英　語

問　題

2018年度

⟨ H30120017 ⟩

注　意　事　項

1. この科目では、この問題冊子のほかに、マーク解答用紙を配付します。

2. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないでください。

3. 問題は2〜11ページに記載されています。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損等に気付いた場合は、手を挙げて監督員に知らせてください。

4. 解答はすべて、ＨＢの黒鉛筆またはＨＢのシャープペンシルで記入してください。

5. マーク解答用紙記入上の注意
   (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入してください。
   (2) マーク欄にははっきりとマークしてください。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消してください（砂消しゴムは不可）。

マークする時	●良い	◎悪い	◯悪い
マークを消す時	◯良い	◎悪い	◖悪い

6. 解答はすべて所定の解答欄に記入してください。所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合があります。

7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにしてください。

8. 問題冊子は持ち帰ってください。

9. いかなる場合でも、解答用紙は必ず提出してください。

I. Read Text I, Text II, and Text III. Choose the best option from a – d for questions 1 – 15, according to the texts.

Text I

[1] People move for different reasons. For example, Mexicans who immigrate to the United States often do so for economic reasons – they search for increased employment prospects or to earn higher wages. Some immigrants move to escape violence in their home country. A typical example can be seen in the Syrian conflict, where civilians have been subject to on-going attacks, and public infrastructures have been destroyed. Considering the various reasons for people to move, no single theory can provide a comprehensive explanation for the migration process.

[2] Although a comprehensive theory is unattainable, it remains a crucial task of researchers to explain why people migrate. Theories of migration are important because they can help us understand population movements within their wider political and economic contexts. For example, if out-migration from Third World nations is shown to be a result of economic problems caused by the global economy, then such migration could be managed with better international economic agreements instead of restrictive immigration acts. Indeed, rather than slowing Mexican in-migration to the United States, termination of the bracero program, which guaranteed legal work with a minimum wage for farm workers, actually increased the amount of illegal immigration because (a)it worsened Mexican poverty.

[3] Ernest Ravenstein is widely regarded as the earliest migration theorist. Ravenstein, an English geographer, used census data from England and Wales to develop his "Laws of Migration" (1889). He concluded that migration was governed by a "push-pull" process; that is, unfavorable conditions in one place (oppressive laws, heavy taxation, etc.) "push" people out, and favorable conditions in an external location "pull" them out. Ravenstein's laws stated that the primary cause for migration was better external economic opportunities; the volume of migration decreases as distance increases; migration occurs in stages instead of one long move; population movements are in both directions; and migration differentials (e.g., gender, social class, age) influence a person's mobility.

[4] Many theorists have followed in Ravenstein's footsteps, and the dominant theories in contemporary scholarship are more or less variations of his conclusions. Everett Lee (1966) (b)reformulated Ravenstein's theory to give more emphasis to internal (or push) factors. Lee also outlined the impact that intervening obstacles have on the migration process. He argued that variables such as distance, physical and political barriers, and having dependents can impede or even prevent migration. Lee pointed out that the migration process is selective (A   ) differentials such as age, gender, and social class affect how persons respond to push-pull factors, and these conditions also shape their ability to overcome intervening obstacles. Furthermore, personal factors such as a person's education, knowledge of a potential receiver population, family ties, and the like can encourage or discourage migration.

[5] Several theories have been developed to treat international patterns of migration on their own terms, but these too are variants of push-pull theory. First, neoclassical economic theory (Sjaastad 1962; Todaro 1969) suggests that international migration is related to the global supply and demand for labor. Nations with scarce labor supply and high demand will have high wages that pull immigrants in from nations with a surplus of labor. Second, segmented labor-market theory (Piore 1979) argues that First World economies are structured so as to require a certain level of immigration. This theory suggests that developed economies are dualistic: they have a primary market of secure, well-remunerated work and a secondary market of low-wage work. Segmented labor-market theory argues that immigrants are recruited to fill these jobs that are necessary for the overall economy to function but are avoided by the native-born population because of the poor working conditions associated with the secondary labor market. Third, world-systems theory (Sassen 1988) argues that international migration is a by-product of global capitalism. Contemporary patterns of international migration tend to be from the periphery (poor nations) to the core (rich nations) (A   ) factors associated with industrial development in the First World generated structural economic problems, and thus push factors, in the Third World.

