

英 語

注 意

1. 問題は全部で16ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶすこと。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

- I** 次の文章を読んで、借用(borrowing)に対する誤解と借用の利点に関する筆者の主張を90字以内(句読点を含む)の日本語でまとめてください。解答用紙(その2)を使ってください。

No language exists in isolation. All languages in contact influence each other. For example, English has affected the character of other languages through the arrival within them of an unprecedented number of English loan words during the last fifty years, while it has borrowed words from over 350 other languages over the centuries.

Cultures vary greatly in their response to this influx, and within each culture there are mixed attitudes. Some people welcome new words from other languages, seeing them as a source of lexical enrichment; more puristically minded people condemn them, seeing them as an attack on traditional language values.

There is a fallacy underlying the anti-borrowing position. Purists believe that borrowing words from other languages will lead to their own language changing its character and that this is a disaster. Change of character there certainly will be. Disaster there certainly won't be.

The evidence comes from the history of languages, and especially from the history of English. English has undoubtedly changed, but has this been a bad thing? Everyone benefits from a lexically enriched language. Loan words always add semantic value to a language, giving people the opportunity to express their thoughts in a more nuanced way. The language as a whole thus acquires an extra lexical dimension which it did not have before.

- II** Write an essay of not more than 60 words in English in which you answer the following question and give reasons to support your answer: If you could be any person in the world, who would you like to be? 解答用紙(その2)を使ってください。なお、句読点は語数に含まれません。

III

次の3つのパラグラフ(A～C)を読んで、下記の設問の答えとして最も適切なものをそれぞれ[a]～[c]の中から1つ選び、解答用紙(その1)にマークしてください。

A. Spatial intelligence is all about mental pictures. People with spatial intelligence have a knack for envisioning objects, ideas, or problems in their heads. For instance, artists normally have their artwork planned out in their heads before ever laying a paintbrush to the canvas. Cartographers can transform the wild bumpy terrain of the Rocky Mountains into a readable resource such as a map. Children with this intelligence can take old cardboard and plastic packaging and turn them into a flying spaceship. These people see pictures clearly in their heads.

1. Which of the following people would be most likely to use spatial intelligence in their career?

- [a] Architects.
- [b] Composers.
- [c] Attorneys.

2. Which of the following abilities do spatially intelligent people probably possess?

- [a] The talent for comprehending things by visualizing them in their minds.
- [b] The talent for understanding others' feelings and showing empathy.
- [c] The talent for speaking and writing with a large vocabulary and proper grammar.

B. April 30, 2015, marked the 40th anniversary of the reunification of North and South Vietnam, and the end of one of the longest wars in contemporary history. The Doi Moi reforms, introduced in 1986, have since created opportunities for economic growth, resulting in an average of 7 percent growth in Vietnam's gross domestic product over the past decade. According to some estimates, Vietnam now has the fastest growing middle class in Southeast Asia. In 2012, the middle class population was 12 million and it is projected to increase to 33 million by 2020, when approximately one-third of Vietnam's citizens will be defined as "middle class." In the past, socialism targeted the upper and middle classes, and communist ideology introduced collectivization and decried private wealth and ownership. At present, those who belong to the expanding middle class are benefiting from the country's adoption of "market socialism," and their consumption power is reinforcing the country's reorientation toward a market economy. Although the middle class is still a minority in a population of 90 million and in an early stage of development — or revival — the current situation in Vietnam is undoubtedly shifting away from the trauma of the postwar period with its poverty-stricken citizens toward a new reality consisting of well-educated, globally connected property owners.

1. What is this passage about?
 - { a } The constant presence of the middle class in Vietnam.
 - { b } The reemergence of the middle class in Vietnam.
 - { c } The decline of the middle class in Vietnam.

2. Based on the passage above, what can be said about the relation between the middle class in Vietnam and Vietnam's reorientation toward a market economy?

[a] They are contributing to each other.

[b] They are opposed to each other.

[c] Though Vietnam's reorientation is of help to the middle class, the middle class itself is not contributing so much to Vietnam's reorientation.

C. Japan came in ninth on the World Economic Forum's list of the most tourist-friendly countries for 2015, rising from 14th place in the previous 2013 rankings. In the Asia-Pacific region, Japan was second only to Australia, which ranked seventh worldwide in the WEF's Travel and Tourism Competitiveness Index. "Japan's human resources are highly qualified and excel in terms of treatment of customers, where Japan is ranked first globally," the WEF said. This suggested a high appraisal of the country's so-called *omotenashi* tradition of hospitality. In addition, Japan was ranked second in the extent of staff training. Japan's success can also be "attributed to its rich cultural resources, with a unique cultural heritage and an efficient ground and air transport infrastructure," the WEF said. Japan came in first in the quality of its railroad infrastructure, second in the number of oral and intangible cultural expressions, and fourth in the number of large sports stadiums.

