



## 英語問題

はじめに、これを読みなさい。

(注意事項)

1. この問題冊子は、25 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. この試験時間は 80 分である。
3. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
4. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
5. 解答は、すべて解答用紙の所定欄に記入またはマークすること。解答欄以外のところには何も記入しないこと。解答欄は裏にもある。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入すること。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 問題に指定された数よりも多くマークしないこと。
9. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
10. 解答用紙は持ち帰らないこと。
11. この問題冊子は必ず持ち帰ること。
12. 解答をマークするときには、下記の記入例を参照すること。

(マークの記入例)

良い例	悪い例
	





[ I ] 次の英文を読んで設問に答えなさい。

Second language (L2) researchers, after explaining what we do for a living, are inevitably asked, “What’s the fastest/best/most effective method for learning a language?” Some of us like to answer: language by partner, that is, go to the country and fall in love with someone who speaks the language you want to learn and not yours. In academic terms, what we are recommending is that people make the most of something that is crucial for language learning — motivation. ( A ) not everyone who is motivated to learn manages to succeed, most people who do achieve a high level of success turn out to be very strongly motivated.

Researchers who study the relationship between language learning and motivation explain that some learners are “intrinsically” motivated (that is, perform out of interest and enjoyment). These learners might want to learn a language to a higher level so that they can communicate with their grandparents who live in another country and are getting older. Or they might want to teach their children a second language because they want them to have the cognitive<sup>1</sup> and social advantages of being bilingual.

“Extrinsic” motivation, in turn, stems from outside sources, such as when a student needs to pass a test in order to satisfy a language requirement. In practice, of course, people tend to have a variety of reasons, both intrinsic and extrinsic, ( E ) they want to learn, and furthermore different aspects motivate them at different times.

Professors Robert Gardner and Wallace Lambert conducted pioneering work in studying motivation. Based on their research in officially bilingual Canada, they noted that some learners are integratively motivated to learn a language, meaning they feel attracted to it, they want to get to know people who speak that language, and they are often also interested in the culture associated with the language. This is similar to intrinsic motivation.

Instrumental motivation, ( F ), comes into play when people primarily want to learn a language for practical reasons, such as a salary bonus or getting into university, and is similar to extrinsic motivation. It has been shown to be less powerful in language learning success.

(ア) Of course, people's motivation can change. Professor Zoltán Dörnyei from the University of Nottingham has pointed out that "every different psychological perspective on human behavior is associated with a different theory of motivation." His own model is known as the "L2 motivational self system," and it focuses on learners' abilities to envision an ideal future for themselves as positive, competent, and successful second language speakers.

(イ) Dörnyei's model also recognizes that motivation is dynamic rather than static. So, motivation fluctuates as it is impacted by various factors in real time, moment to moment. <sup>(G)</sup> Learners' motivation levels can go up or down depending on how motivated, interested, or involved their conversational partners are (these might be native speakers, or fellow learners and their instructors in classrooms). In other words, motivation can be contagious.

(ウ) It can also be influenced by the task that learners are undertaking and how interesting and engaging it is. Deborah Tannen, professor of linguistics at Georgetown University and author of several bestselling books, says that "each person's life is lived as a series of conversations." When ( H ) how this applies to learning language, Tannen notes that "wanting to have certain kinds of conversations, with people one knows or wants to know, can be a huge motivator in learning a new language." She follows this up with a personal example. Although her first husband, who was Greek, spoke English fluently, Tannen had to learn Greek in order to communicate with his mother, a woman she came to love deeply.

ドルネイと彼の同僚らは最近、教室内リサーチを行った。その結果、成功した第二言語の話し手としての理想の自己イメージを構築することができる学習者の方が目標を達成しやすいことがわかった。 They need to have a clear road map

of tasks and strategies to follow in order to do this, and Dörnyei makes the analogy between teaching a language and creating a training plan for an Olympic athlete. Like sports coaches, he explains “instructors should take the perspective of trainers and cheerleaders, helping learners to imagine themselves being ideal L2 speakers and using their motivation to maximize their learning outcomes.”

(工) Some of us just don't have a strong aptitude<sup>2</sup> for language learning. We might be good at other things, such as science, art, music, or sports. Researchers traditionally look at the relationships among different kinds of aptitude and language learning outcomes. More recent approaches have started to study exceptionally successful second language learners<sup>(J)</sup> — the rare few who end up sounding just like native speakers — in order to understand their particular cognitive skills.

