



< H27091121 >

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"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input checked="" type="radio"/> 悪い	<input type="radio"/> 悪い

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。

	万	千	百	十	一
(例) 3825番⇒		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 from a weekly news magazine published in London and answer the questions below.

① Japan educates its women to a higher level than nearly anywhere else in the world: its girls come near the top in education league-tables compiled by the Organization for Economic Co-operation and Development (OECD). But when they leave university their potential is often wasted, at least as far as the economy is concerned. Female participation in the labor force is 63%, far lower than in most other rich countries. When women have their first child, 70% of them stop working for a decade or more, compared with just 30% in the United States. Quite a lot of those 70% are gone for good. The Japanese prime minister, Shinzo Abe, says he wants to change that. In April 2013 he announced that allowing women to “shine” in the economy was the most important part of his “Abenomics” growth strategy. Raising female labor [1] to the level of men’s could add 8 million people to Japan’s shrinking workforce, potentially increasing GDP by as much as 15%, according to Goldman Sachs, the investment bank. More women working for more pay would also increase demand. Hence speeches from Mr. Abe attaching new-found importance to matters such as the opening hours of kindergartens and the challenges of breast-feeding outside the home.

② For the prime minister, who belongs to the conservative Liberal Democratic Party (LDP), this is quite a turnaround. In 2005, when a previous government was taking steps towards greater equality, Mr. Abe and his fellow conservatives warned of the damage to family values and to Japanese culture that could result if men and women were treated equally. Their concern was not just based on tradition: keeping women out of the workforce, conservatives thought, made economic sense too. If the country’s “baby-making machines,” as a former LDP health minister put it, stayed at home then they would produce more babies, and thus more workers. This insight proved to be mistaken. As the LDP encouraged women to stay at home, the fertility rate, already low, plunged further, bottoming out at 1.26 children per woman in 2005 before edging up to 1.41 in 2012. The consequent shortage of young people means that Japan’s working-age population is expected to fall by 40% by 2050, exerting a powerful brake on the economy. As a solution to this, the direct measure of getting more women out into the [2] would have great advantages over the indirect tactic of encouraging them to stay at home in the unfounded hope that they will breed instead.

③ Indeed, it may even turn out that working and having children go hand in hand. In other rich countries, higher birth rates nearly always accompany higher female employment, and in Japan itself the birth rate is higher in the countryside, where more women work, than in the big cities, where fewer do. The changes that might encourage more [3] women into work — such as better child-care provision, and shorter working hours for men and women alike — might persuade them and their husbands to have more children, too.

④ Mr. Abe’s interest in all this is new, but the problem itself is not. Yoko Kamikawa, an LDP politician, who has recently been serving on the party’s new committee to improve the position of women, says that she is surprised by the lack of progress since 2007 when she became minister of gender equality during Mr. Abe’s first term as prime minister. In most countries women’s participation in the labor force dips around the years when they marry and bear children; after that it recovers. But this [4] curve is much more noticeable in Japan than in most other rich countries. Japan’s curve has flattened out somewhat in recent years: in 2004 the rate of full- and part-time employment for 30- to 34-year-old women was 61%, a figure which by 2012 had risen to 69%. Yet young, married mothers are still

largely absent from the workforce, and many women returning to work go into part-time or temporary jobs with low pay and little security.

⑤ Those who stay in work often do so in jobs that waste their abilities. Few women hold professional, technical or managerial roles. In 2012 they made up 77% of Japan's part-time and temporary workforce. Some of these workers are well-off, married women seeking a little extra income. But many are poor and insecure. The uncertain existence of such workers was described vividly in *Out*, a very popular 1997 crime novel by Natsuo Kirino. The heroine, who spends her nights slaving away in a soulless box-lunch factory, helps conceal the murder of a colleague's no-good husband. Ms. Kirino's subsequent bestsellers have also focused on the division of [5] roles, describing men endlessly at work in the corporate world, disconnected from women in the home.

⑥ At the very top of corporate Japan, the "bamboo ceiling"—so-called by women for being thick, hard, and not even transparent—is starting to let in some chinks of light, but they are few and far between. In 2011, 4.5% of company division chiefs were female, up from 1.2% in 1989. But relative to other countries the numbers are still very low. Of the most senior managers in Japan, those at executive-committee level, 1% were women in 2011, [6] a regional study by McKinsey, a leading management consultancy firm. The equivalent figure for China was 9%, and for Singapore 15%.

