

英 語

(問 題)

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〈2011 H23050015 (英語)〉

注 意 事 項

1. 問題冊子は、試験開始の指示があるまで開かないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁およびマーク解答用紙の汚れ等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべてマーク解答用紙の所定欄にHBの黒鉛筆またはHBのシャープペンシルでマークすること。
4. 試験が開始されたらただちに、マーク解答用紙の所定欄（1か所）に、氏名を正確に丁寧に記入すること。
5. マーク欄ははっきりマークすること。また、訂正する場合は、消し残しがないよう消しゴムで丁寧に消すこと（砂消しゴムは使用しないこと）。

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マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

6. いかなる場合でも、マーク解答用紙は必ず提出すること。
7. 試験終了後、問題冊子は持ち帰ること。

I. 次の英文を読み、設問 1～10の答として最もふさわしいものを a～d から一つ選べ。

After her divorce five years ago, Yasmine Issa realized she could no longer afford to be a stay-at-home mom. She'd taken two years of college classes before getting married, but had never trained for a professional job. "I wanted to do something promising for myself," says the 28-year-old from Yonkers, NY. Hoping to become an ultrasound technician, she found the website for a for-profit career college specializing in the health professions. "If you're looking for an exciting and rewarding career in today's expanding fields," the website said, "we can help you get there."

At the college's campus north of New York city, she met with a recruiter who told her that an accelerated program would help her earn an ultrasound certificate in just 18 months and promised that the college's placement service would steer her toward work that paid well. "We won't stop until you find a job," she ⁽¹⁾recalls him saying. Issa knew from the website that the school was accredited* by the government-approved Accrediting Council for Independent Colleges and Schools; that was reassuring, she says. But she felt a bit uncomfortable about the way the recruiter pressured her [A] he warned; the registration deadline was just days away. "I did feel rushed," she says. "But I signed up for it." The course cost \$27,000. Issa took out \$15,000 in federal student loans and paid another \$12,000 from her twin daughters' child support.

⁽²⁾Issa appreciated the hands-on training the college gave her. She took her education seriously, envisioning a time when she could comfortably support her girls, now 7. In June 2008, after a year and a half of study, she received her certificate in Diagnostic Medical Ultrasound. Then came ⁽³⁾the shocker: When Issa tried to get her professional credentials, the American Registry for Diagnostic Medical Sonography, a nonprofit certifying body, informed her that she was ineligible to take its registration exam. Issa was astonished to learn that although her college was accredited, its ultrasound curriculum was not—a detail she says the recruiter neglected to mention. (The school says the information was in a written disclosure given to Issa during registration.) Graduates of unaccredited programs can't take the exam without 12 months of work experience—but no employer would hire Issa [B] she'd taken the exam.

Hit hard by a troubled economy, more and more Americans are turning to for-profit career colleges specializing in fields like medical assisting, computer graphics, and criminal justice. They dream of getting a better job and a better life. But what too many of them are getting instead is a useless diploma and shattered dreams.

Nearly three million Americans—64 percent of them women—attended accredited private for-profit career colleges in 2007-2008. Designed to appeal to busy adults, the colleges emphasize their flexible schedules, online classes, and faculty with real-world experience. Tuition** tends to be expensive at these schools, many of which are owned by large corporations. But students are encouraged to borrow the money through government and private loan programs. Since 1976, the for-profit career college industry has averaged more than 10 percent annual growth. The recent economic downturn has pushed that growth rate closer to 25 percent, says Harris Miller, president and CEO of the Career College Association. "When the recession started, our business went into overdrive," he notes.

