

1 次の英文を読み、下の設問に答えよ。

All languages are equal in the sense that there is nothing especially limiting about any of them, that they all meet the social and psychological needs of their speakers, and that they are all equally deserving of scientific study. There are, however, some misconceptions about languages which stem from a failure to recognize the above statement.

The most important of these⁽¹⁾ is the idea that there are such things as 'primitive' languages. The fact of the matter is that every culture which has been investigated, no matter how 'primitive' it may be in cultural terms, possesses a fully-developed language with a complexity comparable to those of the so-called 'civilized' nations. Although the human race can be said to have evolved from a primitive to a civilized state, there are no signs of language having gone through the same kind⁽²⁾ of evolution. There are no 'bronze age' or 'stone age' languages: all have a complex grammar.

Opinions or misconceptions at the other end of the scale from so-called 'primitive' languages are those concerning the 'natural superiority' of certain languages. Latin and Greek, for example, were⁽³⁾ once, and by some still are, viewed as models of excellence in Western Europe because of the literature and philosophy these languages expressed.

The idea that one's own language is superior to others is widespread, but the reasons given for the superiority vary greatly from culture to culture. A language might be viewed as the most logical, or the language of gods, or the oldest, or the most subtle, or simply the easiest to pronounce. Arabic speakers, for example, feel their classical language is the most beautiful and logical, with an incomparable

grammatical symmetry and richness of words. Classical Arabic is strongly identified with the language of God — the language used in heaven, and thus must be superior to all others. A similar argument has also been applied to other classical languages, such as Sanskrit or Hebrew, especially with regard to which language is the oldest. Some Japanese feel that their language is too difficult or too complex for foreigners to master and is therefore inherently ‘superior.’ Ultimately, such a sense of superiority can lead to laziness. For instance, many speakers of English are unwilling to learn foreign languages ⁽⁴⁾ knowing that their language is studied in just about every country on the planet.

Some languages are, of course, more useful or prestigious than others at a given period in history, but this is due to the political or economic dominance of the speakers of the time, and not to any inherent linguistic characteristics. The view of modern linguistics is that a language should not be valued on the basis of such political or economic influence. If this were otherwise, ⁽⁵⁾ modern American English would be ‘better’ than British English, or the dialect of Tokyo Japanese would be ‘superior’ to that of Tsugaru.

At present, therefore, it is not possible to rate the excellence of languages in linguistic terms. How, ultimately, could we compare the merits of Latin and Greek with the proverbial wisdom of the Chinese, the extensive oral literature of the Polynesian islands, or the depth of scientific knowledge which has been expressed in English? Perhaps one day some kind of objective linguistic evaluation will be devised, but until then the theory that some languages are in themselves better than others ⁽⁶⁾ ought to be rejected.

注) inherent=本来備わっている

- 問 1 下線部(1)の these が指すものを、文中より一語抜き出して記せ。
- 問 2 下線部(2)を “the same kind of evolution” の内容が明らかになるように、日本語に訳せ。
- 問 3 下線部(3)を日本語に訳せ。
- 問 4 下線部(4)にあるように、なぜ多くの英語話者が外国語を習おうとしないのか、その具体的な理由を日本語で説明せよ。
- 問 5 下線部(5)を “otherwise” の内容が明らかになるように、日本語で説明せよ。
- 問 6 下線部(6)を日本語に訳せ。
- 問 7 ある言語が他の言語より優れていると主張される理由の例として、本文中にあげられていないものを、(ア)～(エ)から一つ選び、記号で答えよ。
- (ア) 客観的である
 - (イ) 発音しやすい
 - (ウ) 微妙で複雑である
 - (エ) 論理的である
- 問 8 次の(ア)～(エ)のうち、本文中に述べられていない内容を一つ選び、記号で答えよ。
- (ア) 自分の言語が他の言語より優れているという考え方には言語学的な根拠はない。
 - (イ) 日本語は難しすぎて外国人には身につけることができないと思っている日本人がいる。
 - (ウ) 文化的な発達とその文化で話されている言語の発達とは密接な関係がある。
 - (エ) ラテン語やギリシャ語の優れた点と中国語のことわざの英知とを比較することはできない。

2 次の英文(A)を読み、下の設問に答えよ。

(A)

When she first started teaching at a London secondary school, Debbie Brown experienced many kinds of discipline problems. However, the thing that irritated her the most was when a mobile phone rang at the back of her class. “If that wasn’t bad enough,” she recalls, “the student answered the phone and carried on his conversation as if it was the most natural thing in the world to do. I didn’t know whether to laugh, cry or shout.”