⑦ Corporate culture is by far the biggest obstacle for Japanese women. The practice of hiring graduates fresh out of university and employing them for their entire working lives makes it difficult for employees to take career breaks and seek new positions elsewhere afterwards. [7] tends to be based on overtime and how long they have been in the company, rather than on productivity and performance. And straightforward discrimination remains commonplace. In a study that compared the reasons why Japanese and American college graduates leave their jobs, American women cited child care and looking after elderly relations as the main factors. Japanese women blamed dissatisfaction with their jobs and a feeling of being put into "dead-end" roles. The fact that their husbands, who spend more time at work than their counterparts in other developed countries, also give less time to child care or household chores, adds to the perceived need to stay at home.

⑧ When Japanese firms take their pick of university graduates they choose both men and women, but they still prefer men for management, sticking most of the women on the "clerical" track. Keidanren, the most powerful body representing business interests in Japan, has been decidedly uninterested in doing much about this. [8] government pressure recently got Keidanren to start internal discussions on promoting female employees, corporate leaders regard Mr. Abe's new enthusiasm for improving the position of women in the same way as they look on reforms to corporate governance: as costly distractions from the task of increasing the profits of Japan Incorporated. Keidanren refuses to ask its members even to state the number of women on their boards, in fear of being asked to increase it, or having quotas imposed. Many commentators fear that Mr. Abe lacks the political will to overcome such resistance to the reforms in corporate culture that would not only improve the position of Japan's working women but also give a major boost to the economy.

Adapted from "Japanese women and work," *The Economist* (March 29, 2014)

(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 those standing for business interests in Japan are generally reluctant to reform company practices to make them more welcoming to women.
- B claims that the situation of working women in Japan has deteriorated significantly since the bursting of the financial bubble in the 1990s.
- C demonstrates that even today very few Japanese women have the opportunity to occupy senior positions in Japanese companies.
- D describes how and why Shinzo Abe's current ideas on the socio-economic role of women are so different from those he supported around ten years ago.
- E explains how the participation of women in the labor force is impacted more significantly by marriage and motherhood in Japan than in most other developed nations.
- F lists the typical company practices which make it difficult for women to participate in Japanese companies on an equal status with men.
- G outlines both the background to and the potential consequences of Shinzo Abe's new policy of improving the position of working women.
- H points out that South Korea is the only nation in the East Asian region that has a lower rate of female engagement in the labor market than Japan.
- I shows how the economic policies adopted by the Liberal Democratic Party of Japan have been much more favorable to women living in rural areas than to those in the cities.
- J suggests that there is often a matching increase between the birth rate and the female employment rate.
- K uses a work of popular fiction to illustrate the unstable economic situation of many women who have to join the labor force as part-time and temporary workers.

(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 Already in 1989 there were twice as many women acting as heads of company divisions in China as in Japan.
- B During Shinzo Abe's first term as Prime Minister of Japan, he referred to women as "baby-making machines."
- C Female college graduates in the United States and Japan tend to give very different reasons for leaving their jobs, with the latter much more negative about the work they are required to do.
- D If current trends continue, by the middle of the twenty-first century the number of people of working age in Japan is expected to decline by 40% from its 2014 level.
- E In 2012 more than three-quarters of temporary and part-time workers in Japan were women.
- F Japan comes near the top of OECD league-tables reflecting the level of women's education but near the bottom of those showing female involvement in the labor force.
- G Keidanren is no keener on changes to improve the position of women employees than it is on reforms in corporate governance.
- H LDP politician Yoko Kamikawa says that she is encouraged by the amount of progress that has been made regarding working women since Mr. Abe became prime minister for the first time.
- I Natsuo Kirino is the author of a crime novel published near the end of the twentieth century whose main character is a woman working on the night shift in the food industry.
- J Prime Minister Abe's new policy of encouraging women to "shine" in the Japanese economy was made public in the spring of 2013.
- K The percentage of women in their early thirties in full-time employment in Japan has declined steeply since 2004.

