

I 次の英文を読んで問いに答えなさい。

The issues of censorship and free speech have always been a problem for Americans. Concerning commercial television, some businesses sponsor certain television shows, so they may work with the creators of the programs and ⁽¹⁾ have some say over the content. If they do not like what is happening on the show, the sponsors can withdraw their support. Some critics believe that this sort of control of television by mass-advertising companies has affected the quality of the programs. However, others argue that commercial television gives the American public what it most wants. Only popular programs stay on the air; less popular shows may be quickly canceled. Moreover, commercial television offers a wide variety of entertainment, sports and news programs in the average family's living room, at a very low cost.

There is, of course, an alternative to commercial television. Public television is not paid for by mass advertising; therefore, it has no commercials. It is paid for by contributions from individual viewers (the public) who want higher-quality television, and also by contributions from private companies and the government. The programs on public television are generally superior in educational and cultural content to the programs on commercial television. Even though public television is watched by a large number of Americans, commercial television attracts still larger audiences. ⁽²⁾ This would seem to support the argument ⁽³⁾ of those critics who approve of commercial television.

As the information superhighway develops, and all means of communication begin to combine, more and more options become available to the home user. More than one-third of the American households now have personal computers; communication over the Internet and the World Wide Web is rising rapidly. And now that many American children have access to the Internet, there is a debate over whether and how to regulate it. Thus, the censorship sometimes exercised by companies sponsoring television shows demonstrates one type of censorship, while the expansion of information sources has caused new censorship concerns.

Americans face ⁽⁴⁾ a constant dilemma—how to balance the right to free speech (unregulated access to information) with the need to protect children and maintain standards of decency (regulating and controlling access to information). Because Americans place such a high value on individual freedom, particularly freedom of speech, they have traditionally been very hesitant to censor, or even control, the free flow of information from any media source. This contemporary debate is far from being settled, and indeed, is now attracting worldwide attention.

注：censor 検閲する

問 1 下線部(1)を日本語に直しなさい。

問 2 アメリカの公共テレビ放送の経営基盤をなしているものは何か、日本語で答えなさい。

問 3 下線部(2)の内容を日本語で説明しなさい。

問 4 下線部(3)の内容を日本語で説明しなさい。

問 5 下線部(4)の内容を日本語で説明しなさい。

II 次の英文(インタビューの要約)を読んで問いに答えなさい。

Recently, with the age of globalization and the Internet, English has been growing increasingly important, and has become the dominant language in the world. Certainly this process has problems; in Japan there are very mixed feelings about the English language because it's a foreign language.

In my opinion, when we consider the dominance of English, it's important to know what the role of English is in the contemporary world, and what trends we might expect. I think English is likely to become increasingly dominant in the world because people are in a state of much closer communication and in need of a common language. In my country, India, the media itself tends to enforce the use of English as a common language, whether this is the print media, sound media, television media, or Internet media. It doesn't seem absurd to me⁽¹⁾ that countries like Japan, where English was not much used, and also India, with a very different history, are moving towards using English more and more. It would be good for the world to have one language that nearly everyone can use. And even though we might, at some point in the past, have selected an invented language like Esperanto, the language that has emerged as the common language is English.

This, however, doesn't mean that English is the "best" language — just as the commonly used computer keyboard is not necessarily the best keyboard: the fact is that almost everyone uses it, and therefore most people know where the different alphabetic keys lie in that particular type of keyboard.

I think the fact that there is one language in common, worldwide, is not necessarily a threat to other languages. I don't speak many European languages, but I do speak English, Bengali, Hindi, and study the classical language of Sanskrit. I don't think these different⁽²⁾ languages interfere with each other, and in fact, in terms of intellectual discipline, it's good to learn more than one language.

I think most people in India tend to learn two or three languages, and can speak them without great difficulty, when they have had the opportunity to learn them. I think there is⁽³⁾ some evidence that learning new languages improves one's mind. Certainly, there is no particular reason to think that learning English would prevent you from taking pride in your own language and in your own culture: your own civilization. Of course, there could be a real danger if you impose English on people too early when they ought to do their studies in their mother tongue. That may be a mistake. I did not use English in the classroom until I became a university student. In primary and secondary school we were taught in Bengali. But this did not interfere with my getting to know English better, later in life.

There is an issue as to what should be the medium of education, especially when you're young. There is a case for using the mother tongue. Should you learn your mother tongue, and take pride in it? The answer is yes. Should you learn English also? The answer is yes. Learning multiple languages does not interfere with having one language chosen as your medium of education.