1. What would be a good title for this passage?

[a] Japan's Ideal *Omotenashi* Style.

[b] High Appraisal of Japan's Human Resources.

[c] Japan in the Top 10 List of Tourist-Friendly Countries.

2. Which of the following statements is supported by the passage?
- [a] According to the WEF's list of the most tourist-friendly countries for 2015, Australia was ranked higher than Japan.
 - [b] In 2015 Japan ranked in the top 10 of the most tourist-friendly countries for the first time ever.
 - [c] The WEF highly evaluated Japan's highway infrastructure and the country's contributions to contemporary global culture.

IV 次の文章を読んで、下記の文(1~10)が本文の内容と合致している場合には T、合致していない場合には F として、解答用紙(その1)にマークしてください。

Matt Cassels had at least ten pets when he was growing up, and yet it had never occurred to him to think about how important his relationships with them were — until he came to Cambridge and started working on a rich data set from the Toddlers Up Project led by Professor Claire Hughes at the Centre for Family Research.

Matt was looking for a research topic for his master's degree in Social and Developmental Psychology. He says, "The data on pet relationships stood out, as it had never occurred to me to consider looking at pet relationships, although I had studied children's other relationships for some time, and even though my own experience of pets while I was growing up was so important."

Research on pet relationships has been going on for some time, but few studies have used the same tool to compare children's relationships with pets with their other relationships or have focused on how the quality of pet relationships affects children's social development.

Matt decided that he wanted to focus on these two topics. What he found surprised him. He had thought strong pet relationships would make for happier children, but the truth was more complex.

Instead he discovered that children who had suffered adversity in their lives, such as a bereavement, divorce, instability, or illness, or who were from disadvantaged backgrounds were more likely to have stronger relationships with their pets than their peers, although they did less well academically and suffered more mental health problems.

Matt says that the fact that such children come from adverse or deprived backgrounds may be responsible for the stronger relationships they form with their pets. Despite their unfavourable home environments, the study showed,

children having stronger ties with their pets had a higher level of prosocial behaviour — such as helping, sharing, and co-operating — than their peers. The study also demonstrated that these children, particularly girls and those whose pet was a dog, were more likely to confide in their pets than in their siblings.

Matt says, “It is really surprising not only that these children turn to their pets for support when faced with adversity, but that they do so even more than they turn to their siblings. This is even though they know their pets don’t actually understand what they are saying.”

Asked why the research shows that girls talk and argue with their pets more than boys, when previous less detailed research tends to suggest it is boys who have a better relationship with their pets, Matt adds, “Girls may feel that their pets are not judging them, and since pets don’t appear to have their own problems, they just listen. Even confiding in a journal can be therapeutic, but pets may be even better since they can be empathetic.”

Matt’s research was based mostly on data collected when the children, 88 of whom had pets at the time, were twelve years old, ten years after they had begun participating in this study. The children, their parents, siblings, and teachers all provided information on prosocial behaviour, emotional well-being, academic ability, and the children’s relationship with their pets. Matt measured this information against how much children confided in their pets, how much they argued with their pets, what satisfaction they got out of their relationship with their pets, and how often they did things with their pets each day.

Matt says that a lot more could be done with the Toddlers Up data — for instance, looking at the impact of pet deaths on children.

According to Matt, “in the US and England pets are more common in families with young children than resident fathers, and yet we don’t quantify how important pets are to us.”

1. Matt had never realized the importance of his relationship with pets until he started to do research at Cambridge University.
2. The data on pet relationships stood out because Matt had not previously thought about combining his experiences of studying children and keeping pets.
3. Matt found from previous studies that whether or not children grow up with pets influences how well they do academically.
4. Matt's study proved that the stronger ties children have with their pets, the happier they become.
5. Children who have experienced difficulties in their lives are more likely than other children to have stronger relationships with their pets.
6. Children who have stronger ties with their pets behave less prosocially than their peers.
7. Girls from difficult backgrounds who have a strong bond with their pet dogs are more prone to trust their dogs than their brothers or sisters.
8. In Matt's opinion, it may be better for girls to keep a diary than to have a pet since pets will simply listen to them without making any judgments.
9. Matt's research was based on data collected from the eighty-eight children who had pets at the age of twelve.
10. In the US and England, the number of families with young children who have pets is greater than the number of families with young children who have fathers living with them.