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

- | | | | | | |
|-------|----------------|----------------|------------------|-------------------|-------------|
| [1] | A employment | B equality | C participation | D recruitment | E strategy |
| [2] | A fields | B market | C society | D universities | E workforce |
| [3] | A Japanese | B middle-class | C poor | D rural | E urban |
| [4] | A A-shaped | B C-shaped | C M-shaped | D S-shaped | E W-shaped |
| [5] | A cultural | B economic | C gender | D political | E social |
| [6] | A according to | B despite | C in contrast to | D in the light of | E regarding |
| [7] | A Firing | B Hiring | C Promotion | D Retirement | E Transfer |
| [8] | A After | B Although | C If | D Unless | E Whenever |

(4) According to the passage, the greatest difficulty now facing working women in Japan is

- A the gender inequalities underlying Japanese law.
- B the marked conservatism of the Japanese government.
- C the prevailing culture of Japanese companies.
- D the prolonged recession in the Japanese economy.
- E the traditional bias of Japanese education.

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

- A "Half a loaf is better than no bread"
- B "Half a step forward, two steps back"
- C "Half-baked or overdone"
- D "Holding back half the nation"
- E "Well begun is half done"

II Read the following short work of fiction, written in Britain in the second half of the nineteenth century by George MacDonald, and answer the questions below.

One spring evening, a young English student, who had wandered north as far as one of the outlying islands of Scotland, was caught in a sudden storm with no shelter in sight.

As he walked on he found himself on the edge of a cliff, and saw a few feet below him a ledge of rock where he might find some refuge from the blast. Letting himself down by his hands, he trod upon something that crunched beneath his feet, and found the bones of many small animals scattered in front of a little cave in the rock. He went in, and soon found among the stones a flat one to sit upon. The storm increased, and he became uneasy at the darkness of the cave. At last there came a⁽¹⁾ lull. He heard stealthy footsteps, like those of a wild beast, and started up in fear. The face of a young woman appeared in the opening, though he could not see her well. She started when the student spoke to her.

"Will you tell me how to find my way back across the moor to the harbor?" he asked.

"You cannot find it tonight," she answered with an attractive smile that revealed the whitest of teeth.

"What am I to do, then?"

"My mother will give you shelter, though we have little else to offer."

"I shall be most grateful," he replied.

She turned silently and left the cave. The youth followed.

She was small in stature and wore no shoes. Her pretty brown feet went catlike over the stones as she led the way down the steep path to the shore. Her long fingers pulled nervously at her clothing which was thin and ragged. Her face was smooth and delicate but almost grey in color. Her lips curved faultlessly yet seemed bloodless. Her eyes he could not see, for she never lifted her eyelids.

At the foot of the cliff, they came upon a little wooden hut which leaned against it. Smoke was spreading over the rock, and the smell of food gave hope to the hungry student. His guide opened the door and he followed her in. He saw a woman bending over a fire in the middle of the floor. On the fire lay a large fish broiling. The daughter spoke a few words, and the mother turned and welcomed the stranger. She had a wrinkled, honest face, but looked troubled. She⁽²⁾ dusted the only chair and placed it for him by the fire, opposite the only window, from which he could see the waves of the sea.

The daughter threw herself upon a bench under the window, resting her chin on her hands. Then the youth caught the first glimpse of her

blue eyes. They were fixed upon him with a strange hungry look, but, as if aware that they betrayed her, she dropped her gaze instantly. Her face, despite its ashen color, seemed almost beautiful.

When the fish was ready, the old woman served it on a wooden platter, and invited the guest to help himself. Seeing no other means, he opened his pocket-knife and cut a portion, offering it to the mother first.

"Come, my lamb," said the old woman.

The daughter approached the food, but her nostrils⁽³⁾ quivered with disgust. She ran to the door and rushed out into the night.

"She doesn't like fish," said the old woman, "but I have nothing else."

They soon finished their supper, which consisted only of the fish and some rye bread. Then the youth heard the sound of the pattering of a dog's feet upon the sand close to the door. But before he had time to look out, the door opened, and the young woman entered. She no longer seemed hungry and had apparently washed her face. She drew a stool to the corner of the fire opposite him. But as she sat down, to his horror, the student glimpsed a splash of blood on the white skin revealed by one of the tears in her clothing.

The old woman brought out a jar of whisky, and put a rusty kettle on the fire. As soon as the water boiled, she made some⁽⁴⁾ toddy in a wooden bowl.

Meanwhile the youth could not take his eyes off the young woman, and found himself bewitched. For the most part she kept her eyes veiled, and he gazed entranced. But as soon as he met a stolen glance from those greedy eyes, his soul shuddered within him, and the fascination changed to fear.