Mrs. Brown is not the only teacher who has to cope with the explosive increase in mobile phone activity among London secondary school students. Usage is estimated at around 30 percent and teachers have complained about phones ringing in examination halls, students calling from one classroom to another during lessons and even legal disputes over students using mobiles.

Mobile phones are unlike previous trends because they undermine tradition and authority. There is no way to monitor the wide range of people who a student might call from school. Teachers cannot control this aspect of students’ lives. Students sense this, so they are attracted to the mobiles. A student who goes to school in Central London says: “When I have my mobile, I can do what I want.”

With phone prices getting lower and lower and special payment plans designed to encourage teenagers, the mobile’s presence in schools seems certain to increase. At one London school 40 percent of a class of 11-year-olds admitted to having beepers or mobile phones. Chatting to friends is the reason why they want them, but when asked by adults why they should have them, all cited parental concern for their safety. When they were questioned more thoroughly, several older students

admitted they had deceived their parents in order to get a mobile phone. One student said: "I told them I would be safer, but really I just wanted one because everyone else has them."

Mobiles represent the high point of technology as fashion. They often have multicolored flashing lights or unusual music sounds. Students compete to own the most compact or colorful version. One student even admits that she leaves her older phone at home because she is embarrassed by it. "It's a big, unfashionable one," she explains. "I use my friend's instead."

One school in North London has reacted swiftly to the increase in mobile phones. Parents have been notified that the phones will be confiscated if they are discovered. However, many students still carry them around discreetly. Teachers at other schools report continuing difficulties in controlling personal phones. Taking them away leads to further problems. One teacher says: "Some of these phones are expensive. It's not like taking away a baseball cap." Because the parents often own the phones, believing that their children need them for safety reasons, they often insist on their children keeping them. Teachers realize that it is impossible to check every student's bag in every lesson, so common sense must be used.

Many students use their phones so much that they find themselves in serious debt. Some borrow money, others take part-time jobs just to pay for their phone habit. Owners of particularly flashy phones often experience threats and robbery. This makes nonsense of the protection supposedly offered by a mobile phone. However we may feel about them, we have to accept that mobile phones are here to stay.

問 1 英文(A)の内容と一致するように、次の英文(B)の空所にもっとも適当な一語を入れよ。

(B)

Debbie Brown, a new teacher in a London school, experienced a lot of bad behavior among her students. The most annoying thing was hearing students' mobile phones ringing in class. Moreover, the students didn't seem to (1) about this. They didn't feel that their telephone calls were (2) the class. Mrs. Brown didn't know how to (3). As more and more teenagers are using mobile phones, teachers find it difficult to control their usage. Students feel that the phones give them more (4) to talk to whoever they want to at any time. As it is getting easier for children to buy mobile phones, the problem will not disappear so easily. Even children as young as eleven have them. The main reason they want mobile phones is to talk to their friends, but many students (5) that they need the phones for safety reasons. Mobile phones are becoming more and more sophisticated, and students are under a lot of (6) to own the newest model. Many feel ashamed if their phone is not as advanced as their friends'. Some schools have reacted to the problem by (7) students to bring phones to school, but in many other schools it is difficult to control because the parents think the phones are necessary and do not (8) the schools to take them away. Students find that owning a mobile phone is a very expensive habit. They may find themselves in debt or even (9) of crime. However, we cannot (10) that mobile phones are an inevitable part of modern life.

問 2 英文(A)を読み, 次の(1)~(5)の答として, もっとも適当なものを(ア)~(エ)から一つ選び, 記号で答えよ。

(1) Which of the following do we learn about Debbie Brown?

- (ア) She doesn't like her job.
- (イ) She has some difficulties with her students.
- (ウ) She is a strict teacher.
- (エ) She often shouts at her students.