V 次の文章を読んで、下記の設問の答えとして最も適当なものをそれぞれ〔a〕～〔c〕の中から1つ選び、解答用紙(その1)にマークしてください。

Among scientific researchers there has been a growing understanding of the influence of social relationships on the prevention and management of chronic conditions. Higher levels of social integration have been found to provide protective effects against a wide range of physical and mental illnesses and to facilitate recovery from disease. Having friends and participating socially can help to soften the stresses of life and reduce feelings of helplessness.

Recent studies have examined the influence of social isolation on health. These studies conclude that people with good or sufficient social relationships have a 50% greater likelihood of living longer compared with those who have poor or insufficient social relationships. The effect is so great that it is comparable to quitting smoking and exceeds better publicised risk factors such as obesity and lack of physical exercise. It should be noted, however, that relationships which are unhappy due to conflict or excessive demands can increase the risk of depression.

Humans have evolved as a social species. In Stone Age times those who were isolated from others were less likely to survive — so we are primed for social contact. Many recent studies have added to our understanding of the various ways in which social isolation influences the body and causes disease. Friendships, helping others, and social participation increase self-esteem and well-being.

The 'Package of Essential Non-Communicable Disease Interventions for Primary Health Care in Low-Resource Settings', developed by the World Health Organisation (WHO), addresses the risk factors of smoking, diets high in fat and salt, lack of physical activity, and high alcohol intake. The package does not include strategies to encourage social participation, however. The

package's sharp focus on lifestyle risks tends to keep other significant factors, such as social participation, in the shadows.

There are a number of possible reasons why encouraging social participation has not been recognised and promoted within the WHO. Much of the evidence for the influence of social participation on the prevention of non-communicable diseases is relatively recent. As a result, the WHO package fails to take into consideration strategies, such as promoting social participation, which have proven multiple benefits for human health.

Many low and lower middle income countries, especially those in South and Southeast Asia, have rapidly ageing populations. National governments are seeking guidance in promoting healthy and active ageing. There is much evidence that social isolation, lack of support, and stress increase the risk of an early death and death from chronic conditions. Yet strategies to increase opportunities for social participation among older people have not been emphasised in current international policy responses to the increase in chronic conditions.

As it turns out, older people are more likely to be motivated to change behaviours that jeopardise their health, such as smoking and drinking, and to maintain healthier lifestyles. They are more likely to seek health care and to take care of themselves in managing their conditions. In addition to such measures, older people can also be encouraged to participate in clubs and associations that provide more opportunities for social participation. Benefits include greater social contact, social support, chances for learning, increased access to health and social welfare services, better self-management of chronic conditions, greater participation in the community, improved relationships within families, greater visibility, and increased influence.

Support should be provided for further research to assess the feasibility and impact of social participation strategies for the prevention and management of chronic conditions. Policies should promote links between

government services and local non-governmental groups that are well placed to facilitate social organisations for older people. When in good health, older people can be of great benefit to their families and communities.

Vocabulary

chronic = 慢性の

non-communicable disease = 非伝染性疾患

1. What does the first paragraph of the article imply about the influence of social relationships on human health?
 - [a] There is no connection between social relationships and the ability of people to prevent and manage chronic illnesses.
 - [b] Higher levels of social integration may help people avoid many physical and mental illnesses, but have no impact on diseases people already have.
 - [c] Not only does social participation serve to reduce stress and feelings of helplessness, but it also leads to improved health.

2. According to the article, which of the following actions would have the greatest positive effect on human health and longevity?
 - [a] Increasing the number of positive relations a person has with others in society.
 - [b] Trying to lose weight and get more physical exercise.
 - [c] Learning how to avoid depression in relationships that are unhappy.

3. Which of the following is consistent with the intended meaning of the sentence “Humans have evolved as a social species”?

[a] Humans in the Stone Age were less likely to survive because they were more isolated from others than modern people.

[b] Because social contact has played a role in human evolution, people who are socially isolated at present may be more susceptible to disease.

[c] The ability to form friendships, help others, and participate in society has evolved only recently as a result of increasing self-esteem and well-being.

4. According to the passage, what is the main shortcoming of the World Health Organisation’s ‘Package of Essential Non-Communicable Disease Interventions for Primary Health Care in Low-Resource Settings’?

[a] It does not concern itself with the effects of smoking, poor diets, levels of physical exercise, and alcohol consumption.

[b] It places far too much emphasis on social participation to the exclusion of other significant factors, such as smoking, poor diets, levels of physical exercise, and alcohol consumption.

[c] It discusses lifestyle risks, such as smoking, poor diets, levels of physical exercise, and alcohol consumption, but does not really consider the effects of social participation on human health.

5. What is the main reason why the WHO has not recognised and promoted social participation?

[a] At present there is insufficient evidence to show that social participation has a significant influence on the prevention of non-communicable diseases.

