

## LISTENING COMPREHENSION TEST

In this listening comprehension test, you will have the chance to show how well you understand spoken English. There are six sections in this test and each section has its own special directions.

## SECTION I

In the first section, you will hear ten sentences. They will not be written in your test book. You will hear each sentence just one time. In your test book, you will see four sentences marked a, b, c, and d. Choose one sentence that is closest in meaning to each sentence you hear and mark it on your answer sheet.

1. That book looks incredibly interesting but I can't afford it.
2. The two of you really hit it off.
3. I have to get to the airport early because my flight leaves at quarter to ten.
4. I'd like to go bungee jumping, but I'm afraid I'd chicken out.
5. I can't stand it when my uncle comes to visit – he's so boring.
6. That guy is always fishing for compliments.
7. Starvation, famine and poor nutrition present problems even in the 21<sup>st</sup> century.
8. I can pop in only for a second.
9. Mom has bought seeds, pots, soil and fertilizer – she's busy with them outside.
10. Take it from me, that book's not worth reading.

## SECTION II

In this section, you will hear two talks. They are not written in your test book. You will hear each talk one time. After each talk, you will hear five sentences about each talk. They are incomplete sentences. Each sentence is spoken just one time, and it is not written in your test book. In the test book, you will read four phrases marked a, b, c, and d for each incomplete sentence. Choose the phrase that best completes the sentence and mark it on your answer sheet.

## Talk 1

I've just heard for the first time the story of Hachiko, an Akita dog who achieved international fame for never giving up on his owner. I can't help but share it with you. Hope you have some Kleenex. You'll need them!

Hachiko's story is amazing. In 1924, Professor Hidesaburo Ueno moved with him to Tokyo, Japan. Every morning, when the professor went to work at the University of Tokyo, Hachiko saw him off from the front door. At the end of the day, Hachiko waited for him at the nearby Shibuya Station.

Their routine came to an end a year later, when the professor died of a stroke. Hachiko was re-homed but always escaped to visit his old home. Eventually he realized Professor Ueno no longer lived there and went to look for his master at Shibuya train station.

For ten years, Hachiko came to the station to look for Professor Ueno every evening, precisely when the train was due. Hachiko always got treats and food from commuters, many of whom had seen him with the professor before.

A writer eventually found Hachiko at the station and followed him to his new home, where he learned the dog's story. The man published several articles about Hachiko, some of which threw the dog into the national spotlight and disseminated the Akita breed.

A statue of Hachiko was later erected in Shibuya station, and Hachiko himself was present at the unveiling. A similar statue stands in the dog's hometown.

Hachiko died in 1935, at 12 years of age. His stuffed and mounted remains are now kept at the National Science Museum of Japan in Ueno, Tokyo.

Each year on April 8th, hundreds of dog lovers honor Hachiko with a ceremony of remembrance at Tokyo's Shibuya station. And because of his unparalleled loyalty, Hachiko has been also featured not only in movies, but also in books and TV shows.

It's a real shame that none of us could explain to Hachiko that his owner was not coming back. But the fact that he could not know for sure reminds us all what loyalty truly means. What a wonderful creature!

## Talk 1 Sentences

11. The speaker alluded to the fact that her story was
12. The event that changed Hachiko's life forever was
13. Hachiko went to Shibuya station every night

14. When the statue of Hachiko was erected at Shibuya station
15. In honor of Hachiko, every year now on April 8th

## Talk 2

As international students, living and studying outside your country will be one of the most exciting experiences in your life. Many challenges lie ahead for you over the next 12 months. In my short talk today I want to welcome you here, and tell you about some of the help that we can offer you.

We have prepared a campus magazine that shows the actual layout of the campus, with maps, pictures and a description of the facilities. You can pick one up at the Office of International Relations next week. You will find class schedules and timetables on the department's homepage on the web. We will organize discussion groups so you can ask British students about nightlife and inexpensive restaurants in central London. Our professors will describe their course contents during your first classes next week.