It seems that at least three things are important for language learning success. These are your working memory, which can be thought of as how you hold a phone number in your head before you write it down, your associative memory, or how well you connect new and known information, and how strong your mechanisms are for implicit learning, which can be seen as the ability to figure out patterns in information. If you have these skills, along with high levels of various types of motivation, you're most likely to succeed, especially if you have access to instruction that has been ( K ) to your abilities and interests.

(Adapted from “Wanting it enough: Why motivation is the key to language learning” by Alison Mackey, theguardian.com, 2014)

(注)

- 1 cognitive 脳の認識力にかかわる
- 2 aptitude 適性, 才能

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) terms の意味に最も近いものは次のどれか。

- ① courses
- ② environments
- ③ exams
- ④ words

(2) 空欄(B)に入る最も適切なものは次のどれか。

- ① Although
- ② Because
- ③ If
- ④ Since

(3) 下線部(C) “intrinsically” motivated である行動の例として当てはまらないものは次のどれか。

- ① Buying your boss a present for her birthday because it is expected
- ② Doing research out of curiosity
- ③ Reading a recently published novel by your favorite author
- ④ Writing short stories because you enjoy writing them

(4) 下線部(D) stems の意味に最も近いものは次のどれか。

- ① adds
- ② comes
- ③ goes
- ④ moves

(5) 空欄(E)に入る最も適切なものは次のどれか。

- ① where
- ② who
- ③ whom
- ④ why

(6) 空欄(F)に入る最も適切なものは次のどれか。

- ① as a result
- ② on the other hand
- ③ therefore
- ④ to be exact

(7) 下線部(G) fluctuates の意味に最も近いものは次のどれか。

- ① changes
- ② continues
- ③ develops
- ④ matters

(8) 空欄(H)に入る最も適切なものは次のどれか。

- ① ask
- ② asked
- ③ asking
- ④ to ask

(9) 下線部(J) exceptionally の意味に最も近いものは次のどれか。

- ① commonly
- ② partially
- ③ particularly
- ④ seemingly



(10) 空欄(K)に入る最も適切なものは次のどれか。

- ① believed
- ② distinguished
- ③ sewn
- ④ tailored

2 次の文が入る最も適切な場所を本文中の空欄 

(ア)
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 ~ 

(エ)
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 の中から1つ選び、その番号を解答欄にマークしなさい。

What about learners who are strongly motivated to learn a language but still don't succeed?

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

3 下線部(I)「ドルネイと彼の同僚らは最近、教室内リサーチを行った。その結果、成功した第二言語の話し手としての理想の自己イメージを構築することができる学習者の方が目標を達成しやすいことがわかった」を英訳すると、たとえば次のような英文になる。

Dörnyei and his colleagues have recently ( ① ) out classroom research, ( ② ) that learners who can ( ③ ) ideal self-images as successful second language speakers are ( ④ ) able to reach their goals.

それぞれの空所に最も適切な語を1つ書いて、文を完成させなさい。ただし、次の[ ]内の単語は、必ず1度用いること。

[better, finding]

4 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Which of the following is NOT stated in the text?

- ① Falling in love with a foreigner can help you to become a good speaker of that person's language.
- ② In good language learners, motivation stays at a stable level for long periods of time.
- ③ Working memory is an important aptitude in language learning.
- ④ The desire to converse is an important factor in language learning.

(2) According to the professor from the University of Nottingham, what can affect levels of motivation?

- ① How involved the classmates are.
- ② How much pressure the learner feels.
- ③ The physical condition of the learner.
- ④ The results of tests.

(3) Which of the following is stated in the text?

- ① Integrative motivation does not affect the results of language learning as much as instrumental motivation.
- ② Motivation, aptitude, and good teaching are some of the important factors in language learning.
- ③ Parents want their children to learn a second language because of political advantages.
- ④ The ability to maintain concentration in the classroom is an important aptitude in language learning.

〔Ⅱ〕 次の英文を読んで設問に答えなさい。

Where did it all begin, this salaryman life? I grew up in Dublin, Ireland, in the sixties and seventies, venturing overseas only twice by the time I was twenty — both times to England. After university I saved a little money, and in the autumn of 1980 I set off for a year of living free while I had the chance, because you only get the chance once and there would be plenty of years for a normal, everyday job later.