[b] Since much of the research on social participation is relatively recent, strategies for promoting social participation have not yet been taken into account.

[c] The research that has been conducted thus far does not prove that encouraging social participation has any benefits for human health.

6. Which of the following statements is correct about what national governments in South and Southeast Asia are doing for their rapidly ageing populations?

[a] They are trying to find ways to help older people stay healthy and remain active as they age, but have not yet fully considered ways to increase social participation among older people.

[b] They are focusing much of their attention on how social isolation, lack of support, and stress contribute to chronic diseases and death among older people, and promoting ways to help older people become more socially active.

[c] They are adopting international policy responses to chronic conditions that give older people more chances to participate in society, but failing to consider how social isolation, lack of support, and stress affect older people.

7. What advice does the passage give for helping to improve the health of older people?

[a] Since older people often refuse to change behaviours that lead to poor health, others must motivate them to quit smoking and drinking, and adopt healthy lifestyles.

[b] It is important to provide older persons with adequate health care, since it is often difficult for the elderly to take care of themselves and manage their own health.

[c] Encouraging older people to become active in clubs and associations will give them more opportunities to engage themselves with society, resulting in multiple benefits.

8. According to the author, what changes should be made for the future?

[a] Since the link between social participation strategies and the prevention and management of chronic diseases is unclear, additional research is needed before any policies are adopted.

[b] Policies should be adopted that allow government agencies to work together with local non-governmental groups which are able to provide social organisations for older people.

[c] The primary responsibility for addressing the social needs of older people does not lie with either governments or local non-governmental organisations, but rather with families and communities.

VI 次の文章の(1~10)の空所に入れるのに最も適当なものを下記の〔a〕~〔j〕の中から1つ選び、解答用紙(その1)にマークしてください。ただし、各単語は1度しか使えません。

Where do your beliefs and opinions come from? You probably like to believe that your beliefs are the (1) of years of experience and objective (2) of the information you have available. The reality is that all of us are susceptible to a (3) problem known as a confirmation bias. While we like to imagine that our beliefs are rational, logical, and objective, the fact is that our ideas are often based on paying attention to the information that upholds our ideas and ignoring the information that (4) our existing beliefs.

A confirmation bias is a type of cognitive bias that involves favoring information that confirms (5) existing beliefs or biases. For example, imagine that a person holds a belief that left-handed people are more creative than right-handed people. Whenever this person encounters a person who is both left-handed and creative, they (6) greater importance on this "evidence" supporting their already existing belief.

Confirmation biases not only impact how people gather information, but they also influence how people interpret and recall information. For example, people who support or oppose a particular issue will not only (7) information that supports their beliefs, but will also interpret news stories in a way that upholds their existing ideas and remember things in a way that (8) these attitudes.

Unfortunately, this type of bias can prevent us from looking at situations (9), can influence the decisions we make, and can lead to (10) choices.

[a]	seek	[b]	result	[c]	previously
[d]	tricky	[e]	challenges	[f]	place
[g]	faulty	[h]	reinforces	[i]	analysis
[j]	objectively				







英語リスニング

注意

1. 問題は全部で12ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶすこと。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

I 問題 I は、短い文章を聴いて、それぞれの質問に対する答えを選択肢の中から選ぶ問題です。まず、文章をよく聴いてください。問題用紙には、各質問と 4 つの選択肢〔a〕〔b〕〔c〕〔d〕が書かれています。その中から、正しいと思うものを 1 つ選び、解答用紙(その 1)にマークしてください。

文章は 2 回繰り返して読まれます。

- A. 1. Which of the following best summarizes the main themes of this passage?
- 〔a〕 How the International Court of Justice is organized and what its purpose is.
 - 〔b〕 When the International Court of Justice was established and where it is located.
 - 〔c〕 How many judges there are on the International Court of Justice and how long they serve.
 - 〔d〕 How judges on the International Court of Justice are elected and how they settle legal disputes.
2. Which of the following sentences best describes the role of the International Court of Justice?
- 〔a〕 The role of the Court is to make sure that States always act in accordance with international law.
 - 〔b〕 The Court's role is limited to settling legal disputes submitted to it by States.
 - 〔c〕 In addition to settling legal disputes, the Court gives advisory opinions on legal questions.
 - 〔d〕 The Court authorizes United Nations organs and specialized agencies.

- B. 1. What is the main purpose of this passage?
- [a] To show how the term *culture* can be used to describe the visible aspects of a society.
 - [b] To describe the attitudes, values, and forms of behavior shared by the people of a given social group.
 - [c] To demonstrate how the invisible elements of culture express themselves in customs and manners that give guidance to behavior.
 - [d] To explain why difficulties might occur when people from different cultures communicate with each other.
2. Which of the following sentences best explains why miscommunication may occur between people from different cultures?
- [a] People from one culture may be unable to accept the food, clothing, and architecture of other cultures.
 - [b] People from different cultures may have different customs and manners that give guidance to behavior.
 - [c] People from one culture may be polite and effective, while people from another culture may be rude and incompetent.
 - [d] People from different cultures may never come into contact with each other because there are too many opportunities for miscommunication.

