that there were other books in the series, some of which my Sunday School companions had been given. I borrowed these, and became a big fan — not only of Chalet School stories but of girls' school stories in general.

My mother was a great and indiscriminate reader. She borrowed detective novels and thrillers by the armful from the public library, and also bought them second-hand at fêtes and jumble sales*⁵. The library was pretty much a dead loss as far as school stories were concerned, the Australian authorities evidently sharing the view of their British counterparts that the genre was bad for children. But the fêtes yielded treasures. Since my mother always read my books as well as her own — she could never get enough to read — she knew which authors and titles to look out for, and it was a great thrill to come home from school and find a 'new' Abbey or Dimsie volume waiting for me. Occasionally I was able to save enough pocket money to afford a brand new school story from the religious bookshop in Sydney which seemed to be the only shop that sold

some. And once I won three Chalet School books, signed by Elinor Brent-Dyer herself, in a competition run by the Chalet Club which I had (of course) joined.

It is to my mother that I owe the suggestion that I should write a book about school stories. When I had acquired a degree in history she remarked drily that I might usefully combine my research skills with my by now profound knowledge of the genre. It was not that my mother thought particularly highly of the books herself; she just could not bear to think of those hours of reading and re-reading wasted. But in the early 1970s girls' school stories were hardly considered suitable material for historical research; the book was not to see the light of day in my mother's lifetime.

In the 30-odd years which have passed since I first encountered girls' school stories, many people have asked me (usually in disbelief) to explain the appeal the books had for me. The books are so British, they point out, so elitist*⁶, so patronising about the Empire and so much else. They promote a value system and morality already old-fashioned in the 1950s and rejected outright in the 1960s. And here was I, growing up in a relatively classless society on the other side of the world, and educated in a state-run day school. What on earth did the books have to say to me? How could I *identify* with anything in them?

The easy answer is to say that I didn't, and that that was precisely why they appealed. I loved the books *because* I didn't live in England and didn't go to boarding school. I have always known that, generally speaking, women who did attend boarding schools do not enjoy reading girls' school stories. My two English cousins, my contemporaries in age, told me (D). They didn't enjoy boarding school much either. Other women have said the same thing. They loved adventure stories, mystery stories, anything which took them out of the prison-like schools; they read to escape (7), not to get (1), the schools, as the rest of us did.

But such a reply would tell only half the truth. For there *were* other elements in the girls' school stories that I appreciated, only (E) identify them. This book is an attempt to say why girls' school stories have appealed, (ウ) to me personally, (エ) to many women of different ages and background, in Britain and elsewhere, across more than half a century.

(Adapted from Rosemary Auchmuty, *A World of Girls*, The Women's Press, 1992)

- *¹ Sunday School : 教会が日曜日に児童を対象として開く学校。聖書や信仰について学ぶ。
- *² boarding schools : 全寮制学校
- *³ blackouts : 灯火管制
- *⁴ rationing : 配給
- *⁵ fêtes and jumble sales : 慈善バザー
- *⁶ elitist : エリート主義の

1. 下線部(A) the book の内容に最も近いものを, つぎの a ~ e から一つ選び, その記号を解答欄にマークせよ。
- a. the first girls' school story the author read
 - b. girls' school stories in general
 - c. a historical study on girls' school stories
 - d. the book the author read repeatedly
 - e. the research by which the author acquired her degree in history

2. 下線部(B) patronising と(C) the Empire の意味の組み合わせとして最も適切なものを, つぎの a ~ f から一つ選び, その記号を解答欄にマークせよ。

- ① treating with an attitude which reveals a feeling of superiority
- ② visiting a place frequently as a customer
- ③ giving financial support to a person, organization, or cause
- ④ the Roman Empire when the British Isles were a part of it
- ⑤ the British Empire, especially the areas outside the British Isles

