

# 入学試験問題



## 外国語 (英語)

(配点 120 点)

平成 16 年 2 月 26 日 14 時—16 時

### 注意事項

- 1 試験開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 この問題冊子は全部で 39 ページあります。落丁、乱丁または印刷不鮮明の箇所があったら、手を挙げて監督者に知らせなさい。
- 3 解答には、必ず黒色鉛筆(または黒色シャープペンシル)を使用しなさい。
- 4 解答用紙の指定欄に、受験番号(第 1 面 2 箇所、第 2 面 1 箇所)、科類、氏名を記入しなさい。指定欄以外にこれらを記入してはいけません。
- 5 解答は、必ず解答用紙の指定された箇所に記入しなさい。記入箇所を誤った解答は、その解答に限り無効とします。
- 6 第 3 問は聞き取り問題です。問題は試験開始後 45 分経過した頃から約 30 分間放送されます。
- 7 解答は、5 問を越えてはいけません。
- 8 5 問全部英語の問題を解答してもよいし、また、第 4 問、第 5 問の代わりに 28 ページ以下にある他の外国語の問題第 IV 問、第 V 問を選んでよい。ただし、第 IV 問と第 V 問とは必ず同じ外国語の問題でなければいけません。
- 9 解答用紙第 2 面上方の指定された( )内に、その紙面で解答する外国語名を記入しなさい。
- 10 解答用紙第 2 面の上部にある切り取り欄のうち、その紙面で解答する外国語の分のみ 1 箇所だけ正しく切り取りなさい。
- 11 解答用紙の解答欄に、関係のない文字、記号、符号などを記入してはいけません。また、解答用紙の欄外の余白には、何も書いてはいけません。これらに違反した答案は、無効とします。
- 12 この問題冊子の余白は、草稿用に使用してもよいが、どのページも切り離してはいけません。
- 13 解答用紙および問題冊子は、持ち帰ってはいけません。

受験番号						
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上欄に受験番号を記入しなさい。

## 英 語

- 1 (A) 次の英文中で論じられている事例から一般的にどのようなことが言えるか。  
60～70 字の日本語で記せ。句読点も字数に含める。

Chess masters can exhibit remarkable memory for the location of chess pieces on a board. After just a single five-second exposure to a board from an actual game, international masters in one study remembered the locations of nearly all twenty-five pieces, whereas beginners could remember the locations of only about four pieces. Moreover, it did not matter whether the masters knew that their memory for the board would be tested later; they performed just as well when they glanced at a board with no intention to remember it. But when the masters were shown a board consisting of randomly arranged pieces that did not represent a meaningful game situation, they could remember no more than the beginners.

Experienced actors, too, have extraordinary memory within their field of specialized knowledge; they can remember lengthy scripts with relative ease, and the explanation for this is much the same as in the case of the chess masters. Recent studies have shown that rather than attempting word-by-word memorization, actors analyze scripts for clues to the motivations and goals of their characters, unconsciously relating the words in them to the whole of their knowledge, built up over many years of experience; memorization is a natural by-product of this process of searching for meaning. As one actor put it, "I don't really memorize. There's no effort involved . . . it just happens. One day early on, I know the lines." An actor's attempt to make sense of a script often involves extended technical analyses of the exact words used by a character, which in turn encourages precise recall of what was said, not just the general sense of it.

- (B) 次の英文はマダガスカルの開発と環境保全について述べたものであるが、1つおきに段落が抜けている。空所1～4を埋めるのに最も適切な段落を、ア～オ(6～7ページ)よりそれぞれ1つ選んでその記号を記せ。ただし不要な選択肢が1つ含まれている。

About the same size as France, or a bit larger than California, the tropical island of Madagascar has one of the most interesting and important collections of plant and animal life in the world today. But although Madagascar's ecological system is unique, the dangers it faces are not. Like many of the world's other valuably wild places, Madagascar today has a big problem with people.

1

In the relatively short time that people have been living on Madagascar, however, they have managed to cause serious damage to its biological system. In traditional Madagascar farming, the farmer cuts down and burns a part of the forest and then plants rice on the cleared land. After harvesting the rice, the farmer leaves the land alone again for up to twenty years in order to give the forest enough time to grow back. But if farmers return to the same area of land too soon, the soils become exhausted. Eventually this leads to large areas of forest becoming transformed into wastelands, upon which nothing can grow.