II 問題Ⅱは、2人の会話を聴いて、それぞれの質問に対する答えを選択肢の中から選ぶ問題です。まず、会話をよく聴いてください。問題用紙には、3つの選択肢〔a〕〔b〕〔c〕が書かれています。その中から、正しいと思うものを1つ選び、解答用紙(その1)にマークしてください。

会話と質問は2回繰り返して読まれます。

1. 〔a〕 Because she wanted to get a nice suntan.
〔b〕 Because she always goes to the golf course twice a week.
〔c〕 Because the weather finally became warm enough for her to play golf.
2. 〔a〕 It's cheaper to join a tennis club than it is to play golf on a public golf course.
〔b〕 It's cheaper to play golf on a public golf course than it is to join a tennis club.
〔c〕 It's cheaper to play golf on a public golf course than it is to play tennis on a city or school tennis court.
3. 〔a〕 That age should not be brought into this discussion.
〔b〕 That it is much easier for older people to play golf than tennis.
〔c〕 That people who play golf in their seventies and eighties usually beat younger people.
4. 〔a〕 It is more exciting to watch grass grow than it is to watch tennis on television.
〔b〕 It is more boring to watch tennis on television than it is to watch grass grow.
〔c〕 It is more exciting to watch tennis on television than it is to watch golf.

5. [a] So that she doesn't have to carry all her heavy clubs around.
[b] Because she likes to spend all her time riding around in a golf cart.
[c] Since she wants to avoid getting exercise.
6. [a] Because it usually takes golfers at least four or five hours to play one round.
[b] Because golfers spend too much time enjoying the sun, the breeze, and the trees.
[c] Because it is common for golfers to lose their golf balls in ponds and streams.
7. [a] Because she finds it fun and refreshing.
[b] Because she prefers to play golf all by herself.
[c] Because she thinks it's less boring than going to the driving range for training.
8. [a] She convinced Chris that the debate was going nowhere.
[b] Chris allowed her to have the last word.
[c] Chris agreed with her that a golf course is more beautiful than a tennis court.

III

問題Ⅲは True or False の問題です。文章を聴いて、問題用紙に書かれている〔1〕～〔9〕の文が文章の内容に合っていれば T、合っていなければ F と解答用紙（その1）にマークしてください。

文章は2回繰り返して読まれます。

1. Jason's mother believes that the reason why children should study hard is that it prepares them for life in the real world.
2. Sarah's father believes that it is important for children to have a balance between studying and other activities instead of pushing them too hard.
3. The approach to education in Sarah's family is parent-driven, while the approach to education in Jason's family is more relaxed.
4. Since Jason studies from 8 to 11 p.m. seven days a week and spends more than 24 hours a week for tutoring, he has absolutely no time for himself.
5. Jason's mother believes that while it was all right for Jason to have fun and never study in kindergarten, having fun in junior high school is dangerous because it might interfere with Jason's studies.
6. Jason thinks that even though his schedule is tough and he gets tired at times, it is still worth studying hard because it helps him to improve.
7. Sarah's father doesn't force Sarah to have extra tutoring because he believes that if Sarah focuses on what she is learning and is interested in what she is studying, she will be able to make good grades.

8. Sarah's father believes that it is more important for him to read newspapers, listen to the radio, and watch documentaries on television with Sarah than to try to make book-learning meaningful and relevant for her.

9. The main reason why Sarah does well in school is that she pushes herself to take extra lessons after school, just like her friends.

IV

問題Ⅳは、講義を聴いて、それぞれの質問に対する答えを選択肢の中から選ぶ問題です。まず、講義をよく聴いてください。問題用紙には、各質問と3つの選択肢〔a〕〔b〕〔c〕が書かれています。その中から、正しいと思うものを1つ選び、解答用紙(その1)にマークしてください。

講義は2回繰り返して読まれます。

1. What is the purpose of this lecture?
 - 〔a〕 To give information about the more frequent contacts between East and West.
 - 〔b〕 To provide an understanding of the basic differences between Eastern and Western cultures.
 - 〔c〕 To analyze a great number of problems that influence success in the business world.

2. What is the main difference between the Western and Asian attitudes towards time?
 - 〔a〕 While Westerners believe that the idea of time and its value is universal, Asians do not.
 - 〔b〕 While Westerners think that it is important to be efficient and punctual, Asians place a higher value on interpersonal relationships.
 - 〔c〕 While Westerners subordinate time, business plans, and schedules to understanding, acceptance, and harmony, Asians do the reverse.