*accredit 認定する

**tuition 授業料

1. Which of the following is a reason given in the passage for Issa's decision to go back to school?
 - a. She had promised her ex-husband to work outside the home
 - b. As a single mother, she did not have enough income.
 - c. It had been her childhood dream to become an ultrasound technician.
 - d. She did not want to waste her professional training from before her marriage.
2. Which of the following words can be substituted for *recalls* (underline (1)) without changing the meaning?
 - a. minds
 - b. prefers
 - c. remembers
 - d. imitates
3. Which of the following best fits in blank A?
 - a. "You'd better hurry,"
 - b. "I wouldn't sign up now,"
 - c. "You should be more careful,"
 - d. "I understand your problem,"
4. How did Issa finance her study?
 - a. Her twin daughters' father, who is now well off, supported her for the sake of their children
 - b. She borrowed some of the money and took the rest from what she had received for her daughters.
 - c. She took out a private loan, as she was encouraged to do by the college's recruiter
 - d. A scholarship offered by the American Registry for Diagnostic Medical Sonography covered her expenses.
5. Which of the following is the best paraphrase for the sentence of underline (2)?
 - a. Issa valued the practical training the college gave her.
 - b. Issa was dissatisfied with the theoretical training the college gave her.
 - c. Issa found it hard to keep up with the demanding training the college gave her
 - d. Issa enjoyed the approachable training the college gave her
6. What was "the shocker" (underline (3))?
 - a. Issa had to get divorced from her husband 5 years ago
 - b. Issa found that she was no longer able to stay at home and care for her daughters
 - c. Issa learned that her coursework did not qualify her to take the exam she needed
 - d. Issa's college was no longer accredited by the government and had to be closed down
7. Which of the following words best fits in blank B?
 - a. if
 - b. when
 - c. after
 - d. unless
8. According to the passage, which of the following best characterizes for-profit career colleges?
 - a. They are tailored for adults who often have many obligations besides study
 - b. Their teachers tend not to have much practical experience.
 - c. More men than women choose to take courses at them.
 - d. They are often attended for fun and offer courses that people can enjoy in their spare time
9. According to the passage, what is the reason for the rise in the growth rate of for-profit career colleges to close to 25%?
 - a. the rising divorce rate
 - b. the need for more ultrasound technicians
 - c. the economic situation
 - d. the changing educational climate
10. Which of the following best summarizes the theme of the passage?
 - a. Many Americans are having trouble paying back loans they took out as students.
 - b. Many Americans are being given false hopes by for-profit career colleges.
 - c. The American for-profit career college industry is growing at an impressive rate
 - d. American single mothers face many economic pressures.

II. 次の英文を読み、設問 1～10 に答えよ。

Documentary concerns itself with representing the observable world, and to this ⁽¹⁾end works with what is called the raw material of actuality. The documentarian draws on past and present actuality—the world of social and historical experience—to construct an account of lives and events. Embedded within the account of physical reality is ⁽²⁾an assertion at the center of all non-fictional representation, namely that a documentary depiction of the socio-historical world is factual and truthful.

Of course, saying that a documentary representation makes a truth claim is not the same as saying that it presents truth. Distinctions of this kind inform the growing and increasingly sophisticated positions offered within documentary theory, pointing to the complex relationship of representation, reality and truth. The [1] truth claim of documentary representation may encompass a number of [2] truth claims. Furthermore, not all truth claims are [3] dispute; indeed certain claims made in a documentary may sometimes be the subject of intense debate and critique. Operating within such parameters, the so-called truth claim is based on a particular orientation or stance toward subject matter which is summarizable in the ⁽³⁾position, “Believe me, I’m of the world.” In these terms documentary can be defined, generally, as a work or text which implicitly claims to truthfully represent the world, whether it is to accurately represent events or issues or to assert that the subjects of the work are “real people.”

Truth claims reflect an unspoken agreement or bond of trust between documentary producers (whether an individual filmmaker or a broadcasting institution) and an audience that the representation is based on the actual socio-historical world, not a fictional world imaginatively conceived. Documentary producers and filmmakers adhere to this ⁽⁴⁾long-standing mandate through detailed research of a topic and the verification of the identity of witnesses relied on in a documentary report. In certain contexts, ⁽⁵⁾their commitment to it is reinforced (A) guidelines and codes issued (B) producers (C) broadcasting or commissioning authorities, and in some instances contraventions of such guidelines can result (D) punishments. *The Connection* (1966), a programme produced by Carlton Television for Britain’s commercial Channel 3, is [4]. Carlton was fined £2 million for fabricating scenes using professional actors and for failing to label the scenes as reconstructions, as [5] by the Independent Television Commission code of practice.