2

This is a difficult balance to achieve. Although much of the destruction has been caused by individual farmers, the causes of Madagascar's environmental problems are deeply rooted in the island's social conditions

and history. Madagascar is one of the world's poorest nations, with an average individual income of less than \$250 per year. About 80 percent of the population are farmers who depend almost entirely on the land to support their way of life. Many farmers continue to practice traditional cut-and-burn agriculture because they know no other way, and have no other means to survive.

3

The key point has been to emphasize a combination of wildlife protection and local development. The idea is to make sure that local people living near the new parks benefit from them, so that they become active participants in the program. For example, if the parks attract tourists from abroad and bring economic benefits to a region, then local people will support the establishment of parks in areas that they would otherwise have been able to farm. Park projects are also now helping local people to grow rainforest butterflies and sell them to butterfly zoos around the world, while tourism in the park is also bringing many benefits to local communities.

4

ア Historically, the absence of a human population was one of the main reasons for the development of the island's unique ecological system. Madagascar's ecosystem was able to establish itself, in other words, not only because of the island's relatively large size, geographical isolation, and tropical location, but also because it was only about 2,000 years ago that a human population began to disturb the natural environment.

イ Plants which once grew only in Madagascar are now being commercially grown in various regions worldwide, including the southern parts of the United States. The pink and white flowers of the Madagascar Rosy Periwinkle, for example, are grown for use in some highly effective medical treatments. Medicines made from the flowers are used to treat many serious conditions, including childhood cancers, high blood pressure, and high blood sugar levels.

ウ Understanding that any program of wildlife protection would also have to pay attention to the needs and traditional way of life of the local population, the Madagascar government has developed a program called the National Environmental Action Plan. This plan is designed to break the cycle of environmental destruction, reduce poverty, develop management plans for natural resources, and protect biological variety. At the center of the plan is the creation of a system of national parks.

工 Much of Madagascar has already been destroyed by the gradual action of small farmers. Human populations have grown beyond the point at which these activities can be practiced without permanent destruction. As the forest is destroyed, so is the home for Madagascar's unique plant and animal species. Today, only 10 percent of Madagascar's original forests remain. The biggest problem facing Madagascar is the question of how to meet the needs of its human population while managing to protect its environment.

才 Since Madagascar's Environmental Action Plan was first established in the 1980s, the government has created eight new protected areas totaling 6,809 square kilometers. Madagascar today is proud of its efforts to develop a realistic approach to "parks for wildlife and for people." A most encouraging beginning has been made in making sure that the parks will remain protected far into the future, to provide homes for Madagascar's wonderful variety of plant, bird, and animal life, and resources for Madagascar's people.

- 2 (A) もし、あなたが自宅から電車で片道2時間の距離にある大学に通うことになったとしたら、あなたは自宅から通学しますか、それともアパートなどを借りて一人暮らしをしますか。いくつかの理由を挙げ、50語程度の英語で答えなさい。

- (B) 次の文章は、ある大学の登山隊の隊長(the team leader)が出発予定日の朝に隊員たちに向かって発した言葉である。この内容について英語圏から来た留学生の隊員に質問されたと仮定し、その要点を 60 語程度の英語で述べよ。

ちょっと聞いてください。えーとですね、出発の時間になりましたけれども、ご覧の通り、どうも雲行きが怪しくなってきました。それで、このまま出発すると途中で激しい雷雨に見舞われる危険性があるんですね。そこで、どうでしょう、ここでしばらく様子を見てですね、それで天気が回復するようなら出発、2時間ぐらいたってはまだぐずついているようなら、出発は明朝に延期ということにしたいと思います。

3 放送を聞いて問題(A), (B), (C)に答えよ。

注 意

- ・聞き取り問題は試験開始後 45 分経過した頃から約 30 分間放送される。
- ・放送を聞きながらメモを取ってもよいが、解答は解答用紙の所定欄に記入せよ。
- ・放送が終わったあとも、この解答を続けてよい。

聞き取り問題は、独立した 3 つのパートに分かれている。それぞれのパートごとに設問に答えよ。Part A, Part B, Part C のいずれも 2 回繰り返して放送される。

(A) これから放送される講義を聞き、次のそれぞれの質問に対する答えが講義の内容と一致するように、それぞれ正しいものを選び、その記号を記せ。

(1) How many new titles are published in the United States every year?