[Adapted from http://family.jrank.org/pages/1170/Migration-Theories-Migration.html.]

Questions 1 – 9 refer to Text I.

1. What does (a)it in Paragraph 2 refer to?
    a. Mexican in-migration to the United States   b. termination of the bracero program
    c. the bracero program   d. the amount of illegal immigration

2. What does the word (b)reformulated in Paragraph 4 mean?
   a. expressed an idea in a different way
   b. abandoned an idea completely
   c. redeveloped new ideas
   d. logically proved an idea to be true

3. Which of the following best fits in the two blanks labeled A in Paragraph 4 and Paragraph 5?
   a. because   b. although   c. while   d. if

4. Which of the following is an example of a "pull" factor?
   a. a lack of water   b. having children   c. higher wages   d. poor working conditions

5. Which of the following theories emphasizes "push" factors?
   a. Ravenstein's theory
   b. Lee's theory
   c. neoclassical theory
   d. segmented labor-market theory

6. According to Ravenstein's theory, why is it that "termination of the bracero program actually increased the amount of illegal immigration"?
   a. The workers who could not go back to Mexico became illegal immigrants.
   b. The physical barriers were increased, resulting in more people entering the United States illegally.
   c. The existing farm workers had no money to return home, so they had to work illegally.
   d. Mexican workers could no longer earn money to send back home, so the push factor in Mexico became greater.

7. What do the theories introduced in Text I all have in common?
   a. They use push or pull factors.
   b. They emphasize economic factors.
   c. They are comprehensive.
   d. They can be understood by supply and demand.

8. In segmented labor-market theory, why is immigration necessary for the economy to function?
   a. The labor market is dualistic.
   b. The primary market provides poor working conditions.
   c. There is a scarce labor supply.
   d. The native population wants good working conditions.

9. The paragraphs in Text I can be divided into three parts: Part I = [1][2], Part II = [3], and Part III = [4][5].
   Which of the following best explains the roles of these three parts?
   a. Part I introduces the topic of migration, Part II states the general theory of migration, and Part III adds details to the general theory.
   b. Part I discusses the need for migration theories, Part II discusses the main theory, and Part III discusses developments of the main theory.
   c. Part I explains the migration process, Part II discusses the most influential migration theorist, and Part III introduces other migration theorists.
   d. Part I discusses the migration experience, Part II discusses the "push-pull" process, and Part III discusses other factors involved in the migration experience.

Text II

One of the very first explanatory approaches to both internal and international migration focused on individual decision-making. Before deciding to leave their place of residence, individuals examine the costs and benefits of migrating. This approach is often associated with the paper by Larry Sjaastad published in 1962, in which he sought to identify the costs and returns and to determine the "rate of return on resources allocated to migration". He sees migration as an "investment increasing the productivity of human resources, an investment which has costs and which also renders returns". Costs can be broken down into money and non-money costs. Without doubt, Sjaastad's greatest contribution was to introduce the notion of human capital into migration theory to get around the problem of estimating returns. For Sjaastad, "it is particularly useful to employ the human capital concept and to view migration, training, and experience as investments in the human agent". The basic idea of his approach is explicit, namely that the analysis of private costs and returns is valid only in the case of voluntary migration which, in a competitive economy, satisfies the requirement of "optimum," or best, allocation of resources.

Sjaastad's paper laid the groundwork for the general framework for migration presented by Everett Lee in 1966. Under this framework, migrant characteristics provide a means to explain the volume of migration, migration streams and counter-streams. He begins by hypothesizing that migration is the result of an individual calculation based on positive factors at destination and negative factors at origin. Lee's model introduces the original concept of intervening opportunities between the places of origin and destination. He points out that it is not so much the actual factors at origin and destination as the perception of these factors which results in migration. Among the factors influencing the migration decision, Lee mentions personal contacts and sources of information about the situation at destination. This underlies the notion of migration networks that was to become central to migration theory from the 1980s.

