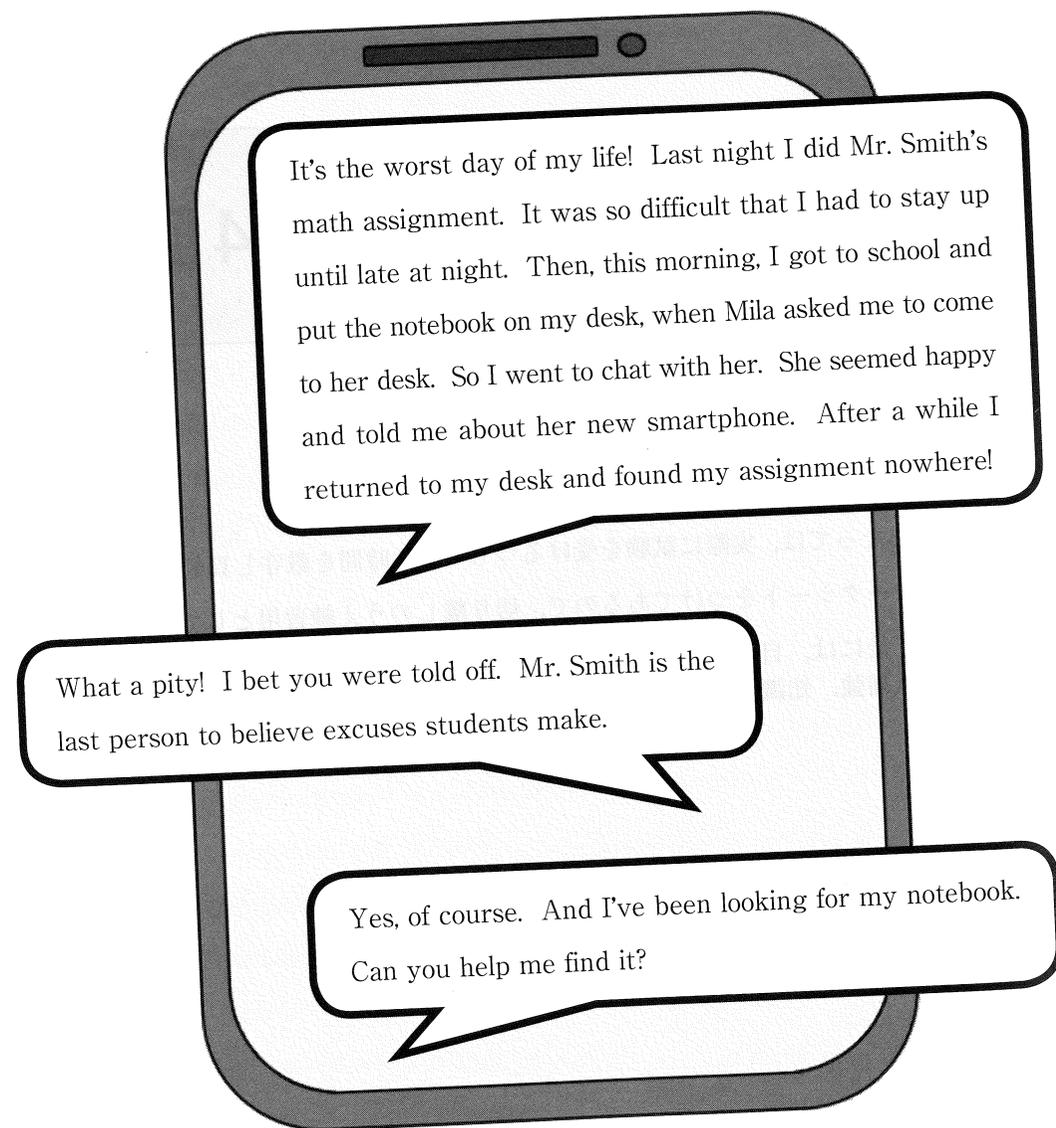


英語 (リーディング)

(解答番号 ~)

第1問 (配点 10)

A Your classmate Camila has sent a text message to your smartphone.



問1 Why did Camila leave her desk?

- ① To ask Mila to help finish her homework.
- ② To show her friends her new smartphone.
- ③ To talk with her classmate.
- ④ To turn in her homework.

問2 How will you reply to Camila's second text message?

- ① Yes, but you should have done your homework all by yourself.
- ② Yes. Have you looked in your desk?
- ③ Yes, let's go to see Mr. Smith.
- ④ Yes. We have to discuss the math problem, don't we?

B You are a university student and looking at the website for a museum. You are thinking about visiting it.