Also, you will be able to improve your language proficiency to communicate more comfortably in your daily lives. The Office of International Relations has a program running, in which students from the Education College offer complimentary English lessons. They do this in order to get some teaching experience. These lessons are available from April until the beginning of the summer vacation. Each lesson is held in groups of 4 or 5 and lasts 50 minutes. They take place just once per week but, as I said before, at least they don't cost anything.

The Office of International Relations conducts field trips twice a semester. The purpose is to introduce international students to the historic and cultural life of Britain, for example: the British Museum, Buckingham Palace and such like. Every visit has a different theme and we welcome suggestions from you about destinations. Six months ago, our students proposed a visit to the site of the London 2012 Olympics. For our next visit we plan an excursion to the O2 arena, London's biggest concert venue.

Finally, this time next year, when you are about to return to your own universities, I would very much appreciate it, if some of you could come to our meeting for the incoming international students and pass on any advice or tips that you might have.

## Talk 2 Sentences

16. The international students listening to this talk will stay in Britain
17. Students can get an idea about London nightlife
18. When talking about the English classes they offer, the speaker says that
19. In the near future, the students will be invited on a trip to

20. Finally, the speaker requests that the students

### SECTION III

In this section, you will hear four short news stories. They will not be written in your test book. You will hear each story just one time. Each story is followed by two questions. The questions are not written in your test book. You will hear each question just one time. In your test book, you will read four answers marked a, b, c, and d for each question. Choose the best answer and mark it on your answer sheet.

#### News Story 1

British lawmakers have agreed to consider a bill that would outlaw smoking in private vehicles carrying children, in order to reduce their exposure to secondhand smoke. Members of the House of Commons recently voted 78 to 66 for a bill to be drafted that would require the Secretary of State to introduce a ban, after hearing arguments about the effect of passive smoking on children. The bill will return to the House of Commons later this year.

#### News Story 1 Questions

21. What is this news story about?
22. Which of the following statements is *true* about this news story?

#### News Story 2

Food allergies affect about 1 in 13 U.S. children, double the latest government estimate, a new study suggests. The researchers say about 40 percent of them have *severe* reactions --- a finding the researchers hope will erase misconceptions that food allergies are troublesome but not dangerous. Overall, 8 percent of the children studied had food allergies; peanuts and milk were the most common sources. That translates to nearly 6 million U.S. children. Dr. Calman Prussin, an investigator with the National Institute of Allergy and Infectious Diseases, said the study confirms that food allergies are a substantial public problem.

#### News Story 2 Questions

23. What is this piece of news reporting?
24. Which statement misrepresents the findings of this study?

## News Story 3

A plunge in U.S. violent crime over the past two years despite the economic downturn appears to confirm what experts have long known --- that poverty alone does not drive delinquency, or socially unacceptable behaviors of young people. The latest figures released by the FBI show the lowest level of violent crime since the 1960s and a 5.5 percent decline in 2010 alone, following a 5.3 percent drop the previous year. Robbery is also down nationwide --- by 9.5 percent in 2010 and 8.0 percent in 2009 --- despite soaring unemployment and a grim economic outlook. Experts point to many factors that have steadily reduced crime since the 1980s and early 1990s, when the crack cocaine epidemic devastated U.S. cities. Better policing, record incarcerations and the proliferation of cell phones have all likely contributed to the general decline over the past two decades, including a 40 percent drop in crime from 1993 to 2000. Crime appears to be motivated less by poverty than by history, and the perceived legitimacy of social and political institutions.

## News Story 3 Questions

25. What is the most appropriate title for this news passage?
  
26. What belief does this piece of news argue is usually wrong?

## News Story 4

The Women's World Cup final between Japan and the United States set the record for tweets per second, eclipsing the wedding of Prince William and Kate and the death of Osama bin Laden. Japan rallied twice to tie the United States 2-2 after extra time before winning a penalty shootout. The U.S. was aiming for its third World Cup victory, while Japan lifted the World Cup trophy for the first time. The exciting climax drew 7,196 tweets per second, according to the micro blogging site. The previous record, of 6,939, was set just after midnight in Japan on New Year's Day. Other spikes include bin Laden's death (5,106 per second) and the Super Bowl (4,064). The July 17 record-breaking numbers reflect a sharp rise in Twitter usage. Its users send 200 million tweets per day, compared to 10 million two years ago, according to Twitter.

