

一般入学試験

英 語 (70分)

I 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 この問題冊子は25ページあります。ただし、出題ページは下記のとおりです。  
4～25ページ
- 3 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づいた場合は、手を挙げて監督員に知らせなさい。
- 4 解答用紙には解答欄以外に次の記入欄があるので、その説明と解答用紙の「記入上の注意」を読み、それぞれ正しく記入し、マークしなさい。
  - ① 受験番号欄  
受験番号を記入し、さらにその下のマーク欄にマークしなさい。正しくマークされていない場合は、採点できないことがあります。
  - ② 氏名欄  
氏名・フリガナを記入しなさい。
- 5 試験開始後30分間および試験終了前5分間は退出できません。
- 6 この表紙の受験番号欄に受験番号を記入しなさい。この問題冊子は試験終了後回収します。

II 解答上の注意

- 1 解答はすべて解答用紙の所定の欄へのマークによって行います。たとえば、3と表示のある問いに対して②と解答する場合は、次の〈例〉のように解答番号3の解答欄の②をマークします。

〈例〉

解答 番号	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
3	①	●	③	④	⑤	⑥	⑦	⑧	⑨	⑩

受 験 番 号			



(問題は次ページから始まる)

1 次の各問に答えなさい。

A 次の英文を読み、問に答えなさい。

One of the great unexplained wonders of human history is that written philosophy first flowered entirely separately 1 at more or less the same time. The origins of Indian, Chinese, and ancient Greek philosophy, as well as Buddhism, can all be traced back to a period of roughly 300 years, beginning in the 8th century BC.

These early philosophies have shaped the different ways people worship, live, and think about the big questions that concern us all. Most people do not consciously articulate the philosophical assumptions they have absorbed and are often not even aware that they have any, but assumptions about the nature of self, ethics, sources of knowledge, and the goals of life are deeply embedded in our cultures and frame our thinking 2 .

Yet, for all the varied and rich philosophical traditions across the world, the Western philosophy I have studied for more than 30 years — based entirely on \*canonical Western texts — 3 , the ultimate inquiry into human understanding. Comparative philosophy — study in two or more philosophical traditions — is left almost entirely to people working in anthropology or cultural studies. This \*abdication of interest assumes that comparative philosophy might help us to understand the intellectual cultures of India, China, or the Muslim world but not the human condition.

This has become 4 . Until a few years ago, I knew virtually nothing about anything other than Western philosophy, a tradition that stretches from the ancient Greeks to the great universities of Europe and the U.S. Yet, if you look at my \*PhD certificate or the names of the university departments where I studied, there is only one, unqualified word: philosophy. Recently and \*belatedly, I have been exploring the great classical philosophies of the rest of the world, traveling across continents to encounter them first-hand. It has been the most rewarding intellectual journey of my life.

My philosophical journey has convinced me that we cannot understand ourselves if we do not understand others. Getting to know others requires avoiding the twin dangers of overestimating either how much we have in common or how much divides us. Our shared humanity and the \*perennial problems of life mean that we can always learn from and identify with the thoughts and practices of others, no matter how alien they might at first appear. At the same time, differences in ways of thinking can be both deep and subtle. However if we assume too readily that we can see things from others' points of view, we end up seeing them from 5 .

To travel around the world's philosophies is an opportunity to challenge the beliefs and ways of thinking we take for granted. By gaining greater knowledge of how others think, 6 we think we have, which is always the first step to greater understanding.

Notes:

canonical 「正典の」 abdication 「放棄」 PhD certificate 「博士学位取得証明書」

belatedly 「遅ればせながら」 perennial 「常に存在する」

問1 1 ～ 6 の空所を補うのに最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

- 1    ① in the same part of the world  
         ② in various parts of Europe  
         ③ in different parts of the globe  
         ④ in several parts of Asia

- 2    ① without our being aware of them  
         ② with an awareness of them  
         ③ depending on the surrounding environment  
         ④ instead of our ways of thinking

3

- ① has been considered one of such local philosophies
- ② has been regarded as the traditional practice
- ③ is studied as the ethical practice
- ④ is presented as the universal philosophy

4

- ① something of a culture shock to foreigners
- ② something of an embarrassment for me
- ③ anything but a problem for professors
- ④ anything but a surprise to Westerners

5

- ① only the illusion of another person
- ② simply the misunderstanding of others
- ③ merely a variation of our own
- ④ barely a lack of self-awareness

6

- ① we can become less certain of the knowledge
- ② we can be more aware of the mental health
- ③ we can pay less attention to the feelings
- ④ we can have more confidence in the dream

問2 次の 7 ・ 8 の各問の答えとして最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

7

Which of the following statements is the closest to the author's idea?