問 1 下線部(1)を日本語に直しなさい。

問 2 筆者は、どんな意味で英語をコンピュータのキーボードにたとえているか、本文に則して具体的に 50 字程度の日本語で説明しなさい。

問 3 下線部(2)を日本語に直しなさい。

問 4 下線部(3)の内容に対して例外となる筆者の意見を日本語で説明しなさい。

III

次の英文中の日本語で書かれた部分(1)~(3)を英語に直しなさい。

Amae is a Japanese psychological concept which has been made famous around the world by Takeo Doi in his book, *The Anatomy of Dependence*. しかしながら、彼は甘えが日本に特有なものではなく、むしろ誰もがそれを必要としているのだと主張している。⁽¹⁾

The existence of *amae* is universal, but it is of course stressed differently in various cultural environments. Americans make efforts to reduce the dependency of a child, and 2歳(2)の男の子の母親が、「もう大きくなったんだから、自分でしなさい。」と言っているのを聞くのは珍しいことではない。 This is to shame him into independent behavior. A Japanese mother would not want that for a young child; she would want more dependence rather than less, and she would *not work at all* to reduce his need for her at age two. An American mother looks at the newborn as a dependent baby whom she must train to separate from her; 日本の母親は、自分と赤ん坊との間にギャップを見出し、赤ん坊に甘えを持たせてそれを埋めようとする。⁽³⁾

When *amae* is translated as “passive love,” it may sound negative and self-indulgent: a person gets but does not give in a relationship. But *amae* means an active, even generous search for care.

IV

リスニング問題

放送を聞いて次の三つのセクション(A)(B)(C)の問題に答えなさい。

【解答上の注意】

- (1) 印刷された各問題の指示は放送されるものと同じである。
- (2) 問題を聞きながらメモをとってもよい。
- (3) 放送が終わった後もこの問題の解答を続けてよい。
- (4) すべての問題について、最も適する解答を選択肢の中から選び、解答紙の記号または語句をまる印(○)で囲むこと。
- (5) 問題文とそれについての質問または記述は、二度ずつ、10秒間隔で放送される。

[Section A]

[Talk]

Listen to the talk and the questions which follow. Then circle the best answer (a, b, c, d) to each question.

1. a) On the beach.
b) On a horse farm.
c) In a classroom.
d) At a restaurant.

2. a) Dinosaurs.
b) Spiders.
c) Crabs.
d) Horses.

3. a) In the Northeast.
b) In the Southeast.
c) In the East.
d) In the South.

4. a) Their hard shell protects them.
b) They can live for a year without eating.
c) They reproduce frequently.
d) Humans don't like their taste.

[Conversation]

Listen to the conversation and the questions which follow. Then circle the best answer (a, b, c, d) to each question.

1. a) The woman is helping the man look for her car keys.
b) The woman is helping the man look for his car keys.
c) The man is helping the woman look for her car keys.
d) The man is helping the woman look for his car keys.

2. a) In a pants pocket.
b) In the car.
c) In a coat pocket.
d) In the desk drawer.

3. a) To give her the car keys.
b) Not to give up.
c) To look in the closet for the car keys.
d) Not to keep looking.

4. a) The keys are found.
b) The keys are still being searched for.
c) The keys have been lost.
d) The keys have been stolen.

[Section B]

Listen to the conversation and the questions which follow. Then circle the best answer (a, b, c, d) to each question.

(注意：すべて音声のみで提示される。)

[Section C]

You will hear a short debate about the death penalty between a man and a woman. Then you will hear five statements about the debate. Circle True, False or Not stated for each statement.

(注意：すべて音声のみで提示される。)

(以下余白)

(Script for the Listening Test)

[Section A]

[Talk]

Listen to the talk and the questions which follow. Then circle the best answer (a, b, c, d) to each question.

Ok everyone, as we continue studying shellfish, in the next slide you can see the horseshoe crab. The horseshoe crab isn't really a crab, instead it's related to the spider. Horseshoe crabs have been around for over a 100 million years, so they are called living fossils. One type of horseshoe crab lives in the Atlantic Ocean in the Northeastern part of America. Another type of horseshoe crab lives in the coastal waters around Japan and south as far as Indonesia. The reason why horseshoe crabs have been able to survive for so long is because of their hard, curved shells, which make it difficult for other sea animals to turn them over and eat them. Also, horseshoe crabs have survived because they can go for a year without eating. Another reason why they may have survived for so long is that we humans, generally, do not like their taste. All right, that's all for today. Will someone please turn the lights on?

1. Where does this talk probably take place?
 - a) On the beach.
 - b) On a horse farm.
 - c) In a classroom.
 - d) At a restaurant.

2. Which family does the horseshoe crab belong to?
 - a) Dinosaurs.
 - b) Spiders.
 - c) Crabs.
 - d) Horses.

3. Where in America can horseshoe crabs be found?
- a) In the Northeast.
 - b) In the Southeast.
 - c) In the East.
 - d) In the South.
4. Which reason has NOT been stated for why horseshoe crabs have survived?
- a) Their hard shell protects them.
 - b) They can live for a year without eating.
 - c) They reproduce frequently.
 - d) Humans don't like their taste.