- ア About 1,000.
- イ About 10,000.
- ウ About 100,000.
- エ About 1,000,000.

(2) The speaker claims that traditional bookstores offer more choice to customers than chain bookstores. Which of the following kinds of books does she *not* mention as being on sale in traditional bookstores?

- ア Classic books.
- イ Best-selling books.
- ウ Second-hand books.
- エ Books from academic publishers.

(3) What is the idea of “publishing-on-demand”?

- ア Bookstores will only sell books for which there is a great demand.
- イ Customers will be able to find books by pushing a button on a computer.
- ウ Customers will be able to choose the cover and binding of any book they buy.
- エ Books which are less popular will be printed when customers ask for them.

(4) According to the speaker, which of the following is the best thing about shopping in a traditional bookstore? Customers can

- ア look at covers and descriptions of books.
- イ easily find particular books they are looking for.
- ウ easily find the most popular books on the shelves.
- エ often find interesting books that they did not plan to buy.

(5) What is the speaker’s conclusion? In the twenty-first century it is likely that

- ア traditional books and traditional bookstores will survive.
- イ chain bookstores will drive traditional bookstores out of business.
- ウ new technology will cause the disappearance of the traditional book.
- エ many slow-selling books will only be available by “publishing-on-demand.”

- (B) これから放送するのは、あるラジオ番組における司会者とレポーターの会話である。次の文章が会話の内容と一致するように、(1), (5), (6), (10)については、それぞれ選択肢の中から正しいものを1つ選び、その記号を記せ。それ以外の空所については、それぞれ1語の英語を記入せよ。なお、会話のなかに出てくるチーム名、選手名はすべて架空のものである。

In this section of a radio program, Susan Allen introduces the audience to a new (1)[ア author イ book ウ film エ interview]. Her subject is the world of soccer today. Starting with the point that soccer is now enjoyed by an enormous number of people around the world, she first refers to the beginnings of soccer, and then explains that the game began to spread around the world in the late (2)[ ] century. She mentions an early form of football that was played in (3)[ ]-century Japan, but notes that it was the (4)[ ] form of the game that went on to become played and watched all over the world.

Next, she talks about soccer teams and soccer fans at the national level, focusing on the USA. She emphasizes that although (5)[ア Japanese Americans イ Mexican Americans ウ teenagers エ the media] in the USA do not pay much attention to the game, there is a strong interest in soccer among (6)[ア immigrants イ players ウ students エ visitors] from soccer-playing countries. Finally, she moves to the local level, explaining that even local teams today can attract worldwide interest. She identifies three key factors that have helped to make local soccer a global phenomenon: television, the (7)[ ], and worldwide (8)[ ].

Finally, she focuses on one particular Italian football team. This team has a lot of international players. She explains how these players have helped the team become well-known, even outside Italy. A new player from Germany, for example, is expected to raise interest in the team in Germany and northern (9)[ ]. In terms of the club's worldwide popularity, the key word to describe the particular significance of this new team member would be: (10)[ア captain イ famous ウ goal-scorer エ north].

(C) これから放送するのは、不動産会社(Merton Property Management)に勤務する Tim Roberts が、その会社の管理するアパートの借り主 James Smith からの電話に応じて行った受け答えの一部始終である。次の各文が放送の内容と一致するように、それぞれ正しいものを選び、その記号を記せ。

(1) The first thing Mr. Smith is not satisfied about is that

- ア the lift doesn't work.
- イ the lights don't work.
- ウ the doorbell doesn't work.
- エ the refrigerator doesn't work.

(2) Mr. Smith also complains that

- ア a window is broken.
- イ three windows are broken.
- ウ a burglar has broken two windows.
- エ the repairman has broken four windows.

(3) Mr. Smith complains later that

- ア the bath is blocked.
- イ the path is blocked.
- ウ he can't unlock the bathroom.
- エ he can't unlock the front door.

(4) Mr. Roberts says that staff will start doing the repairs

- ア this evening.
- イ this weekend.
- ウ next Monday.
- エ in about three weeks.

(5) The conversation finishes because

ア Mr. Roberts hangs up.

イ the telephone seems to have stopped working.

ウ Mr. Roberts gets a call from another customer.

エ it's five o'clock and Mr. Roberts has to go home.