Questions 10 – 12 refer to Text I and Text II.

10. Why did Sjaastad regard migration as an investment?
    a. Costs and benefits of migration are calculated.   b. Migration requires money and non-money costs.
    c. Migration has costs which lead to returns.   d. Migration depends on individual decision-making.

11. What is the major difference between Ravenstein's theory and Lee's theory?
    a. Ravenstein's theory emphasizes positive and negative factors, but Lee's theory does not.
    b. Ravenstein's theory establishes the general laws of migration, but Lee's theory does not.
    c. Lee's theory develops the concept of migration networks, but Ravenstein's theory does not.
    d. Lee's theory takes intervening opportunities into consideration, but Ravenstein's theory does not.

12. What information about Lee's theory is provided in Text II, but not in Text I?
    a. Negative factors at destination are important.   b. Intervening factors and obstacles can have an impact.
    c. The perception of the factors is more important.   d. Personal factors can encourage or discourage migration.

Text III

Ms Liu was a forerunner of a new wave of Chinese immigrants to Australia's oldest and biggest city. Hong Kong once supplied most of Australia's Chinese settlers, but over the past few years the pattern has shifted. Now it is the rising middle classes from mainland China who go there, looking for a cleaner, more relaxed lifestyle. About 4% of Sydney's 4.6 million people were born in China. The China-born population in Hurstville, a suburb of Sydney, is about a third of its total and almost half its residents claim Chinese ancestry. Sydney's first Chinese immigrants arrived as farm workers in the 1840s. The gold rush a decade later drew more. "Celestial City: Sydney's Chinese story", an exhibition at the Museum of Sydney, shows what happened next. By the 1880s, political fears of a "Chinese invasion" sparked anti-Asian immigration laws known as the White Australia policy, which lasted well into the 20th century.

But China's emergence as Australia's biggest trading partner, and its largest source of foreign university students, has revolutionized the relationship. In the fiscal year 2011-12, more than 25,000 Chinese people obtained permanent residence in Australia. Most of them were from the new middle classes. Then, in late 2012, Australia launched a "significant investor" visa, aimed at China's super-rich. To get one, people need 5 million Australian dollars to sink in "qualifying" investments. After investing for four years, successful applicants can apply for permanent residence. The visas are called "subclass 188" and "subclass 888". As the number eight represents luck and prosperity in Chinese culture, the visa's main target is obvious. More than 90% of 702 applicants so far have been Chinese.

Many of the immigrants are media-shy. But their influence is visible in Chatswood, another formerly Anglo-Australian suburb. Towers of apartments, many owned by Chinese immigrants, now overlook the Edwardian-era stone and timber bungalows. Shops on the main street are crammed with Chinese noodles and vegetables, and Mandarin is the chief language among shoppers. Stacks of Chinese newspapers outnumber English ones. Yan Zhang, who settled in Sydney after studying at Macquarie University, orders a lunch of pork dumplings at the New Shanghai restaurant. He reckons the new wave of middle-class Chinese immigrants, who arrive with residence already granted, come to Australia for the same reasons he did. "They want to make life more enjoyable and more secure," he says. "If I'd returned to China, I'd have had to be more selfish to survive."

Questions 13 – 15 refer to Text I, Text II, and Text III.

13. What is the "pull" factor for the "new wave of Chinese immigrants" in Australia?
  a. better lifestyle b. working opportunities c. political freedom d. higher education

14. What is an intervening obstacle for the new wave of Chinese immigrants to obtain the new visa?
  a. White Australia policy b. the high investment
  c. low English proficiency d. the fears of a Chinese invasion

15. What is an advantage of Lee's theory in explaining the cases of middle-class Chinese immigrants in Australia?
  a. It leads us to the conclusion that the global economy causes problems.
  b. It provides a theoretical background for Australia to start a new visa program.
  c. It provides an effective way to manage migration processes.
  d. It helps us understand why migration processes are selective.

II. Read the text and rearrange the seven words in 1 – 5 in the correct order. Then choose the option from a – d that contains the third and fifth words.

