

<h1>英 語</h1> <h2>(問 題)</h2> <h3>2014年度</h3>

< H26081121 >

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良	<input type="radio"/> 悪	<input type="radio"/> 悪
マークを消す時	<input type="radio"/> 良	<input type="radio"/> 悪	<input type="radio"/> 悪

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を書いてはならない。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

(例) 3825番⇒

万	千	百	十	一
	3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも、解答用紙は必ず提出すること。

READING SECTION

All answers must be indicated on the MARK SHEET.

I Read the following passage and answer the questions below.

① On a clear April day in 1746 at a large monastery in Paris, about two hundred monks arranged themselves in a long, snaking line. Each monk held one end of a twenty-five-foot iron wire in each hand, connecting him to his neighbor on either side. Together, the monks and their connecting wires formed a line over a mile long. Once the line was [1], Jean-Antoine Nollet, the abbot in charge of the monastery and a noted scientist, took hold of a Leyden jar—the first device for storing electricity, only recently invented in Holland by Pieter van Musschenbroek. Without warning, Nollet connected this battery to the line of monks, giving all of them a powerful, though harmless, electric shock.

② Nollet did not go around giving electric shocks to monks for the fun of it; his experiment had a serious scientific objective. Like many scientists of the time, he wanted to measure the properties of electricity to find out how far it could be transmitted along wires and how fast it traveled. It should be remembered here that the first electric light, the simplest device for demonstrating whether an electric current is flowing, was invented only at the beginning of the following century by Humphry Davy in Britain. But the simultaneous reactions—whether screams or contortions—of a mile-long line of monks revealed that electricity could be transmitted over a great distance; and as far as Nollet could tell, it covered that distance instantly. This was very important. It suggested that it ought to be possible to harness electricity to build a signaling device capable of sending messages over great distances [2] faster than a human messenger could carry them.

③ At the time, sending a message to someone a hundred miles away still took the best part of a day—the time it took a messenger traveling on horseback to cover the distance. This unavoidable delay had remained constant for a thousand years and more; it was as much a fact of life for George Washington as it was for Henry VIII or Julius Caesar. As a result, the pace of life remained slow. Rulers dispatched armies to distant lands and waited months for news of victory or defeat; ships sailed over the horizon on epic voyages, and those on board were not seen or heard from again for years. [3] of an event spread outward in a slowly growing circle, like a ripple in a pond, whose edge moved no faster than a galloping horse or a swift sailing-ship.

④ To transmit information significantly more quickly, something that moved much faster than a horse or a ship was clearly required. Sound, which travels through air at a speed of about twelve miles per minute, is one means of faster communication, though typically only over relatively short distances. If a church bell strikes one o'clock, a monk standing in a field a mile away knows what time it is about five seconds later. A messenger on a fast horse, in contrast, setting out from the church precisely on the hour to [4] the message, "It is one o'clock," would take several minutes to travel the same distance.

⑤ Light also offers a speedy way to communicate. If the monk has very keen eyesight and the air is very clear, he may be able to make out the [5] of the church clock. And since light (which travels at nearly 200,000 miles per second) covers short distances almost instantly, the information that it is a particular time of day effectively travels from the clockface to the monk in what seems to be no time at all.

⑥ Experiments like that of Nollet showed that electricity also seemed capable of traveling great distances instantaneously. Unlike [6], however, electricity could be transmitted along wires and around corners; a line of sight from one place to another was not needed. This meant that if an electric shock was administered at one o'clock via a mile-long wire running from the church to a distant monk,

he would know exactly what time it was, even if he was underground or indoors or otherwise out of sight of the clock tower. Electricity held out the promise of long-distance, high-speed signaling regardless of the physical conditions.

⑦ But, during Nollet's lifetime at least, the distinct advantage of a message carried on horseback was that it could say anything at all; instead of saying, "It is one o'clock," it could just as easily say, "Come to the church," or "Happy Birthday." An electric pulse, on the other hand, was like the chime of a church bell, the simplest of all possible signals. What was needed was a way to transmit a [7] message using simple signals. But how could that be done?