- ① Students should read more classics of Western philosophy.
- ② Too much emphasis is placed on Western philosophy.
- ③ Western philosophy is less important than Eastern philosophy.
- ④ You can develop critical thinking by studying Western philosophy.

8

Which of the following statements would the author most likely agree with?

- ① You should know more about your own culture before you learn about other cultures.
- ② You should question and analyze everyone else's values and beliefs but not your own.
- ③ You should broaden your intellectual horizons by learning more about others.
- ④ You should work in several fields before becoming an expert in a certain discipline.

B 次の英文を読み、問に答えなさい。

Not all animals cooperate, but among those who do, there is an important issue of 9 . In order for an animal to cooperate successfully, it must be helping another animal to achieve its goals, and its goals must also be fulfilled. That doesn't mean that the animals need to understand this (A) reciprocity, of course, just that they need to act in a way that allows their goals and their partner's goals to be achieved.

One thing that might support cooperation is a preference for equality. If animals are sensitive to inequality, then that would suggest that they act in ways to 10 equal behavior.

A highly-cited version of this behavior emerged in a study by Sarah Brosnan and Frans de Waal in a 2003 paper in *Nature*. They had pairs of capuchin monkeys in nearby enclosures do a task in which they would be rewarded for handing a token to an experimenter. In the *equal reward* condition, both monkeys received cucumbers as a reward for doing the task. In this case, the monkeys did the task well. In the *unequal reward* condition, though, one monkey got a cucumber, but the other monkey got a grape for doing the task.

For capuchins, grapes are a much better reward than cucumbers. The monkey getting the cucumber refused to give the token back or to take the cucumber after seeing the other monkey get a grape. (B) This finding suggests that capuchins are unwilling to participate in a task 11 .

A fascinating review paper by Jim McGetrick and Friederike Range in a 2018 issue of *Learning & Behavior* suggests that dogs do not act in quite the same way as capuchins.

In the dog version of the task, pet dogs who lived together and were trained to give a paw on command participated in the study. Like the study with capuchins, there was an equal reward condition and an unequal quality condition. In the *unequal quality* condition, one dog got a higher-quality food reward for giving their paw than the other. Unlike the capuchins, the dog getting the lower-quality reward 12 .

However, the studies with dogs used a third condition in which one dog was rewarded



for giving their paw, while the other dog was given *no reward*. In this condition, the dog who was not rewarded stopped giving their paw. So, dogs seem to be sensitive to differences in whether they are rewarded but not to differences in the quality of the reward.

The studies also demonstrate that dogs are, however, able to notice differences in quality of rewards, so [13] they just think all rewards are the same. It is not entirely clear why dogs differ from capuchins in this way, but one big difference is that dogs spend a lot of time getting rewards from humans, and so they may have been more focused on getting a reward from the human than on the inequality of the rewards with the other dog.

One interesting result from other studies is that the dogs who stop responding when they are not rewarded are those who are better at stopping their behavior in general. Some dogs are quite impulsive. If you put food out in front of them, they have a hard time resisting eating it. And they have a hard time changing their response in a situation. Impulsive dogs keep giving their paw in this task, [14]. But dogs (C) who are good at holding back are more likely to stop giving their paw when they are not rewarded.

Finally, the authors of this review point out that dogs are not necessarily doing sophisticated reasoning about inequality. That is, they are not reasoning that they were treated unequally and want to punish someone else for the unequal treatment. [15], dogs seem to want to avoid situations that create inequality — perhaps because the inequality causes them stress. This pattern of behavior benefits the dog, even if the dog doesn't understand why it is beneficial.

