

1 次の英文を読んで、設問に答えなさい。

It would be a disaster if the current globalization were to be a one-way process, with “universal transmitters” on one side and “receivers” on the other, with the “norm” set against the “exceptions”; with on the one hand those who think they have nothing to learn from the rest of the world, and on the other those who believe that the rest of the world will never listen to them.

I am thinking here not only of the danger of hegemony but also of its opposite or negative image — the equally grave danger of resentment that may be observed in various parts of the world.

Many are so angry or bewildered that they give up trying to understand what is going on. Many refuse to make a contribution to the emerging universal culture, because at some point they decided that the world around them was incomprehensible and hostile. Many are tempted to see themselves as mere victims — victims of America, of the West, of capitalism, of the new technologies, of the media, of change, and so on. I cannot deny that such people really do feel wronged and suffer, but their reaction seems to me inappropriate. To imprison oneself in a victim mentality can harm the injured party even more than the aggression itself. And this is as true of societies as of individuals. They barricade themselves in, they close their minds, they give up looking for anything new, they don't make any more progress, they are afraid of the future, of the present and of everyone else.

To those who react in this way I always feel like saying: the world of today isn't really how you imagine it! It's not true that it's ruled by dark and all-mighty forces. It's not true that it belongs to the “others.” No doubt the scale on which globalization is taking place, together with the dizzying speed of change, makes all of us feel completely powerless. But this feeling is extremely widespread, and shared even by those we tend to think of as safely occupying the top.

I don't doubt that globalization is a threat to cultural diversity, especially to diversity of languages and of lifestyles. Nonetheless, the world of today also provides the means of self-defense to those who want to preserve endangered cultures. Instead of declining and disappearing unnoticed as they have done for centuries, these cultures now can fight for survival. Would it not be absurd to neglect this opportunity?

⁽⁷⁾ For example, the internet seems to a skeptical outsider as an octopus-like monster that rich and powerful people manipulate for spreading their tentacles over the whole planet. Seen from the inside, however, it is an extraordinary instrument of liberty, which everyone can use as they wish and in which a group of bright students can be as influential as a head of state. And although English is at present the dominant language here, more and more languages appear on it everyday.

More generally, the new means of communication offer very many of our contemporaries, people in every country and from every cultural tradition, the opportunity to take part in the making of a culture that will soon be common to us all.

If anyone wants to save his own language from dying out, if anyone wants to make the culture he grew up in known to and respected by the world, if anyone wants to see the community he belongs to attain freedom and democracy, the battle is not lost in advance.⁽⁹⁾ Examples from every continent show that those who fight skillfully against tyranny, ignorance, contempt and neglect often win.

If you believe in something and have enough energy, passion and love of life, the world of today offers you the means to make some of your dreams come true.

[注] **hegemony**: the predominant influence, as of a state, region, or group, over another or others

tyranny: absolute power when exercised unjustly or cruelly

問 1 (ア)～(オ)の文を完成させるのにもっとも適当なものを(a)～(d)から一つ選び、記号で答えなさい。

- (ア) By the “universal transmitters” and “receivers”, the author means
(1) (2)
- (a) a single internet server connected to many receiving computers.
 - (b) educators with intellectual competence and those who can only learn from them.
 - (c) people who rule the globalized world and the others who are ruled.
 - (d) the dominant language, or English, and the less powerful languages.
- (イ) The danger of resentment is, in other words,
(3)
- (a) the danger a person or a nation may face from their hatred against Americans.
 - (b) the danger of continuing to think oneself as a victim and resenting the unfamiliar.
 - (c) the danger of victimizing someone else in order to save one’s face.
 - (d) the danger posed by mutual resentments between different cultures.
- (ウ) Concerning the phrase the world of today isn’t really how you imagine it!, the world imagined is
(5)
- (a) being watched by an alien civilization from outer space.
 - (b) controlled by an evil and privileged someone else who is invisible.
 - (c) ruled by supernatural forces of darkness.
 - (d) run by global scale electronic communication network companies.
- (エ) [T]he battle is not lost in advance because
(9)
- (a) one always wants to save one’s language from dying out.
 - (b) those who fight skillfully against tyranny, ignorance, contempt and neglect often win.
 - (c) today’s new means of communication offers us the opportunity to take part in the making of a common culture.
 - (d) we all want to see our own community attain freedom and democracy.