## News Story 4 Questions

27. What heading best captures the essence of this news story?
  
28. What did this piece of news go to prove?

## SECTION IV

In this section, you will hear two conversations. They will not be written in your test book. You will hear each conversation one time. After each conversation, you will hear five questions. Each question is asked just one time, and it is not written in your test book. In your test book, you will see four answers marked a, b, c, and d for each question. Choose the best answer to each question and mark it on your answer sheet.

## Conversation 1

A foreign student is asking her friend, Gloria, for advice.

- Student: Can't believe it's finally summer break! I must admit though, that I'm a bit anxious since I've been invited to a formal dinner party at my roommate's house this Friday night in the Hamptons. No idea how to be a gracious guest in *this* country.
- Gloria: I really wouldn't worry about it so much. Sure not that much will be expected of you. After all, I'm sure she knows where you're coming from.
- Student: True, but that's not a real excuse. Already stressed about what to wear and what kind of gift to bring. Of course, she told me not to bring anything.
- Gloria: One great piece of advice my grandmother gave me for such occasions is "do at a party what you would want someone to do at your party." Take this to heart and you'll never go wrong. You always look nice too, so I certainly wouldn't worry about that. It would be next to impossible for *you* to be underdressed.
- Student: You're *way* too kind. Just don't want to feel out of place.
- Gloria: As for what to bring, even if she said not to, flowers are always a nice choice. And the great thing about them is that they can always be ordered ahead of time and sent from your laptop or better yet your cell – and can make you seem more thoughtful than you actually are. Not that you have to worry about *that* at all.
- Student: Great idea, and I always *love* getting fresh flowers myself so such a gift would be right in line with what your grandmother said.
- Gloria: Exactly. Another thing, speaking of cell phones, you may either want to leave yours behind or at least make sure it is not visible at the party. I personally think it's downright rude to give your phone more attention than your friends with whom you're having dinner.
- Student: I know what you mean. That kind of behavior really irks me too. For so many people the phone is an addiction.
- Gloria: My best friend actually has a rule: Unless a family member who is in the hospital is dying or giving birth, keep your phone out of sight.
- Student: I like that. Never can quite get what can be *so* urgent that it can't wait for someone to get to when they are free. Hate those who are slaves to their cell phones, so I won't make that mistake. Phone etiquette is pretty strict in Japan.
- Gloria: Wish it were the same *here*. The last thing I would say about the party is to be sure to send a thank you note once it's over. Some skip this step when the party is hosted by a close friend, but it can never hurt.
- Student: I completely agree. I think handwritten notes are *so* endearing.

Gloria: A call can also be touching as can an e-mail, but not in the same way. Although at least an e-mail message proves that you thought about the party the next day.  
Student: Perhaps I'll send both an e-mail message and a handwritten note.  
Gloria: In that case, I'm sure you'll get invited back!  
Student: I hope so. Thanks for putting my mind at ease.

### Conversation 1 Questions

29. Why was the foreign student worried about going to the dinner party?
30. What valuable piece of advice did Gloria's grandmother give her?
31. Why did Gloria think flowers would be an ideal gift?
32. What was Gloria's best friend's rule about cell phones?
33. What did the foreign student think about Gloria's final suggestion?

### Conversation 2

A student is meeting with Dr Gibson, a university administrator.

Dr. Gibson: I understand that you want to discontinue your studies with us.  
Student: Hello Dr. Gibson. Yes, that's right. I'd like to know something about how I go about it. I'd also like to know whether my study fees for this year will be refunded or not: I paid for the whole year.  
Dr. Gibson: What's brought you to this decision, may I ask?  
Student: Well, I've not been too happy with the choice I made to study medicine.  
Dr. Gibson: Can I ask whether this is because of this particular university's medical faculty? Is it connected to the teaching staff here?  
Student: I think the teaching staff are very professional. I couldn't understand their lectures very well but that's just me. All my friends understand the lectures fairly easily. It's only me who seems to get stressed out by the course.  
Dr. Gibson: So you're struggling with the course. Have you discussed this stress with your professors?  
Student: It was hard to find a time to meet them, but once I did the professors were really kind - easy to approach and sympathetic to my problem but it didn't change my mind about leaving.  
Dr. Gibson: I think I should warn you though that no matter what university you go on to study at, medicine is a demanding subject. There are no easy options. If you want to graduate as a doctor there is a lot to learn and a lot of studying to do.