- 4 (A) 次の(1)~(5)が最も自然な英文になるためには、それぞれア~エの選択肢に他の英語 1 語を補って空所を埋める必要がある。それぞれの空所に何を入れればよいか。解答欄には、補うべき単語および(c)と(e)に入るべき語句の記号を記せ。なお、(c)と(e)にはア~エに与えられている語句が入る。

(例) The campaign started six months ago. But only ( a ) ( b ) ( c ) ( d ) ( e ) attract media attention.

ア begun      イ it      ウ recently      エ to

例	補う単語	(c)	(e)
	has	イ	エ

(1) I can't get into my room. I was ( a ) ( b ) to ( c ) ( d ) ( e ).

ア enough      イ lock      ウ out      エ stupid

(2) Let's not use any of these pictures for the poster. They ( a ) ( b ) ( c ) a lot ( d ) ( e ) he really is.

ア him      イ look      ウ older      エ than

(3) She is intelligent, but she just doesn't have ( a ) ( b ) ( c ) ( d ) ( e ) a good journalist.

ア be      イ takes      ウ to      エ what

(4) I'm terribly sorry for saying what I said yesterday. I shouldn't have  
( a ) ( b ) get ( c ) ( d ) ( e ) me.  
ア better      イ my emotions      ウ of      エ the

(5) We've been waiting for you for over an hour. How ( a ) ( b )  
do you think ( c ) ( d ) ( e ) to spend on your homework?  
ア longer      イ need      ウ will      エ you

(B) 次の英文の下線部(1), (2), (3)を和訳せよ。

Why is the *Mona Lisa* the best-known painting in the entire world? A <sup>(1)</sup>simple glimpse at even some of her features — her silhouette, her eyes, perhaps just her hands — brings instant recognition even to those who have no taste or passion for painting. Its commercial use in advertising far exceeds that of any other work of art.

There are works of art that appear to be universal, in the sense that they are still loved and enjoyed centuries after their production. They awake instant recognition in millions throughout the world. They speak not only to their own time — the relatively small audience for whom they were originally produced — but to worlds beyond, to future generations, to a <sup>(2)</sup>mass society connected by international communications that their creators could not suspect would ever come into being.

It is precisely because such universal appeal cannot be separated from the system which makes them famous that one should question the idea that the success of artistic works lies within the works themselves. The Western origin of so many masterpieces suggests that they need, for their global development, appropriate political, ideological and technological support.

Mozart was, we know, greatly appreciated in his lifetime, but only in Europe. He would not be as widely known as he is today throughout the <sup>(3)</sup>world without the invention of recording equipment, film music, and plays and films about his life. Mozart would not be 'Mozart', the great universal artist, without adequate technical and marketing support.

- 5 地図を参照しながら次の説明文(斜字体部分)と物語文を読み、以下の設問に答えよ。解答は解答用紙の所定欄に記せ。

*The modern country of Bangladesh, with its capital in Dhaka, is the eastern half of the area traditionally known as Bengal; the western half, with its capital in Calcutta, is part of India. Although the people of the two halves of Bengal speak the same language, they are divided by religion, the majority of the population in the east being Muslim, and the*



*majority in the west Hindu. When the whole of this part of the world was part of the British Empire, Bengal was a single province. In 1947, when the British left, the British Empire in India was divided into two independent countries: India, with a largely Hindu population, and Pakistan, with a largely Muslim population. The latter consisted of West Pakistan (now Pakistan), and East Pakistan (previously the eastern half of Bengal, now Bangladesh). As a result of this division — known as Partition — many Muslims fled from India into one of the two parts of Pakistan, and many Hindus fled from the two parts of Pakistan into India. This exchange of population was very violent; it has been estimated that about 500,000 people were killed. More than a million people moved from East Pakistan to the western half of Bengal in India; the grandmother in the passage below was one of those people. In 1971, East Pakistan gained its independence from Pakistan and became Bangladesh.*

A few weeks later, at dinner, my father, grinning hugely, pushed an envelope across the table to my grandmother. 'That's for you,' he said.

'What is it?' she said suspiciously.

'Go on,' he said. 'Have a look.'

She picked it up, opened it and had a look inside. 'I can't tell,' she said. 'What is it?'

My father burst into laughter. 'It's your plane ticket,' he said. 'For Dhaka — for the third of January.'