(オ) The author thinks globalization

- (a) enables a selected few to educate other people in their language and culture.
- (b) is composed of technological innovations that call for global investment.
- (c) leaves no space to fight against it for less powerful peoples and cultures.
- (d) works in a way to lessen cultural diversity but can be countered by modern means.

問 2 下線部が具体的に指すものを、空欄に指定された数の単語を入れて書きなさい。

(ア) this feeling = feeling of being _____ (1 語)
(6)

(イ) this opportunity = opportunity to _____ (3 語)
(7)

(ウ) here = on the _____ (1 語)
(8)

問 3 victim mentality とは具体的にどのようなものか、30 字から 50 字の日本語
(4)
で説明しなさい。

2

Read the following text and answer the questions in [A] and [B] below.

Are you right-handed or left-handed? It seems that there are so many more right-handers than left-handers, but do scientists understand why? In the 160 years in which “handedness” has been studied we have learned quite a lot, but we still cannot precisely describe what causes humans preferentially to use one hand over the other, or why human populations are biased toward right-hand use rather than left-hand use.

Scientists disagree over what percentage of human populations are “right-handed” or “left-handed” because there is no standard objective definition for measuring “handedness”; our criteria vary, and are based on various theoretical explanations because we are still trying to understand the mechanisms involved. The following is a general description of what we do know.

Most humans (say 70 % – 95 %) are right-handed, a minority (say 5 %– 30 %) are left-handed, and an indeterminate number of people are probably best described as ambidextrous or “both-handed.” This appears to be universally true for all human populations anywhere in the world. There is evidence for genetic influence for handedness; however, the pattern of genetic influence is not predictable and geneticists cannot agree on the exact process. There is evidence that handedness can be influenced (and changed) by social and cultural mechanisms. For instance, teachers have been known to force children to switch from using their left hand to using their right hand for writing. Some more restrictive societies show less left-handedness in their populations than other more permissive societies.

Some researchers argue there is evidence for cases of “pathological” left-handedness related to brain damage during birth. And many researchers trace the cause of handedness back to pre-birth, developmental processes in the womb, back to the time when the brain is first developing distinct cerebral hemispheres. In the 1860s the French surgeon Paul Broca noted a relationship between right-

handedness and left-hemispheric brain specialization for language abilities. But the hand-brain association is neither a simple, nor reliable, correlation. Studies conducted in the 1970s showed that most left-handers have the same left-hemispheric brain specialization for language typical of all humans — only a portion of left-handers have different patterns of language specialization.

So the bottom line is, we have a good general idea of the causes of right-handedness in human populations, but we have yet to work out the precise details, including why the direction is right instead of left.

Now you may want to ask whether other non-human primates show a similar tendency to favor one hand over the other. This question is currently a controversial one. It is important to note the difference between an individual animal being left- or right-handed, and most of the animals in an entire population being either left- or right-handed. It is not unusual for individual animals to show a preferential use of one hand over the other, to develop an individual hand preference. But there is no consensus among researchers that any non-human species shows the same species-level handedness found in humans.

There are a few researchers who argue for this, but most of them work with animals in laboratory or captive settings, performing manual tasks that are very different from how animals use their hands in the wild.

Notes: **cerebral hemisphere:** cerebral = of the brain; hemi- = half

primate: a member of the group of mammals which includes humans, monkeys, and apes

[A] Choose the most appropriate alternative and put the letter (a, b, c, or d) on your answer sheet.

(1) Complete the sentence.

Studies conducted in the 1970s suggested that

- (a) most left-handers have the right-hemispheric brain specialization for language.
- (b) most right-handers have the right-hemispheric brain specialization for language.
- (c) the hand-brain correlation is attested.
- (d) the hand-brain correlation is not attested.

(2) Answer the question.

According to this essay, which of the following statements is true?

- (a) Individual monkeys/apes have no particular hand preference.
- (b) Individual monkeys/apes may have some hand preference.
- (c) No variety of monkeys/apes shows a particular handedness tendency.
- (d) Some varieties of monkeys/apes show a particular handedness tendency.

(3) Complete the sentence.