Announcement of Museum Reopening

Things That Will Be Changed

- The souvenir shop will be expanded. We are offering a wide range of items to choose from.
- The Japanese arts and culture corner will be established. We are exhibiting works of the Edo period. Next year, we will feature the culture of Kyoto.
- The museum will relocate nearer to the station. → [Access Map](#)

Admission Fees

Adults	\$5
University Students	\$3

- Admission is free for people 18 years old or younger.
- Admission fees haven't changed from before the renewal.

Hours of Operation

Weekdays	9:00 AM to 5:00 PM
Weekends	9:00 AM to 7:00 PM

Visitors are admitted until 30 minutes before the closing time.

Notes

- Online booking is necessary for all visitors to enter the museum. Please check more details [here](#).
- Pets are not allowed in the museum.

問 1 One important point about the renewal of the museum is .

- ① reasonable admission fees
- ② its relocation to Kyoto
- ③ permission to bring animals
- ④ the souvenir shop larger than before

問 2 If you go to the new museum with your parents and your sixteen-year-old sister, it will cost .

- ① \$10
- ② \$13
- ③ \$15
- ④ \$18

問 3 When entering the museum, you have to .

- ① apply online in advance
- ② arrive there at 5:00 PM at the latest on weekdays
- ③ be 18 years old or older
- ④ pay extra fees on Saturdays and Sundays

第2問 (配点 15)

You are on an exchange programme and are studying at a university in the U.K. You are reading the information about the university cafeteria.

Reeden University Cafeteria

Open from 7 am to 9 pm

2022 Student Leaflet

Cafeteria Card: Your student card is available as a cafeteria card. You can add money to your card to easily pay for meals.

Having Meals

We offer breakfast, lunch, and dinner from Monday to Saturday. You can load money on your cafeteria card at the top-up corner on the ground floor. If you forget your card, you may not get a student discount (10% off on weekdays and 5% off on Saturday).

Having A Party

You can have a party in the party hall on the second floor (reservation required). You can order special party meals, but may not bring any food and drink into the hall. Drinking alcohol is prohibited on the campus, so we do not offer you any alcoholic beverages.

Comments from Students

- The cafeteria food is wonderful. The prices are student-friendly!
- From 11:30 am to 1:30 pm, the cafeteria is crowded. It is better to avoid lunch time if you want to enjoy your meal.
- Having a party in the hall is brilliant. My department holds a tea party at the same place every two months.
- Lunch talks were more interesting than I had expected, because I enjoyed listening to the professors who do not teach in my faculty.
- There is a beautiful terrace on the first floor. You can enjoy fresh air while having snacks. You can also buy drinks from vending machines there.

Lunch Talk

On the second Friday of each month, we hold a lunch talk in the party hall or on the terrace on the first floor. You can enjoy our lunch meal whilst listening to interesting academic talks by researchers of Reeden University. Check our website for details.

* If you have any questions, please do not hesitate to come to the Information Desk on the basement floor or to email us (reeden-uni-cafe@zmail.com).

問1 are two things you can do at the cafeteria.

- A: bring food and drink into the party hall
- B: enjoy a lunch talk every Friday
- C: feel refreshed outside on the first floor
- D: have brunch on Sunday
- E: add money to your cafeteria card on the ground floor

- ① A and B
- ② B and D
- ③ C and D
- ④ C and E

問2 You are on the ground floor of the cafeteria and going to attend a party.

You need to .

- ① go down to the basement floor
- ② go up to the first floor
- ③ go up to the second floor
- ④ stay on the same floor

問3 Vending machines are .

- ① on the basement floor
- ② on the first floor
- ③ on the ground floor
- ④ on the second floor

問4 When you have your student card of Reeden University and order a lunch set meal (£4) on Saturday, you will pay for the meal.

- ① £3.0
- ② £3.6
- ③ £3.8
- ④ £4.0

問5 One **fact** stated by a student is that .

- ① a group uses the party hall every other month
- ② lunch talks were very interesting
- ③ the cafeteria is always crowded
- ④ the meals are a little expensive for students

第3問 (配点 15)

A You are planning to travel around Osaka with an exchange student from Korea. Surfing the Internet, you have found an interesting blog, written by a student from the UK, introducing fascinating tourist spots there.

Chris Anderson

Monday, 25 April, 5.23 pm

Osaka is known widely as the kitchen of Japan. Not because people there enjoy washing dishes (though they might), but because Osaka contains more cooking utensils per square kilometre than anywhere else in the country. Kyoto might have its temples and shrines, but Osaka has its pots and pans.

No city in Japan would be complete without a castle, and Osaka is no exception. Reconstructed many times, the castle lies on fifteen acres of greenery and water, and it is open to the public all through the year. There are several entertainment areas in the city, the most popular being Namba. Here you can find the famous Glico Running Man, one of the most well-known landmarks in Osaka. I suggest that it should be viewed at night, brilliantly lit with other colourful neon signs.

