

2014 B Test - Script

I

Passage A. It may soon be much safer to be a fish in Australia, now that the country is planning to turn nearly one-third of its coastal waters into the world's largest network of marine preserves.^{1/2} The plan would restrict fishing, as well as oil and gas drilling, in an area totaling 1.2 [one-point-two] million square miles. Australia's move comes at a time of growing awareness of the importance of marine reserves to ease the pressure on ecosystems and creatures that are highly vulnerable to overfishing, pollution, and a changing climate. Often the wisest way to manage a wild resource is simply to let it alone.

Now listen again.

Passage B. Nothing would work in the absence of communication. Flowers must communicate with bees in order for pollination to be successful. Male songbirds must communicate with females if they are to mate and rear young. Lions on a cooperative hunt must communicate with each other about how they will attack their prey. Human infants must communicate with their parents so that their needs can be met. Politicians must use their communicative skills to persuade their audiences to support their policies. Computer programmers must design software to communicate with their hardware. And who knows, perhaps intelligent beings from other planets are already trying to communicate with us here on Earth!

Now listen again.

II

- JOHN: Hi, Yumie. I haven't seen you for a while.
- YUMIE: Yeah, I've been busy. How's it going?
- JOHN: Not bad. Not bad at all. What have you been up to?
- YUMIE: Oh, not much. Just studying. Actually I've been studying a lot.
- JOHN: What have you been studying?
- YUMIE: Biology, botany, zoology, and chemistry.
- JOHN: Wow! You really like natural sciences.
- YUMIE: Yeah, that's right. I'm that kind of person. Some people are into social sciences and some people are into natural sciences. I like natural sciences. How about you?
- JOHN: I prefer social sciences. When I was at high school, I liked history and geography, and also sociology and economics. I didn't like physics, chemistry, mathematics, and that kind of stuff.
- YUMIE: Have you ever done biology?
- JOHN: Yes, I have. Everybody does. I did it at high school for one semester. We cut up frogs and rats. It was terrible. I hated it.
- YUMIE: But biology is the study of life! Life is fascinating. It is a miracle. Human life! Animal life! Plant life! It's mysterious and wonderful and so beautiful! I don't believe it. How can you not be interested in biology?
- JOHN: Yeah, I guess, you're right. When you describe it like that, it sounds interesting. I just didn't like the experiments. I didn't like cutting up the animals. But why aren't you interested in the social sciences?
- YUMIE: No particular reason. It just seems too complicated.
- JOHN: What do you mean? The natural sciences are a lot more complicated than the social sciences.
- YUMIE: I'm not sure about that. In the natural sciences everything is relatively precise. But in the social sciences there are so many variables. People act in so many different ways and it's not always easy to predict human behavior.
- JOHN: Well, I suppose you're right about that.
- YUMIE: Hey, what are you going to do this weekend?
- JOHN: Hmm, let me see. Oh yeah, that's right! I'm going to a restaurant with Kensuke and Hiroko.
- YUMIE: What kind of restaurant are you going to?
- JOHN: We're going to go to a Mexican restaurant. Kensuke and Hiroko have never been to a Mexican restaurant before. Have you ever tried Mexican food?
- YUMIE: Yeah, I've had it a few times but I don't like it. It's too hot. I prefer Japanese food. It's milder.
- JOHN: So, I guess you don't want to come?
- YUMIE: No, but thanks for asking anyway.
- JOHN: No worries.
- YUMIE: Well, I had better be off. I have to get back to the library.
- JOHN: Okay. See you around.

Question number 1: Which of the following statements best explains Yumie's recent situation?

Question number 2: What type of person is Yumie?

Question number 3: Which subjects did John like and dislike in high school?

Question number 4: Why did John take biology in high school?

Question number 5: After describing how mysterious, wonderful, and beautiful life is, Yumie says, "I don't believe it." What exactly does she mean?

Question number 6: What is the ultimate conclusion of the discussion that John and Yumie have about the natural and social sciences?