I hitchhiked from Paris to Istanbul, Turkey, sleeping in parks, in hostels to get a shower, and on the beach, partly to save money and partly to see how ( A ) I could go. Turkey was under martial law and the army was on the streets. Iran was ( B ) and its embassy in Istanbul had stopped issuing visas. The only ride I could find going east was with a busload of pilgrims<sup>1</sup> on their way to Mecca. The bus conductor put business before religion and didn't mind an infidel<sup>2</sup> on board.

“You pay me dollars, I let you off at Jeddah, Saudi Arabia,” he said. No problem. I didn't mind paying — I wasn't expecting freebies<sup>3</sup> forever — but I felt there was a problem. I felt his business instincts would not allow him to wait for me if I got held up at some border crossing, and an Irishman without a visa or a prayer mat on a Mecca-bound bus would surely raise the ( C ) of the border police.

“Come with us young man,” the police would say, “and we will find out if you really mixed up Mecca with Rome!”

No, I wasn't going to get ( D ) so soon. After a day on the pilgrim bus I let them go their way and took a plane to India, where it was peaceful. I met gentle people, going nowhere, taking life as it comes. For a moment I thought I could join them, read the *Upanishads*<sup>4</sup> and find enlightenment. But I realised I couldn't sit all day watching the Ganges flow at the holy city of Varanasi or meditating in the Himalayas. The Western work ethic was there in my baggage

(E)

telling me how to act, telling me I had to be doing something — standing on the side of the road waiting for a lift to anywhere, learning a language, even working. So I left the enlightened people, travelled on and worked — in a camp for Bihari refugees in Dhaka, Bangladesh, on a construction site in New South Wales, Australia, and in a pacifist school in the mountains of Fukushima.

I even dug out a clean shirt and trousers from my backpack and got a proper job for a while, just to stay in touch with the conventional world and keep that work ethic satisfied.

By the time I reached China I had done nearly everything there was to do in the East and it was 1983. The year on the road had become two and then three, and I was beginning to feel some travel burnout. I took a slow train back to Europe, wondering what would happen when the big trip was over. Would I just ( F ) back into the society I left as if this trip had never happened? The train trundled westwards through the white Soviet winter and for the first time I wasn't really sure where I was headed.

I spent an unsettled year in graduate school, wondering what I would do, studying hard so I could finish early. I applied for some faraway jobs, but didn't wait around for replies that might be negative. 自由な旅の誘惑は強く、私は<sup>(G)</sup>1985年に再び旅立った。なぜなら私は、旅行中の方がよりはっきりと物事を考えられるような気がしたからだ。

This time I went down to Africa, with a plan to go from top to bottom or as far down as I could, maybe to Kenya, maybe to Cape Town, South Africa. Something would turn up along the way and I would know what to do next.

Something did turn up<sup>(H)</sup>, but, as always, not what I expected. In Casablanca, Morocco, I met a carpet-seller, a friendly chap, and we talked all day in a café in the old town. He showed me around and invited me to dinner. I was his guest.

“Why don't we go to my farm south of Marrakech for a few days, where the mountains meet the desert, the real Morocco, so different from big city Casa?”

Why not? He was a friendly chap. I was his guest. And his farm south of

Marrakech was my type of place, not Casablanca.

“We will go there tomorrow. Let us meet at the Café de Safi, early morning.”

But we never met at the Café de Safi and we never went to that farm where the mountains meet the desert because the friendly chap knew very well how solo travellers with adventure in their eyes and inexperience in their backpack can be stung. After that long day of tall tales<sup>5</sup> he had urgent business to attend to, a carpet to be picked up, the bank was closed, *merci*<sup>6</sup> for helping him out, *merci* for the loan, and he didn't come back in ten minutes, didn't come back in an hour, and left me sitting in the café feeling silly, my pride and funds at a low ebb. I wanted to leave big city Casa and the memories of the carpet-seller behind as quickly as I could and travel where I wouldn't need much money.