As an example, in one study, after the unequal reward condition, the two dogs who participated in the study were allowed to roam freely around a room. The experimenter (who gave the rewards) and the dogs' owner knelt in the room. Dogs who were unequally rewarded took longer to approach the experimenter and spent less time around the other dog than dogs who were equally rewarded. If dogs avoid others that cause unequal rewards, that would decrease cooperation with humans and dogs who do not treat the dog well.

Since the initial work by Brosnan and de Waal, there has been a lot of interest in how animals deal with unequal rewards. Clearly, quite a bit of work needs to be done to understand the psychological mechanisms that lead to this effect. In addition, much more work needs to be done to understand differences across species. But this ability to detect inequalities does seem quite important for forming a basis for animals to cooperate with each other.

問 1 9 ~ 15 の空所を補うのに最も適切なものを、下の①～④の中からそれぞれ 1 つ選びマークしなさい。

- |  |  |                                  |
|--|--|----------------------------------|
| <span style="border: 1px solid black; padding: 0 5px;">9</span>  | ① sympathy   | ② love                           |
|  | ③ fairness   | ④ goodwill                       |
| <span style="border: 1px solid black; padding: 0 5px;">10</span> | ① promote  | ② hinder                         |
|  | ③ change   | ④ disregard                      |
| <span style="border: 1px solid black; padding: 0 5px;">11</span> | ① in which they are not given food which they don't like as a reward |                                  |
|  | ② in which they are not rewarded in the same way as others           |                                  |
|  | ③ which forces them to behave in an unfavorable way                  |                                  |
|  | ④ which compels them to do what they don't believe is good           |                                  |
| <span style="border: 1px solid black; padding: 0 5px;">12</span> | ① gives up doing the task  | ② enjoys the reward very much    |
|  | ③ continues to give their paw  | ④ is unwilling to give their paw |
| <span style="border: 1px solid black; padding: 0 5px;">13</span> | ① we can fairly assume that  | ② we don't doubt that            |
|  | ③ it is strange that   | ④ it is not that                 |
| <span style="border: 1px solid black; padding: 0 5px;">14</span> | ① except when they are not given a reward                            |                                  |
|  | ② even when they are not being rewarded                              |                                  |
|  | ③ whenever their favorite food is given as a reward                  |                                  |
|  | ④ only if they are rewarded in the situation                         |                                  |
| <span style="border: 1px solid black; padding: 0 5px;">15</span> | ① As never before  | ② All of a sudden                |
|  | ③ Unfortunately  | ④ Instead                        |

問2 下線部(A)～(C)の意味に最も近いものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

(A) 

16
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- ① a behavior in which they exchange some kind of help with others for mutual benefit
- ② a behavior in which they intend to gain an advantage over others through helping them achieve their goals
- ③ a situation in which they are not considerate towards others in order for their own goals to be achieved
- ④ a situation in which mutual cooperation is regarded as more valuable than the benefits it provides

(B) 

17
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- ① The monkey found grapes far more attractive than cucumbers.
- ② The monkey rewarded with a cucumber, not a grape, did not do the given task.
- ③ The monkey was not aware of what the other monkey was given as a reward.
- ④ The monkey was not interested in doing the task regardless of the kinds of rewards.

(C) 

18
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- ① who are careful about managing their behavior
- ② who readily leave a situation as it is
- ③ who will always behave instinctively
- ④ who eagerly seek what they want

問3 次の 19 ・ 20 の各問の答えとして最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

- 19 According to the passage, in what way do dogs differ most from monkeys?
- ① Unlike monkeys, dogs do the task more eagerly when they know that no reward will be given to them.
  - ② Unlike monkeys, dogs seem to be indifferent to whether they are rewarded or not.
  - ③ Unlike monkeys, the presence of dogs' owners is not related to their performance of the task.
  - ④ Unlike monkeys, the quality of the reward does not affect how they behave during the task.

- 20 According to the passage, which of the following statements is NOT TRUE?
- ① Inequality among animals may represent an obstacle to their cooperation.
  - ② Some animals have a keen interest in what their reward is, while others do not.
  - ③ Animals seem to share similar responses to almost every state of inequality.
  - ④ Dogs don't like frustrating situations caused by getting unequal treatment.

英語の試験問題は次に続く。

**2** 次の各問に答えなさい。

A 次の会話文を読み、問に答えなさい。

Tom : This ad drives me crazy.

Kate : Why?