This book is a gentle and relaxed introduction to the two branches of pure mathematics, algebra and analysis, which dominate the early stages of the subject $_1$(undergraduates / as / to / in / is / it / taught) many countries. It is not a substitute for more advanced texts, and does not claim to be comprehensive. It should, I hope, be easy to read, and to this end the style is decidedly more colloquial than is traditional in textbooks. Thus this is not a book in the relentless theorem-proof style; it contains explanatory commentary. The $_2$(pure / express / themselves / ways / mathematicians / which / in), and the step-by-step nature of the subject, may make pure mathematics seem intimidating to a beginner. The mathematical mode of expression and the deductive method are vital to pure mathematics. We wish to explore strange geometries, new algebraic systems, and infinite dimensional spaces. There is no point in embarking on this enterprise unless we are prepared to be very precise, since otherwise, no-one will have $_3$(are / about / what / talking / idea / we / any). These exotic spaces and objects are not part of everyday experience, unlike, for example a dog. If we mention that "there is a dog in the garden", we do not expect the response "what is a *dog*, what is a *garden*, what does *is* mean in this sentence, why have you used the indefinite article *a* and what is the contribution of the word *there*?" We know a lot about dogs and gardens, and do not need to put the sentence under $_4$(order / meaning / understand / scrutiny / in / to / the). However, if instead someone says "every linear group is either virtually solvable, or contains a free subgroup of rank 2", then either you have to live in a world where these terms are as familiar as dogs and gardens, or you have to take the remark apart, and $_5$(you / part / every / until / analyze / it / of) understand what it asserts.

[Adapted from Smith, Geoffrey (1998) *Introductory Mathematics: Algebra and Analysis*. Springer.]

1. a. *3rd*: undergraduates b. *3rd*: to c. *3rd*: is d. *3rd*: taught
  5th: taught *5th*: is *5th*: to *5th*: undergraduates

2. a. *3rd*: which b. *3rd*: express c. *3rd*: mathematicians d. *3rd*: pure
  5th: mathematicians *5th*: pure *5th*: which *5th*: express

3. a. *3rd*: idea b. *3rd*: what c. *3rd*: about d. *3rd*: are
  5th: about *5th*: are *5th*: idea *5th*: what

4. a. *3rd*: understand b. *3rd*: the c. *3rd*: meaning d. *3rd*: order
  5th: order *5th*: meaning *5th*: the *5th*: understand

5. a. *3rd*: it b. *3rd*: you c. *3rd*: part d. *3rd*: every
  5th: part *5th*: every *5th*: it *5th*: you

III. Answer the questions in Sections A and B.

Section A: Read the passage and choose the best option from a – d for questions 1 – 6.

Standard deviation refers to a quantity expressing by how much the members of a group differ from the mean value for the group. It can be difficult to interpret as a single number on its own. Basically, a small standard deviation means that the values in (I) statistical data set are close to the mean of (II) data set, on average, and a large standard deviation means that the values in (III) data set are farther away from the mean, on average.

A small standard deviation can be a goal in certain situations where the results are restricted, for example, in product manufacturing and quality control. A particular type of car part that has to be two centimeters in diameter to fit properly had better not have a very big standard deviation during the manufacturing process. A big standard deviation in this case would mean that lots of parts end up in the trash because (a)they don't fit right; either that or the cars will have problems down the road.

But in situations where you just observe and record data, a large standard deviation isn't necessarily a bad thing; it just reflects a large amount of variation in the group that (A). For example, if you look at salaries for everyone in a certain company, including everyone from student interns to the chief executive officer (CEO), the standard deviation may be very large. (B), if (C) narrow the group down by looking only at the student interns, the standard deviation is smaller, because (b)the individuals within this group have salaries that are less variable. The second data set isn't better, it's just less variable.

[Adapted from Rumsey, Deborah J. (2016) *Statistics for Dummies*, 2nd Ed. John Wiley: New Jersey.]