Question number 7: Before going to the Mexican restaurant this weekend, what does John already know about Kensuke and Hiroko?

Question number 8: Why doesn't Yumie want to go to the Mexican restaurant with John and the others?

Now listen again.

III

Have you ever wondered about the secret of life? I have. Amazingly, I discovered it in my student days during my trip around the world!

I was traveling in Southeast Asia with an American friend. "There's a famous Buddhist temple which has some very holy monks," he said. "I've heard they accept foreign guests. Why don't we visit it?" "Count me in!" I replied.

The temple was located in southern Thailand. The monks were very hospitable. They welcomed us, gave us a room, and let us stay for several days. The only condition was that we follow the temple rules. No problem!

We began our visit by reading books on Buddhism, talking to the monks, and practicing meditation. Bedtime was early—9 p.m.—but we went to sleep with visions of gaining great wisdom.

Our lofty dreams were shattered by the sound of a loud gong. I looked at my watch. It was 4 a.m. Time to wake up! The monks were already studying and meditating. "When's breakfast?" I asked. "Not until 6!" came the answer. I wondered if I could survive until then. We helped clean the temple and, eventually, mealtime arrived.

"Finally, I can sit down to a nice big breakfast," I thought. No such luck! Buddhist monks in Thailand beg for breakfast. As temple guests, we had to beg, too.

We stood with the monks outside the temple and waited, empty rice bowls in our hands. Soon, some Thai housewives came along with food to give us. I was confused because, as they put the food into our bowls, they kept saying, "Thank you!"

"Shouldn't we thank them?" I asked. "No," said the monks. "But why?" I asked. "We monks are holy," they explained. "By begging for our food, we're giving these women a chance to do a good deed." Interesting!

During our stay, we heard there was a wise old monk at the temple who had lived in a cave in India for nine years, searching for enlightenment. Amazingly, he spoke English! He must know the secret of life, we thought. We went to see him.

The monk was calm and serene. "What's the secret of life?" we asked eagerly. "The secret of life," he said, "is...education! I advise you both to finish university, enter graduate school, and get a master's degree." My friend and I were stunned! We'd traveled halfway around the world to find the secret of life and were told to go back to school. That's what my mother kept saying!

However, the monk's advice stuck in my mind. After returning to Canada, I finished my studies, went to England, and got an M.A. Now I'm a professor at a national university. The monk was right! I had found the secret of life—for myself, at least!

Now listen again.

IV

The economics of happiness is an approach to assessing welfare that combines the techniques typically used by economists with those more commonly used by psychologists. While psychologists have long used surveys of reported well-being to study happiness, economists have only recently ventured into this area. The usual approach taken by economists, which focuses purely on income, can miss key elements of welfare. People have different preferences for material and non-material goods. They may choose a lower-paying but more personally rewarding job, for example. They are nonetheless acting to maximize their own happiness.

The study of happiness is part of a general move in economics that relies on a more comprehensive understanding of welfare. The economics of happiness does not attempt to replace income-based measures of welfare but instead tries to supplement them with broader measures of well-being. These measures are based on the results of large-scale surveys, involving hundreds of thousands of individuals who are asked to assess their own welfare. The surveys provide information about the importance of a range of factors that affect well-being, including income, but also others, such as health, marriage, employment, and social relations. Happiness surveys are based on questions such as, "Generally speaking, how satisfied are you with your life?"

There is one paradox in happiness studies that is still unresolved. While most happiness studies find that within countries wealthier people are, on average, happier than poorer ones, studies across countries and over time find very little, if any, relationship between increases in income and average happiness levels. Happiness seems to rise with income up to a point, but not beyond it. Yet even among the poorer countries, there is not a clear relationship between average income and average happiness levels, suggesting that many other factors—including cultural traits—are involved. Within countries, income matters to happiness. Severe poverty in particular is very bad for happiness. Yet after basic needs are met, other factors, such as rising aspirations, relative income differences, and financial security, become increasingly important, in addition to income.