⑧ This was a problem that was not to be solved effectively for nearly a century. In the meantime, to speed up civil and military communications the French government had adopted a nationwide optical telegraph system invented by the Chappe brothers, using relays of towers equipped with visual signals. It was only in the late 1830s that, with the growing understanding of the nature of electromagnetic fields, single-wire electric telegraphs were set up more or less at the same time not only in Germany and Britain, but also in the United States. There Samuel Morse patented a code, using sequences of long and short electric [8] to represent each letter of the alphabet, that set the standard for the rest of the century and beyond. Report has it that the first message carried over Morse's telegraph line was, "What hath God wrought?*", a quotation from the Christian Bible. With relays of telegraph cables crossing first the Atlantic and then the Pacific Ocean, by the turn of the twentieth century it was possible to send a complex message around the globe in less than ten minutes.

[Adapted from Tom Standage, *The Victorian Internet* (1997)]

注 *What hath God wrought?: See what God has done!

(1) Choose the best way to complete these sentences about Paragraphs ① to ⑧.

- | | |
|-----------------------------|-----------------------------|
| 1 In Paragraph ① the writer | 2 In Paragraph ② the writer |
| 3 In Paragraph ③ the writer | 4 In Paragraph ④ the writer |
| 5 In Paragraph ⑤ the writer | 6 In Paragraph ⑥ the writer |
| 7 In Paragraph ⑦ the writer | 8 In Paragraph ⑧ the writer |

- A argues that the major technological developments in telegraph communications took place in Europe while their commercial exploitation was perfected in America.
- B argues that the scientists mainly responsible for the development of the electric telegraph had in common a strong faith in Christianity.
- C describes a medium of information transfer that is many thousands of times faster than a galloping horse, but that may be limited by conditions of visibility.
- D describes a medium of information transfer that is many times faster than a galloping horse, but that may function only over shorter distances.
- E describes a potential medium of information transfer that is virtually instantaneous, and that is limited neither by distance nor conditions of visibility.
- F explains the purpose and the results of a mid-eighteenth-century scientific experiment concerning the nature of electricity.
- G explains the subjects and equipment used in a mid-eighteenth-century scientific experiment concerning the nature of electricity.
- H shows how, by the middle of the nineteenth century, electricity was no longer limited as a communications medium by an inability to convey complex messages.
- I shows that the speed of communication began to increase gradually from the middle of the seventeenth century and reached a peak at the beginning of the twentieth.
- J suggests that, around the middle of the eighteenth century, the usefulness of electricity as a communications medium was limited by its ability to convey only the simplest of messages.
- K suggests that communications in the mid-eighteenth century were no speedier than those of well over a thousand years earlier.

(2) Choose the **FOUR** statements below which **DO NOT** agree with what is written in the passage. You must **NOT** choose more than **FOUR** statements.

- A A national telegraph system using visual signals was adopted by the French government before a solution could be found to the problem of how to send verbal messages by electric telegraph.
- B Around the middle of the eighteenth century, the fastest way to carry messages a long distance was still via a galloping horse or a swift sailing-ship.
- C Several of the monks involved in Nollet's experiment were seriously injured by the severity of the electric shock they received.
- D Telegraph cables were laid across the Atlantic Ocean before being laid across the Pacific Ocean.
- E The experiment conducted by Nollet proved that an electric current travels along a wire at around the speed of sound through air.
- F The first electric battery was invented in Holland more than half a century before the first electric light was invented in Britain.
- G The line for Nollet's experiment was over a mile long, consisting of about 200 monks linked by iron wires each 25 feet in length.
- H The speed of light is around a million times faster than the speed of sound through air.
- I The standard code for sending verbal messages along telegraph wires was invented in the United States by Samuel Morse.
- J Though Nollet's experiment was highly suggestive concerning the ability of electrical wires to transport power, it revealed nothing about their ability to carry information.
- K Well before the end of the nineteenth century it had become possible to telegraph a message around the world in only a few seconds.

(3) Choose the best way to fill each of the numbered gaps found in the passage.

- | | | | | | |
|-------|------------|---------------|-------------|-----------------|------------|
| [1] | A broken | B complete | C curved | D straight | E strong |
| [2] | A ever | B far | C less | D no | E slightly |
| [3] | A Evidence | B History | C Incidents | D News | E Records |
| [4] | A believe | B create | C deliver | D receive | E return |
| [5] | A distance | B feet | C hands | D height | E sound |
| [6] | A horses | B light | C messages | D sailing-ships | E sound |
| [7] | A clear | B complicated | C long | D short | E simple |
| [8] | A cables | B chimes | C currents | D pulses | E shocks |

(4) Choose the most appropriate title for the passage from the list below.