1. Which of the blanks I – III should be filled with the word 'a'?
    a. I   b. I and II   c. II   d. II and III

2. Which of the following best replaces (a)they?
    a. the trash   b. the parts   c. the cars   d. the cases

3. Which of the following best fits in blank A?
    a. studied   b. was studied   c. would be studied   d. is being studied

4. Which of the following best fits in blank B?
    a. For example   b. In addition   c. On the other hand   d. Because

5. Which of the following best fits in blank C?
    a. you   b. they   c. I   d. people

6. Which of the following is used to mean the same as (b)the individuals?
    a. they   b. the CEOs   c. everyone   d. the student interns

Section B: The five paragraphs [A] – [E] given below make up a passage, excerpted from a larger text, but are not properly ordered. Moreover, the four sentences (1) – (4) in paragraph [A] are not properly ordered, either. Read the passage and choose the best option from a -- d for questions 7 and 8. The meaning of the phrase marked with an asterisk (*) is given below the passage.

[A] (1) In his active learning and remembering, the subject is applying a schema since the schema contains what he already knows of the world.

(2) Bartlett regarded the processes of learning and remembering as essentially active, with the subject showing a constant *effort after meaning*.

(3) However, when material is presented that is not readily incorporated into a schema, distortions will occur.

(4) Bartlett explored these by presenting his subjects with unfamiliar but structured material, for example a North American Indian folk tale.

[B] Bartlett generalized this notion far beyond Head's original concept. To Bartlett, a schema referred to an organized structure that captures our knowledge and expectations of some aspect of the world. It is, in other words, a model of some part of our environment and experience.

[C] During the 1970s, it became increasingly obvious that semantic memory must contain structures that were considerably larger than the simple concepts involved in the semantic systems implied by Collins and Loftus and Smith et al. This was not of course a new conclusion. In his classical book *Remembering*, published in 1932, Sir Frederic Bartlett proposed an interpretation of memory that assumed that subjects remember new material in terms of existing structures which he termed *schemas* or *schemata*.

[D] The concept of schema was borrowed from a neurologist, Henry Head, who used it to represent a person's concept of the location of the limbs and the body. He described it as analogous to having a diagram inside one's head, keeping track of the position of one's limbs; interpreted more broadly, a person's schema could extend beyond the body to the limits of a car being driven, or as Head points out, to the feather on one's hat.

[E] When subjects recalled the story, they typically distorted it by omitting features that did not fit in with their prior expectations or schemas, and by distorting other features. Hence, an incident where something black came out of the mouth of one of the Indians was often remembered in terms more consistent with the culture of Bartlett's Cambridge subjects, such as the man *frothing at the mouth, or his soul leaving his body through his mouth.

[Adapted from Baddeley, Alan D. (1990) *Human Memory: Theory and Practice*. Needham Heights, MA: Allyn and Bacon.]

*frothing at the mouth = saliva foaming at the mouth; being very angry

7. Which of the following shows the best (most coherent) sentence order for paragraph [A]?

   a. 4-1-3-2   b. 3-2-1-4   c. 2-1-3-4   d. 1-3-2-4

8. Which of the following shows the best (most coherent) paragraph order for the passage?

   a. A-E-C-D-B   b. C-D-B-A-E   c. D-B-C-A-E   d. E-C-B-D-A

IV. Read the texts in Sections A and B and answer the questions.
Section A: For questions 1 – 5, choose the best option from a – d.

Binary logic consists of binary variables and logical operations. The variables are designated by letters of the alphabet such as A, B, C, x, y, z, etc., with each variable having two and only two distinct possible values: 1 and 0. There are three basic logical operations: AND, OR, and NOT.

AND: This operation is represented by a dot ($\cdot$) or by the absence of an operator. For example, $x \cdot y = z$ or $xy = z$ is read "x AND y is equal to z." The logical operation AND is interpreted to mean that $z = 1$ if and only if $x = 1$ and $y = 1$; otherwise $z = 0$.

OR: This operation is represented by a plus sign (+). For example, $x + y = z$ is read "x OR y is equal to z," meaning that $z = 1$ if $x = 1$ or if $y = 1$ or if both $x = 1$ and $y = 1$. If both $x = 0$ and $y = 0$, then $z = 0$.