Tom : Because of the song. I don't think commercials should use songs. They're kind of annoying.

Kate : I think they're really effective.

Tom : You do? Why? They don't usually say anything important about the product, and I don't think they persuade consumers to buy the product. I think slogans have more influence on consumers.

Kate : Well, I read an article about the effectiveness of advertising recently. It said that when people listen to the words from an advertisement, 62% of them remember the advertisement that the words came from. But 83% of people remember the advertisement when they hear ten seconds of the song from the ad. For example, everyone remembers that advertising music for ice cream that was popular when we were kids.

Tom : **22**

Kate : Me, too. I also read somewhere that songs and music in advertisements can set a mood for a product. For example, if the song sounds happy, it can make consumers associate the product with happiness.

Tom : That's fascinating.

問 1 What did Tom think of commercials before he talked to Kate? Choose the most appropriate statement from those below. 21

- ① People are crazy about driving ads.
- ② Commercials without music are annoying.
- ③ Songs should not be used in advertising.
- ④ Commercials cannot get us to buy products.

問 2 Fill in 22 by choosing the most appropriate expression from those below.

- ① Yeah, I still remember it.
- ② Oh, I completely forgot about it.
- ③ I'm an exception to this rule.
- ④ No, I don't think so.

問 3 Which of the following statements is TRUE? 23

- ① Tom did not change his opinion about ad songs even after he talked to Kate.
- ② According to an article Kate read, words are more influential than music in advertising.
- ③ Kate agreed with Tom's opinion that commercials say nothing important about products.
- ④ We are likely to connect the mood of an ad's music with the product.

- B 次の(1)・(2)の英文について、(1)ではア～エを、(2)ではア～オを、論理的に意味が通るように並べかえたものとして最も適切な選択肢を、①～④の中からそれぞれ1つ選びマークしなさい。

(1) 

24
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A presentation is a form of communication with an audience. You may be giving a presentation for academic purposes, such as at a conference or seminar to present your research findings, or for learning purposes in classroom situations.

ア. That being said, an effective presentation is not all about yourself and your research but about your audience and the benefits they will receive from your presentation.

イ. In order to make an effective presentation, you need to have a clear goal and stick to it.

ウ. Are you giving a presentation to inform, to request, or to persuade? You need to decide what you want to achieve as a result of your presentation.

エ. The success of the presentation depends on whether or not the presenter's message is adequately communicated to the audience.

- ① ア－エ－イ－ウ
- ② ア－ウ－イ－エ
- ③ イ－エ－ア－ウ
- ④ イ－ウ－ア－エ



(2) 25

Before the nineteenth century, chemists believed the world to be made of either "living matter" or "non-living matter."

ア. They argued that the molecules of life could only be made by the living organisms themselves.

イ. It became a new branch of science dealing with the chemistry of living systems.

ウ. They thought that the processes of life were unlike the processes of nature.

エ. It was not until 1828, when the German chemist Friedrich Wöhler created an organic compound from inorganic matter, that the field of biochemistry began to develop.

オ. Chemists assumed life could not be explained by the laws of physics and chemistry alone.

Since Wöhler's discovery, chemists have made significant advances in understanding the chemical structure and functioning of biological molecules.

- ① オ－エ－イ－ウ－ア
- ② ウ－オ－ア－エ－イ
- ③ オ－エ－ア－ウ－イ
- ④ ウ－オ－イ－エ－ア

C 次の英文において、 ～  の空所を補うのに最も適切なものを、以下の①～⑧の中からそれぞれ1つ選びマークしなさい。ただし、文頭に来るものも書き出しは小文字となっている。

A good night's sleep can improve your mood, help you stay alert, and boost your memory. Now data show that getting enough Z's might also get your cuts to heal more promptly. In fact,  in speeding wound healing. This wasn't what scientists had expected to find.

They had hoped to show that giving people a nutritional boost would make their skin wounds heal faster — even in people who were sleep-deprived. That would have been useful for soldiers in combat or for doctors working long shifts in a hospital. The scientists thought it should work because  . That immune system helps repair injuries and guards against infection.