That night, for the first time in months, my grandmother seemed really excited. When I went up to see her, before going to bed, I found her pacing around the room, her face flushed, her eyes shining. I was delighted. It was the first time in my eleven-year-old life that she had presented me with a response that I could fully understand — since I had never been on a plane myself, it seemed the most ( 1 ) thing in the world to me that the prospect of her first flight should fill her with excitement. But I couldn't help worrying about her too, for I also knew that, unlike me, she was totally ignorant about aeroplanes, and before I fell asleep that night I made up my mind that ( 2 a ) that ( 2 b ) before ( 2 c ). But soon enough it was apparent to me that it wasn't going to be easy to educate her: I could tell from the direction of the questions she asked my father that, left to herself, she would learn nothing about aeroplanes.

For instance, one evening when we were sitting out in the garden she wanted to know whether she would be able to see the border between India and East Pakistan from the plane. When my father laughed and said, why, did she really think the border was a long black line with green on one side and scarlet on the other, like it was in a schoolroom map, she was not so much offended as puzzled.

'No, that wasn't what I meant,' she said. 'Of course not. But surely there's something — a fence perhaps, or soldiers, or guns pointing at each other, or even just strips of empty land. Don't they call it no-man's land?'

My father was already an experienced traveller. He burst out laughing and said, 'No, you won't be able to see anything except clouds and perhaps, if you're lucky, some green fields.'

His laughter irritated her. 'Be serious,' she said. 'Don't talk to me as though I were a secretary in your office.'

Now it was his ( 5 ) to be offended: it upset him when she spoke sharply to him within my hearing.

'That's all I can tell you,' he said. 'That's all there is.'

My grandmother thought this over for a while, and then she said, 'But if there isn't a fence or anything, how are people to know? I mean, where's the difference then? And if there's no difference, both sides will be the same; it'll be just like it used to be before, when we used to catch a train in Dhaka and get off in Calcutta the next day without anybody stopping us. What was it all for then — Partition and all the killing and everything — if there isn't something in between?'

'I don't know what you expect, Ma,' my father said. 'It's not as though you're flying over the Himalayas into China. This is the modern world. The border isn't on the frontier: it's right inside the airport. You'll see. You'll cross it when you have to fill in all those official forms and things.'

My grandmother shifted nervously in her chair. 'What forms?' she said. 'What do they want to know about on those forms?'

My father scratched his forehead. 'Let me see,' he said. 'They want your nationality, your date of birth, place of birth, that kind of thing.'

My grandmother's eyes widened and she sank back in her chair.

(8) 'What's the matter?' my father said in alarm.

With an effort she sat up straight again and smoothed back her hair. 'Nothing,' she said, shaking her head. 'Nothing at all.'

I could see then that she was going to ( 9 ) up in a hopeless mess, so I took it upon myself to ask my father for all the essential information about flying

and aeroplanes that I thought she ought to have at her ( 10 )—I was sure, for example, that she would roll the windows down in mid-air unless I warned her not to.

It was not till many years later that I realised it had suddenly occurred to her then that she would have to fill in 'Dhaka' as her place of birth on that form, and that the prospect of this had worried her because she liked things to be neat and in place—and at that moment she had not been able quite to understand how her place of birth had come to fit so uncomfortably with her nationality.

(1) 空所( 1 )を埋めるのに最も適切な単語を次のうちから選び、その記号を記せ。

ア boring      イ natural      ウ unexpected      エ unusual

(2) 空所( 2 a )～( 2 c )を埋めるのに最も適切な表現をそれぞれ次のうちから選び、その記号を記せ。

ア she left

イ I grew up

ウ she is ready to go

エ she should travel

オ I would make sure

カ she was properly prepared

(3) 下線部(3)を訳せ。

(4) 下線部(4)はどのような意味か。最も適切なものを次のうちから選び、その記号を記せ。

ア 彼女はいらいだちよりもむしろ困惑の表情を浮かべた。

イ 彼女は怒りもしなければ困った顔一つ見せなかった。

ウ 彼女は当惑というよりはむしろ怒りの表情を見せた。

エ 彼女はどうしたらよいか分からずにムッとしていた。

(5) 空所( 5 )を埋めるのに最も適切な単語を次のうちから選び、その記号を記せ。

ア order      イ reason      ウ round      エ turn

(6) 下線部(6)の後にさらに言葉を続けるとしたら、どのような表現を加えるのが最も適切か。次のうちから選び、その記号を記せ。

ア where the border is  
イ how far they have come  
ウ which way they are going  
エ when to show their passport