1. 下線部 (1) と同じ意味の end を含むものを a～d から一つ選べ。
 - a. If you are looking to hire people, there’s no end of talent at our university.
 - b. The end of the pencil was pointed.
 - c. Money, for me, is simply a means to an end.
 - d. His house is located at the end of the street.
2. 下線部 (2) は文中でどのように言いかえられているか。最もふさわしいものを a～d から一つ選べ。
 - a. a truth claim
 - b. an intense debate
 - c. a particular orientation
 - d. a bond of trust
3. 空所 [1] [2] に入れるのに最もふさわしい組み合わせを a～d から一つ選べ。
 - a. individual—particular
 - b. generalized—individual
 - c. unique—general
 - d. unique—particular
4. 空所 [3] に入れるのに最もふさわしいものを a～d から一つ選べ。
 - a. in
 - b. beyond
 - c. over
 - d. on

5. 下線部 (3) と同じ意味の position を含むものを a ~ d から一つ選べ。
- a. The apparent position of a star changes as the Earth moves in its orbit
 - b. The managing director interviewed candidates for a responsible position in his company
 - c. Put yourself in the position of someone selecting players for a national football team
 - d. We don't want to take a position on that until we get more information
6. 下線部 (4) は何を指し示すか。最もふさわしいものを a ~ d から一つ選べ。
- a. ドキュメンタリー制作者はしっかりと取材をし、十分な裏付けを取らなければならないということ
 - b. 視聴者とドキュメンタリー制作者との間には暗黙の了解がなければならないということ
 - c. ドキュメンタリーは架空の世界ではなく、現実の世界を素材としなければならないということ
 - d. ドキュメンタリーの鉄則を破れば法的処罰を覚悟しなければならないということ
7. 下線部 (5) の内容として最もふさわしいものを a ~ d から一つ選べ。
- a. 世界を本当らしく描くべきであるという要請
 - b. あくまでも現実の世界を描こうという姿勢
 - c. 人権への徹底した配慮
 - d. 報道規制に対する抵抗
8. 空所 (A) (B) (C) (D) に入る語の順序として正しいものを a ~ d から一つ選べ。
- a. in-through-to-by
 - b. by-through-to-in
 - c. through-to-by-in
 - d. in-to-by-through
9. 空所 [4] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a. a case in point b. counterevidence c. an exception d. a generalization of this
10. 空所 [5] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a. followed b. summarized c. demanded d. controlled

Ⅲ. 次の英文を読み、設問AおよびBに答えよ。

Our understanding of the greenhouse effect, the origin of global warming in current times, (1) the work of the French scientist Jean-Baptiste Joseph Fourier in the early part of the nineteenth century. Energy reaches the earth from the sun in the shape of sunlight; it is absorbed and is radiated back into space as infrared* glow. When Fourier calculated the differential between the energy coming in and (2) going out as infrared radiation, he found that the planet should, (3), be frozen. He concluded that the atmosphere (4) a mantle, keeping a proportion of the heat in—and (5) making the planet liveable for humans, animals and plants. Fourier speculated that carbon dioxide (CO₂) could act as a blanket in the atmosphere, trapping heat and causing surface temperatures to increase

Later observers, most notably John Tyndall, a scientist working at the Royal Institution in London, worked out just which atmospheric elements trap infrared radiation. The gases that make up most of the atmosphere, nitrogen and oxygen, offer no barrier to heat loss. Those producing (6) called the greenhouse effect, such as water vapour, CO₂ or methane, are (7) in relatively small amounts. Scientists use the calculation of 'parts per million' (ppm) to measure the level of greenhouse gases in the air, (8) the percentage figures are so small. One ppm is equivalent to 0.0001 per cent. It is because a tiny proportion has such a large impact that greenhouse gases created by human industry can have profound effects on the climate.

Over the past 150 years or so, greenhouse gases in the atmosphere have progressively increased with the expansion of industrial production. The average world temperature has increased by 0.74 degrees since 1901. We know from geological studies that world temperatures have fluctuated in the past, and that such fluctuations correlate with CO₂ content in the air. The evidence shows, however, that at no time during the past 650,000 years (9) as high as it is today. It has always been below 290ppm. By early 2008, it had reached 387ppm and is currently rising by some 2ppm each year.

The growth rate for 2007 was 2.14ppm, as measured by scientists at the Mauna Loa observatory in Hawaii. It was the fourth year out of the previous six to see a rise of more than 2ppm. This increase was considerably higher than scientists at the observatory had expected. It could indicate that the earth is losing its capacity to absorb greenhouse gases. Most climate change models assume that some half of future emissions will be soaked up by forests and oceans, but this assumption may be too optimistic. Because CO₂ and most other greenhouse gases, once there, stay in the atmosphere a long time, and temperature takes some while to build up, an average surface warming of at least 2°C, possibly more, may now be unavoidable, even were emissions to be cut back immediately—which of course won't happen.