- A "How did the electric telegraph come into being?"
- B "What did Samuel Morse invent?"
- C "When and where was the power of electricity first discovered?"
- D "Who was Jean-Antoine Nollet?"
- E "Why is light superior to sound for carrying information?"

II Read the following extract from a fantasy novel for children and answer the questions below. The central character is a young girl named Coraline Jones whose family has recently bought an apartment in a large old house.

The next day the sun shone, and Coraline's mother took her into the nearest large town to buy clothes for school. They dropped her father off at the local railway station. He was going into London for the day to talk to some people about his latest book.

Coraline waved him good-bye.

They went to the department store to buy the school clothes.

Coraline saw some fluorescent green gloves she liked a lot. Her mother refused to buy them for her, preferring instead to buy white socks, navy blue school underpants, four gray blouses, and a dark gray skirt.

"But Mum, *everybody* at school's got gray blouses and everything. *Nobody's* got bright green gloves. I could be the only one."

Her mother ignored her; she was talking to the shop assistant. They were talking about which kind of sweater to get for Coraline, and were agreeing that the best thing to do would be to get one embarrassingly large and baggy in the hope that one day she might grow into it.

Coraline wandered off and looked at a colorful display of rubber boots shaped like frogs and ducks and rabbits.

Then she wandered back.

"Coraline? Oh, there you are. Where on earth were you?"

"I was kidnapped by aliens," said Coraline. "They came down from outer space with ray guns, but I fooled them by wearing a wig and laughing in a foreign accent, and I escaped."

"Yes, dear. Now, I think you could do with some more hair clips, don't you?"

"No."

"Well, let's say half a dozen, to be on the safe side," said her mother.

Coraline didn't say anything.

In the car on the way back home, Coraline said, "What's in the empty apartment?"

"I don't know. Nothing, I expect. It hasn't been lived in for a long time. It probably looks like our apartment before we moved in. Empty rooms."

"Do you think you could get into it through the door in our drawing room?"

"Not unless you can walk through walls, dear. When they turned the house into four separate apartments, they simply bricked that door up."

"Oh."

They got back to the house around lunchtime. Although the sun was shining, the day was cold. Coraline's mother looked in the refrigerator and

found only a sad little tomato and a piece of cheese with nasty green stuff growing on it. There was only a dry crust in the bread bin.

"I'd better dash down to the shops near the station and get some frozen fish fingers or something," said her mother. "Do you want to come?"

"No," said Coraline.

"Suit yourself, Coraline," said her mother, and left. Then she came back and got her purse and car keys and went out again.

Coraline was bored.

She flipped through a book her father was reading about people in a distant country; how every day they would take a piece of white cloth and draw on it in wax, then dip it in dye, then draw on it more in wax and dye it ⁽¹⁾some more, then boil the wax out in hot water, and then finally throw the now beautiful material on a fire and burn it to ashes.

It seemed particularly pointless to Coraline, but she hoped that the people enjoyed it.

She was still bored, and her mother wasn't yet home.

Coraline got a chair and pushed it over to the kitchen door, where the keys hung high up. She climbed onto the chair and reached up. She got down, then got a broom from the cupboard. She climbed on the chair again and reached up with the broom.

Clink.

She climbed down from the chair and picked up the keys. She smiled triumphantly. Then she leaned the broom against the wall and entered the drawing room.

The family never used the room. Coraline's father had inherited all the chairs from his mother, along with a wooden coffee table, a side table with a heavy glass ashtray, and the oil painting of a bowl of fruit. Coraline could never work out why anyone would want to paint a bowl of fruit. Other than that, the room was empty: there were no ⁽²⁾knickknacks over the fireplace, no statues or clocks; nothing that made it feel comfortable or lived-in.

She went over to the big, carved, brown wooden door in the far corner. The old black key felt colder than any of the others. She pushed it into the keyhole. It turned smoothly with a satisfying *clunk*.

Coraline stopped and listened. She knew she was doing something wrong, and she was trying to listen for her mother coming back, but she heard nothing. Then Coraline put her hand on the

doorknob and turned it; and, finally, she opened the door.

It opened on to a dark hallway. The bricks had gone as if they'd never been there. There was a cold, musty smell coming through the open doorway. Coraline went through the door.