- Student: I'm not looking for an easier course. I've decided to change courses. I've already found a place.
- Dr. Gibson: In one of our own faculties?
- Student: No – I'll be studying closer to home down south. My parents are pretty happy actually. They've been worried because I've been stressed out trying to keep up with my studies here. It'll be cheaper for me too because my sister's studying at the same place so we can share an apartment.
- Dr. Gibson: So you really have made your mind up.
- Student: Yes, from next month I'm going to be a physics student. I'm really only here to ask you about any forms I need to fill out and also about that fees refund.
- Dr. Gibson: Oh I see. I was about to recommend some very good medical books for you to study with. But I guess there's no point. I promise you I will go and see the university secretary to answer your fees question and find out about the paperwork. I don't know anything about physics and I'm not familiar with the university you're talking about so I can't really offer any particular guidance or suggestions about studying there. But I wish you all the best!
- Student: No problem. Thanks very much.

#### Conversation 2 Questions

34. Why has the student come to meet Dr. Gibson?
35. What does the student say about the university's medical teaching staff?
36. What does Dr. Gibson say about studying medicine?
37. What does the student request from Dr. Gibson?
38. What is true about the end of the student's conversation with Dr. Gibson?



## SECTION V

In this section, you will hear four short passages. They will not be written in your test book. You will hear each passage just one time. Each passage is followed by two questions. Each question is spoken just one time, and it is not written in your test book. In your test book, you will read four answers marked a, b, c, and d for each question. Choose the best answer and mark it on your answer sheet.

## Passage 1

Dikembe Mutombo, a former star of the National Basketball Association is now using his stature back home in the Democratic Republic of Congo to construct hospitals and research centers in his hometown of Kinshasa. Mutombo went to the United States on a scholarship hoping to become a doctor. He returned to Africa as more than a doctor, using his fame and fortune to try to turn the tide of H.I.V. He appeals to soccer in particular to put more back into a continent, which European clubs have plundered of so many star players.

## Passage 1 Questions

39. What was Dikembe Mutombo before?
  
40. What did he establish in his hometown?

## Passage 2

The high-end jeweler Tiffany & Co. and their trademark blue gift boxes and gift bags first appeared in Japan in 1972. Initially the New York City-based company, which was established in 1837, started as a wholesaler supplying moderately-priced jewelry to Japanese department stores. The bubble economy in the 1980's however, fueled consumer demand for foreign luxury brands. In order to capitalize on this demand, Tiffany began opening their own boutiques and expanding their presence in upscale department stores in 1993. Japan had the largest number of Tiffany boutiques in the world until 2003 when China overtook the top spot.

## Passage 2 Questions

41. Which country currently has the largest number of Tiffany stores?
  
42. When did Tiffany & Co. first go into business?

## Passage 3

In 1960 Shintaro Tsuji created the Yamanashi Silk Center Company. The company began as a silk trader. Not long after, however, Tsuji decided to change the focus of his company and started making character goods for gift-giving events and ceremonies. In 1973 he renamed the company. A year later the company developed a simple but cute character in the image of a cat. The cat had no mouth. The company first used the character on a vinyl coin purse in 1975, and it soon became very popular. The company is Sanrio.

## Passage 3 Questions

43. What is the name of this famous character?
  
44. What did Mr. Tsuji use this character for originally?

## Passage 4

Many people have commented on the popular lectures given at Harvard University that have been broadcast on Japanese television, and on the heated discussion between the professor and students in the large auditorium. Among those who have seen these broadcasts, some regret the fact that there are few Japanese among the Asian students in the auditorium. Of the 666 international students at Harvard University in the 2008-2009 academic year, there were 42 from Korea, 36 from China, 22 from Singapore, 20 from India and only 5 from Japan. While the number of international students from China and Korea are on the increase, the number from Japan is decreasing.