*infrared 赤外線 (の)

A. 空所 (1) ~ (9) に入れる語句として最もふさわしいものを a ~ e から一つ選べ。

- (1) a. allows no one to support b. dates back to
c. expresses our appreciation of d. overlooks the flaws in
e. tells us little about
- (2) a. it b. more c. one d. that e. what
- (3) a. at best b. by contrast c. for example
d. in theory e. on the contrary
- (4) a. acts like b. activates c. deactivates d. enacts e. reacts to
- (5) a. moreover b. nevertheless c. thereof d. through e. thus
- (6) a. capabilities used to be b. gases are usually c. mechanisms
d. such substances as are e. what came to be
- (7) a. abundant b. changed over c. lacking
d. quite sufficient e. only present
- (8) a. however b. overlooking c. since d. therefore e. unfortunately
- (9) a. has the CO₂ content of the air been b. made the CO₂ content of the air to
c. saw that the CO₂ content of the air was d. rose the CO₂ content of the air
e. the CO₂ content of the air was

B. 本文の内容と合致するものを a ~ e から一つ選べ。

- a. Most climate change models incorporate the idea that forests and oceans will absorb some half of future emissions
- b. Emission of greenhouse gases will not happen if the average surface warming is 2°C or more
- c. In the past, when the average temperature on the earth reached 2°C, emissions were cut back immediately.
- d. Scientists at the Mauna Loa observatory had thought that the rate of growth in the CO₂ content in the air for 2007 would be higher than 2.14ppm.
- e. The average temperature on the surface of the earth will soon be 2°C or lower.

IV. 次の英文を読み、設問1～10に答えよ。

Every human society has had its gods. In all cultures, humans pour resources into elaborate religious buildings and rituals, with no obvious boost to survival or reproduction. So how and when did religion arise? No consensus yet exists among scientists, but potential answers are emerging from studies of the mind. In the past 15 years, a growing number of researchers have [1] the hypothesis that religion springs naturally from the normal workings of the human mind

According to the emerging cognitive model of religion, we are hypersensitive to signs of “agents.” We tend to [2] random events or natural phenomena to the agency of another being “We may be intuitive theists” says cognitive psychologist Deborah Kelemen of Boston University (BU) She has shown that young children prefer “teleological,” or purpose-driven, explanations rather than mechanical ones for natural phenomena For example, British and American children in first, second, and fourth grades were asked whether rocks are pointy because they are composed of small bits of material or in order to keep animals from sitting on them. The children preferred the teleological explanation. “They give an animistic quality to the rock; it’s protecting itself,” Kelemen explains

The point of studying children is that they may better reflect biologically rather than culturally determined biases, says Kelemen But recent work suggests that it’s not just children: Kelemen and others tested BU undergraduates who had taken an average of three college science classes When the undergrads had to respond under time pressure, they were likely to agree with nonscientific statements such as “[3]” Such purpose-driven beliefs are a step on the way to religion, she says. “Things exist for purposes, things are intentionally caused, things are intentionally caused for a purpose by some agent This way, you begin to see that a god is a likely thing for a human mind to construct”

Other researchers are finding additional thought processes that they say make religious belief natural For example, Paul Bloom of Yale University and Jesse Bering of Queens University Belfast argue that children are predisposed to think that the mind persists even after the death of the body—something that approaches the idea of an afterlife Bering showed children ages 4 through 12 years old a puppet show in which a crocodile ate a mouse. Then he asked the children questions about the mouse Did it feel hunger? Was it still mad at its brother? The children agreed that the mouse’s body no longer functioned; it didn’t need to eat, for example But they thought it would still feel hunger; its psychological states persisted

Even those who embrace the cognitive model concede that it falls short of explaining the complex systems of gods and rituals that make up religion. “Deriving belief from the architecture of the mind is [4],” says social psychologist Ara Norenzayan of the University of British Columbia He favors an additional class of explanations for why religion is so prominent in every culture: It promotes cooperative behavior among strangers and so creates stable groups Other researchers hypothesize that religion is actually adaptive: By encouraging helpful behavior, religious groups boost the biological survival and reproduction of their members Adhering to strict behavioral rules may signal that a religion’s members are strongly committed to the group and so will not seek a free ride, a perennial problem in cooperative groups