The mother placed the bowl in his hands. He drank sparingly, and passed it to the girl. She lifted it to her lips, and as she tasted it looked at him. He thought the drink must have affected his brain. Her hair smoothed itself back, and drew her forehead backwards with it, while the lower part of her face projected towards the bowl, revealing her dazzling teeth in strange prominence. But the same moment the vision vanished. She returned the bowl to her mother, and hurried out of the cottage.

When the old woman pointed to a bed in one corner, the weary student threw himself on it, still wrapped in his cloak. Unable to sleep, he lay listening to the spray dashing against the window. At length the door opened and the young woman

came in. She made up the fire, drew the bench before it, lying down in the same⁽⁵⁾ posture with her chin propped on her hand, and her face turned towards the youth. The mother was not there.

Drowsiness crept over him. A noise roused him, and he fancied he saw a creature like a large dog trot quietly out of the door. He felt a rush of cold wind. Gazing through the darkness, he thought he saw the eyes of the girl staring back, but a glow from the fire revealed that the bench was empty. Wondering what made her go out into the storm, he fell fast asleep.

In the middle of the night he felt a sharp pain, became wide awake, and saw the gleaming eyes and grinning teeth of some animal close to his face. Its claws were in his shoulder, and its mouth seeking his throat. Before it could bite, however, he had its throat in one hand, and felt for his knife with the other. A terrible struggle followed, but, despite the tearing claws, he found his knife. He had only made one⁽⁶⁾ erring stab, when, with a contorted spring the creature twisted its neck from his hold, and with something between a scream and a wail, leaped away. Again he heard the door open, and a sheet of spray dashed across his face. He leaped from the bed and bounded to the entrance.

It was a wild night, with the wind howling and the rain pouring down. A gruesome noise of mingled anger and sorrow came from somewhere in the dark. He went back into the hut and closed the door, but could find no way of fastening it.

The lamp was nearly out, and he could not be sure whether the young woman was on the bench. Overcoming his fear, he approached it, and put out his hands—there was nothing there. Not daring to sleep any more, he sat down and waited for daylight.

When day dawned at last, he went out again and looked around. The morning was dim and grey. The rain had ceased and the waves were calmer.

He wandered over the thin strip of sand, until the voice of the old woman called to him from the door.

“You’re up early, sir. I fear you slept badly.”

“Not well. But where is your daughter?”

“She’s not awake yet,” said the mother. “I’m afraid I have only a poor breakfast for you.”

While they were eating the leftovers of supper, the daughter entered and went to the far end of the hut. When she came forward, the youth saw that her hair was wet and her neck was now covered with a cotton handkerchief. She was very attentive to him, and no longer avoided his gaze. He was gradually⁽⁷⁾ yielding to the temptation to

spend another night in the hut, when the old woman spoke.

“The weather will be unsettled all day, sir,” she said. “You had better be going back to the harbor.”

Before he could answer, he saw such an appealing expression on the face of the girl that he hesitated. Glancing at the mother, he saw a flash of anger cross her face. She rose and approached her daughter with her hand lifted to strike. He darted round the table to come between them, but the mother had caught hold of her. The handkerchief happened to fall from her neck, and the youth saw five blue bruises on her lovely throat—the marks of the fingers and thumb of a left hand. With a cry of horror he darted away, but as he reached the door he turned. His hostess was lying motionless, and a huge grey she-wolf came bounding after him.

Instinctively, he set himself with hands curved ready to clutch again at the throat where he had left those pitiful marks. But the creature eluded his grasp as she sprang, and just as he expected to feel her teeth, he found a girl with her arms around his neck, weeping. The next instant, the grey wolf broke away from him, and bounded howling up the cliff. Recovering himself, the youth followed, as it was the only way to the moor.

Looking up, he saw the entrance of the cave where he had taken refuge the day before. Then, ⁽⁸⁾ summoning his resolution, he passed it slowly and softly. From within came mingled sounds of moaning and growling.

Reaching the top, he ran at full speed across the moor before daring to look behind. When he did so, he saw the girl standing on the edge of the cliff, wringing her hands. One solitary wail crossed the space between. She made no attempt to follow him, and in an hour or so he had reached the boat in the harbor on the opposite shore.