There were 13,500 Japanese students studying in the U.S. in 1980, and the numbers increased rapidly from the mid 1980s to reach 45,276 in 1994 and a peak of 47,073 in 1997, highest of all nations. In 2008 that figure dropped to 29,264, about 60% of the figure in the peak year. In contrast, the number of international students from India, China and South Korea increased rapidly.

## Passage 4 Questions

45. What problem do viewers in Japan have with this TV broadcast?
  
46. In what year did the number of Japanese students peak in the United States?

## SECTION VI

In the last section of this test, you will hear a radio interview. The interview will not be written in your test book. You will hear the interview one time. In your test book, you will see nine sentences numbered (47)~(55). Read each of them carefully. If the sentence is true according to the interview, mark your answer sheet T. If it is not true, mark F.

- Renee Montagne: This is Morning Edition from WSMN News. I'm Renee Montagne. In today's health segment, people with rare diseases help each other using the Internet. But first, in an increasingly interconnected world, speaking more than one language is becoming common. Approximately one out of five Americans speak a language other than English at home. Around the world, as many as two-thirds of children are brought up bilingual. And it turns out that being bilingual is also good for the brain. Reporter Gretchen Cuda-Kroen has the story.
- Ms. Judy Szentkiralyi: (Foreign language spoken)
- Mr. Paul Szentkiralyi: (Foreign language spoken)
- Gretchen Cuda-Kroen: Judy and Paul Szentkiralyi both grew up in the U.S. bilingual - speaking Hungarian with their families and English with their peers. And when they married they knew they wanted to raise their children speaking both languages. So their two daughters, Hannah and Julia, heard only Hungarian from mom and dad at home.
- Ms. Hannah Szentkiralyi: (Foreign language spoken)
- Gretchen Cuda-Kroen: Then came school and learning English. Judy recalls Hannah's first few months with the new language.
- Ms. Szentkiralyi: When she did go to preschool that accent was very thick. She's counting like vun(ph), two, tree. And by the time maybe four or five months went by it was totally gone.
- Gretchen Cuda-Kroen: Most people were supportive, but not everyone. Judy's husband Paul recalls an uncomfortable confrontation Judy once had in a local grocery store.
- Mr. Szentkiralyi: I remember one time you came home; you said this one lady was, well, when is she going to learn English. It's like, well, when she goes to school she'll learn English.
- Gretchen Cuda-Kroen: The Szentkiralyi's says that people often asked them if their kids got confused or if they fell behind in school. Janet Werker has an answer for them. She's a psychologist at the University of British Columbia who studies language acquisition in bilingual babies. Werker says the

idea that children exposed to two languages from birth become confused or that they fall behind is a common misconception.

Ms. Janet Werker: Growing up bilingual is just as natural as growing up monolingual. There is absolutely no evidence that bilingual acquisition leads to confusion and there is no evidence that bilingual acquisition leads to delay.

Gretchen Cuda-Kroen: Werker and other researchers say the evidence to the contrary is actually quite strong. Being bilingual, they say, may actually be good for you. Ellen Bialystok, a psychologist from York University in Toronto, says the reason lies in the way the bilingual mind uses language. No matter what language a person is speaking at the moment, Bialystok says both languages are active in the brain.

Ms. Ellen Bialystok: The evidence is very dramatic. Even if you're in a context that's utterly monolingual where you think there's absolutely no reason to think about Chinese or Spanish or French, it is part of the activated network that's going on in your brain.

Gretchen Cuda-Kroen: This means bilinguals have to do something that's monolinguals don't do. They have to keep the two languages separate. Bialystok likens it to tuning into the right signal on the radio or television - the brain has to keep the two channels separate and pay attention to only one.

Ms. Bialystok: The brain has a perfectly good system whose job it is to do just that - it's the executive control system. That's what it does. It focuses attention on what's important, and ignores misleading distraction. Therefore, for a bilingual, every time you open your mouth to speak, you recruit this executive control system. It's always used in every sentence you utter. That's what makes it strong.

