

1) 次の英文を読んで、設問に答えよ。

The great philosopher Immanuel Kant stated that “Man is the only being who needs education.” Do animals not need education? Are there no teachers in the animal kingdom? As always, it depends on the definition.

Wikipedia tells us that a teacher is a person who helps students to acquire knowledge, competence, or virtue. (1)This definition would already exclude animal teachers, as they are not persons. Then there is also the discussion of whether teaching requires teachers to understand that they help students to acquire new skills and that they indeed intend to teach. Some scholars even argue that in order to teach, teachers need to know when knowledge and skills are missing or incomplete in learners. But this is very difficult to prove. (2), biologists have come up with a more functional definition: “teachers” modify their behavior in the presence of the “students.” For that, teachers pay some extra cost as they gain no immediate benefit by modifying their behavior. And of course, students have to learn as a result of the teachers’ behavior.

Teaching is common in all human cultures. But it is rarely seen in chimpanzees, our closest living relatives, although one could imagine many situations in the life of a chimpanzee where teaching would be (3). For example, in nut-cracking young chimpanzees have to practice for a very long time until they master this skill at around eight years of age. In a study in the Tai Forest in Ivory Coast, mother chimpanzees and their offspring were observed cracking nuts for seventy hours, but scientists found only two cases of (4)active teaching. In these cases, the mothers intervened when their offspring made a mistake, and then they showed them how to do it correctly. In one case, a young chimpanzee used the wrong side of her hammer. The mother took the tool out of her hand, turned it slowly into the right position in front of the little one, and cracked several nuts that the daughter was allowed to eat.

This scene is very impressive. But imagine yourself watching for seventy hours as human parents and their children cook together. How many such scenes would you expect? How often would the parents improve their children's actions? Certainly (5)much more often than is the case with chimpanzees!

However, what happens often in the animal kingdom is that mothers encourage certain behaviors in their children and provide learning opportunities. Chimpanzee mothers do this when they leave ripe nuts and stones for their offspring. 注 1 Carnivores such as foxes, cats, or otters sometimes release a prey animal in front of their young, thus giving them the opportunity to catch the prey again themselves.

In sum, Kant was (6) here. There is teaching in the animal kingdom. However, overall teaching is rare. This is probably due to the extra costs that the teachers have to bear. It is likely that (7)it has only evolved when young animals can learn a certain technique only with the help of others.

注 1 carnivores 肉食動物

- 設問 1 下線部(1)の理由としてもっとも適切なものを、ア～エより 1 つ選び、その記号を書きなさい。
- ア. 定義には人間と書かれているが、動物は人間でないから。
 - イ. 動物がものを教えることなどできるはずがないから。
 - ウ. 動物と人間を同列に扱うのは道徳的に問題があるから。
 - エ. 動物の定義があいまいで、人間を含んでしまうかもしれないから。
- 設問 2 空所(2)に入る語としてもっとも適切なものをア～エから 1 つ選び、その記号を書きなさい。
- ア. Because
 - イ. For example
 - ウ. However
 - エ. Instead
- 設問 3 空所(3)に入る語としてもっとも適切なものをア～エから 1 つ選び、その記号を書きなさい。
- ア. boring
 - イ. difficult
 - ウ. exciting
 - エ. helpful
- 設問 4 下線部(4)の例として当てはまらないものをア～エから 1 つ選び、その記号を書きなさい。
- ア. For mothers to catch a prey animal in the presence of their children.
 - イ. For mothers to correct their children's mistakes.
 - ウ. For mothers to put a lot of nuts in front of their children.
 - エ. For mothers to show their children how to use tools correctly.
- 設問 5 下線部(5)の意味としてもっとも適切なものをア～エから 1 つ選び、その記号を書きなさい。
- ア. チンパンジーの場合は人間よりも親との関りがずっと深い
 - イ. チンパンジーよりも人間の方が教える行為をずっと多くおこなっている
 - ウ. 人間の方がチンパンジーよりも料理をする機会がずっと多い
 - エ. 人間は教える行為を行う回数が多いが、それはチンパンジーと同じだ