Happiness research has been applied to a range of issues, including the relationship between income and happiness, and the relationship between inequality and happiness. On the first issue, while it is true that making more money can lead to greater happiness, at least in the short term, it is also true that people with higher happiness levels tend to perform better in the labor market and thus earn more money.

On the second issue, the results differ between developed and developing economies. Most studies of developed countries find that inequality has modest or insignificant effects on happiness. The mixed results may reflect the fact that inequality can be a signal of future opportunity and mobility as much as it can be a sign of injustice. In contrast, research in developing countries finds that inequality is negative for the well-being of the poor and positive for the rich. In regions where inequality is much higher and where public institutions and labor markets are extremely inefficient, inequality may signal persistent disadvantage or advantage rather than opportunity and mobility.

Now listen again.

V

INTRO #1: The following news broadcast is about a campaign in the European Union to require companies to appoint more female directors. First, listen to the newscaster's introduction to the story.

NEWSCASTER: Despite years of trying to get more women into corporate boardrooms, the number of female directors in companies across the EU remains at an average of just three percent, prompting campaigners for greater diversity to call for legislation to improve matters.

INTRO #2: Next, listen to a comment by a female director about the role of women in company boardrooms.

DIRECTOR: We often have a tempering effect on decision-making. Uh, so we balance out the, you know, debates in terms of risk. Perhaps we come at issues from a completely different perspective than most of the male counterparts in the room.

INTRO #3: Next, listen to some statistics about women directors provided by the newscaster.

NEWSCASTER: Women are underrepresented in Europe's male-dominated boardrooms, especially when you bear in mind they make up sixty percent of graduates from universities across the EU and the fact that thirty-four percent of Europe's bigger companies have no women in the boardroom at all.

INTRO #4: Next, listen to the opinion of the Secretary General of the European Women's Lobby.

YOUNG WOMAN: First, companies are able to find competent women and, secondly, that it doesn't harm. On the contrary, it improves, um, economic productivity, efficiency, and the functioning of company boards.

INTRO #5: Finally, listen to the newscaster's conclusion to the story.

NEWSCASTER: In an ideal world a person would advance their business career in the boardroom based on merit, but that's plainly not happening for too many women in our corporate boardrooms. Campaigners for gender equality believe legislation for all of Europe is the answer.

Now listen again.

VI

Number 1. Globalization is a trend that has transformed the economy of virtually every nation in surprising ways.

Number 2. In the developing world, urbanization has often taken the form of exploding populations in large cities.

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 is the main topic of this passage?
- 〔a〕 Why it is currently unsafe to be a fish in Australia.
 - 〔b〕 Australia's plan to turn part of its coastal waters into a network of marine preserves.
 - 〔c〕 Efforts on the part of Australia to restrict fishing, as well as oil and gas drilling.
 - 〔d〕 The fact that one-third of Australia's coastal waters is about 1.2 million square miles in size.
2. What can be inferred solely on the basis of what the speaker says in this passage?
- 〔a〕 Australia intends to engage in a campaign to raise people's awareness about the importance of marine reserves.
 - 〔b〕 Australia's move to ease the pressure on ecosystems will be implemented not only in the oceans but also on land.
 - 〔c〕 Australia's plan is consistent with the view that some ocean creatures are highly vulnerable to overfishing, pollution, and a changing climate.
 - 〔d〕 Australia believes that the best way to manage its wild resources is for the government to take no action whatsoever to protect them.