(7) 下線部(7)を訳せ。ただし、it の内容がわかるように訳すこと。

(8) 下線部(8)には祖母のどのような気持ちが表現されているか。それを表す語として最も適切なものを次のうちから選び、その記号を記せ。

ア angry      イ excited      ウ joyful      エ troubled

(9) 空所( 9 )を埋めるのに最も適切な単語を次のうちから選び、その記号を記せ。

ア catch      イ end      ウ hang      エ put

(10) 空所( 10 )を埋めるのに最も適切な単語を次のうちから選び、その記号を記せ。

ア command      イ feet      ウ side      エ understanding

- (11) 説明文と物語文の記述から推測される祖母の出身都市(city of birth), 宗教(religion), 国籍(nationality)を, それぞれ1語の英語で答えよ。

city of birth: ( 11 a )

religion: ( 11 b )

nationality: ( 11 c )

- (12) 説明文と物語文の記述から, この物語の時代設定として可能な年はいつと考えられるか。次のうちから1つ選び, その記号を記せ。

ア 1946年

イ 1963年

ウ 1972年

エ 1989年

(A)

The book trade at the beginning of the twenty-first century seems surprisingly healthy. In the United States alone, about 100,000 new titles are published every year, and most of these books are bought in bookstores.

The last twenty years have seen the rise of chain bookstores—that is, shops which are branches of big, often nationwide companies. In chain bookstores, which operate more like supermarkets than traditional bookstores, a typical paperback will only stay on the shelves for a period of about six weeks to three months. Such stores make money by selling a lot of copies of a very few titles, often offering best-sellers at big discounts to attract customers. They usually don't have many older or slower-selling titles—and this, of course, reduces choice for the customers. At first, it was thought that competition from such chain bookstores would lead to the disappearance of traditional bookstores where the salespeople actually know about books and are not content to sell only this season's best-sellers.

The traditional bookstore has not, however, been driven out of business by the chains. Instead, a new generation of stores that sell books to enthusiastic book lovers has emerged. Such places, which stock an enormous number of books, and which feel more like libraries than dynamic sales centres, sell not only best-sellers but classic books and serious works from academic publishers. The success of such stores shows that there are enough book lovers to guarantee the survival of traditional booksellers.

But how will we all—book lovers, booksellers, and publishers—deal with the book of the future? Perhaps with something called publishing-on-demand. The idea is that a customer will go into a bookstore and be able to look at covers and descriptions of books. If the customer wants to buy an item that's not a current best-seller, the shop assistant will find it on the store's computer, push a button, and tell the customer to come back in twenty minutes. When the customer returns, the book, created on the spot by high-speed copying and binding, will be ready to take away. Stores will still have copies of the most popular books on their shelves, but the more unusual ones would only be on the computer.

Looking at covers and descriptions of books, however, is not the same as being able to take actual books off shelves and turn their pages. Moreover, the publish-on-demand system works best if you have a particular book in mind when you go into a bookstore. The traditional bookstore, with its large stock of books of all different kinds, has one great advantage for the customer: often you may find on the shelves a wonderful book which you would never have thought of buying if you hadn't seen it there by chance. Because of this, it seems likely that neither the traditional book nor the traditional bookstore will disappear in the twenty-first century despite changes in economic circumstances and in technology.

(B)

A: [4時の時報] ... and it's four o'clock. Time now for 'Book of the Day,' our 3-minute introduction to a book that's coming into the bookstores this week. Susan Allen is in the studio with me. Right, Susan, what's the book of the day?

B: OK, James, here it is: *The World of Soccer*, by Alison Farthing.

A: Right, so, it's a book about sport.

B: It certainly is, James. And it's called *The World of Soccer* because it's about how soccer became the world's favourite sport, enjoyed today by billions of people. The book starts with the story of where the game was first played, and how it started to spread all over the world in the late 19th century.

A: It started in England?

B: Well, James, one of the surprising things I learned from this book was that a very early form of football was almost certainly already being played in Japan in the seventh century.

A: So it's the Japanese who taught the world to play soccer?

B: Well, no. It seems that the Japanese game never left Japan. It's the English form of soccer that came to be played and watched all over the world.