設問 6 空所(6)に入る語としてもっとも適切なものをア～エから 1 つ選び, その記号を書きなさい。

- ア. active
- イ. inactive
- ウ. right
- エ. wrong

設問 7 下線部(7)が指すものとしてもっとも適切なものをア～エから 1 つ選び, その記号を書きなさい。

- ア. overall teaching
- イ. teachers
- ウ. the animal kingdom
- エ. this

2 次の英文（アメリカ人ビジネスマンに向けて書かれた日本人のコミュニケーションの仕方に関する一節）を読み、それに続く設問に答えよ。

Non-word sounds such as ^{注1} hissing and sighing are one way that Japanese communicate without using actual words. They can be thought of (あ) another type of non-verbal communication.

The Japanese language is full of onomatopoeia – words that mimic sounds, like “tick-tock” or “pitter-patter.” Thus, it is natural for Japanese to use sounds as near-words. (1)The most common of these is a hissing sound made by drawing air through one’s teeth. This sound is typically made when one is not pleased with an idea or suggestion. Translated (い) words, it means “I don’t like the sound of that,” “That is going to put me in a difficult position,” or “Please don’t make me have to deal with that!”

As with other aspects of Japanese non-verbal communication, the way to deal with these difficult-to-translate sounds is to sharpen your antennas, tuning into the clues offered by the sounds and their facial expressions, tone of voice, posture, gestures, etc. From an American perspective, Japanese people often seem to be quite stoic and (2), but actually they do show a lot of emotion non-verbally. (3)The difference is one of degree – rather than pounding a table, it might involve a raised eyebrow or downturn at the edge of the mouth. If you begin to consciously pay attention to these clues, you will begin to see a pattern to them.

By paying conscious attention in this way, eventually you will be able to assemble your own “dictionary” of the non-verbal patterns of the Japanese you work (う). Some will be universal, like the hissing example given above, while some will be unique to the individual you are working with.

When you hear something that sounds more like a ^{注2}grunt than a word, (4)also keep in mind that it might actually be a word! A unclear and ^{注3}abbreviated speaking style is typical of some Japanese people, particularly middle-aged males. In such cases, “ohayo gozaimasu” (good morning) can turn into simply “osu!”

Another “automatic” Japanese verbal response is called *aizuchi* (words used to show that you are listening). This is the equivalent of “uh-huh” in English. The tricky part is that for *aizuchi* Japanese people often use “hai”, which they translate into “yes” when speaking in English. (5)This can lead to the mistaken impression that someone is agreeing to what you have said, when actually they were only confirming that they heard you. This is particularly true because it’s often accompanied by (6) of the head! So even if you are told yes, be sure to confirm with a follow-up question whether you have actually be given the go-ahead or not.

注1 hissing シーッという音

注2 grunt ぶつぶつ言う声

注3 abbreviated 省略された

設問1 本文中の空所(あ)～(う)に入れるのもっとも適切な語(句)を, ア～エより1つ選び, その記号を書きなさい。

(あ)

ア. as イ. for ウ. in エ. on

(い)

ア. by イ. into ウ. of エ. with

(う)