- | | | | |
|----------|-------|----------|-------|
| a. (B) ① | (C) ④ | b. (B) ① | (C) ⑤ |
| c. (B) ② | (C) ④ | d. (B) ② | (C) ⑤ |
| e. (B) ③ | (C) ④ | f. (B) ③ | (C) ⑤ |

3. 空所 (D) に入る最も適切なものを, つぎの a ~ d から一つ選び, その記号を解答欄にマークせよ。

- | | | | |
|------------|------------|-----------|--------------|
| a. as much | b. instead | c. not to | d. otherwise |
|------------|------------|-----------|--------------|

4. 空所 (ア) と (イ) に入る語句の組み合わせとして最も適切なものを, つぎの a ~ d から一つ選び, その記号を解答欄にマークせよ。

- | | |
|-------------|----------------|
| a. (ア) from | (イ) up against |
| b. (ア) from | (イ) into |
| c. (ア) into | (イ) away from |
| d. (ア) into | (イ) out of |

5. 空所 (E) に入るようにつぎの a ~ g を並べ替え, 2 番目と 5 番目にくる単語の記号を解答欄にマークせよ。ただし, 同じ選択肢は一度しか使用できない。

- | | | | |
|--------|---------|----------|--------------|
| a. and | b. it | c. me | d. recognise |
| e. to | f. took | g. years | |

6. 空所 (ウ) と (エ) に入る語句の組み合わせとして最も適切なものを、つぎの a～d から一つ選び、その記号を解答欄にマークせよ。

- a. (ウ) neither (エ) nor
- b. (ウ) not necessarily (エ) and less
- c. (ウ) not only (エ) but also
- d. (ウ) seldom (エ) though quite often

7. 英文①②について正しいものを下の a～d から一つ選び、その記号を解答欄にマークせよ。

- ① The school the author attended had much in common with girls' boarding schools.
 - ② The girls who attended girls' boarding schools were likely to feel they were shut in.
- a. ①と②の両方が本文の内容に合致している。
 - b. ①は本文の内容に合致しているが、②は合致していない。
 - c. ②は本文の内容に合致しているが、①は合致していない。
 - d. ①と②の両方が本文の内容に合致していない。

8. 本文の内容と合致するものを、つぎの a～e から一つ選び、その記号を解答欄にマークせよ。

- a. Although the author loved girls' school stories, she owned only a couple of volumes as a girl.
- b. Girls' school stories couldn't be found in Australian libraries, though they were recommended in Britain.
- c. The author found it hard to get hold of her favourite books because new ones were too expensive.
- d. In Australia, public libraries and religious institutions had different views on girls' school stories.
- e. Girls' school stories depicted an ideal world detached from the social and political background.

9. 本文の内容と合致するものを, つぎの a ~ e から一つ選び, その記号を解答欄にマークせよ。

- a. The author was advised to read thrillers instead of girls' school stories by her mother.
- b. The author's mother made efforts to keep her daughter from being too absorbed in reading.
- c. The author's mother knew her daughter's favourite genre well, even though she did not appreciate it.
- d. The main reason the author's mother started reading girls' school stories was to understand her daughter.
- e. The author's mother was a great fan of girls' school stories and encouraged her daughter to read them.

〔 III 〕 Read the passage and answer the questions that follow.

Television took America by storm during the first decade of the Cold War era. (i) electricity, telephones, radios, computers, and other new technologies that have been introduced into American households, its arrival was greeted with a mixture of utopian hopes and fearful expectations.

Supporters of television (broadcasters, station owners, and manufacturers of television sets) hoped TV would help cement together members of the new, postwar, suburban, middle-class, nuclear family with a sense of renewed domestic values. Members of this new ideal family would stay at home together during their leisure time rather than run their separate ways all over town. Stronger bonds of affection and shared^(A)interests would form while everyone gathered around the living room's new "electronic fireplace."