NOT: This operation is represented by a prime (') (sometimes by a bar). For example, $x' = z$ (or $\bar{x} = z$) is read "x NOT is equal to z," meaning that z is what x is not. In other words, if $x = 1$, then $z = 0$; but if $x = 0$, then $z = 1$.

For each combination of the values of x and y, there is a value of z specified by the definition of the logical operation. These definitions may be listed in a compact form using *truth tables*. A truth table is a table of all possible combinations of the variables showing the relation between the values that the variables may take and the result of the operation. For example, the truth tables for the operations AND and OR with variables x and y are obtained by listing all possible values that the variables may have when combined in pairs. The result of the operation for each combination will then be listed in a separate column. The truth tables below demonstrate the definitions of the operations, AND, OR, and NOT.

Binary logic diagrams are often used in the design of electronic circuits, where 1 represents a flowing current, and 0 represents no current. The operations are represented by logic gates, as in the diagram below, which perform a logical operation on one or more binary inputs, and produce a single binary output. AND is represented by ⊐D⊏, OR is represented by ⊐D⊏, and NOT is represented by ⊳⊷.

Truth Tables

AND			OR			NOT	
x	y	$x \cdot y$	x	y	$x + y$	x	x'
0	0	( )	0	0	( )	0	1
0	1	( )	0	1	( )	1	0
1	0	( )	1	0	( )		
1	1	( )	1	1	( )		

Binary Logic Diagram
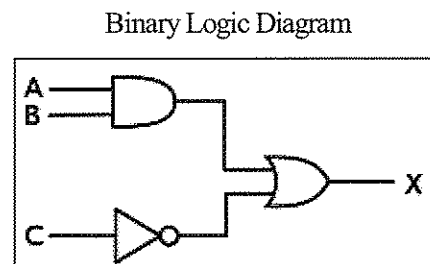
[Adapted from Mano, M. Morris (1979) *Digital Logic and Computer Design*. Prentice Hall College Division.]

1. Which of the following is true about binary logic?
    a. AND is equivalent to addition in arithmetic.   b. Logical operators have only one representation.
    c. Variables can take on any positive value.   d. If z is a variable, then $z = 0$ or $z = 1$.

2. In the truth tables above, what are the values of the $x \cdot y$ column when filled from the top to the bottom?
    a. 0, 0, 0, 0   b. 0, 0, 0, 1   c. 0, 0, 1, 1   d. 0, 1, 1, 1

3. In the truth tables above, what are the values of the $x + y$ column when filled from the top to the bottom?
    a. 0, 0, 0, 0   b. 0, 0, 0, 1   c. 0, 0, 1, 1   d. 0, 1, 1, 1

4. What is the value resulting from the operations: $(1 \cdot 0)' + 0$?
    a. 0   b. 1   c. 2   d. 10

5. When the output X of the electronic circuit is 0 in the binary logic diagram above, which of the following is a possible sequence of values for A, B, and C?
    a. 0, 0, 0   b. 0, 1, 0   c. 0, 1, 1   d. 1, 1, 1

Section B: For questions 6 – 10, choose the best option from a – d.

Buying a property requires careful planning. Usually 10 percent of the property price should be paid first. The banks will loan the remaining 90 percent, which is called the principal. The expenses of purchasing and then living on the property are: the interest paid on the loan, purchasing expenses of 10 percent of the property price, and the property management fee. The money used to pay off the principal is not considered as an expense. We can calculate the total interest we will pay over t years, using the equations below.

(1) The total interest paid over t years = (The total payment made over t years) – (The principal paid off)

(2) The principal paid off = $P - (Pr^t - A\frac{r^t-1}{r-1})$, where P is the principal, A is the yearly amount used to

pay off the loan, r is the interest rate + 1 (e.g., if the interest rate is 2%, then $r = 0.02 + 1 = 1.02$), and t is the number of years spent paying off the loan.

Calculating the cost of renting is much simpler. It merely involves summing the monthly expenditures (rent and management fee), any additional expenses such as key money, and a contract fee.