ア. by イ. for ウ. in エ. with

設問2 下線部(1)の意味としてもっとも適切なものをア～エから1つ選び, その記号を書きなさい。

ア. こうしたもののうち最もよくあるものは, シーッという音によって作られる, 歯を通して吸い込まれる空気だ。

イ. こうしたもののうち最もよくあるものは, 歯を通して息を吸い込むことで出されるシーッという音だ。

ウ. これらはシーッという音であり, その音が作られることによって歯を通して空気を最も吸い込める。

エ. これらはシーッという音であり, 歯を通して息を吸い込むことで作られる最もよくあるものだ。

設問3 空所(2)に入る語としてもっとも適切なものをア～エから1つ選び, その記号を書きなさい。

ア. emotional

イ. hardworking

ウ. kind

エ. unexpressive

設問4 下線部(3)の意味としてもっとも適切なものをア～エから1つ選び,その記号を書きなさい。

- ア. それは程度の違いだ
- イ. 違いは1つ分だ
- ウ. 程度の違いは大きい
- エ. 程度の違いは1つだけだ

設問5 下線部(4)の意味としてもっとも適切なものをア～エから1つ選び,その記号を書きなさい。

- ア. 心の中にあるのはそれが現実の言葉かもしれないということだ
- イ. それが実際に言葉になるかもしれないということを覚えておきなさい
- ウ. それは現実には言葉かもしれないという考えの中でその音を保ち続けなさい
- エ. それは実際には言葉かもしれないということも心に留めておくべきだ

設問6 下線部(5)が指すものとしてもっとも適切なものをア～エから1つ選び,その記号を書きなさい。

- ア. 日本人があいづちを打つ際に,英語で”Yes”を意味する「はい」という言葉を使うこと。
- イ. 日本人が英語を話すこと。
- ウ. 日本人が「はい」というあいづちを用いることがトリッキーであること。
- エ. 日本人のあいづちが,英語の”uh-huh”に相当すること。

設問7 空所(6)に入る語としてもっとも適切なものをア～エから1つ選び,その記号を書きなさい。

- ア. aching
- イ. bumping
- ウ. nodding
- エ. turning

- ③ 下の対話を読んで、各設問に対する答えとしてもっとも適切なものをそれぞれア～エから1つ選び、その記号を書きなさい。

Anna: Hi, Eric. What's wrong? You look depressed.

Eric: Hi Anna. Well, my girlfriend is going back to Japan. Her parents are really worried about this coronavirus disaster.

Anna: Oh, that's too bad. But I understand how her parents feel.

Eric: Yeah, I know. **It can't be helped.**

Anna: So will you have a long-distance relationship?

Eric: Of course we're going to try, but I'm afraid it won't last long.

Anna: Don't worry. If you **put your heads together**, I'm sure you'll be able to keep things going.

Eric: Well, maybe you're right. Thanks to modern technology, we can do so many things together online.

Anna: Yes! Now, you've got some hope, don't you?

Eric: _____.

設問 1 What does Eric mean when he says "It can't be helped"?

- ア. He can't do anything about it.
- イ. He can't help his girlfriend's parents.
- エ. Nobody can go back to their home country.
- ウ. Nobody can help him to date long distance.

設問 2 What does Anna mean when she says "put your heads together"?

- ア. Clearly show his love to his girlfriend.
- イ. Date long distance rather than face to face.
- ウ. Discuss the topic with his girlfriend.
- エ. Have a chat with his parents.

設問 3 Which of these is Eric's likely answer to Anna's last question?

- ア. Yes, I'll visit her parents.
- イ. Yes, maybe things will work out.
- ウ. No, I don't like online relationship.
- エ. No, I don't have a girlfriend.

4 次の(1)～(7)の英文の空所に入れるのもっとも適切なものをそれぞれア～エから1つ選び、その記号を書きなさい。

(1) I () Kyoto three times when I was in Japan.

- ア. had visited
- イ. have visited
- ウ. visited
- エ. was visiting

(2) I have to leave this office at 4 p.m. today, so I am going to finish this work () then.

- ア. after
- イ. by
- ウ. from
- エ. until

(3) At that hotel, I am always taken good () the staff.

- ア. by care of
- イ. care by
- ウ. care of
- エ. care of by

(4) The latest model of the device, which the company introduced just last year, is () in the pocket.

- ア. enough small to put
- イ. enough small to put it
- ウ. small enough to put
- エ. small enough to put it

(5) () the coronavirus, production is currently running smoothly.

- ア. Although
- イ. Besides
- ウ. Despite
- エ. However

(6) My wife is a bookworm. She has about () I do.

- ア. as ten times many books as
- イ. ten times as many as books
- ウ. ten times as many books as
- エ. many books as ten times as

(7) You () when you saw him. He has totally changed in appearance.

- ア. may be surprising
- イ. may have been surprising
- ウ. must be surprised
- エ. must have been surprised