The last paragraph implies that the author

- (a) is skeptical about the results because the manual for the experiment is not appropriate.
- (b) is skeptical about the results because the research has been carried out in artificial settings.
- (c) trusts the results because the research has been carried out in scientific settings.
- (d) trusts the results because the tasks have been properly performed in laboratories.

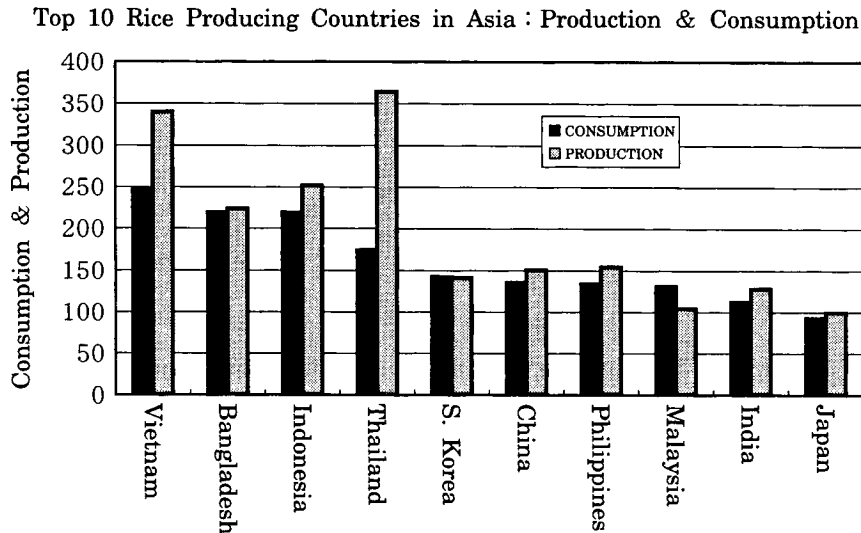
[B] *The following is a summary of the second and the third paragraphs. Put ONE appropriate word in each () to complete the summary.*

Humans universally (1) using the right hand to using the left hand, but the exact proportion of right-handers and left-handers has not (2) established yet. (3) scientists say that 70% of human populations are right-handed, while (4) claim that it is 95%. The disagreement (5) from the fact that we do not have a firm theoretical foundation to (6) for the mechanisms involved.

(7) seem to have certain effects on handedness but the pattern of their influence is not systematic. Environmental factors also (8) a significant role. Teachers often (9) children use their right hand for writing. The proportion of right-handers and left-handers is surely affected by the community's attitude (10) their children's handedness.

3

[A] Look at Graph 1 and read the paragraph below describing it. Fill in the blank spaces (1) to (5) with the correct word(s).



Graph 1

The above graph shows rice (1) and rice (2) for the top ten rice producing countries in Asia. The countries are ranked in order from left to right by their lefthand bar, indicating rice consumption in kilograms per person per annum. Each country's righthand bar shows rice production per head, again in kilograms per annum. From the graph, it is clear that (3) produces the most rice per person, while its close neighbour, Vietnam, consumes the most. It is interesting to note that the countries with the largest populations, such as China or India, do not produce the most rice per person. Also, the amount of rice eaten by Asians varies dramatically, with a (4), for example, eating $2\frac{1}{2}$ times as much rice as a Japanese. Furthermore, some countries, such as Thailand, produce far more rice than they need, while others, such as (5), do not produce enough.

[B] Now, considering also Table 1 on the next page, and taking the paragraph in [A] as your introduction, write your own essay on possible reasons for:

either (a) why rice production per person varies so much among these ten countries

or (b) why rice consumption per person varies so much among these ten countries.

- Your essay should start with the following words. "In this essay, I will discuss the possible reasons for" followed by (a) or (b) above. For example, your opening sentence might be "In this essay, I will discuss the possible reasons for why rice production per person varies so much among these ten countries."
- Your essay should be about 100 words long.
- It should be written in English.

	area (km ²)	population density (people/km ²)	annual per capita GDP (US \$)	% of arable land
Bangladesh	133, 910	980	1, 570	73%
China	9, 326, 410	137	3, 600	10%
India	2, 973, 190	346	2, 200	56%
Indonesia	1, 826, 440	125	2, 900	10%
Japan	374, 744	338	24, 900	11%
Malaysia	328, 550	68	10, 300	3%
Philippines	298, 170	278	3, 800	19%
S. Korea	98, 190	488	16, 100	19%
Thailand	511, 770	121	6, 700	34%
Vietnam	325, 360	246	1, 950	17%

Table 1

Notes: **GDP:** 'gross domestic product' or the total value of all goods and services produced within a country

arable land: land that is fit for growing crops

LISTEN TO THE RECORDINGS AND ANSWER THE QUESTIONS.