- (2) According to the text, which of the following is not seen as a problem of mobile phones?
- (ア) Parents disagreeing with teachers.
 - (イ) Students disagreeing with teachers.
 - (ウ) Students disobeying their parents.
 - (エ) Students ignoring their teachers.
- (3) Students often have a different idea from their parents about
- (ア) what kind of model to buy.
 - (イ) where to use the phones.
 - (ウ) who pays the costs.
 - (エ) why they need the phones.
- (4) The author thinks that mobile phones are
- (ア) a fashion item that may soon go away.
 - (イ) necessary because they keep students safe.
 - (ウ) something we have to get used to.
 - (エ) sometimes used for criminal activity.
- (5) What would be the best title for this text?
- (ア) Coping with the menace of the mobile phone.
 - (イ) Mobile phones — a waste of money!
 - (ウ) More mobility improves our lives.
 - (エ) The increasing mobility of modern teenagers.

3 下線部(1)～(4)を英語に訳せ。

海外で実際に生活すると、観光旅行だけではわからない、いろいろなことに出会う。そして、とまどったり、ショックを受けたり、ときには感激したりと、さまざまな経験⁽¹⁾をさせられる。そうした経験を通して、その社会のさまざまな側面が見えてくることがある。

妻がふたり目の子をアメリカで産むことになった。驚いたことに、ニューヨークでは、出産になにも問題がなければ翌日退院となる⁽²⁾。一見、女性の社会進出を象徴するようなアメリカの出産事情ではあるが、話はそれほど単純なものではなかった。じつは、医療費の高騰が長期間入院できない主な原因のひとつなのだ⁽³⁾。入院費が高いため、保険会社が、正常出産には24時間分以上の入院費を支払わないのである。

医療費高騰の最大の理由は、毎年、莫大な費用が新薬の開発を含めた医療技術の開発と改善につぎ込まれていることにある。アメリカの医療技術の水準の高さには目をみはるものもあるが、人はかならずしも医学の発展の恩恵ばかりを受けているわけではない⁽⁴⁾。

4

放送を聞き、下の設問(A/B)に答えよ。

注 意

1. 対話は全文が二度放送される。二度目は最初の放送のあと、すぐ続けて放送される。さらに二度目の放送のすぐあとに、設問(B)にかかわる部分だけがもう一度放送される。
 2. 放送を聞きながらメモを取ってもよい。また、放送が終わったあとも、この問題の解答を続けてよい。
 3. 解答は解答用紙の所定欄に記入すること。
- (A) 次の(1)~(8)の質問につき、正しい答を(ア)~(エ)から一つ選び、記号で答えよ。

(1) What is Liz McNaught's job?

- (ア) She is the general manager of a company of 18 people.
- (イ) She is the general manager of a company of 80 people.
- (ウ) She is the personal manager.
- (エ) She is the personnel manager.

(2) Why has Alan come to see Liz McNaught?

- (ア) He is selling advertising.
- (イ) He is selling aromatherapy oils for stressed managers.
- (ウ) He wants a job.
- (エ) He wants to buy aromatherapy oils.

(3) Why has Alan never seen the Oils Are Us label in the shops?

- (ア) Oils Are Us export immediately and don't sell their oils in the UK.
- (イ) Oils Are Us haven't started manufacturing their product yet.
- (ウ) Oils Are Us only sell through mail-order catalogues.
- (エ) Oils Are Us sell their product under a different brand name.

(4) When did Oils Are Us become computerized?

- (ア) Around the same time as Alan graduated.
- (イ) They aren't yet.
- (ウ) Since yesterday.
- (エ) 10 years ago.

- (5) What has Alan been doing for the last year?
- (ア) Studying in Belfast.
 - (イ) Traveling round the UK.
 - (ウ) Traveling round the world.
 - (エ) Writing games software.
- (6) Why is Alan's university thesis of interest to Liz McNaught?
- (ア) She likes playing computer games.
 - (イ) She needs a database specialist.
 - (ウ) She went to the same university as him.
 - (エ) She wrote her thesis on the same subject.
- (7) Alan's old girlfriend was
- (ア) crazy.
 - (イ) crazy about Alan.
 - (ウ) crazy about aromatherapy.
 - (エ) Liz McNaught.
- (8) When will Liz McNaught contact Alan again?
- (ア) In two days.
 - (イ) On Tuesday.
 - (ウ) She doesn't know.
 - (エ) She won't.