(Adapted from *The blue-eyed salaryman — From world traveller to lifer at Mitsubishi* by Niall Murtagh, 2005)

(注)

- 1 pilgrim 巡礼者
- 2 infidel 異教徒
- 3 freebies 無料の物
- 4 *Upanishads* ヒンドゥー教の聖典
- 5 tall tale あり得ない作り話
- 6 *merci* ありがとう(フランス語)

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 空欄(A)に入る最も適切なものは次のどれか。

- ① far
- ② little
- ③ much
- ④ tough

(2) 空欄(B)に入る最も適切なものは次のどれか。

- ① at war
- ② in war
- ③ on war
- ④ with war

(3) 空欄(C)に入る最も適切なものは次のどれか。

- ① controversies
- ② jealousy
- ③ suspicions
- ④ sympathy

(4) 空欄(D)に入る最も適切なものは次のどれか。

- ① angry
- ② rid
- ③ stuck
- ④ tired

(5) 下線部(E) work ethic の意味に最も近いものは次のどれか。

- ① book of career advice
- ② desire to be productive
- ③ rules of etiquette
- ④ tendency to be idle

(6) 空欄(F)に入る最も適切なものは次のどれか。

- ① bring
- ② find
- ③ melt
- ④ push

(7) 下線部(H) turn up の意味に最も近いものは次のどれか。

- ① become clear
- ② be disappointed
- ③ get better
- ④ happen spontaneously

(8) 下線部(I) be stung の意味に最も近いものは次のどれか。

- ① be cheated
- ② be excited
- ③ be injured
- ④ be restless

2 下線部(G)「自由な旅の誘惑は強く、私は1985年に再び旅立った。なぜなら私は、旅行中の方がよりはっきりと物事を考えられるような気がしたからだ」を、次の(a)~(f)を並べかえて1つの英文にする場合、最も適切な順番はどれか。①~⑥の中から1つ選び、その番号を解答欄にマークしなさい。ただし、選択肢は文頭に来るものも小文字で始まっている。

- (a) was strong, and
- (b) to think more clearly
- (c) because I seemed to be able
- (d) in 1985 I set off again
- (e) when I was on the road
- (f) the pull of the open road

- ① (b)→(c)→(e)→(f)→(a)→(d)
- ② (c)→(b)→(f)→(a)→(d)→(e)
- ③ (e)→(d)→(b)→(f)→(a)→(c)
- ④ (e)→(f)→(a)→(c)→(b)→(d)
- ⑤ (f)→(a)→(d)→(c)→(b)→(e)
- ⑥ (f)→(e)→(a)→(c)→(b)→(d)

3 本文の内容について、次の質問に対する最も適切な答を①~④の中から1つ選び、その番号を解答欄にマークしなさい。

- (1) Which of the following is stated in the passage?
  - ① The author borrowed money from the man in Casablanca.
  - ② The author had planned to travel through Africa.
  - ③ The author started a new job after completing graduate school.
  - ④ The author travelled through Iran.



(2) Which of the following is stated in the passage?

- ① The author became rich in Casablanca.
- ② The author enjoyed attending graduate school.
- ③ The author succeeded in visiting Mecca.
- ④ The author wanted to visit a farm near Marrakech.

〔Ⅲ〕 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) One of Japan's most ancient cultural treasures (        ) shown at an exhibition in Washington D.C.

- ① are currently being
- ② has currently been
- ③ is currently being
- ④ will currently be

(2) That your husband is being irresponsible with his finances doesn't justify (        ) him like a criminal.

- ① you treat
- ② you treating of
- ③ your treating
- ④ your treatment

(3) I assumed them to be poor because they said they didn't have any cash with them, but later on, that assumption (        ) to be a complete mistake: they were millionaires with thousands of head of cattle on their ranch.

- ① turned in
- ② turned on
- ③ turned out
- ④ turned up

(4) In (        ) the *Terms and Conditions* of the contract, your account will be cancelled on April 1, 2016, unless notified otherwise.

- ① accord with
- ② accordance with
- ③ according to
- ④ accordingly

(5) Journalists are required to write their articles in a plain, easily understandable style (        ) being informative, but that is not very easy when it comes to complicated fields like diplomacy.

- ① when
- ② which
- ③ while
- ④ with

(6) The Spanish football team I support has been winning (        ) for over eight weeks now, without losing a single match, which has kept them at the top of the league.

- ① consequently
- ② consistently
- ③ conspicuously
- ④ controversially

(7) I don't think you are (        ) a position to bargain with me, because you are the one who made the mistakes.

