

IV

Part 1: Mr. Jones and Mr. Sato are talking about their university days.

1. When did Mr. Sato graduate from university?  
A. About 5 years ago.                      B. About 10 years ago.  
C. About 13 years ago.                      D. About 15 years ago.
  
2. What is the name of the university Mr. Jones graduated from?  
A. Birmingham Polytechnic.              B. Hatfield Polytechnic.  
C. Edinburgh University.                  D. Reading University.
  
3. What club did Mr. Sato belong to?  
A. Basketball.                                  B. Soccer.  
C. Track and field.                              D. Archery.
  
4. When did Mr. Sato set a record?  
A. 1984.                      B. 1985.                      C. 1986.                      D. 1987.
  
5. What were the types of classes Mr. Jones took at university?  
A. Lectures and seminars.                  B. Discussions and debates.  
C. Lectures and discussions.                  D. Experiments and seminars.
  
6. According to Mr. Sato, what can students develop through discussion style classes?  
A. Their way of debating.  
B. Their understanding of the latest information.  
C. Their responsibility for their education.  
D. Their way of thinking.

7. Where did the most memorable lessons take place?
- A. Students' cafeterias.                      B. Students' shop.  
C. Students' bar.                                D. Students' rooms.
8. For Mr. Sato, how was the scholarship helpful?
- A. In paying for school fees.  
B. In buying books and magazines.  
C. In paying for his transport to the events.  
D. In paying for accommodation.
9. Where did Mr. Jones' money come from?
- A. His parents.                                  B. The government.  
C. His uncle.                                    D. His brothers.
10. What was another enduring memory for Mr. Jones?
- A. Waiting for someone to give him a ride.  
B. Spending all his money in two months.  
C. Enjoying his time at university.  
D. Learning valuable things outside the classroom.

**Part 2: The O'Connors are thinking about another international move.**

1. How many times have the O'Connors moved?
  - A. Once.
  - B. Twice.
  - C. Three times.
  - D. Four times.
  
2. Why did Michael quit his New York law firm?
  - A. Because he was bored with working in the States.
  - B. Because he wanted to move to Hong Kong.
  - C. Because he had begun his career in Hong Kong.
  - D. Because he wanted to enter Harvard Law School.
  
3. What happened to the Hong Kong office under Michael's leadership?
  - A. The firm celebrated American and local holidays with the entire staff.
  - B. The firm progressed in Hong Kong.
  - C. The firm became a major British company.
  - D. The firm achieved its best financial year ever.
  
4. What was Kelly's last position in Hong Kong?
  - A. Marketing administrator.
  - B. President.
  - C. Vice-president.
  - D. Promoter.
  
5. What happened due to permit problems?
  - A. Kelly became pregnant.
  - B. Michael had to commute to Tokyo.
  - C. Michael had to negotiate the transfer to Tokyo with the company.
  - D. Kelly's professional situation was unsatisfying.

6. When the family finally moved to Tokyo, what problem did they have?
- A. Michael's visa application was denied.
  - B. Kelly had to send out more than 300 resumes.
  - C. Michael had to have 75 interviews in Tokyo.
  - D. The Tokyo office did not appreciate Michael's international experience.
7. When the family went back to Los Angeles, how did Kelly begin to feel?
- A. She felt people in LA were friendly.
  - B. She felt it was difficult to make friends with Asian people.
  - C. She felt the American companies understood her well.
  - D. She felt she was like a foreigner in her own country.
8. What happened to Michael while Kelly went back to school?
- A. He also got a Master's degree in Business Administration.
  - B. He enjoyed work at the LA office.
  - C. He was offered the chance of going back to Hong Kong.
  - D. He started graduate school.
9. While Kelly took extra classes at school, what did her children do?
- A. They didn't go to preschool.
  - B. They also took extra classes at a preschool.
  - C. They stayed with a baby sitter after preschool.
  - D. They stayed with their father at the apartment.
10. Why did Michael feel depressed about the Hong Kong job?
- A. His firm was cutting costs by laying people off.
  - B. Kelly could start her own business.
  - C. Life as an expatriate in Asia was not very stimulating.
  - D. He had difficulty making friends.