The transformations brought by television were made possible by profound social change sweeping across the United States at the end of World War II, especially suburbanization and the Baby Boom. (ii) of people returned from the war, got married and moved to metropolitan areas to take the new industrial jobs. They established families and produced children at far greater rates than had families during the Great Depression. The postwar nationwide housing shortage, combined with couples' strong desires to purchase single-family homes, (iii) the hurried development of new suburban housings located far outside the old urban centers. Such demographic*, economic, and social factors worked together to attract great numbers of middle-class and working-class families away from the pleasures of the big city's public areas toward amusements experienced in the privacy of their own suburban homes. These couples would more than often embrace television entertainment as preferable to traveling downtown to attend movie theaters, as they might have done in previous decades.

At the same time, there were social critics who were convinced that ^(B) television would have devastating effects on family relationships and the efficient functioning of the household. Initially, critics raised the sharpest alarms over TV's influence on children. On the one hand, educators warned that too much viewing might create a generation of passive, pale children who were (iv) TV. On the other hand, they feared young people might become dangerously aggressive from being exposed to too much TV violence. The worries seemed endless, and (v), a TV set manufacturer even advertised a new model that came complete with a lock for parents to forcibly keep their children away from it.

Such drastic measures became more or less unnecessary, as the TV networks aggressively sought to change the rhythms of daily family life by making the activity of TV viewing into a new daily habit. In this effort, they were quite successful. By the mid 1950s, the novelty of TV sets ^(C) lessened, and the community grew used to it, 1 2 3 4 in an area 5 6 ^(D). With increase in ownership, reactions to TV changed. Those who used to be strongly doubtful, including the concerned teachers and parents, increasingly came to accept TV and to recognize its potentials.

(Adapted from Gary R. Edgerton, *The Columbia History of American Television*, Columbia University Press, 2007)

* demographic : relating to the structure of populations

1. Choose the phrase that best fills the blanks (i) to (v) , and mark the letter on your answer sheet.

(i)

- | | |
|---------------|----------------|
| a . As though | b . As against |
| c . As with | d . As to |

(ii)

- a . An alternate number
- b . A limited number
- c . An unprecedented number
- d . A succeeding number

(iii)

- | | |
|-----------------|-------------|
| a . began with | b . kept in |
| c . granted for | d . led to |

(iv)

- | | |
|--------------------|------------------------|
| a . addicted to | b . indifferent toward |
| c . independent of | d . run by |

(v)

- | | |
|-----------------------|--------------------------------|
| a . against the clock | b . in response |
| c . by no means | d . in spite of their attempts |

2. Which one of the following is suggested by the underlined sentence (A)?
Mark the letter on your answer sheet.

- a . With the arrival of television, it became easier for people with the same hobbies to communicate with each other.
- b . The fire filled the living room with warmth and comfort, which resulted in even stronger family ties.
- c . By spending time together in front of the TV set, family members would nurture a stronger relationship with each other.
- d . A completely new form of technology would be necessary in order to strengthen domestic values.

3. Which one of the following is suggested by the underlined sentence (B)?

Mark the letter on your answer sheet.

- a. Some critics were in doubt whether the strong family bonds would be torn apart by television.
- b. Some critics were definite that the domestic values and ties would be ruined due to television.
- c. Some critics were sure about the impact of television being necessary to operate a healthy, wholesome household.
- d. Some critics were pessimistic since it was difficult to imagine how television would reinforce family routines.

4. Choose the phrase that is closest in meaning to they, and mark the letter on your answer sheet.

- a. the TV networks
- b. the rhythms of family life
- c. TV viewings
- d. drastic measures

5. Fill in the blanks for 1 2 3 4 in an area 5 6 with the following a - f to complete the sentence. Mark the letters for the **second** and **fifth** blanks on your answer sheet. Use each choice only once.

- a. TV sets
- b. a majority
- c. families
- d. of
- e. as
- f. purchased

6. For the following statements (I) and (II), choose the correct answer from a - d, and mark the letter on your answer sheet.

(I) After World War II, people got married and had children at a higher pace in comparison to the Great Depression era.

(II) After World War II, many people chose to live with their parents in urban areas so the housing business was very slow.