Abridged and adapted from
George MacDonald, “The Grey Wolf,”
Works of Fancy and Imagination, Vol. X
(1871)

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

- 1 The island where the story takes place
 - A has a boat harbor on one side.
 - B has a line of hills in its interior.
 - C has a rocky cliff descending steeply to the shore on the other side.
 - D is located to the north of the Scottish mainland.
 - E is small enough to be crossed on foot in no more than a couple of hours.
- 2 When the young English student visits the island, he
 - A finds himself caught in a heavy storm while out walking.
 - B takes refuge in a cave near the top of a cliff.
 - C encounters someone who offers to take him back to the boat.
 - D spends the night in a hut at the foot of the cliff.
 - E leaves the hut the next morning and makes his way back to the boat.
- 3 The cave where the student meets the young woman
 - A contains a number of stones, one of which is flat and serves as a seat.
 - B has the bones of many small animals scattered before its entrance.
 - C is located on a ledge of rock close to the top of the cliff above the shoreline.
 - D is too dark for him to see her clearly at first.
 - E is too small for either of them to stand up inside.
- 4 The young woman that the student meets in the cave
 - A has shining white teeth and an endearing smile.
 - B has very pale lips and a greyish complexion.
 - C is quite tall and has long thin fingers.
 - D walks around barefoot despite the rocky terrain.
 - E wears clothes that are thin and torn in several places.
- 5 The hut where the mother and daughter live
 - A contains an open fire in the middle and a bed in one corner.
 - B contains only a single chair and a wooden bench for people to sit upon.
 - C has a single door and window that both face the sea.
 - D is made of wood and leans against the rocky face of the cliff.
 - E is separated from the sea by a strip of sand.
- 6 The mother of the young woman
 - A has an honest face but seems worried when the young student arrives.
 - B is responsible for preparing the supper and breakfast offered to the young student.
 - C provides only a single rusty knife for the food to be shared out with.
 - D serves the food on a single wooden plate and drink in a single wooden bowl.
 - E suggests that the young student should leave when the weather gets a little better.
- 7 During the hours of darkness
 - A the Englishman takes some time to get to sleep despite his tiredness.
 - B the daughter leaves the hut on more than one occasion despite the storm.
 - C the daughter lies down on the bench near the fire some of the time.
 - D the man wakes up suddenly when he is attacked by a wild animal and does not go back to sleep.
 - E the mother is present in the room throughout.
- 8 The next morning
 - A the young man goes outside and walks around as soon as it is light.
 - B the daughter enters the hut with wet hair while her mother and the student are eating a simple breakfast.
 - C the young man tries to defend the daughter when her mother is about to strike her.
 - D the mother tears away the handkerchief at her daughter's throat to reveal a group of bruises.
 - E the daughter does not try to follow the young man as he makes his way back to the harbor.

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

- 1 Here, lull refers to a
 - A long period of silence.
 - B marked increase in tension.
 - C short burst of noise.
 - D slight calming of the nerves.
 - E temporary quieting of the storm.
- 2 Here, dusted means that the chair was
 - A brought out.
 - B cleaned.
 - C covered.
 - D pointed to.
 - E put away.
- 3 Here, quivered suggests that the daughter's nose
 - A sniffed angrily.
 - B snorted loudly.
 - C turned pale.
 - D turned red.
 - E vibrated rapidly.
- 4 Here, toddy refers to a
 - A cold alcoholic drink.
 - B cold non-alcoholic drink.
 - C hot alcoholic drink.
 - D hot non-alcoholic drink.
 - E warm, thick porridge made from oatmeal.
- 5 Here, posture refers to
 - A a bed or couch.
 - B a pool of water or mud.
 - C a stool or chair.
 - D the position of the body.
 - E the state of the mind.
- 6 Here, erring stab refers to
 - A a slash with a knife that hits its target.
 - B a slash with a knife that misses its target.
 - C a thrust with a knife that hits its target.
 - D a thrust with a knife that misses its target.
 - E the action of opening a folding pocket knife.
- 7 Here, yielding to the temptation means
 - A deciding to perform a dishonest action.
 - B fighting against a dangerous impulse.
 - C giving in to a dangerous impulse.
 - D obeying the teaching of Christianity.
 - E rejecting the teaching of Christianity.
- 8 Here, summoning his resolution means that the student
 - A closes his eyes tightly.
 - B overcomes his sense of fear.
 - C shouts out a warning.
 - D stiffens his sense of purpose.
 - E tries to avoid making any noise.

(3) Choose the best way to complete each of these sentences so that it AGREES with what is suggested in the story.