(B) 次の放送を聞き、(a)~(d)の空所に入る単語を解答欄に記入せよ。

- (1) Unfortunately (a), I haven't been able to get any of it sold, so I've since decided to try and find a (b) job.
- (2) I have to say that your CV looks very (c), but that we do have about another ten (d) still to interview.

リスニングテスト スクリプト

Script (final version)

[試験本体部分 : 8分 51秒]

[30 秒間無音]

(上昇アルペジオ)
あと 5分で、聞き取り試験の放送を始めます。
(下降アルペジオ)

[5 分間無音]

(上昇アルペジオ)
ただ今から聞き取り試験を行います。これから放送する英語の対話を聞きながら、問題用紙に書いてある設問(A)(B)に答えなさい。対話は全文が二度続けて放送され、その後さらに続けて、設問(B)に関わる部分だけがもう一度放送されます。なお、設問(A)の質問文は、読み上げません。

[3 秒間スペース]

Ms McNaught: Hello. Come in and take a seat.

Alan: Thank you very much.

Ms McNaught: Thanks for coming to see us today, Mr Davis. May I call you Alan?

Alan: Yes, yes, of course.

Ms McNaught: Thank you. My name is Liz McNaught and I'm the personnel manager here at Oils Are Us. As you probably know, our company is quite a small one – we have only around 18 employees here – but we feel that now it's time for us to expand. Before I tell you more about the job, are there any questions you might have about our company as a whole?

Alan: Yes, actually, there is one, if you don't mind. Your advertisement said that you manufacture aromatherapy oils. I was wondering if you sold them under your own brand, or whether you just manufactured them and sold them on wholesale to a larger label. I'm afraid I've never seen your brand name in any shops, you see.

Ms McNaught: You're right, you wouldn't have seen our name on any aromatherapy oil bottles! We *do* actually sell them on to a larger company, Relaxo Oils. Maybe you've heard of them? We've found that up to now we haven't been able to manufacture enough to compete with the rest of the market, so simply manufacturing the oils and selling them under the Relaxo label has been the best policy for us.

Alan: Ah, that explains things well. Thanks very much.

Ms McNaught: Any other questions?

Alan: No, none. That's all thanks.

Ms McNaught: OK, now to the job itself. What we're looking for, Alan, is someone who can set up a computerised database of all our competitors' products, prices and sales areas. We only became fully computerised two years ago and have been concentrating up to now mainly on setting up systems to help us with our production rather than our sales.

Alan: Sounds like just my line of work...

Ms McNaught: I hope so too! I can see from your personal information, your CV, that you have a degree in computer science from Queen's University in Belfast and that you graduated two years ago. What have you been doing since you graduated?

Alan: Well, after I graduated I travelled round the world for a year, came back to the UK, and have been writing games software. Unfortunately though, I haven't been able to get any of it sold, so I've since decided to try and find a permanent job.

Ms McNaught: I see. And why do you think our company would be the one you'd want to work for?

Alan: Well, although I've been writing games software for the last year, my speciality *is* actually database construction. I wrote my university thesis on that subject. I think I sent you a copy along with my application letter and CV.

Ms McNaught: But, why our company in particular?

Alan: To be honest... I know this sounds a bit strange... but an old girlfriend of mine was crazy about aromatherapy and so I learnt quite a lot from her and became quite a fan myself.

Ms McNaught: I see [laughs]. OK, well let me be honest with you, Alan. I have to say that your CV looks very impressive, but that we do have about another ten applicants still to interview. I'm afraid I can't tell you now whether or not we can offer you the job, but we are hoping to be able to make a decision the day after tomorrow, and I promise I'll phone you then and let you know what we've decided. Would that be OK?

Alan: Yes, certainly, fine... Thank you very much for your time and I hope to hear from you on Thursday.

Ms McNaught: Thank you, Alan, and I'll be in touch soon.

[3 秒間スペース]

もう一度同じ対話を放送します。

[3 秒間スペース]

(dialog)

[3 秒間スペース]

次に、設問(B)に関わる部分だけをもう一度放送します。

[3 秒間スペース]

One. Unfortunately though, I haven't been able to get any of it sold, so I've since decided to try and find a permanent job.

[3 秒間スペース]

Two. I have to say that your CV looks very impressive, but that we do have about another ten applicants still to interview.

[3 秒間スペース]

これで、聞き取り試験の放送を終わります。時間まで残りの問題の解答を続けてください。

(下降アルペジオ)