- a. Both (I) and (II) are true according to the passage.
- b. Only (I) is true according to the passage.
- c. Only (II) is true according to the passage.
- d. Neither (I) nor (II) is true according to the passage.

7. For the following statements (I) and (II), choose the correct answer from a - d, and mark the letter on your answer sheet.

(I) There was a time when going downtown to catch a movie was a common form of entertainment among middle-class families.

(II) Certain factors, such as the post-war homes being located far away from busy city centers, contributed to the popularity of television.

- a. Both (I) and (II) are true according to the passage.
- b. Only (I) is true according to the passage.
- c. Only (II) is true according to the passage.
- d. Neither (I) nor (II) is true according to the passage.

8. For the following statements (I) and (II), choose the correct answer from a - d, and mark the letter on your answer sheet.

(I) Watching too many violent TV shows brought forth a new generation of easily frightened young people.

(II) Parents gradually approved of television as long as it had a lock that allowed them to maintain control over their children.

a . Both (I) and (II) are true according to the passage.

b . Only (I) is true according to the passage.

c . Only (II) is true according to the passage.

d . Neither (I) nor (II) is true according to the passage.

[IV] Read the passage and answer the questions that follow.

Experts have called for more value to be given to patients’ experiences, as a study of over 1,000 patients and doctors found multiple examples of patient reports being under-valued. The research, led by a team at King’s College London and the University of Cambridge, found that doctors ranked patients’ self-assessments as least important in diagnostic decisions.

One patient shared the feeling of being disbelieved as “degrading and (i) ” and added: “If I had continued to have regard for doctors’ professional knowledge over mine, I would be dead... When I enter a medical appointment and my body is being treated as if I don’t have any (A) authority over it and what I’m feeling isn’t valid, then that is a very unsafe environment. I’ll tell them my symptoms and they’ll tell me that symptom is wrong, or I can’t feel pain there or in that way.”

(B)
In a study recently published, researchers used the example of neuropsychiatric lupus*, an incurable disease that is particularly challenging to diagnose, to examine the different value given by doctors to 13 different types of evidence used in diagnoses. This included evidence such as brain scans, patient views, and the observations of family and friends.

Fewer than 4% of doctors ranked patients’ self-assessments in the top three types of evidence. Doctors ranked their own assessments highest, despite acknowledging that they often were not confident in diagnoses involving often invisible symptoms, such as headaches and depression. Such symptoms can lead to low quality of life and earlier death and were reported to be more often misdiagnosed — and therefore not correctly treated — than visible ones such as skin troubles.

Sue Farrington, an expert of rare diseases, said: “It’s time to move on from the authoritarian, and often dangerous, ‘doctor knows best’ to a more

equal relationship where the patients with lived experiences and the doctors with (ii) experiences work more collaboratively.” Likewise, Dr. Tom Pollak, one of the authors of the study from King’s College London, stated as follows.

No human being is always going to be able to accurately pinpoint the cause of symptoms, and patients and doctors can both get this wrong. But combining and valuing both views, especially when the diagnostic tests aren’t advanced enough to always detect these diseases, may reduce misdiagnoses and improve doctor-patient relationships, which in turn leads to more trust and more openness in symptom reporting.

Almost half (46%) of the 676 patients reported never or rarely having been asked for their self-assessments of their disease, although others discussed very (iii) experiences. Some doctors, particularly psychiatrists, valued patient opinions highly, as a psychiatrist from Wales explained: “Patients often arrive in clinic having had multiple assessments, having researched their own condition to a very high level and having worked hard to understand what is going on with their own body... They are often (iv) diagnosticians in their own right.”

The main author, Dr. Melanie Sloan from the University of Cambridge, said: “It’s incredibly important that we listen to and value patients’ insights and their own interpretations of their symptoms — after all, they are the people that know what it is like to live with their condition. But we also need to make sure that doctors have the time to fully explore each patient’s symptoms, something that is challenging within the constraints of current health systems.”