- 1 The sudden storm on the island that catches the student in the open
 - A begins in the evening, becomes less severe during the hours of darkness, but renews its intensity the following morning.
 - B begins in the evening, becomes more severe during the hours of darkness, but seems to have passed by the following morning.
 - C begins in the morning, becomes less severe during the hours of daylight, but renews its intensity in the evening.
 - D begins in the morning, becomes more severe during the hours of daylight, but seems to have passed by the evening.
 - E continues with almost equal intensity for about a day.
- 2 The mother and daughter
 - A are less poor than they seem and are thus willing to offer hospitality to a stranger.
 - B are less poor than they seem but nevertheless are unwilling to offer hospitality to a stranger.
 - C seem to be very poor and are thus unwilling to offer hospitality to a stranger.
 - D seem to be very poor but are willing to offer hospitality to a stranger.
 - E seem to have become poorer because of their constant willingness to offer hospitality to strangers.
- 3 While he is staying in the old woman's hut, the young man is offered
 - A fish, bread and toddy, and accepts all three.
 - B fish, bread and toddy, and accepts none.
 - C fish, bread and toddy, and accepts the first two only.
 - D only fish and bread, and accepts both.
 - E only fish and bread, but accepts neither.
- 4 The feelings of the student towards the young woman are
 - A almost entirely negative because of his fear of her pale face and hungry eyes.
 - B almost entirely positive because of his fascination with her attractive smile.
 - C radically ambiguous, alternating between fascination and fear.
 - D rather more negative than positive.
 - E rather more positive than negative.
- 5 The mother becomes violently angry with her daughter when she realizes that the girl
 - A has brought the young student to stay at the hut only because she is strongly attracted to him.
 - B has left the hut several times during the course of the night.
 - C is beginning to respond to the young man's constant efforts to attract her.
 - D is trying to appeal to the young student so that he will not leave the hut.
 - E keeps lying on the bench in a position like that of a wild animal.
- 6 When the young woman is offered fish for supper, she
 - A complains and asks to be given meat instead.
 - B kindly offers her portion to the young student to eat instead of her.
 - C leaves the hut in disgust but soon returns with her hunger apparently satisfied.
 - D refuses angrily and goes to sulk at the far end of the hut.
 - E tries reluctantly to swallow some but in the end can only eat the bread.
- 7 The grey wolf attacks the young student
 - A once only but bites him severely on that occasion.
 - B twice but does not bite him on either occasion.
 - C twice but only bites him on the first occasion
 - D three times but does not bite him on any occasion.
 - E three times but only bites him on the final occasion.
- 8 The young woman and the grey wolf seem to
 - A be complete opposites, the one graceful and kind the other brutal and violent.
 - B be the same creature, capable of changing instantly between human and animal form.
 - C have several physical and emotional features in common, but be divided by a number of others.
 - D have held a passionate hatred of each other over many years.
 - E have held a passionate love for each other over many years.

Ⅲ The following newspaper article appeared not long after Tokyo was chosen as the host city for the 2020 Summer Olympic Games. Briefly summarize the main points in JAPANESE.

Olympic athletes risk the hottest weather in more than a century at the 2020 Tokyo Games as high summer temperatures in the Japanese capital highlight concern about holding global sporting events in extreme conditions. Tokyo is set to host its second Summer Olympics in July and August, the hottest months in the city, where temperatures soared to 38 degrees Celsius a few weeks ago. A temperature of 38 degrees or higher during the men's marathon at the Tokyo Olympics would make it the hottest in at least 120 years. The warmest marathon in the history of the Olympics took place in 1900 in Paris, when more than half the runners had to withdraw due to exhaustion as temperatures were estimated at between 35 and 39 degrees, according to the *Journal of Sports Sciences*.

The temperature would feel like 63 degrees should the mercury hit 38 degrees in combination with Tokyo's average 71 percent humidity, according to the U.S. National Weather Service's Heat Index calculator. By comparison, the average daily high of 33.2 degrees and 45.3 percent humidity in Athens when it held the marathon in August 2004 would feel like 35 degrees, according to the index. When Tokyo staged the Olympic Games in 1964, it was in October, when the mean daily high was only 19.6 degrees, data from Japan's Meteorological Agency shows. This year, Tokyo's mean highs were 31.4 degrees in July and 33.2 in August.

From "Tokyo Olympic athletes risk blistering temperatures," *Japan Times*, September 18, 2013

Ⅳ The age at which a child can be held criminally responsible for breaking the law varies a good deal from country to country. According to UNICEF, this currently varies from as low as six to as high as eighteen, with Japan somewhere in between at fourteen. In your opinion, at what point should the age of criminal responsibility be set? Write in ENGLISH and give appropriate reasons to support your answer.