Tracey Smith is a nutrition scientist at the U.S. Army Research Institute of Environmental Medicine in Natick, Massachusetts. She and her team studied three groups of healthy people who came to their laboratory to take part in tests.  . Applying gentle suction on their forearms, they created blisters. Then, they removed the tops of these blisters. (The procedure doesn't hurt, although it can be itchy, Smith says.)

One group of 16 volunteers got a normal amount of sleep — seven to nine hours a night. The other two groups of 20 people each were kept sleep deprived.  . To stay awake, the volunteers were asked to do things such as walk, play video games, watch TV, sit on an exercise ball, or play ping-pong. Throughout the experiment, one of the sleep-deprived groups got a nutritional drink with extra protein and vitamins. The other group got a *placebo* drink: It looked and tasted the same but had no extra nutritional value.

Sleep clearly helped. People who slept normally healed in about 4.2 days. The sleep-deprived volunteers took about 5 days to heal. And  . Scientists sampled fluid from the wounds. The group that drank the nutritional supplement did show a stronger immune response around the wound. But that didn't speed the

healing, Smith reports in the January *Journal of Applied Physiology*.

Sleep expert Clete Kushida didn't find the results all that surprising. He is a neurologist at Stanford University Medical Center in California. The idea that lost sleep harms the immune system — and healing — “makes total sense,” he says. Yet studies that have tried to test this in people and animals showed mixed results.

Why didn't nutrition help healing time? Smith can think of a few possibilities. 31 — just not enough to show up clearly in the relatively small numbers of men and women tested. There was also a big difference in healing time between individual participants, which could have made it harder to see a small effect due to nutrition.

For people who can't avoid lost sleep, scientists still don't have a nutritional way to help them heal, Smith says. If you want to heal faster, your best bet for now is to get more “vitamin Z.”

- ① they gave each recruit small skin wounds
- ② the healthy drinks may have helped a little
- ③ a full recovery took longer than they had expected
- ④ good nutrition keeps the body's immune system strong
- ⑤ they got only two hours of sleep a night, for three nights in a row
- ⑥ sleeping well improves people's immune systems
- ⑦ sleep was found to be more important than good nutrition
- ⑧ getting better nutrition offered no clear benefit

- 3 日本文の意味に合うように ( ) 内の語 (句) を正しく並べかえ、3 番目と 7 番目に来る番号をマークしなさい。ただし、文頭に来る単語も書き出しは小文字となっている。

(1) あなたは、言論の自由が奪われるとはどのようなことが想像ができますか。

3 番目  7 番目

Can you imagine ( ① like ② be ③ what ④ to  
⑤ would be ⑥ of ⑦ it ⑧ deprived ⑨ freedom ) of speech?

(2) いわゆる「筆不精」はクリスに限ったことではない。

3 番目  7 番目

Chris ( ① call ② what ③ who is ④ isn't ⑤ only  
⑥ a "poor letter writer" ⑦ we ⑧ the ⑨ one ).

(3) 机に向かって 30 分も経たないうちに眠くなった。

3 番目  7 番目

I ( ① for ② to feel ③ at my desk ④ half ⑤ I started  
⑥ been ⑦ before ⑧ an hour ⑨ hadn't ) sleepy.

(4) 世界一の美人女優と言われて、ケイトが思い上がるのも当然だ。

3 番目  7 番目

( ① feels ② no ③ of ④ to be ⑤ proud ⑥ Kate  
⑦ said ⑧ wonder ⑨ being ) the most beautiful actress alive.

(5) 若者の夢の追求を応援するために設立された基金はたくさんある。

3 番目  7 番目

There ( ① their ② encourage ③ established ④ many funds  
⑤ to pursue ⑥ are ⑦ dreams ⑧ young people ⑨ to ).

(6) 大都市の鉄道システムの欠点は雪に弱いことだ。

3 番目 42      7 番目 43

( ① the railway system in    ② that    ③ the metropolitan area  
④ the problem    ⑤ with    ⑥ it is    ⑦ is    ⑧ by snow  
⑨ easily affected ).

(7) 今日、X 社と Y 社は、かつてないほどの協力関係にある。

3 番目 44      7 番目 45

Company X and Company Y ( ① never    ② one another    ③ cooperative  
④ been    ⑤ they are    ⑥ with    ⑦ have    ⑧ more    ⑨ than )  
today.