Gretchen Cuda-Kroen: Bialystok says that constantly engaging this executive control function is a form of mental exercise, and some researchers, including herself, believe that this can be beneficial for the brain. Bilingual speakers have been shown to perform better on a variety of cognitive tasks, and one study Bialystok did found that dementia set in 4-5 years later in people who spent their lives speaking two languages instead of one.

Ms. Bialystok: They can get a little extra mileage out of these cognitive networks because they have been enhanced throughout life.

Gretchen Cuda-Kroen: And the advantages of bilingualism may be due to more than just mental fitness. Bialystok says there's some preliminary evidence that being bilingual may physically remodel parts of the brain.

For WSMN News, I'm Gretchen Cuda-Kroen in Cleveland.

47. Across the globe, approximately 20 percent of children are being raised bilingually.
48. The Szentkiralyis are raising their U.S.-born children to speak both Hungarian and English.
49. Everyone in the U.S. is supportive of raising children to be bilingual.
50. Exposing children to two languages from birth often causes them a lot of confusion.
51. When a bilingual person speaks, both languages are active in the brain at the same time.
52. Both bilinguals and monolinguals have to keep two languages in their brains.
53. Bilingual use of language is compared to tuning into a radio or TV signal.
54. Being bilingual appears to delay the onset of dementia, a state of mental deterioration.
55. Some research suggests that bilingualism may cause some parts of the brain to be remodeled.

This is the end of the listening test. Please use the remainder of your time to answer the last section and to check your answers in previous sections.

# 英 語

## 注 意

1. 問題は全部で10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. 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○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

### 解答記入例(解答がイのとき)

1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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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 次の英文を読み、問いに答えなさい。

In the summer of 2004, Hurricane Charley roared out of the Gulf of Mexico and swept across Florida to the Atlantic Ocean. The storm claimed twenty-two lives and caused \$11 billion in damage. It also left in its wake a debate about price gouging.

At a gas station in Orlando, they were selling two-dollar bags of ice for ten dollars. Lacking power for refrigerators or air-conditioning in the middle of August, many people had little choice but to pay up. Downed trees heightened demand for chain saws and roof repairs. Contractors offered to clear two trees off a homeowner's roof — for \$23,000. Stores that normally sold small household generators for \$250 were now asking \$2,000. A seventy-seven-year-old woman fleeing the hurricane with her elderly husband and handicapped daughter was charged \$160 per night for a motel room that normally goes for \$40.

Many Floridians were angered by the inflated prices. “After Storm Come the Vultures,” read a headline in *USA Today*. One resident, told it would cost \$10,500 to remove a fallen tree from his roof, said it was wrong for people to “try to capitalize on other people’s hardship and misery.” Charlie Crist, the state’s attorney general, agreed: “It is astounding to me, the level of greed that someone must have in their soul to be willing to take advantage of someone suffering in the wake of a hurricane.”

Florida has a law against price gouging, and in the aftermath of the hurricane, the attorney general’s office received more than two thousand complaints. Some led to successful lawsuits. A Days Inn in West Palm Beach had to pay \$70,000 in penalties and restitution for overcharging customers.

But even as Crist set about enforcing the price-gouging law, some economists argued that the law — and the public outrage — were misconceived. In medieval times, philosophers and theologians believed that the exchange of

goods should be governed by a “just price,” determined by tradition or the intrinsic value of things. But in market societies, the economists observed, prices are set by supply and demand. There is no such thing as a “just price.”

Higher prices for ice, bottled water, roof repairs, generators, and motel rooms have the advantage of limiting the use of such things by consumers and increasing incentives for suppliers in far-off places to provide the goods and services most needed in the hurricane’s aftermath. If ice fetches ten dollars a bag when Floridians are facing power outages in the August heat, ice manufacturers will find it worth their while to produce and ship more of it. There is nothing unjust about these prices; they simply reflect the value that buyers and sellers choose to place on the things they exchange.