[以 下 余 白]

英語リスニング

(問題)

2015年度

〈H27091121〉

注意事項

1. 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2～3ページに記載されている。リスニング問題放送開始前に、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を確認する時間を設けるので、それらに気付いた場合は、手を挙げて監督員に知らせること。
3. 試験問題に関する質問は一切できません。
4. 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。
5. 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、記入の指示がでたら、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	● 良い	● 悪い	○ 悪い
マークを消す時	○ 良い	● 悪い	○ 悪い

6. 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。
7. いかなる場合でも、解答用紙は必ず提出すること。

LISTENING SECTION

All answers must be indicated on the MARK SHEET.

I First 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 recording is the recreation of a discussion concerning environmental issues between the CNN Television presenter, Fareed Zakaria, and the former vice-president of the United States, Al Gore.)

- 1 According to Zakaria, Gore is the winner not only of a Nobel Prize but also of
A a Grammy. B an Emmy. C an Oscar. D all of the above.
- 2 Zakaria suggests that America has pursued the economic policies on the environment advocated by Gore significantly less than
A China. B India. C Russia. D the European Union.
- 3 Gore suggests that the proportion of the total energy used by humans which derives from fossil fuels is
A over 60 percent. B over 70 percent. C over 80 percent. D over 90 percent.
- 4 The day before the interview, two and a half feet of rain fell in
A Nashville, Tennessee. B Queensland, Australia.
C Tampa, Florida. D Victoria, Australia.
- 5 A tryout project for a nationwide “cap and trade” emissions system (a system whereby bodies falling below an agreed limit on emissions can sell the right to emit to those exceeding the limit) has been set up in
A Australia. B China. C India. D the United States.
- 6 As an example of the devastating consequences of global warming, Gore mentions
A Cyclone Rewa. B Hurricane Katrina.
C Superstorm Sandy. D Typhoon Tip.
- 7 Zakaria states that the single biggest reason for the decline in the rate of increase of carbon emissions in the United States has been the replacement of power from coal with that from
A natural gas. B nuclear fission. C nuclear fusion. D wind.
- 8 Zakaria suggests that, due to the use of “fracking” (the fracturing of rock with pressurized liquid to release the gas inside), America is now rather closer to achieving the targets established in the Kyoto Protocol than
A China. B India. C Russia. D the European Union.
- 9 A major location of “fracking” in the United States is found in
A eastern Illinois. B North Dakota.
C southern California. D West Virginia.
- 10 Gore states that the time taken for emitted methane gas to degrade to carbon dioxide and water is around
A 1-2 weeks. B 10-20 weeks. C 10-20 years. D 100-200 years.
- 11 Zakaria’s last question to Gore concerns the environmental policies of President
A Bush. B Clinton. C Obama. D Reagan.
- 12 Gore suggests that US law regulating pollution has so far only been applied to new plants operating on the energy from
A coal. B natural gas. C petroleum. D town gas.

II Now listen to the monologue and decide whether each of the statements below is True (T) or False (F). You will hear the recording TWICE. (The monologue carries the title, “How to speak of animals.”)

- 1 The monologue begins with a brief account of the death of two boys at the zoo in New York’s Central Park.
- 2 The children were killed by a female polar bear after they teased one of her young cubs.
- 3 Many media commentators insisted that the polar bear was to blame and should be killed.
- 4 Many media commentators blamed the accident on social factors such as poverty and lack of schooling.
- 5 The narrator cannot accept the explanation that the accident was due to lack of schooling.
- 6 The narrator claims that children in rich First World countries are taught to respect wild animals much less than they are taught to respect poor children in the Third World.
- 7 The narrator argues that animals should be respected although they might be savage, and not because they are cute.
- 8 The narrator puts moths at the beginning of a list of animals that are described as having negative characteristics.
- 9 The narrator suggests that wolves are typically represented as wicked in modern stories, whereas in tales of earlier times they were generally shown to be kind and wise.
- 10 The narrator argues that whales should be preserved because of their high intelligence rather than their contribution to ecological diversity.
- 11 The narrator mentions how bears are commonly represented in advertisements, cartoons, and picture books as cuddly and good-natured.
- 12 The narrator concludes that the two boys died because of the nature of their education.

[以 下 余 白]