She wondered what the empty apartment would be like — if that was where the corridor led.

Coraline walked down the corridor uneasily. There was something very familiar about it.

The carpet beneath her feet was the same carpet they had in her apartment. The wallpaper was the same wallpaper they had. The picture hanging in the hall was just like the one hanging in the hallway at home.

She knew where she was: she was in her own home. She hadn't left.

She shook her head, confused.

She stared at the picture hanging on the wall: no, it wasn't exactly the same. The picture they had in their own hallway showed a boy in unfashionable clothes staring at some bubbles. But ⁽³⁾ now the expression on his face was different — he was looking at the bubbles as if he was planning to do something very nasty indeed to them. And there was something peculiar about his eyes.

Coraline stared at his eyes, trying to figure out what exactly was different.

She almost had it when someone said, "Coraline?"

It sounded like her mother. Coraline went into the kitchen, where the voice had come from. A woman stood in the kitchen with her back to Coraline. She looked a little like Coraline's mother. Only...

Only her skin was white like paper.

Only she was a lot taller and thinner.

Only her fingers were too long, and they never stopped moving, and her red fingernails were curved and sharp.

"Coraline?" the woman said. "Is that you?"

And then she turned around. Her eyes were big black buttons.

"Lunchtime, Coraline," said the woman.

"Who are you?" asked Coraline.

"I'm your other mother," said the woman. "Go and tell your other father that lunch is ready." She opened the door of the oven. Suddenly Coraline realized how hungry she was. It smelled wonderful. "Well, go on."

Coraline went down the hall, to where her father's study was. She opened the door. There was a man in there, typing on the computer keyboard, with his back to her. "Hello," said Coraline. "I — I mean, she said to say that lunch is ready."

The man turned around.

His eyes were buttons, big and black and shiny.

"Hello, Coraline," he said. "I'm starving."

He got up and went with her to the kitchen. They sat at the kitchen table, and Coraline's other mother brought them lunch. A huge, golden-brown roasted chicken, fried potatoes, tiny green peas. Coraline shoveled the food into her mouth. It tasted wonderful.

"We've been waiting for you to come for a long time," said Coraline's other father.

"For me?"

"Yes," said the other mother. "It wasn't the same here without you. But we knew you'd arrive one day, and then we could be a proper family. Would you like some more chicken?"

It was the best chicken that Coraline had ever eaten. Her own mother sometimes made chicken, but it was always out of packets or frozen, and was very dry, and it never tasted of anything. When Coraline's own father cooked chicken he bought real chicken, but he did funny things to it, like marinating it in wine, or stuffing it with prunes, ⁽⁵⁾ or baking it in pastry. Coraline would always refuse to touch his strange recipes on principle.

She took some more chicken.

"I didn't know I had another mother," said Coraline, cautiously.

"Of course you do. Everyone does," said the other mother, her black button eyes gleaming. "After lunch I thought you might like to go and play in your room."

While her other parents did the washing up, Coraline went down to her other bedroom at the end of the hallway.

It was different from her own bedroom at home. For a start it was painted in peculiar shades of green and pink. Coraline decided that she wouldn't want to have to sleep in there, but that the color scheme was a lot more interesting than her own room.

There were all sorts of remarkable things in there she'd never seen before: windup angels fluttering around the bedroom like startled ⁽⁶⁾ sparrows; books with pictures that crawled and sparkled; little dinosaur skulls that chattered their teeth as she passed. A whole toy box filled with wonderful toys.

"This is more like it," thought Coraline. She looked out the window. Outside, the view was the same one she saw from her own bedroom: trees, fields, and beyond them, on the horizon, distant purple hills.

[Adapted from Neil Gaiman, *Coraline* (2002)]

(1) Choose the one way to complete each of these sentences that DOES NOT agree with what is written in the passage.

1 The house where Coraline's family lives

- A has been divided into four distinct apartments.
- B includes one apartment that has remained unoccupied for some time.
- C includes two apartments on the same floor, the doorway between them having been filled in with bricks.
- D is only a short walk from the nearest railway station.
- E is situated in a rural area, with fields and hills visible from the windows.

2 Coraline's mother

- A buys Coraline a gray school skirt that is several sizes too large for her.
- B finds that there is nothing to eat for lunch when they return home from the department store.
- C generally cooks frozen and instant meals that Coraline does not enjoy.
- D ignores Coraline when she says that she does not need any hair clips.
- E uses the car to go the local shops to buy something for lunch.