- ① for
- ② in
- ③ on
- ④ with

(8) The restaurant Michael Jackson used to (        ) in Beverly Hills has closed down due to financial difficulties.

- ① frequency
- ② frequent
- ③ frequented
- ④ frequently

(9) Not everybody is poor in developing countries. Some people I know from West African countries are extremely (        ).

- ① better
- ② better paid
- ③ well earned
- ④ well off

(10) Depending on the nature of the incident, you will need to decide (        ) contact headquarters or the police.

- ① whether
- ② whether if
- ③ whether or not
- ④ whether to

〔Ⅳ〕 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Julie: As we prepare for the bazaar, I think we're going to need another person to help us set things up.

Fred: I think you're right. Have you thought about asking John?

Julie: It's ( ) asking him because he has always refused in the past.

- ① no point
- ② no reason
- ③ no trouble
- ④ no use

(2) Rina: I'm tired of waiting. You really should've called him yesterday to confirm things.

Yuki: We've already discussed this. Let's not ( ) that again!

- ① get along
- ② get around
- ③ get into
- ④ get through

(3) Chantal: It's been so long since we've taken a holiday together. I'm really excited about finally being able to ( ).

Pierre: Yeah, me too. I'm really looking forward to doing some serious relaxing for a change.

- ① get away
- ② give away
- ③ pass away
- ④ turn away

(4) Maria: He's caused so much trouble in this office. Did you tell him that we've decided to let him go?

Juan: No, I'm ( ) I haven't. I just haven't had time. I'll try to find the time later today.

Maria: Good, because I really think we should find a replacement for him right away.

- ① afraid
- ② definite
- ③ scared
- ④ sure

(5) Nadia: I'm confused. Is he talking about you or me?

Olga: I'm not sure either. It's really confusing because he ( ) all the time.

Nadia: Yeah, I really wish he wouldn't do that.

- ① catches our names up
- ② fills our names up
- ③ mixes our names up
- ④ passes our names up

(6) Kay: We really need to make a decision on this as soon as possible. Did you manage to speak to George?

Arthur: No, but I'll ( ) as soon as this meeting is finished.

Kay: Great. And then please let me know what he had to say.

- ① give him a hand
- ② give him a pull
- ③ give him a push
- ④ give him a ring

(7) Yuya: I'm really worried about whether we'll be able to complete this project on time.

Kei: Yeah, me too. Things are not shaping up the way either of us had expected.

Yuya: To avoid further delays, you'd better check to make sure the new materials will arrive by Monday ( ).

- ① at best
- ② at most
- ③ at the earliest
- ④ at the latest

(8) Tyler: Have you completed the report on the new project?

Marie: No, but I'm working on the last section. If you can ( ) for a few minutes, I'll give it to you.

Tyler: OK. I need to look at it, so I don't mind waiting.

- ① hang on
- ② pull on
- ③ put on
- ④ sign on

(9) Colleen: Why did you slam the door?

Eva: Because I'm ( ) him coming into my office and talking to me about personal matters during work hours. I've asked him not to, but he does it anyway.

Colleen: I didn't know he did that. He really should know better.

- ① booked up with
- ② fed up with
- ③ filled up with
- ④ tied up with

(10) Joe: Excuse me, Ben. I'm trying to pick a date for our next meeting.

Ben: Which dates are you considering?

Joe: Which would be better for you? March 6th or March 13th?

Ben: I'm not sure. I need to ( ).

- ① consult my calendar
- ② formulate my calendar
- ③ utilize my calendar
- ④ watch my calendar



[ V ] 次の(A)~(J)の空欄に入る最も適切なものを①~⑬の中から1つ選び、その番号を解答欄にマークしなさい。ただし、同じものを2度以上使ってはならない。なお、選択肢は文頭に来るものも、“I”以外は小文字で始まっている。

*Manga and alcohol are a wonderful mix. Sadly, few artists explored this pairing before Araki Joh wrote the manga “Sommelier” in 1996. It is the story of a Japanese wine expert living in France and was eventually retold as a television drama starring Goro Inagaki of SMAP. Joh’s other smash-hit “Bartender” was made into a drama starring Arashi’s Masaki Aiba and an anime. His writing is not restricted to one type of manga, though, and in each type he works in, he uses a different pen name: Arajin (“Aladdin” in Japanese), Joh Mizuki, and Akira Ito.*

*The following is an interview with Araki Joh, one of Japan’s most successful manga writers.*

**Q. How did you become a manga writer?**

I began my writing career as a copywriter for magazines while attending university. One day, my friend, who was a manga editor at the time, asked me to try writing a manga script, and           (A)          . I didn’t have any training or practice in writing scripts for manga, so I had to find my own way of doing it. The first thing I did was write out the script of an existing manga for practice. I chose Osamu Tezuka’s “Black Jack.” I always recommend this method to anyone who wants to become a manga writer, because           (B)           cut panels\* in manga and what kinds of words are striking and memorable. That’s how I changed careers and became a manga writer.