**Part 3: This is a discussion about the ability of chimpanzees to express emotions.**

1. What do new technologies finally offer us a glimpse into?
  - A. The hearts and minds of our fellow beings.
  - B. Observations of animals.
  - C. Human emotions.
  - D. Brain imaging and genetic testing.
  
2. Why have our efforts to teach animals to speak all failed?
  - A. There is no common language.
  - B. Animals are not as clever as humans.
  - C. No other animal has vocal cords like ours.
  - D. Animals' brains are different.
  
3. What did Alan and Beatrix Gardner begin teaching Washoe?
  - A. How to speak English.
  - B. How to write English.
  - C. How to do experiments.
  - D. How to speak in American sign language.
  
4. How big is Washoe's vocabulary?
  - A. Over 100.
  - B. Over 2000.
  - C. Over 1000.
  - D. Over 200.
  
5. Who did Washoe's adopted son, Loulis, learn sign language from?
  - A. His mother.
  - B. Beatrix Gardner.
  - C. Roger Fouts.
  - D. Alan Gardner.



平成13年度入学試験  
英語  
リスニングテスト スクリプト

ただ今から、リスニング テストを行います。このリスニング テストは、Part I、Part II、Part III の3つのパートからなっています。各 Part には、10 問の質問があり、各 Part は1回だけ聞くことができます。各 Part の前には、3分間の無放送時間がありますので、この間に質問を読んでおいてください。

問題用紙に印刷されている質問は、英語放送の進行に合わせて順序よく並んでいるので、放送を聞きながら、質問を読み、選んだ記号を○で囲んでください。放送中にメモを取っても構いません。

それぞれの Part の後にも、1分間の無放送時間がありますので、この間にあなたの答えを確認してください。答案用紙に記入する時間は、放送終了後に3分間とっております。

(5 second pause)

PartI を始めます。 Jones さんと Sato さんが自分たちの過ごした大学時代の生活について話をしています。では、これから3分間に、 PartI の質問と解答選択肢を読んでください。

(3 minute pause)

では、対話を聞いて質問に答えてください。

A: Good afternoon, Mr. Sato. How are you today?

B: OK, thank you, Mr. Jones. How are you doing?

A: Pretty good, thanks. OK, today we are going to talk about our university days which for both of us were quite a long time ago.

B: Right. I graduated from Nagasaki University about 15 years ago. It was good fun.

A: Yeah, I graduated from Hatfield Polytechnic just outside of London about 15 years ago too. Tell me, why was it so much fun for you?

B: Well, I belonged to the track & field club at the university and I set a record for the 100 meter sprint at the Kyushu championship in 1986, and also I made lots of friends.

A: Really? So for you club activities were more important than your studies?

B: Well, yes, maybe that's true. But studying was also important. I entered the university to study English. Thanks to that experience I now feel it is very important to learn to study by ourselves at university, or we will gain nothing from our university life.

A: So that is what we want to recommend to our students?

B: Sure, both study and club activities are a necessary part of university life.

A: Yeah, I agree. For me club activities were not so important. Studying was the most important part of life. In fact, it was kind of hard. The first year was like a culture shock. I mean, it was completely different from high school, which kind of spoon-fed you. At university you had to work on your own more, and take responsibility for your education.

B: What kind of classes did you have?

A: Well, there were two main types - large lectures, and then there were small group seminars. The content of the lectures was developed by the teachers in the seminars. The teachers guided us in discussions and conversations. How about your classes?

B: We also had two types of classes, one of which was lecture style in which a teacher give some illustrations to students. Another type was discussion style in which students exchanged their opinions on a theme. I think students can enrich their way of thinking, especially through discussion style classes.

A: Yes, it is very useful. In fact, some of the most memorable lessons were during these seminar discussion classes. Often they took place in the students' bar. On the university campus, there was a bar, and sometimes teachers would take students down to the bar and continue the lesson if the discussion was too interesting to stop.

B: That sounds fun. Perhaps college bars and pubs are the best places for students to communicate with each other and to discuss ideas with teachers

A: Yes, it's a good experience. Did you have money problems at university?