Jeff Jacoby, a pro-market commentator writing in the *Boston Globe*, argued against price-gouging laws on similar grounds: “It isn’t gouging to charge what the market will bear. It isn’t greedy or brazen. It’s how goods and services get allocated in a free society.” Jacoby acknowledged that the “price spikes are infuriating, especially to someone whose life has just been thrown into turmoil by a deadly storm.” But public anger is no justification for interfering with the free market. By providing incentives for suppliers to produce more of the needed goods, the seemingly exorbitant prices “do far more good than harm.” His conclusion: “Demonizing vendors won’t speed Florida’s recovery. Letting them go about their business will.”

Attorney General Crist (a Republican who would later be elected governor of Florida) published an op-ed piece in a Tampa paper defending the law against price gouging: “In times of emergency, government cannot remain on the sidelines while people are charged unconscionable prices as they flee for their lives or seek the basic commodities for their families after a hurricane.” Crist rejected the notion that these “unconscionable” prices reflected a truly free exchange:



This is not the normal free market situation where willing buyers freely elect to enter into the marketplace and meet willing sellers, where a price is agreed upon based on supply and demand. In an emergency, buyers under duress have no freedom. Their purchases of necessities like safe lodging are forced.

The debate about price gouging that arose in the aftermath of Hurricane Charley raises hard questions of morality and law: is it wrong for sellers of goods and services to take advantage of a natural disaster by charging whatever the market will bear? If so, what, if anything, should the law do about it? Should the state prohibit price gouging, even if doing so interferes with the freedom of buyers and sellers to make whatever deals they choose?

1. Amongst the following words and phrases from the passage, which have a meaning similar to that of 'price gouging'? Only two of the following are correct.

- A. price levels            B. just price            C. basic commodities  
D. intrinsic value        E. inflated prices        F. over-charging

2. 下線部(A)はつまりどういうことですか？ 意味しているところをわかりやすく日本語で説明しなさい。

3. 下線部(B)を和訳しなさい。

4. 次の(a)~(h)のうち、本文で述べられていることは YES, そうでないものは NO をマークしなさい。

(a) Hurricane Charley showed us we have the freedom of countless possibilities to fine-tune our lives through the products we buy.

- (b) In Florida, people have a law which outlaws charging customers unfair prices.
  - (c) Some economists assume that no prices should be protected in a free society.
  - (d) Many kind-hearted people are hard on themselves, soldiering on when struggling with family life in a disaster.
  - (e) In the medieval age, people were never bothered by price-gouging since “just prices” were set simply by supply and demand.
  - (f) We must always strive to prevent disasters as they will occur when we least expect them.
  - (g) Crist points out that in severe circumstances when people have little freedom to reject unfairness, market conditions cannot bring about the right prices.
  - (h) After Hurricane Charley, Crist crossed the world to unravel the complicated tangle of criminal enterprises and shine a spotlight on the unfairness of trade in the world today.
5. In the event of a natural disaster, some goods and services are essential while others are luxuries and just for comfort. Imagine yourself in a natural disaster. What goods and services would be essential to you? Equally, what goods or services would you like in order to enjoy some extra comfort?

Please write around 100 words using your own English to describe your thoughts and opinions. Try to think of ideas and evidence to support your opinions.

Write your answer in English on the separate answer sheet.

II 文中の空所に最もふさわしいものを(a)～(d)から一つ選び、その記号をマークしなさい。

1. It is illegal in the USA to (       ) workers because of their age.  
(a) discriminate to                      (b) do discrimination  
(c) discriminate                         (d) discriminate against
2. I quite (       ) your view on that.  
(a) agree                                    (b) agree with  
(c) agree against                         (d) agree along
3. The president promised to ease people's (       ) about the economy.  
(a) anxiety                                 (b) intention  
(c) heart                                     (d) brain
4. The couple suddenly announced their decision to (       ) off their wedding.  
(a) call                                       (b) carry  
(c) set                                         (d) bring
5. "Would it be all right (       ) I missed tomorrow's class?"  
(a) as                                         (b) what  
(c) if                                         (d) which
6. I (       ) that he's innocent.  
(a) convince                                 (b) am convincing  
(c) am convinced                         (d) am convincingly

7. "Are you going on that business trip to Asia?" "It ( ). We need to check the budget."