3. Which of the following is *not* an example of the more flexible approach to time in the East?
 - 〔a〕 People will sometimes take breaks from their tasks.
 - 〔b〕 There is a greater tolerance for interruptions and what appears to be a lack of concentration.
 - 〔c〕 Conversations not related to work are never held during meetings and negotiations.

4. What expectations do Westerners have for negotiations and personal meetings?
- [a] They expect that the participants will begin talking about business very early in the meeting.
 - [b] They expect that the participants will use the time as effectively as possible by engaging in small talk.
 - [c] They expect that the participants will be courteous and not reveal their true meaning.
5. What is the purpose of the first meeting or initial negotiation in Asian business cultures?
- [a] To recognize that establishing trust is a process that requires time and effort.
 - [b] To arrive at conclusions quickly and sign all the necessary documents.
 - [c] To get to know each other better and begin building trust.
6. Which of the following would be a typical rule followed by people using the Asian communication style?
- [a] People should avoid using sophisticated, fanciful language and symbolism, and be as direct as possible.
 - [b] People should avoid speaking of “problems,” and rather speak of “issues” and “concerns.”
 - [c] People should avoid using expressions such as “it could be difficult,” “we could try,” and “we will do our best,” since they are not necessarily positive replies.

7. Why is saying “no” often regarded as an offense in Asian cultures?
- [a] Because a direct refusal may cause the other person to lose face.
 - [b] Because it is impossible to tell the truth without hurting others.
 - [c] Because saying “no” is always interpreted as an insult that makes it difficult to maintain good relations and harmony.
8. Which of the following statements is true?
- [a] While it is always easy to negotiate with people from our own or a similar culture, the great number of critical situations encountered when negotiating interculturally makes it much more difficult.
 - [b] Negotiations require a lot of effort and concentration, not only when we are negotiating interculturally, but also when we are negotiating with people from our own or a similar culture.
 - [c] Although negotiating is a sophisticated art based on experience, proper preparation, and sensitivity, it is nonetheless an easy process, regardless of whether we are negotiating with people from our own or a similar culture, or internationally.

V 問題Vは True or False の問題です。ニュース放送を聴いて、問題用紙に書かれている〔1〕～〔8〕の文がニュース放送の内容に合っていればT、合っていなければFと解答用紙(その1)にマークしてください。

ニュース放送は2回繰り返されます。

1. The Convention on the Rights of the Child was adopted by the United Nations 20 years before this news broadcast was aired.
2. According to the newscaster, because the Convention on the Rights of the Child guarantees children's rights around the world, there are no longer millions of children who endure poverty, abuse, and disease.
3. Since illnesses such as malaria, measles, pneumonia, and malnutrition are preventable, the number of children under the age of five who die each day from such illnesses is less than 24,000 at present.
4. Approximately 4 million babies who are less than one month old die every year, and the number of child laborers is 150 million.
5. According to the reporter, although the rights to life, education, and protection from abuse are thought to be universal children's rights, the right to play was not at the top of the United Nations' agenda and was, therefore, excluded from the Convention on the Rights of the Child.
6. Vaccination programs, better nutrition, and access to medicine have made it possible for 30% more children to live beyond the age of five.
7. There are no child laborers among the more than 80% of children who attend primary schools throughout the world at present.

8. According to the Deputy Director of UNICEF, although children now matter to society, politicians, and even the media, it is still difficult to find stories about children's rights in the media due to many problems that have not yet been resolved.

VI 問題VIは、英文の書き取り問題です。短い英文が2回繰り返して読まれますので、解答用紙(その2)に全文を書き取ってください。

[メモ用]

1. _____

2. _____







2016 B Test - Script**I**

Passage A. The International Court of Justice is the principal judicial body of the United Nations. It was established in June, 1945 by the Charter of the United Nations. The seat of the Court is at the Peace Palace in The Hague, the Netherlands. The Court is composed of fifteen judges, who are elected for terms of office of nine years by the United Nations General Assembly and the Security Council. The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

Now listen again.

Passage B. The term *culture* can be not only used to describe the visible aspects of a society—things like food, clothing, and architecture—but it can also be used to describe the attitudes, values, and forms of behavior, which are shared by the people of a given social group. These latter elements of culture are for the most part invisible, but they may express themselves in customs and manners that give guidance to behavior. In intercultural situations, difficulties may arise when, for example, behavior considered polite and effective in one culture is seen as rude and incompetent in another. When people from different cultures come into contact with each other, there are many opportunities for miscommunication.