Now, let us consider the following property: A 20 m² apartment, 2 min from Waseda. The table below compares the approximate expenses of buying and renting the apartment in the first year (Year 1) and for the first four years (Years 1–4).

<Buying> Price: 15,000,000 yen. Term of loan: 30 years. Monthly management fee: 16,660 yen. Loan interest rate (calculated annually, fixed over 30 years): 2%. Assume that the yearly amount to pay off the loan is 600,000 yen.

<Renting> Monthly rent: 60,000 yen. Monthly management fee: 5,000 yen. Key money (one-time-only): 65,000 yen. Contract fee (renewed every two years): 65,000 yen.

Buying			Renting		
Expense	Year 1	Years 1–4	Expense	Year 1	Years 1–4
Interest	270,000	1,040,400	Rent	720,000	2,880,000
Purchasing expenses	1,500,000	1,500,000	Management fee	60,000	240,000
Management fee	200,000	800,000	Key money	65,000	65,000
			Contract fee	65,000	130,000

6. In the formula (2), what is P?
  a. money borrowed from the bank　　　　b. interest paid
  c. deposit paid　　　　d. property management fees

7. What is the approximate cost of renting in the first year?
  a. 720,000　　　b. 800,000　　　c. 900,000　　　d. 1,500,000

8. What is the approximate cost of buying in the first year?
  a. 1,500,000　　　b. 2,000,000　　　c. 2,500,000　　　d. 3,000,000

9. If a student bought the apartment upon entering Waseda University, approximately how much more would it cost in the four years until graduation than renting it?
  a. 25,000　　　b. 250,000　　　c. 1,500,000　　　d. 3,000,000

10. Which of the following is true according to the text?
  a. Buying is cheaper after one year, but the costs after six years are the same.
  b. Renting is cheaper after one year, but the costs after six years are the same.
  c. Buying is cheaper after one year, but renting is cheaper after six years.
  d. Renting is cheaper after one year, but buying is cheaper after six years.

V. Answer the questions in Sections A – C.

Section A: For questions 1 – 5, two definitions are given with one sample each. Think of a word that matches both definitions and also fits the blanks in both sentences. Convert each letter of the word into a number 1 to 4 according to the table below: number 1 represents letters *a – g*, 2 represents *h – m*, 3 represents *n – s*, and 4 represents *t – z*. Then choose the matching sequence of numbers from a – d. For example, if the word you think of is *wise*, for which the first letter *w* is given, the remaining letters would be changed into 2 for *i*, 3 for *s*, and 1 for *e*. Hence, the correct answer would be *w*231.

Number	Letters
1	a, b, c, d, e, f, g
2	h, i, j, k, l, m
3	n, o, p, q, r, s
4	t, u, v, w, x, y, z

1. (i) the facts or objects that make you believe something is true: There is convincing (*e*) of a link between smoking and lung cancer.
   (ii) the information that is used in court to try to prove something: The suspect was released when the judge ruled there was no (*e*) against him.
        a. (*e*111)   b. (*e*4431)   c. (*e*212134)   d. (*e*4211311)

2. (i) an important social or religious event, when a traditional set of actions is performed in a formal way: It has been a huge issue in Japanese schools whether or not to sing the national anthem in a graduation (*c*).
   (ii) the special actions and formal words traditionally used on particular occasions: The queen was crowned with due (*c*).
        a. (*c*1312334)   b. (*c*21311)   c. (*c*3112)   d. (*c*3231424233)

3. (i) a long talk on a particular subject that a professor gives to a group of students in a university: This professor regularly gives (*l*)s on modern physics.
   (ii) an act of criticizing or warning someone about something in a long serious talk: My teacher caught me and gave me a long (*l*) about the dangers of smoking.
        a. (*l*2124)   b. (*l*2224)   c. (*l*232)   d. (*l*114431)

4. (i) to translate spoken words from one language to another: Mary spoke good Japanese and promised to (*i*) for me.
   (ii) to believe that something someone does has a particular meaning: John's refusal to work late was (*i*)ed as a lack of commitment to the company.
        a. (*i*34131)   b. (*i*34133314)   c. (*i*312411)   d. (*i*233133)