(8) ベティは望んでではなく、やむを得ずサムと結婚したと思わざるを得ない。

3 番目 46      7 番目 47

I can't help ( ① to    ② Betty married    ③ obliged    ④ thinking that  
⑤ but because    ⑥ she wanted    ⑦ not because    ⑧ she felt  
⑨ Sam ) to.

(9) 山中で大怪我を負った場合、その場にとどまり、救助隊が助けに来てくれるのを待つべきである。

3 番目 48      7 番目 49

If you get badly injured in the mountains, ( ① a rescue party    ② for  
③ and help    ④ to come    ⑤ and wait    ⑥ stay    ⑦ you should  
⑧ where    ⑨ you are ) you.

- (10) 良い写真は、そこに実際あるものをいかに正確に表現するだけでなく、そこにあってほしいと願うものをいかに素晴らしく表現するかにもかかっている。

3 番目 

50
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 7 番目 

51
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Good photography depends not only on how precisely we express what is really there ( ① to be ② on ③ we wish ④ how wonderfully ⑤ but ⑥ we express ⑦ what ⑧ also ⑨ there ).

英語の試験問題は次に続く。

- 4 日本文の意味に合うように 52 ~ 61 に入れるのに最も適切な語(句)を、下の ① ~ ④の中からそれぞれ1つ選びマークしなさい。

- (1) こちらに越してくるまで10年間、交通量の多い道路沿いに暮らしていた。

We had lived on a 52 road for ten years before we moved into this area.

- ① full                      ② heavy                      ③ busy                      ④ tight

- (2) 彼は新車を購入するために懸命に働いたが、結局買うのをやめた。

He worked hard in order to buy a brand-new car, 53 change his mind about getting one.

- ① but                      ② after all                      ③ and yet                      ④ only to

- (3) 私は料理や掃除のような日々の活動ほど、人生で大切なものは他にあまりないと思う。

I think 54 things in our lives are as important as everyday activities such as cooking and cleaning.

- ① few                      ② quite a few                      ③ other                      ④ no others

- (4) そのジャケットを買う前に、似合うかどうか試着する必要があります。

Before buying the jacket, you need to try it on to see whether it 55 on you.

- ① wears well                      ② looks good                      ③ goes with                      ④ fits good

- (5) 最高の香りを出すのに使われる茶葉は、出荷前に厳しい検査を受ける。

The tea leaves 56 the best aroma are strictly checked before shipping.

- ① used to produce                      ② used to producing  
③ are used to produce                      ④ are used to producing



- (6) どうしても必要でなければ、結論を急いではいけません。すべての資料を綿密に調べる時間が少ないほど、評価はその分不正確になるでしょう。

Don't jump to conclusions unless you absolutely have to: the less time you spend checking all the data closely, 57 .

- ① your evaluation is less likely to be inaccurate
- ② your evaluation is more likely to be inaccurate
- ③ the less likely your evaluation is to be inaccurate
- ④ the more likely your evaluation is to be inaccurate

- (7) 彼は、音楽家として生計を立てられれば、どんなに素晴らしい人生になるだろうとため息まじりに言った。

He said with a sigh how wonderful his life 58 if he could make a living as a musician.

- |            |                   |
|------------|-------------------|
| ① had been | ② would have been |
| ③ would be | ④ were to be      |

- (8) ニュースを鵜呑みにせずに、受け取った新しい情報はすべて事実確認をすべきだ。

You should fact-check every new piece of information you receive, 59 just accept everything they say on the news.

- |              |               |                  |              |
|--------------|---------------|------------------|--------------|
| ① instead of | ② rather than | ③ not so much as | ④ as well as |
|--------------|---------------|------------------|--------------|

- (9) どんな仕事をしていても、同僚と良い人間関係を保つのは難しい。

60 , it's difficult to keep a good relationship with your co-workers.

- |                       |                           |
|-----------------------|---------------------------|
| ① However job you do  | ② However you do any job  |
| ③ Whatever job you do | ④ Whatever you do any job |

- (10) 面接を受けた会社から連絡がなかったので、私の方から電話した。

61 from the company that I was interviewed by, I called them.

- |                    |                         |
|--------------------|-------------------------|
| ① Not having heard | ② Not having been heard |
| ③ Not being heard  | ④ Not being hearing     |