Now listen again.

国際政治学科 B方式 国際コミュニケーション学科 B方式 英語リスニング

II

- CHRIS: How did you get your nice suntan, Sayuri?
SAYURI: I got it playing my favorite sport. It's finally gotten warm enough that I can spend time on the golf course. I played twice last week.
- CHRIS: [Unenthusiastically] Oh, golf.
SAYURI: Now, Chris. What do you mean, "Oh, golf"?
CHRIS: The sport of the rich.
SAYURI: Come on. There are tons of public golf courses with low greens fees. It's cheaper than joining a tennis club.
- CHRIS: What are you talking about? There are plenty of free tennis courts for everyone. City courts, school courts. So anyone can play tennis, whenever they want, no matter how old they are.
- SAYURI: If you're going to bring age into this discussion, golf wins hands down. Tennis is too active for older folks. People play golf into their seventies and eighties. And play very well, too.
- CHRIS: O.K., Sayuri, O.K. But tennis is more exciting. Watching golf on television is sooo boring. It's like watching grass grow.
- SAYURI: At least you can see the ball. In tennis, the ball moves so fast, you can't even see it.
- CHRIS: But still, the equipment for playing golf is so expensive. And heavy. You have to carry all those clubs around.
- SAYURI: No, you don't. I always use a golf cart.
CHRIS: Well, if you spend the whole time riding around in a golf cart, you don't get any exercise.
- SAYURI: I don't play golf for the exercise, Chris.
CHRIS: And golf takes so long. Four or five hours, even more, to play one round.
- SAYURI: Yes, that's right. All the more time to enjoy the sun and the breeze and the trees.
- CHRIS: And the water. Golfers are always losing their golf balls in ponds and streams. It's almost impossible to lose a tennis ball.
- SAYURI: Maybe you don't lose the ball, but if it rains, you can't play. Golfers can. It's fun playing in the rain. Refreshing!
- CHRIS: Now I know you're crazy. Playing in the rain is fun?
SAYURI: Sometimes. And if others don't want to play in the rain, I can play all by myself. In tennis, if you don't have someone to play with, all you can do is hit balls against a wall. Talk about boring.
- CHRIS: It's not boring. It's called training. Just like when you go to the driving range.
- SAYURI: This debate is going nowhere. But would you let me have the last word?
CHRIS: Go ahead.
SAYURI: Which is more beautiful, Chris, a golf course or a tennis court?
CHRIS: A golf course, sure. You win that point, Sayuri.

Question number 1: Why did Sayuri play two games of golf last week?

Question number 2: Which of the following statements is true?

Question number 3: What does Sayuri mean when she says, "Golf wins hands down"?

Question number 4: Which of the following statements would Chris probably agree with?

Question number 5: What is the likely reason that Sayuri always uses a golf cart?

Question number 6: Why does it take so long to play a game of golf?

Question number 7: Why does Sayuri sometimes like to play golf in the rain?

Question number 8: Exactly which point did Sayuri win at the end of the dialogue?

Now listen again.

III

Jason and Sarah are both successful students. For Jason, who is in the tenth grade, summer is filled with mathematics, science, and history. Jason is ahead in all of these subjects and this year he plans to take college-level courses at a university. Jason's mother says, "You give kids pressure so they can learn to handle it. Ultimately they have to go out into the real world, and the real world is tough."

Summers for Sarah, who is in the eighth grade, are filled with soccer and backpacking, art galleries and museums, library volunteer work and summer camp. There is no summer school and no tutoring. Sarah's father says, "She needs her childhood. It's a huge concern of mine—the lack of balance from pushing students too hard."

These two approaches—one parent-driven, the other more relaxed—have become part of a debate about education. Jason's and Sarah's families have made strikingly different decisions about how to pursue academic excellence. Jason's family focuses on tutoring, advanced classes, and passing tests, while Sarah's family allows broader choices and more individual freedom.

Jason typically studies from 8 to 11 p.m. seven days a week, with just a few hours off each day. He spends more than 24 hours a week for tutoring, which includes foreign language classes and violin lessons. Jason's mother says that her son's program requires strict training, firm rules, constant monitoring, and an early start. Jason began taking outside math classes when he was still in kindergarten.

By the time he was in junior high school, Jason was taking a college-level biology course at a tutoring center. According to Jason's mom, junior high school is the time when having fun is dangerously distracting. Jason is in high school now, but he still keeps a strenuous schedule. He gets tired at times, but on the whole he accepts it. Jason says, "If you work hard, you can improve on anything."