- B. 1. What point is the speaker trying to make?
- (a) The speaker is trying to show how important communication is for everything that exists.
 - (b) The speaker is trying to give as many examples as possible to explain how communication actually works.
 - (c) The speaker is trying to prove that plants, animals, humans, and computers communicate in exactly the same way.
 - (d) The speaker is trying to demonstrate how communication differs among plants, animals, humans, and computers.
2. Which of the following statements best describes the opinion expressed by the speaker at the end of this passage?
- (a) Because nothing works in the absence of communication, there is no doubt that intelligent beings from other planets will try to communicate with humans in the future.
 - (b) Since there is no evidence that intelligent beings from other planets have tried to communicate with humans in the past, it is unlikely that they will ever try to communicate with humans in the future.
 - (c) Given the fact that communication is so essential to everything that exists on Earth, it is likely that intelligent beings on other planets communicate with each other in the same way that humans do.
 - (d) Although no one is sure, it is possible that intelligent beings from other planets are already trying to communicate with humans here on Earth.

II

問題Ⅱは、日本人と外国人の会話を聴いて、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回繰り返されます。

1. 〔a〕 Yumie has been busy because she's been studying a lot.
〔b〕 Yumie hasn't been doing much, so she hasn't been very busy.
〔c〕 Since Yumie has been busy, she hasn't had enough time to study.

2. 〔a〕 She's the type who likes the social sciences more than the natural sciences.
〔b〕 She's the type who likes the natural sciences more than the social sciences.
〔c〕 She's the type who likes the natural sciences and the social sciences equally.

3. 〔a〕 He liked history and geography, but he didn't like other subjects in the social sciences.
〔b〕 He liked other subjects in the natural sciences, but he didn't like physics, chemistry, and mathematics.
〔c〕 He liked subjects in the social sciences, but he didn't like subjects in the natural sciences.

4. 〔a〕 Because it was a required course and everyone had to take it.
〔b〕 Because he didn't realize that he would have to cut up frogs and rats in the class.
〔c〕 Because even though he didn't like the experiments, he thought biology was interesting.

5. (a) She doesn't believe that biology is fascinating.
- (b) She doesn't believe that life is a miracle.
- (c) She doesn't believe that John is not interested in biology.
6. (a) Yumie ultimately agrees with John that the natural sciences are more complicated than the social sciences because the natural sciences require more precision.
- (b) John ultimately agrees with Yumie that the social sciences are more complicated than the natural sciences because people act in so many different ways.
- (c) Yumie and John ultimately disagree with each other about which is more complicated, the natural or the social sciences, because it is difficult to know in advance how humans will act.
7. (a) He already knows that Kensuke and Hiroko both love Mexican food.
- (b) He already knows that Kensuke and Hiroko prefer Japanese food to Mexican food.
- (c) He already knows that this will be the first time for Kensuke and Hiroko to go to a Mexican restaurant.
8. (a) Because she has never tried Mexican food before.
- (b) Because she doesn't like Mexican food.
- (c) Because she must return to the library.

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. When the narrator's friend told him that there was a famous Buddhist temple in southern Thailand that accepted foreign guests, the narrator was very eager to visit there.
2. The monks were very friendly and welcomed the narrator and his friend to stay at the temple for a few days as long as they obeyed the rules at the temple.
3. After reading books on Buddhism, talking to the monks, and practicing meditation, the narrator and his friend realized that they could only dream about gaining great wisdom, so they went to bed early.
4. Although the narrator had expected breakfast to be served soon after he woke up, he learned that he would not be able to have breakfast until two hours later.
5. After cleaning the temple, the narrator and his friend stood outside the temple with their empty rice bowls and begged for food with the other monks.
6. The reason why the monks thanked the Thai housewives who brought them food is because the monks were grateful to the women for doing a good deed.

7. The narrator and his friend eventually left the temple in Thailand and visited a wise old man who lived in a cave in India.

8. The narrator implies that he didn't need to travel halfway around the world to discover that education is the secret of life, since his mother had already told him that he should go back to school and complete his education.

9. The narrator followed the monk's advice and was eventually able to become a professor after finishing his university education in Canada and getting a master's degree in England.

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回繰り返されます。

1. What approach is taken by the economics of happiness in assessing welfare?

〔a〕 The economics of happiness relies exclusively on surveys of reported well-being typically used by psychologists.

〔b〕 The economics of happiness relies exclusively on the usual approach taken by economists, which focuses purely on income.