**Q. You said you didn't have any training, but do manga writers usually have some training beforehand?**

It depends, because there are so many styles for manga scripts. \_\_\_\_\_ (C) in writing a manga script is to convey clear images to a manga artist, and as long as the script does this, the style doesn't matter. For example, one famous manga writer, Kazuo Koike, who wrote the script for "Lone Wolf and Cub," handwrites his scripts in pencil. When he wants to emphasize a word or a phrase, he writes it bigger and presses down to make strong, bold letters. \_\_\_\_\_ (D), but it's fine as long as it conveys his image to the manga artist. Thus, some people have training, but others just find their own way.

**Q. What does a manga writer do?**

As for the process, personally I write the script and have meetings with the editor. After that, the manga artist draws a rough storyboard. If the editor approves it, the artist begins work on the final version. Although some scriptwriters go over the storyboard each time, \_\_\_\_\_ (E) except at the very beginning of a new series. When a new series starts, the manga artist hasn't had a chance to get used to my writing, so I want to make sure that he or she captures the right images. Some do, but I don't allow manga artists to change my words at all. If allowed, most of them end up making too many changes without permission, so I just say, "Don't change a single word or phrase," from the beginning.

**Q. What is it like being a manga writer?**

I've never worked as a salaryman, so I can't really compare it to other jobs. I've been writing since I was 18. I was a magazine copywriter for 10 years, and then became a manga writer, \_\_\_\_\_ (F) \_\_\_\_\_ when my copywriting career and my manga writing career overlapped. It's a difficult question. A manga writer is a scenario writer, after all. It's basically the same as being a film or TV screenwriter.

\_\_\_\_\_ (G) \_\_\_\_\_ manga and films, though. For films, there is a director, right? For manga, sometimes I act as the director, other times the editor does, and other times the manga artist does. The power relationships among the three of us change continuously.

**Q. What is the best part of your job?**

When the manga I write becomes a big hit! It's like winning the lottery. You can buy a Ferrari and pay cash!

Making movies costs a lot, but manga can be published quickly and \_\_\_\_\_ (H) \_\_\_\_\_ too. If I answer seriously, I think the best part of my job is that manga don't sell because of the "name." To put it simply, people buy pictures or novels or watch movies because of \_\_\_\_\_ (I) \_\_\_\_\_, right? However, manga don't work that way. Even for the author of "One Piece," if he wrote boring stories for three months, readers would leave him. In this sense, readers don't buy manga just because of the author's name.

The manga world is so demanding that the quality of the content has to be maintained and the reactions of readers are very quick. I think that's the best part of my job.

**Q. What do you think is the hardest part?**

There is no “non-hard” part. I always tell the manga artist I’m working with to work so hard that their blood drips from every panel of the manga. Like I said,       (J)      , readers leave us, so we have to make sure that our work is really enjoyable. We struggle a lot to create each story, yet there’s a lot of joy in this struggle. When I finally find the story’s theme after a long time, I feel as if it broadens my world and shows me my way. My view turns from cloudy to clear as if God lit the path. I really like that moment.

\*panel 漫画のコマ

(Adapted from “Interview with Araki Joh, the best-selling writer of Japan’s most intoxicating manga,” [www.tofugu.com](http://www.tofugu.com), 2015)

\*\*\*\*\*

- ① the most important thing
- ② there is a big difference between
- ③ if we relax our guard even a little bit
- ④ one of the last things we do
- ⑤ it taught me how to
- ⑥ the reactions come back quickly
- ⑦ I usually don’t check it
- ⑧ you may find some similarities between
- ⑨ I just decided to give it a try
- ⑩ it may not sound professional
- ⑪ the name of the author or director
- ⑫ I didn’t have the opportunity
- ⑬ though there was a period