(a) suspends

(b) allows

(c) depends

(d) occurs

8. We do not tolerate employees who do things by ( ).

(a) minds

(b) heads

(c) means

(d) halves

**III**

A. Read the following conversation that has words deleted in certain places. Choose the word or phrase (a)~(j) that best fills the numbered parentheses from the list below.

Isabel: Can't believe classes are starting already. The summer just ( 1 ).

Patrick: I know what you mean. I'm ( 2 ) near ready to begin. I had hoped to save up a bit more. Even took on two jobs. My folks can only help me with tuition this year.

Isabel: I'm really feeling the ( 3 ) too. I even moved back home so I could put away as much as possible. Heard that books are going to cost us a fortune this year on top of everything else.

Patrick: My advisor told me the same thing. Actually passed by the bookstore yesterday, but it was so packed that I gave up. Afraid that by the time I finally manage to get in, all the used books will have been ( 4 ) up.

Isabel: Guess their extended hours aren't making a difference. I was hoping to stop by just before they close. Thought that would be better than first thing in the ( 5 ).

Patrick: Perhaps. If not, I imagine we could find most of them online. They may be a bit steeper that way, but we could avoid all the hassle. Don't know if we'd be able to get the in-house texts, but it would be worth a ( 6 ).

Isabel: Definitely. Last resort we could pick those up after the add/drop period. They may be even marked down by then.

Patrick: I may wait until then to get some of the others. The intro texts are often exorbitant. Last year a few of them were even put on ( 7 ), so I didn't buy them after all.

Isabel: The only problem with that though is that you can't ( 8 ) them up. If I can't read with a pencil, I'm lost.

Patrick: I'm the same way. Those I really need to study, I buy. For a couple of texts for my elective courses however, I got away with just taking notes. Figured if I really needed them, I could buy them later on.

Isabel: Exactly. Not to change the ( 9 ), but I've got to head off to meet a prospective roommate. Couldn't afford to live on my own this year so I advertised for a roommate in the Student Center.

Patrick: Best of luck! If she doesn't ( 10 ), let me know. I may know someone who's interested.

(a) morning

(f) nowhere

(b) reserve

(g) work out

(c) flew by

(h) shot

(d) mark

(i) snapped

(e) subject

(j) pinch

**B.** Read the following conversation that has words deleted in certain places. Choose the phrase marked (a), (b), (c) or (d) that you think best fills the numbered parentheses from its corresponding number below.

Student: Thanks for agreeing to meet me. I want to ( 1 ) entering university. I'm just not sure whether I am cut out for university life or not.

Study advisor: Well, you are not alone. So many high school students harbour doubts about whether university will be the right choice for them or not.

- Student: You see, I ( 2 ) passed the entrance exam. I came very close to failing so I'm not sure if I'll be able to keep up with the other students.
- Study advisor: A pass is a pass. Your test result shows that you have attained the level of study that the university expects of you. They consider you a success.
- Student: Even so, thinking about my low grade, it ( 3 ) to me that the university will be full of students who got better grades than me. So I'll always be at the bottom of the class.
- Study advisor: I see what you're saying but I don't really follow your logic. With study, your knowledge can only increase. So if you work hard there is no reason why you would ever ( 4 ).
- Student: I think the tough examination just robbed me of my confidence a little.
- Study advisor: Remember too that the subjects that you studied for the exam are not the same ones you will study during your course. You want to study English so there will be no need to spend time on subjects like science anymore.
- Student: It's true that if I ( 5 ) to study science then the exams would have been much easier for me.
- Study advisor: I hope you don't get cold feet. University is an amazing opportunity so it seems a shame to waste it.

1. (a) advice about  
(b) avoid to  
(c) talk about  
(d) worrying about
  
2. (a) almost  
(b) haven't  
(c) more than  
(d) only barely
  
3. (a) doesn't seem  
(b) seems obvious  
(c) suspects  
(d) worries
  
4. (a) be at the bottom of the class  
(b) be at the top of the class  
(c) get better grades than the other students  
(d) pass your exams
  
5. (a) didn't  
(b) had never had  
(c) would ever had  
(d) wouldn't