B: I used to be poor. I used to go to Track & Field events around the country and I had to travel and stay in places like at Tokyo, Shizuoka, Osaka, Nagoya, Fukuoka and so on. Though I used to be poor, I won a scholarship. It was very helpful in paying for my transport to the events.

A: Really! You had to pay your own travel fees yourself?

B: Yes I did. There was no supplement money from the university.

A: Well, why did you keep going, then?

B: Because I loved the club and the activities with my friends.

A: So how did you travel around?

B: I would save money monthly for the travel and hotel. Airplane tickets were especially expensive and so I went by train a lot.

A: I see. I used to travel a lot when I was a student too. Like you, I had no money either. All the money I had came from the government and I usually had spent it all within two months of getting it at the beginning of the school year. But I used to hitch-hike everywhere. I guess another enduring memory for me from university days is of standing next to the road, waiting for someone to give me a ride. I met all sorts of interesting people. Just hitching around was an education in itself.

B: Well, we both seemed to have enjoyed our time at university and not just because of the classes.

A: Oh no, perhaps more valuable learning takes place outside the classroom!

(1 minute pause)

PartII を始めます。これまで、仕事の都合で数回国際的引越しの経験のある O'CONNOR 夫妻が、次の引越しについて考えている状況です。では、これから3分間に、PartII の質問と解答選択肢を読んでください。

(3 minute pause)

では、話を聞いて次の質問に答えてください。

Couples where both the husband and the wife have good careers have to make difficult decisions about whose job takes priority. This is especially true when one person works for an international company and has to move to new countries. The following story is about the O'Connors who were faced with making their fourth international move.

Kelly and Michael O'Connor had to make a decision about whether to move back to Hong Kong or not. They had begun their careers in Hong Kong nearly a decade ago, one year after their marriage in New York. After graduating from Harvard Law School, Michael had gone to work for a New York law firm. A few years later, bored with working in the States, he joined an international firm and took a position in Hong Kong.

The early years there were thrilling, and Michael showed real talent for handling complex cross-border financing and for working with difficult clients. In addition, he liked the family feeling the firm encouraged by celebrating American and local holidays with the entire staff at the boss's home, sharing ideas, and helping each other. The firm recognized Michael's talent two months before his first daughter, Kate was born by giving him responsibility for managing the Hong Kong office. Under his leadership, the office achieved its best financial year ever.

Kelly's career also progressed in Hong Kong. She joined a major British company as a marketing administrator and they promoted her to vice-president before she was 30.

Recognizing Michael's success at managing the Hong Kong office, and worried about increasing problems in Tokyo, the company asked him to transfer to Japan. Fortunately, Kelly was able to negotiate a transfer to Tokyo too, even though she knew she was going into a difficult situation. As the family prepared to move to Japan, Kelly discovered that she was pregnant again. At the same time, Michael learned that new Japanese regulations would delay his ability to get a work permit, which would prevent the rest of the family from joining him. For the family to continue to live together, Kelly needed to get a work permit through her own company. Due to the permit problems,

Kelly had to remain in Hong Kong for the first nine months while Michael commuted to Tokyo. Kelly remembers the period as painful and lonely.

The family finally moved to Tokyo. However, neither Michael nor Kelly's professional situations were particularly satisfying and each day brought new problems. Ultimately the Japanese Ministry informed Michael that his visa application had been denied and that he had to leave the country within the year. Although Kelly initially felt disappointed, they felt it would be better to leave. They returned to Los Angeles.

Originally Kelly had been told she could take a position with the British company in LA, but the LA office turned her down. During the following months, she sent out more than 300 resumes which resulted in about 75 interviews. To her surprise, the American companies did not seem to understand or appreciate her international experience. In fact, she began to feel like a foreigner in her own country. It was more difficult to make friends, and because she and Michael had lived in Asia for nine years, it was difficult to get credit as their Asian credit histories didn't come with them.