Patients’ and doctors’ social identities, especially (v), were felt to sometimes influence diagnosis. For example, it seems that females are

more likely to be told their symptoms are unreal and only in their minds. The data showed that male doctors were statistically more likely to state that patients (vi) their symptoms.

The authors acknowledged that patient reasoning will be inaccurate at times but concluded that there were likely to be many potential benefits (including diagnostic accuracy, fewer misdiagnoses, and greater patient satisfaction) to including patients' experiences into decisions about diagnosis.

(Adapted from King's College London, "Time to move on from 'doctor knows best,' say experts, as study finds clinicians rank patient views as least important in diagnosis," *King's College London News Centre*, 18 December 2023)

* neuropsychiatric lupus : 神経精神ループス (神経性自己免疫疾患の一種)

1. Choose the most appropriate word or phrase to fill in each of the blanks

(i) to (vi), and mark the letter on your answer sheet.

- | | | |
|---|-----------------|--------------------------|
| (i) | a. delaying | b. deserving |
| | c. declining | d. dehumanizing |
| (ii) | a. lost | b. learnt |
| | c. local | d. legal |
| (iii) | a. similar | b. strange |
| | c. positive | d. subjective |
| (iv) | a. expert | b. skeptical |
| | c. anxious | d. care-free |
| (v) | a. race | b. gender |
| | c. age | d. socio-economic status |
| (vi) | a. over-powered | b. minimized |
| | c. over-rated | d. underestimated |

2. Which one of the following is closest in meaning to ^(A)When I enter a medical appointment and my body is being treated as if I don't have any authority over it and what I'm feeling isn't valid, then that is a very unsafe environment? Mark the letter on your answer sheet.
- a. Patients feel uneasy when they are given control over their own body.
 - b. Patients feel safe if they are granted power to heal themselves.
 - c. Patients feel protected when they come to see a doctor in authority.
 - d. Patients feel secure if doctors trust patients' experiences of their symptoms.
3. Choose the usage of "can't" that is closest in meaning to ^(B)can't, and mark the letter on your answer sheet.
- a. I can't believe there is life in space beyond our planet!
 - b. My son can't have too much candy every day. He'd be overweight!
 - c. It's cold but it can't snow yet. It's still October!
 - d. We can't find her. There are millions of people here!
4. For the following statements (I) and (II), choose the correct answer from a - d, and mark the letter on your answer sheet.
- (I) Although it is not always possible for anyone to make accurate diagnoses, patients' self-reports can be a valuable resource.
 - (II) A recent study reported that doctors underrated observations of family and friends as well as patients' self-assessments.
- a. Both (I) and (II) are true according to the passage.
 - b. Only (I) is true according to the passage.
 - c. Only (II) is true according to the passage.
 - d. Neither (I) nor (II) is true according to the passage.

5. For the following statements (I) and (II), choose the correct answer from a - d, and mark the letter on your answer sheet.

(I) While some patients are well-informed about their symptoms, others have inaccurate reasoning about their conditions, which is exactly why patients' self-diagnoses are unimportant in diagnoses.

(II) Doctors are generally too busy to investigate their patients' conditions and interpretations in depth due to limitations in the present systems.

- a. Both (I) and (II) are true according to the passage.
- b. Only (I) is true according to the passage.
- c. Only (II) is true according to the passage.
- d. Neither (I) nor (II) is true according to the passage.

6. For the following statements (I) and (II), choose the correct answer from a - d, and mark the letter on your answer sheet.

(I) Doctors say female patients are more often in serious pain than male patients are due to their physical differences.

(II) It would be productive to combine doctors' professional knowledge with patients' lived experiences if errors in diagnoses are to be reduced and patients' level of satisfaction is to be improved.

- a. Both (I) and (II) are true according to the passage.
- b. Only (I) is true according to the passage.
- c. Only (II) is true according to the passage.
- d. Neither (I) nor (II) is true according to the passage.