3 Coraline's father

- A generally cooks complicated dishes that Coraline never eats.
- B is an author and has his own study.
- C is currently writing a book about strange customs in a society far away.
- D owns an oil painting that he inherited from his mother.
- E travels to London while Coraline's mother buys school clothes for her.

4 Coraline's other mother

- A cooks roast chicken with fried potatoes and peas for lunch.
- B has very pale skin that is as dry as paper.
- C is much taller and slimmer than Coraline's own mother, with restless long fingers and sharp red fingernails.
- D suggests to Coraline that she play in her bedroom after lunch.
- E tells Coraline that it is normal for people to have another mother.

5 Coraline's other father

- A has big black buttons for eyes just like Coraline's other mother.
- B helps to do the washing up after lunch.
- C is using a computer in his study when Coraline calls him for lunch.
- D says he is extremely hungry when Coraline tells him that lunch is ready.
- E tells Coraline they were not a complete and proper family until she came.

6 Coraline's bedroom in the other apartment

- A contains a box full of toys that she finds very attractive.
- B contains books with pictures that move, among other apparently magical things.
- C has the same view as that from her room in her own family's apartment.
- D is decorated in unusual colors that she finds both interesting and disturbing.
- E is situated across the hall from the kitchen and next to her other father's study.

(2) Choose the best way to complete each of these sentences so that it AGREES with what is written in the passage.

- 1 While her mother is talking to the shop assistant in the department store Coraline
 - A buys a pair of brightly colored gloves.
 - B finds a display of waterproof boots in the form of brightly colored animals.
 - C is captured by aliens from outer space but manages to escape.
 - D tries on a wig in the fashion department.
 - E tries on some sweaters to check whether the size is appropriate.
- 2 The first thing that Coraline does when her mother goes out to the local shops to buy food is to
 - A check how much food is in the refrigerator.
 - B draw a picture of her mother.
 - C look at a book.
 - D play a computer game.
 - E switch on the television.
- 3 Coraline uses a broom to
 - A bang on the ceiling to attract the attention of the family living above.
 - B clean the kitchen floor.
 - C knock down the keys hanging from the kitchen door.
 - D pretend to fly like a witch.
 - E push open the door of the drawing room.
- 4 As soon as Coraline opens the door in the corner of the drawing room, she
 - A feels guilty because she has done something terribly wrong.
 - B hears the sound of typing from her father's study.
 - C listens out for the sound of her mother returning home.
 - D notices there are no bricks in the doorway.
 - E sees a picture of a boy staring at bubbles in the hallway.
- 5 While Coraline is staring at the picture hanging in the hallway she hears
 - A somebody calling her from the kitchen.
 - B some sparrows twittering in the garden.
 - C the clatter of her father typing in his study.
 - D the noise of her mother's car arriving.
 - E the sound of a key turning in the lock of the front door.
- 6 During the course of the extract as a whole Coraline is called by name by
 - A nobody at all.
 - B one person — her own mother.
 - C two people — both her other mother and her other father.
 - D three people — her own mother and both her other parents.
 - E four people — both her own parents and both her other parents.

(3) Choose the best way to complete each of these sentences relating to the underlined words in the passage.

1 Here, dye means

- A acid. B coloring. C oil. D powder. E water.

2 Here, knickknacks refers to

- A books. B fruit. C money. D ornaments. E pets.

3 Here, unfashionable means

- A dirty. B expensive. C outdated. D oversized. E stylish.

4 Here, shoveled suggests that Coraline ate

- A angrily. B elegantly. C greedily. D slowly. E watchfully.

5 Here, marinating means

- A boiling. B frying. C grilling. D roasting. E soaking.

6 Here, fluttering suggests movement like that of a

- A bird. B clock. C mouse. D snake. E steam train.

WRITING SECTION

All answers must be written clearly within the boxes provided on the ANSWER SHEET.

Ⅲ Read the following passage and briefly summarize the main points in JAPANESE.