[Conversation]

Listen to the conversation and the questions which follow. Then circle the best answer (a, b, c, d) to each question.

Man: Have you seen my car keys?

Woman: You're always forgetting where you put your keys! They're probably in your desk drawer where you *usually* put them.

Man: No, I already checked there.

Woman: How about in your coat pocket?

Man: No, I looked there too.

Woman: Well, maybe you left them in your car. Why don't you check there?

Man: That's the first place I looked, and they weren't there either. I think I've lost them. I give up!

Woman: Well, don't give up so easily. Have you looked in your pants pocket?

Man: Huh...in my pants pocket? No, they *couldn't* be there...oops...sorry! You're right.

1. Which one of the following is true?
 - a) The woman is helping the man look for her car keys.
 - b) The woman is helping the man look for his car keys.
 - c) The man is helping the woman look for her car keys.
 - d) The man is helping the woman look for his car keys.

2. Where are the keys usually kept?
 - a) In a pants pocket.
 - b) In the car.
 - c) In a coat pocket.
 - d) In the desk drawer.

3. What does the woman tell the man to do?
 - a) To give her the car keys.
 - b) Not to give up.
 - c) To look in the closet for the car keys.
 - d) Not to keep looking.

4. What happens at the end of the conversation?
 - a) The keys are found.
 - b) The keys are still being searched for.
 - c) The keys have been lost.
 - d) The keys have been stolen.

[Section B]

Listen to the conversation and the questions which follow. Then circle the best answer (a, b, c, d) to each question.

Man (M) Woman (W)

M: I don't know what to do. Can you help me?

W: Sure, what's the matter?

M: I'm having problems with my homestay family. Last night, I couldn't get anything to eat.

W: You mean they didn't offer you any food?

M: Well, I got home late, after dinnertime, and my homestay mother was busy doing some housework and she said, "help yourself to the food in the refrigerator".

W: So, what was the problem?

M: It seemed strange to open the refrigerator, and help myself to *food*, because it's not my house.

W: Oh I see. Well, this is Australia, and it's a different culture than ours in Japan. Here, and in some countries like America, when someone says "help yourself", it means that you are part of the family, and you should feel free to do what any member of the family does at home. So, I think next time you shouldn't be so shy--open the refrigerator door and help yourself! That's what I do.

1. Where does this conversation take place?
 - a) In Japan.
 - b) In America.
 - c) In Australia.
 - d) Not stated.

2. Why didn't the young man eat dinner the night before?
 - a) He wasn't hungry.
 - b) He didn't like the food in the refrigerator.
 - c) He was too shy to open the refrigerator.
 - d) His homestay mother was busy.

3. Who is asking for advice?
- a) The young man.
 - b) The young woman.
 - c) The mother.
 - d) Nobody.
4. Which one of the following statements is true?
- a) The young man is Japanese, but the young woman is not Japanese.
 - b) The young woman is Japanese, but the young man is not Japanese.
 - c) Neither of them is Japanese.
 - d) Both of them are Japanese.

[Section C]

You will hear a short debate about the death penalty between a man and a woman. Then you will hear five statements about the debate. Circle True, False or Not stated for each statement.

M: Recently, I have been reading about whether or not the death penalty is really necessary. What do you think?

W: Well, I think there's no such thing as a life sentence in jail: after some years killers are often released from prison and in some cases they kill again. So, I think the death penalty is necessary.

M: I see your point, so I think we should make *sure* killers spend their whole lives in jail. That's the best way to punish them, because spending a lifetime in jail is not easy.

W: I am not sure I agree with you. Those who *break* the law and *kill* should receive the death penalty. This is the best way for them to pay for their crimes. And so, I think the death penalty will stop *others* from killing.

M: Yeah, but most murderers either plan their killing or they do it because they were very angry at the moment. The fact that there 's a death penalty hasn't lowered the murder rate. And, what happens if a person is killed by the death penalty for a murder, and then, later, it was discovered that he or she was innocent?

W: Well, maybe what you say is true, but actually, in some places the murder rate has gone down because of the death penalty. And of course, no one wants innocent people to be killed. That's why we need a stronger court system.

M: I guess we have different opinions about this.

1. The woman thinks that murderers sentenced to life in prison sometimes get out.
2. The woman thinks that the death penalty is the right way for killers to pay for their crimes.
3. The man thinks that murderers should apologize for their crimes.
4. The man believes that having the death penalty lowers the murder rate.
5. Both the man and the woman agree that the death penalty is necessary.