5. (i) to get something through your own effort: In the second experiment they (*o*)ed a very clear result.
   (ii) to get something from somebody: Further information about the new product can be (*o*)ed from the manufacturer.
        a. (*o*14123)   b. (*o*131341)   c. (*o*31113)   d. (*o*313141)

Section B: For questions 6 – 10, one or more descriptions of an expression are given with two examples, each containing two blanks. The expressions are often used in everyday situations. Think of words that best fit in the two blanks in the examples, convert the words into a sequence of numbers according to the table in Section A, and choose the matching pair of sequences of numbers from a – d.

6. You use this expression when you need to speak to someone briefly in private as in Example 1 and Example 2.
        Example 1   A: Could I (*h*) a ( ) with you?   B: Sure. I'll be with you in a minute.
        Example 2   A: I'd like to (*h*) a ( ) with you.   B: Okay. What's it about?
        a. (*h*113)(31324)   b. (*h*141)(4331)   c. (*h*321)(131142)   d. (*h*331)(42231)

7. You use this expression when you tell your conversation partner to drop the subject as in Example 1. This expression can also be used to mean 'You're welcome' as in Example 2.

Example 1 A: What did you say? B: Oh, nothing. Just (*f*   ) (   )!

Example 2 A: Thank you very much for helping me out. B: Oh, (*f*   ) (   )!

    a. (*f*33) (143)   b. (*f*24) (1414)   c. (*f*33114) (24)   d. (*f*32234) (21)

8. You use this expression when you make a request in a polite way as in Example 1. You can also use it to politely agree that someone should do something as in Example 2.

Example 1 A: (*I*   ) you don't (   ), could you move a little to the right? B: No problem.

Example 2 A: Do you want me to take these books away? B: (*I*   ) you don't (   ).

    a. (*I*1) (2231)   b. (*I*4) (314)   c. (*I*111224) (1131)   d. (*I*313321224) (1122141)

9. You use this expression when you announce your need to depart as in Example 1 and Example 2.

Example 1 A: I'd (*b*   ) be (   )ing. I've got to get home. B: Well, if you must, you must. Bye.

Example 2 A: It's starting to rain. I'd (*b*   ) be (   )ing. B: Okay. Be careful. Have you got everything?

    a. (*b*1124) (3433)   b. (*b*134) (3414)   c. (*b*14413) (13)   d. (*b*321124) (2114)

10. You use this expression when you ask your conversation partner for another chance as in Example 1. You can also use it to tell your conversation partner to drop the subject as in Example 2.

Example 1 A: Do you really think you can do it? B: I'm positive. (*G*   ) me a (   )!

Example 2 A: Now I'm going to sing my school song. B: (*G*   ) me a (   )! Sing something everyone knows.

    a. (*G*241) (4221)   b. (*G*241) (13112)   c. (*G*14) (121311)   d. (*G*14) (4232)

Section C: For questions 11 – 15, think of a word that best fits in each blank in the following conversation about homework between a student and a lab assistant. Convert each word into a sequence of numbers according to the table in Section A and choose the matching sequence of numbers from a – d.

Student:	Excuse me, are you busy right now?
Lab Assistant:	No not at all, please come in, (11) down.
Student:	I'm a student in your physics lab. I'd like to ask you a few (12) about the lab report we have to write by next week.
Lab Assistant:	Sure, what is it you'd like to (13)?
Student:	Well, you said that we must write an introduction, the results, the discussion, and a conclusion, being sure to include a detailed description of the results.
Lab Assistant:	That's (14).
Student:	But if I include (15), it'll be more than 20 pages.
Lab Assistant:	That sounds about right.

11. a. 1321   b. 221   c. 324   d. 4131

12. a. 1243   b. 21113   c. 313321   d. 422313

13. a. 1112   b. 2334   c. 311   d. 4122

14. a. 1134   b. 24   c. 32124   d. 4212

15. a. 1413442231   b. 2221   c. 3134141343   d. 43213333

[End of Exam]