Norenzayan and others also note that helpful behavior is more common when people think that they are being watched, so a supernatural god concerned with morality could encourage helpful behaviors, especially in large groups where anonymity is possible Some researchers suggest that cognitive tendencies led to religion, which then took hold and spread because it increased fitness

1. 空所 [1] に入れるのに最もふさわしい語を a ~ d から一つ選べ。
 a. criticized b. explored c. avoided d. discovered
2. 空所 [2] に入れるのに最もふさわしい語を a ~ d から一つ選べ。
 a. appeal b. assure c. attribute d. award
3. 下線部 (1) の解釈として最もふさわしいものを a ~ d から一つ選べ。
 a. Children believe that rocks are pointy because otherwise animals would sit on them
 b. Children believe that rocks are pointy to protect animals from humans
 c. Children believe that rocks are pointy because they are composed of smaller parts
 d. Children believe that rocks are pointy to try to keep animals sitting on them.
4. 空所 [3] に入れるのに最もふさわしい文を a ~ d から一つ選べ。
 a. The sun radiates heat because warmth nurtures life.
 b. The sun radiates heat because life nurtures warmth.
 c. The sun nurtures life because heat radiates warmth.
 d. The sun nurtures life because warmth radiates heat
5. 下線部 (2) を置き換えるのに最もふさわしい表現を a ~ d から一つ選べ。
 a. are generally understood b. would normally be predicted
 c. are reluctant d. have a natural tendency
6. 空所 [4] に入れるのに最もふさわしい表現を a ~ d から一つ選べ。
 a. neither necessary nor sufficient b. necessary but not sufficient
 c. both necessary and sufficient d. unnecessary or insufficient
7. 下線部 (3) の解釈として最もふさわしい表現を a ~ d から一つ選べ。
 a. helpful for dealing with new situations b. likely to last for a long time
 c. certain to give people courage d. useful for living in peace
8. 下線部 (4) の解釈として最もふさわしいものを a ~ d から一つ選べ。
 a. where people typically call each other by titles
 b. where people typically do not have names
 c. where people typically do not know each other
 d. where people typically forget each other's names
9. 下線部 (5) を本文中の表現で置き換える場合、最もふさわしいものを a ~ d から一つ選べ。
 a. survival and reproduction b. cooperative behavior
 c. morality d. belief
10. 本文の主旨に合致するものを a ~ d から一つ選べ。
 a. Some researchers argue that children learn that the human mind is immortal.
 b. Children are more likely than adults to agree with nonscientific explanations for natural phenomena.
 c. Some scientists believe that religion has nothing to do with survival or reproduction
 d. The origin of religion can be found in our nonscientific thought patterns and sense of morality

V. 次の英文を読み、設問1～10に答えよ。設問1～9では、文の続きとして最もふさわしいものをa～eから一つ選べ。設問10では、答として最もふさわしいものをa～dから一つ選べ。

Andy is a student at a university in California, and Hiro is an exchange student from Japan currently studying at the same university

Hiro: I hear you're still having problems getting your roommate to come up with ⁽¹⁾ his share of the rent.

Andy: Yeah, he's three months behind now, and I'm having to borrow money from my grandmother so that we make our payments.

Hiro: Is there any way you can put more pressure on him?

Andy: I don't know — he's pretty impervious* to pressure. You know the expression "like water off a duck"? ⁽²⁾

Hiro: When I went down there last month with you, I have to say I was sort of amazed at how much space you guys have. In Tokyo, your apartment would be enough for a family of five

Andy: I'll have to visit you some day and see what it's like.

Hiro: The other thing that amazed me is that Dean seems to be occupying about four fifths of that space-- ⁽³⁾ even more, if you count his dog.

Andy: Yeah, he pretty much does what he likes

Hiro: Are you sure you need all that room?

Andy: Actually, I've been thinking about living by myself next year. Not only would that free me from my roommate problem, ⁽⁴⁾ but there would be fewer distractions and more time to study.

Hiro: Sounds like a good idea to me. ⁽⁵⁾

Andy: What about your own roommate situation? Are you going to stay in the dormitory next year?