〔c〕 The economics of happiness attempts to combine techniques typically used by economists with those more commonly used by psychologists.

2. Why might some people choose a low-paying but more personally rewarding job?

〔a〕 Because they may have a higher preference for non-material goods than for material goods.

〔b〕 Because they may have a higher preference for material goods than for non-material goods.

〔c〕 Because they have not yet realized how they must act if they are to maximize their own happiness.

3. How does the study of happiness attempt to provide a more comprehensive understanding of welfare?
 - (a) It is part of a general move in economics to measure well-being on the basis of how much income a person has.
 - (b) It tries to measure a variety of factors related to well-being in addition to how much income a person has.
 - (c) It aims at providing a broader measure of well-being that replaces income-based measures of welfare.

4. How are happiness surveys conducted?
 - (a) Researchers ask people questions that allow them to evaluate how personally satisfied they are with their lives.
 - (b) Researchers collect information about a range of factors that affect how individuals might personally assess their own well-being.
 - (c) Researchers look at measures of income, health, marriage, employment, and social relations to see how such factors influence personal well-being.

5. What exactly is the paradox in happiness studies that is still unresolved?
 - (a) Even though there is a relationship between higher income and happiness within countries, there is very little, if any, relationship between increases in income and average happiness levels across countries and over time.
 - (b) Even though happiness seems to rise with income up to a point, wealthier people will, on average, be happier than poorer people beyond that point, not only within countries but also across countries and over time.
 - (c) Even though income matters to happiness within countries, there is not a clear relationship between average income and average happiness levels among the poorer countries because other factors, such as cultural traits, are involved.

6. What is the relationship between severe poverty and happiness?
- (a) There is no relationship between severe poverty and happiness because people in poorer countries can be just as happy as people in richer countries.
 - (b) While severe poverty is very bad for happiness, once people have enough income to meet their basic needs, they will be happy because there are no other factors that might make them unhappy.
 - (c) After people have overcome poverty and met their basic needs, their happiness will be increasingly dependent on other factors, such as rising aspirations, relative income differences, and financial security.
7. Which of the following statements best describes the relationship between income and happiness?
- (a) Higher incomes lead to greater happiness, at least in the short term, because people with higher happiness levels tend to perform better in the labor market and thus earn more money.
 - (b) People with higher happiness levels tend to perform better in the labor market and thus earn more money because higher incomes lead to greater happiness, at least in the short term.
 - (c) While people may be happier, at least in the short term, because they have higher incomes, the reverse is also true: people may perform better in the labor market and thus earn more money because they are happier.
8. How is inequality likely to be perceived by poor people in developing countries?
- (a) It is likely to be perceived as a signal of future opportunity and mobility.
 - (b) It is likely to be perceived as favoring the well-being of the rich over the well-being of the poor.
 - (c) It is likely to be perceived as a sign that public institutions and labor markets are extremely inefficient.

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. Since past efforts to increase the number of female directors in companies across the EU have not been very successful, campaigners for greater diversity are suggesting that laws should be passed to improve the situation.
2. According to the female director, because women are able to make more balanced decisions, they are willing to take more risks in debates.
3. The female director believes that since women and men have similar approaches to decision-making, women should be treated the same as their male counterparts in the boardroom.
4. According to the newscaster, the main reason why women are underrepresented in European boardrooms is that males make up more than half of the graduates from EU universities.
5. Another statistic given by the newscaster shows that a majority of Europe's bigger companies have no women in the boardroom at all.
6. The Secretary General of the European Women's Lobby believes that it is possible for companies to find qualified women who are good at their jobs.
7. Although the Secretary General thinks that hiring women is not harmful, she disagrees with the opinion that it will result in greater benefits for companies.

8. The newscaster concludes that since we live in an ideal world where persons can advance their business careers on the basis of merit, there is currently nothing that prevents women from achieving gender equality in corporate boardrooms in Europe.

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. _____