INSTRUCTIONS

- 1. This question is in 2 sections: Section A and Section B. Read and listen very carefully to the instructions for each section, which will be given before each one begins. There will be a 2-minute break between the two sections.*
- 2. You may make notes while the tape is being played. You may fill in your answer sheet either while the tape is playing, or after it has finished, or both.*

SECTION A

- *Listen carefully to the following conversation between two men, one of whom is a hotel receptionist. The scene is a hotel lobby.*
- *For each of the 6 questions below, choose **ONE** answer from (a) to (d), and write it in the appropriate place on your answer sheet.*
- *The dialogue will be played **TWICE**.*

- (1) What are the professions of the two men having the conversation?
 - (a) Hotel receptionist and architect.
 - (b) Hotel receptionist and businessman.
 - (c) Hotel receptionist and cake salesman.
 - (d) Hotel receptionist and manager.

- (2) What has the customer been doing just before coming to the hotel?
 - (a) Attempting to find a room to stay.
 - (b) Attending a conference.
 - (c) Attending a funeral.
 - (d) Cancelling a reservation.

- (3) Why is the hotel full?
- (a) Because of a conference.
 - (b) Because the manager says so.
 - (c) Because the royal family is visiting.
 - (d) No reason is given.
- (4) Why has there been a sudden cancellation?
- (a) No reason is given.
 - (b) Someone died.
 - (c) Someone got sick.
 - (d) Someone had an accident.
- (5) How much does the cancelled room cost?
- (a) 31, 500 pesos.
 - (b) 35, 000 pesos.
 - (c) 315, 000 pesos.
 - (d) 350, 000 pesos.
- (6) After this conversation has finished, the customer thinks for a few minutes and decides to take the room. What price does he pay for it in the end?
- (a) Less than the hotel receptionist asked for.
 - (b) More than the hotel receptionist asked for.
 - (c) The same as the hotel receptionist asked for.
 - (d) We don't know.

SECTION B

- Listen carefully to the following 9 short recordings. The recordings are UNCONNECTED. Before each one you will hear a short explanation.
- For each of the 9 questions below, choose ONE answer from (a) to (d), and write it in the appropriate place on your answer sheet.
- Each recording, with its short explanation, will be played TWICE.
- There will be a 15-second break between each recording.

(1) When and where might the two meet?

- (a) Friday, 7 pm, at a birthday party.
- (b) Saturday, 8 pm, at a restaurant.
- (c) Sunday, 6 pm, at a golfing range.
- (d) Sunday, 7 pm, at the tennis courts.

(2) At what time is this announcement given?

- (a) 10:25
- (b) 10:45
- (c) 10:55
- (d) 11:15

(3) Where might the couple go on holiday this year?

- (a) Greece.
- (b) Norway.
- (c) Portugal.
- (d) Tahiti.

(4) When does one add the egg to this recipe?

- (a) Before the flour and water.
- (b) First, with the flour and sugar.
- (c) With the sugar and vanilla.
- (d) With the flour and water.

- (5) What does one press to order a product in Japanese?
- (a) 0 * 1
 - (b) 1 * 0
 - (c) * 0 1
 - (d) * 1 0
- (6) What are they doing?
- (a) Bird-watching.
 - (b) Hunting.
 - (c) On safari.
 - (d) Visiting the zoo.
- (7) What caused the crash?
- (a) A mountain range.
 - (b) An explosion.
 - (c) Bad weather.
 - (d) Pilot error.
- (8) From the driver's current location, how far away is Pearl Harbor?
- (a) 20 minutes.
 - (b) 25 minutes.
 - (c) 30 minutes.
 - (d) 35 minutes.
- (9) Which of the choices are required of all drivers?
- (a) One form of picture ID and a driving test.
 - (b) One form of picture ID and a written test.
 - (c) Two forms of picture ID and a driving test.
 - (d) Two forms of picture ID and a written test.