A: All over the world except in the United States...!

B: Well, James, that's another surprising thing I learned from the book. It's true that the US media don't pay much attention to soccer, and we don't think of it as an American sport, but it turns out there's quite a passionate interest in soccer among at least one group of people living in the United States.

A: School children?

B: No, immigrants, who were born outside the US borders. Did you know that there are currently about 56 million people living in the United States who were born in other countries and moved to the United States later in life? 12 million US residents, for example, were born in Mexico—a country with a strong soccer tradition.

A: Hmmm, interesting. So there's probably a surprising amount of support for the

Mexican national team in the United States.

B: That's right. And it's not just at the international level that we see this interest in teams playing elsewhere. Local teams, too, have worldwide fan clubs. Television and the internet—and, of course, worldwide advertising—have made local soccer a global phenomenon.

A: Can you give me an example?

B: Well, OK, the example that Alison Farthing gives is the Italian team AC Verona. She explains that in the 2002 season, Verona usually had 4 or 5 players on the field who were not Italian. They had a French-Algerian player, an African goalkeeper, and two brilliant goal-scorers from South America. These players attracted a lot of interest in their home countries and regions. So even though Verona were an Italian team, playing in the Italian national championships, they had people watching their games in Algeria, Argentina, Brazil, Ghana ...

A: Ah ... and then in 2003 ...

B: Exactly. In 2003, AC Verona bought the German team captain, Franz Schmidt.

A: A great player.

B: And even more to the point, James, a German player. Up until then, all of Verona's international players had been from the south. The team really hadn't been able to attract much attention from soccer fans in the north. But with the arrival of the great Franz Schmidt, all that changed. Suddenly a huge new market opened up for the club not only in Germany but all over northern Europe.

A: Amazing. And I thought they bought him because he scored goals!

B: Well, as I found out, James—nothing is quite *that* simple, in 'the world of soccer'.

(C)

[電話の呼び出し音]

Hello. Merton Property Management. Tim Roberts speaking. Can I help you?

I see. You're renting one of our new apartments in the town centre. Ah yes, Mr James Smith. You have number 345 in the apartment building we've just opened. I see you sent us a letter this morning. I hope you find the apartment quite satisfactory?

You don't? Oh dear, what seems to be the trouble?

The lights don't work. I see. Have you tried changing the light bulbs?

I'm sorry—of course, I didn't mean to be rude, Mr Smith. It is just that some of our customers don't check before they telephone us. But if you have changed them already, then I'm sure you're right that there is a problem. It's very likely that there's a fault in the electricity somewhere.

And the broken window hasn't been fixed? Oh dear, where exactly is that?

Three broken windows? In the living room? I am so sorry. Is it the glass or the locks that are broken?

Both? Dear me, that is very bad, Mr Smith. I am sorry. I'm sure you are worried about burglars—yes, there's a terrible crime problem these days. I know what you mean.

And your bath is blocked? Oh dear. So you can't have a bath? Have you tried unblocking it yourself? You could try to stick a pencil down it, or something like that.

I—I'm so sorry, of course I understand you've tried to unblock it. It must be very badly blocked if you've spent two hours trying to unblock it. That's quite serious.

The problem is that it is Friday afternoon, and I have to leave the office at 5 o'clock today. And I'm so sorry but we don't have any staff available to do repairs over the weekend.

Of course we'll do our best to help next week. Certainly we'll do our best. We have a staff of five repairmen, who are specially trained, and we'll be contacting them on Monday. I do have to warn you, I'm afraid, that this is the holiday period, and unfortunately four of the five repairmen are on holiday from next week. And we do

have a waiting list of repairs. But we'll certainly put you on the waiting list. And I hope we'll be able to come and see you very soon—in about, um—in about three weeks, or so. Will that suit you?

No? Oh dear, I am sorry. Yes I agree, it is very bad if the rain is coming in through the broken windows. But I'm afraid there's nothing we can do just now. Could you telephone again on Monday next week?

Mr Smith, please don't get angry with me. We want to do our best for all our customers. I think it's a bit of an exaggeration to say that nothing in your apartment works at all. For example, the telephone works, doesn't it—or you wouldn't be speaking to me now!

Mr Smith—are you there? Are you still there? Is there something wrong with the telephone? Hello? The line seems to have gone dead. Hello? Hello?