Hiro: Yeah, I like the communal atmosphere. But having roommates from all over the country can be really confusing for a foreigner. ⁽⁶⁾ I had figured out that Tom doesn't distinguish between *tot* and *taught* or between *merry* and *marry*, but I've recently realized that Jim, who makes both of those distinctions, doesn't distinguish between *sauce* and *source* — which are totally different for Tom.

*impervious 浸透性の低い、鈍感な

1. *Come up with* (underline (1)) can be paraphrased as
 - a. give up on
 - b. contribute
 - c. withhold
 - d. come back with
 - e. pay back
2. Concerning Hiro and Andy's living arrangements, we can say that
 - a. Hiro and Andy both live in the dormitory.
 - b. Hiro lives in the dormitory, and Andy lives alone
 - c. Hiro and Andy are roommates.
 - d. Andy lives with his parents, and Hiro lives alone
 - e. Andy lives with a roommate, and Hiro lives in the dormitory.
3. *Water off a duck* (underline (2)) is a metaphor for
 - a. soaking in and leaving a stain (more abstractly, having a damaging influence).
 - b. soaking in without leaving a stain (more abstractly, being absorbed)
 - c. rolling from a surface without soaking in (more abstractly, having no effect)
 - d. spitting water back (more abstractly, displaying a hostile reaction).
 - e. splashing in the water (more abstractly, creating confusion).

4. Judging from the dialogue, Hiro seems to have the impression that
- Andy's apartment is too small for comfort
 - Given who he's living with, the size of Andy's apartment is just right.
 - Andy's living quarters are larger than his own.
 - Andy's living quarters are larger than necessary.
 - Andy's apartment is very expensive
5. The highest point of the intonation pattern of *The other thing that amazed me is that* (underline (3)) most naturally occurs on the word
- other
 - thing
 - amazed
 - me
 - is
6. According to the passage,
- Andy's roommate has a pet dog
 - Andy's roommate has a pet duck
 - Hiro's roommates have a pet duck
 - Hiro's roommates have a pet dog
 - No one referred to has any pets
7. *Not only would that free me from my roommate problem*, (underline (4)) can be naturally reworded as
- Would that not only free me from my roommate problem,
 - Not only that would free me from my roommate problem,
 - That would not only free me from my roommate problem,
 - From my roommate problem would that not only free me,
 - Free me from my roommate problem would that not only,
8. Omitted at the beginning of *Sounds like a good idea to me* (underline (5)) is
- That
 - He
 - They
 - What
 - This
9. By *a foreigner* (underline (6)), Hiro means
- Dean
 - Tom
 - Jim
 - Tom and Jim
 - himself
10. Which of the following scenarios is consistent with the passage? (長音の「:」は省略してある)
- Tom pronounces *tot* as [tɒt] and *taught* as [tɒt] and *merry* as [mɛri] and *marry* as [mæri], but pronounces both *sauce* and *source* as [sɔs], while Jim pronounces both *tot* and *taught* as [tɒt] and both *merry* and *marry* as [mɛri], but distinguishes *sauce* and *source* as [sɔs] and [sɔrs], respectively.
 - Tom pronounces *tot* as [tɒt] and *taught* as [tɒt], but pronounces both *merry* and *marry* as [mɛri] and both *sauce* and *source* as [sɔs], while Jim pronounces both *tot* and *taught* as [tɒt] and both *merry* and *marry* as [mɛri], but distinguishes *sauce* and *source* as [sɔs] and [sɔrs], respectively.
 - Jim pronounces *tot* as [tɒt] and *taught* as [tɒt] and *merry* as [mɛri] and *marry* as [mæri], but pronounces both *sauce* and *source* as [sɔs], while Tom pronounces both *tot* and *taught* as [tɒt] and both *merry* and *marry* as [mɛri], but distinguishes *sauce* and *source* as [sɔs] and [sɔrs], respectively.
 - Jim pronounces *tot* as [tɒt] and *taught* as [tɒt], but pronounces both *merry* and *marry* as [mɛri] and both *sauce* and *source* as [sɔs], while Tom pronounces both *tot* and *taught* as [tɒt] and both *merry* and *marry* as [mɛri], but distinguishes *sauce* and *source* as [sɔs] and [sɔrs], respectively.

[以下 余 白]