Meanwhile, Sarah's father also expects Sarah to go to college. He encourages Sarah to work hard and do her best. But Sarah's father doesn't push extra tutoring on her. Instead, he helps Sarah at home. Sarah's father says, "If Sarah does well, that's a reward in itself. And if she doesn't do well, I tell her to focus on the learning. The grades will come. I want Sarah to be interested in what she is studying."

Sarah's father tries to make book-learning meaningful and relevant for his daughter. Sarah and her father read newspapers and listen to the radio together. Since Sarah likes science, she and her father also watch science documentaries on TV. Learning about what scientists do inspires Sarah to pursue her own dreams and ambitions. Sarah has no interest in outside tutoring and being pushed like her friends. She still does well in school, she says—not for her father, but for herself.

Now listen again.

IV

Nowadays, with more frequent contacts between East and West, an understanding of the basic differences between these cultures could help avoid a great number of problems that influence success in the business world. In this lecture, I would like to cover three potential areas of misunderstanding.

First, Western and Asian cultures have very different attitudes towards time and its importance. It may sound strange but the idea of time and its value is not universal. The Western approach to time places high importance on efficiency and punctuality. Many Asian cultures, however, traditionally place a higher value on interpersonal relationships. Time, business plans, and schedules can be subordinated to factors that are more important for a person from an Asian background—for example, understanding, acceptance, and harmony. Another crucial factor is that time is a lot more flexible in the East, allowing people to take a break from tasks. This flexibility can explain interruptions, the seeming lack of concentration, and conversations not related to work during meetings and negotiations.

The second crucial area to keep in mind is a different set of expectations for negotiations and personal meetings. It is typical for the time- and task-oriented Westerners to get down to business during the first minutes of the meeting and use the time as effectively as possible. Small talk is normally seen as a form of courtesy and does not really bear any meaning. Most Asian business cultures are traditionally based on relationships, however. This tendency has its roots in the history of Asian societies, when contracts were based on words, not on paper. Only those who can be trusted can join business. Building trust is a process that requires time and effort. The purpose of the first meeting or initial negotiation is usually not to come to fast conclusions and sign all the necessary papers, but rather to get to know the potential business partners better and to start the trust-building process.

The potential differences in communication styles are a third factor worth mentioning. Asian literature is famous for its sophisticated, fanciful language and symbolism. It is a natural reflection of the typical Eastern style of communication, which tends to be polite, diplomatic, and indirect. Directness in most Asian regions is a synonym for rudeness. There are almost no "problems" in the Eastern world, only "issues" and "concerns." Phrases such as "it could be difficult," "we could try," and "we will do our best" are not necessarily positive replies. To say "no" can at times be equal to an offense. The reason why the direct refusal is avoided is because of the need to "save face." Everyone knows that the truth can be painful. Hurting another person, for example, with an unpleasant truth is equal to an insult. In order to maintain good relations and harmony, insults should be avoided and face should be saved.

A great number of critical situations can be encountered when negotiating interculturally. I have only been able to touch on a few of them here. Negotiations are not an easy process, but rather one requiring a lot of effort and concentration, even when negotiating in your own or a similar culture. Negotiating internationally is a sophisticated art based on experience, proper preparation, and sensitivity.

Now listen again.

V

INTRO #1: The following news broadcast, which aired several years ago, is about the United Nations' Convention on the Rights of the Child. First, listen to the newscaster's introduction to the story.

NEWSCASTER: Hello. It's two decades since the United Nations adopted the Convention on the Rights of the Child. It was meant to guarantee children's rights around the world, but millions of children still endure poverty, abuse, and disease. Today, like every day, more than twenty-four thousand children under the age of five will die from preventable causes—deaths from illnesses like malaria, measles, pneumonia, and malnutrition. Across a year, an estimated four million babies die before they are even one month old. One hundred and fifty million children are still forced to work.

INTRO #2: Next, listen to a reporter talk about some ways in which the situation of children has improved.

REPORTER: Twenty years ago the United Nations put children at the top of its agenda. In a special session, it spelled out a set of universal children's rights: the right to life, to education, to protection from abuse—the right to play. Now it's time to chart the progress of a treaty ratified by almost every country in the world. Thirty percent more children now survive beyond the age of five because of vaccination programs, better nutrition, and access to medicine. Child laborers have been given the chance to study. They're among more than eighty percent of children who now attend primary schools worldwide.

INTRO #3: Finally, listen to a comment from the Deputy Director of UNICEF.

DEPUTY DIRECTOR OF UNICEF: At any time right now, across the world, any city, any media, you will find a story about children's rights. This is, I think, the big, big change...that, yes, there are many problems that haven't been resolved, but children are...now matter. They matter to the media. They matter to society. They matter to politicians.

Now listen again.

VI

Number 1. Education is an admirable thing, but it is well to remember that nothing worth knowing can be taught.

Number 2. Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did.