Given the bad employment situation, Kelly went back to school to take her Masters in Business Administration. Shortly after Kelly started graduate school, Michael was offered the chance of going back to Hong Kong. His work at the LA office wasn't going well as there was in-fighting and difficult relationships with the other people who worked there. Michael thought that the best option would be to take the Hong Kong job but to commute on a two weeks here, two weeks there basis. In order to graduate as soon as possible, Kelly doubled her course load and took extra classes at school. The children stayed at a local preschool during the day and stayed with a baby sitter in the evenings until Kelly could get home.

After four months of commuting, Michael felt depressed about the Hong Kong job. Morale was low and the firm was cutting costs by laying off people and reducing benefits. Furthermore, Kelly felt that she could start her own business in LA when she graduated from school. But on the other hand, Michael's job in Hong Kong was more interesting than any offered in the States, and life as an expatriate in Asia was very stimulating. They already had experience and had made many friends out there.

There were benefits and demerits to moving back to Hong Kong. How could they decide? What would you have done in the same situation?

(1 minute pause)

PartIII を始めます。チンパンジーが人間のような感情を伝えることができるかどうかについて述べています。では、これから3分間に、PartIII の質問と解答選択肢を読んでください。

(3 minute pause)

では、説明を聞いて質問に答えてください。

(Narrator) We see joys and sorrows expressed in the faces of nature. Can we believe what we see? Does a dog smile with happiness? Does an elephant cry out in grief? Because no one could measure feelings, it's been a scientific crime to attribute 'human' emotions to other animals, but new technologies of brain imaging and genetic testing, coupled with observations of animals who are learning a human language, finally offer us a glimpse into the hearts and minds of our fellow beings. What we see is hauntingly familiar. From fear... to compassion... from mother love... to heartache... scientists, researchers and documentary filmmakers, the people who spend the most time among animals, take us on an unprecedented journey into emotional realms that were thought to be exclusively human. It seems, however, we may not be alone.

We've never been able to ask animals what they're feeling. The greatest obstacle to communicating has been the lack of a common language. Even efforts to teach our next of kin to speak have all failed, because no other animal has vocal cords like ours.

But chimpanzees do have hands, marvelously expressive hands. In 1966, researchers began one of the most important cross-species experiments ever undertaken. Psychologists Alan and Beatrix Gardner began teaching a young chimpanzee named Washoe how to speak in American sign language. Just one year into the experiment, a young graduate student, Roger Fouts, began working with Washoe. He's still working with her.

(Fouts) Right now her vocabulary is over 200. And that sounds small but what you've got to realize is that American sign language is a highly inflected language. And so one sign can have a great many meanings by changing its inflection. The chimps do inflect their signs based on the emotion, what they're feeling, whether it's really important or not.

(Narrator) Four of the five chimpanzees in this family learned sign language from the Gardners and their students in their initial experiments. But Washoe's adopted son, Loulis, has learned it from his mother. A chimp has taught another chimp to sign. For the first time we share a common language with another species, allowing a breakthrough dialogue between us, and a glimpse into their hearts.

(Fouts) With our guys, they will tell us what they feel. But just as I will tell you, "I'm happy," they can tell you "I'm happy." They can tell you they're sad. They can ask you for a hug, they can comfort you. And so with these guys, with Washoe and her family, they are some of the first non-humans that can actually use a human language to tell us about some of their emotions.

(Narrator) This inter species conversation is a continuing one. As the chimpanzees keep sharing their feelings, it becomes more difficult to deny them.

(Whybrow) When it comes to attributing emotions to animals we have a great deal of trouble with that as human beings. We like to see ourselves above all this animal herd stuff. And the idea that other creatures could share these extraordinary feelings that we have, just is very difficult for us to understand. I think that the idea that other mammals do not have emotions is a far more alien idea to me than the idea that they do.

(Narrator) All animals, warm -blooded or cold, share the same basic emotional tool kit: fear, aggression, and the urge to procreate. These are not sentimental luxuries, they are the basis of survival.

(Whybrow. When it comes to survival, emotion is probably, surprisingly enough, even more important than intellect. If you hear a loud noise, you will immediately startle and become on guard. No thinking about that is necessary, it's just immediate and that is emotion at work.

(1 minute pause)

以上で、放送を終了します。これから3分間に、質問用紙の回答選択肢から選んだ記号を答案用紙に記入してください。