In May 2009, Japan's new lay judge system [裁判員制度] was introduced to bring the view of ordinary citizens into criminal trials. By the end of March 2012, a total of 20,817 people had served as lay judges. More than 95 percent of them said that participation in a trial was a meaningful experience. A total of 3,601 people had received sentences under the new court system. Of these, 17, or around 0.5 percent, were given clear not-guilty sentences. During the three-year period before the lay judge system began, the corresponding rate was slightly higher at about 0.6 percent. One tendency is for lay judges to give severer sentences for crimes involving sex and bodily injuries resulting in death, while the situation is the opposite in cases relating to drugs. In all cases, to take account of the realities of the lay judges' work and home commitments, trials have become shorter. At the same time, both public prosecutors and defense lawyers have tried to present arguments in language easy for lay judges to understand. More importance is now also given to testimony during hearings than to records of statements made by suspects and witnesses during the investigation.

The lay judge law calls for a review of the system after three years of operation, a process that is now under way. Issues under review include: whether the regulations preventing lay judges from discussing their experiences in public are too strict; whether public prosecutors should be required to present an outline of all evidence to judges and defense lawyers before the trial starts; and, perhaps most controversially, whether passing a death sentence should require the agreement of all judges, both professional and lay.

[Adapted from "Looking at the lay judge system," *Japan Times*, May 30, 2012]

Ⅳ The social networking service Facebook has a rule that users opening an account must be at least thirteen years old. However, recent surveys suggest that over five million children under thirteen were using Facebook in the United States alone, many of them with the consent of their parents. Write a paragraph in ENGLISH giving your own opinion concerning whether the current Facebook age limitation should be changed. You should support your answer with appropriate reasons.

[以下余白]

LISTENING SECTION

All answers must be indicated on the MARK SHEET.

I First listen to the monologue and decide whether each of the statements below is True (T) or False (F). You will hear the recording only ONCE. (The monologue concerns a pair of amusing stories in a newspaper.)

- 1 The speaker reads a newspaper every morning over a cup of coffee.
- 2 The first thing the speaker usually looks at in a newspaper is the TV schedules.
- 3 The two stories the speaker retells appeared on the same page of the same newspaper.
- 4 The first story is set in Japan, close to Yokohama.
- 5 The owner of the parrot was an elderly woman.
- 6 The bird flew into the police station and landed on the shoulder of one of the officers.
- 7 The police learned the bird's home address from the identifying ring on its leg.
- 8 The second story is set on the coast of Queensland, Australia.
- 9 The two men who stole the penguin from the marine park were both very drunk.
- 10 Before stealing the penguin the two men had a swim in the dolphin pool.
- 11 The police arrested the two men as soon as they left the marine park.
- 12 The speaker concludes by saying he learned no important lessons from the pair of stories.

II Now listen to the opening of a recorded interview and choose the best way to complete each of the sentences below. You will hear the recording only ONCE. (The opening of the interview concerns the experiences of a Japanese-American woman during her childhood.)

- 1 The woman conducting the interview (Loretta Ross) is working on an oral history project based at a college in
A Hawaii. B Massachusetts. C New York. D Shimane.
- 2 The woman being interviewed (Suki Ports) was born in
A Hawaii. B Massachusetts. C New York. D Shimane.
- 3 The name given to the interviewee by her parents was not Suki but
A Setsuko. B Sumiko. C Yoshiko. D Yuko.
- 4 The name Suki was given to the interviewee by the people she met at
A church. B her school. C her workplace. D the hospital.
- 5 Before war broke out, the children in Suki's neighborhood treated her as though she were
A American. B Chinese. C Japanese. D Korean.
- 6 At the beginning of the war, Suki's parents were
A deported to Japan. B held on Ellis Island.
C investigated by the FBI. D put in a prison camp.
- 7 During the war, the apartment where Suki lived did not have
A a bathroom. B a radio. C carpets. D curtains.
- 8 During the war, Suki and her sister thought that their mother was
A dead. B ill. C in prison. D in the hospital.
- 9 Suki only found out why her mother was unable to leave the house on her own
A at the age of nine. B at the end of the war.
C in 1970. D when nearly forty.
- 10 Until the end of the war, Suki's mother was not permitted to leave
A Manhattan. B New York City. C New York State. D the United States.
- 11 After graduating from college, Suki married
A a Chinese. B a Japanese. C a Korean. D an American.

- 12 At the end of the recording, the interviewer starts to ask questions about Suki's memories of
A her college life. B her school life. C Pearl Harbor. D the atomic bomb.

[以 下 余 白]