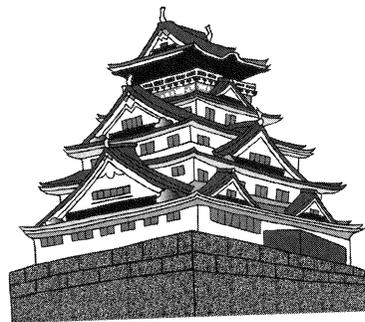
But as previously mentioned, Osaka is mostly about cooking. There are a wide range of restaurants where you can enjoy any type of multiethnic food as you please. Among the famous food spots many tourists are attracted to is *Kuidaore Taro*, a drum-playing doll. For more than fifty years he has banged his drum outside a famous Namba restaurant. Tourists come from across the country to have their photos taken beside *Kuidaore Taro*. One year, however, Taro was removed by security staff and placed in a closet. The public missed Taro so much that they demanded his immediate return. As a result, Taro has since come out of the closet and now stands close to where he used to be, once again banging his drum while moving his head about and grinning...

A huge underground shopping mall is another popular spot of Osaka. It is famous for its complicated structure. Word has gotten round that some people went down months ago for a little something and are still yet to find their way out!

Finally, as touched upon at the start of this post, Osaka is really all about food. The variety and choice are astonishing and the cost of eating out need not break the bank. But if you only eat one thing here, make sure you try the tasty *takoyaki* (boiled octopus in batter). It is the food that a lot of people associate with Osaka.

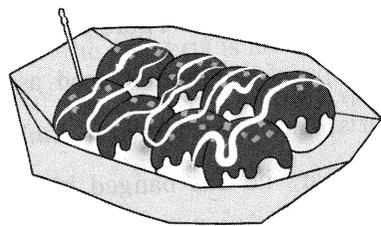
If you consider visiting Japan, don't fail to include Osaka in your travel plan!

THIS IS OSAKA



Osaka Castle

It played a leading role in the unification of Japan during the sixteenth century of the Azuchi-Momoyama period.



takoyaki

Takoyaki is one of the traditional dishes in Osaka. Some say it tastes better than any other well-known Japanese dish such as sushi, tempura and ramen noodles.

問1 One aspect the blogger mentioned about the food of Osaka is that it is .

- ① diverse
- ② expensive
- ③ healthy
- ④ oily

問2 According to this blog, one **fact** (not an opinion) about Osaka is that .

- ① the Glico Running Man is best viewed at night
- ② *Kuidaore Taro* has always been in the same place
- ③ Osaka Castle has been rebuilt more than once
- ④ there are more ethnic restaurants than in any other city in Japan

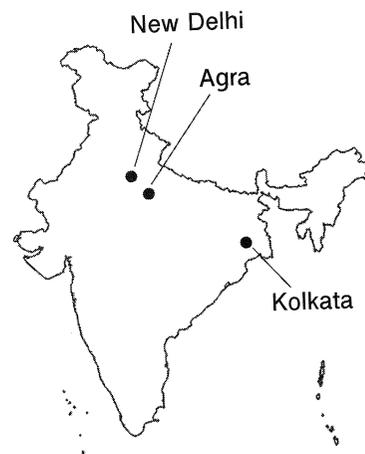
B You like travelling and have found an interesting story written by a British college student in a travel magazine.

After graduating from high school in July 2019, I took a trip to India by myself. I had always wanted to visit the exotic and fascinating country since I watched a documentary programme about life in India when I was in primary school.

In late September, I flew to New Delhi, the capital of India. I took the underground from the airport to the city centre and checked into a small hotel I had booked beforehand. It was cleaner and nicer than I had expected, but there was no hot water available in the shower. I found it inconvenient at first, but it turned out not to be a big problem because of the high temperature there.

I spent the first two weeks moving round New Delhi. I was excited to see magnificent temples, palaces and other historic buildings. On the fifth day, I got to know a local college student named Kabir. He spoke to me when I was eating chapatis, Indian traditional bread, at a square. I told him that I was travelling alone to experience life in India, and he offered to show me round. He took me to local places not listed in guidebooks, like markets, stores and residential areas. It seemed to me that many people's living standard was not necessarily high enough to live a decent life, but he said that they had hope to have a better life in the future. This experience taught me a great lesson I couldn't learn at school. He also said that he wanted to work in Europe someday, so we exchanged e-mail addresses and promised to meet again in Europe.

Kabir also helped me visit several neighbouring cities. I had a great time in each city and the most memorable was Agra, a city to the south-east of New Delhi. It was two days before I left New Delhi and the last trip we took together. We went to the Taj Mahal, one of the most beautiful buildings in the world. I was really



impressed and became more interested in the history of India.

After staying in New Delhi for two weeks, I flew to Kolkata, a large city in North-East India. It was a busy, noisy and lively city and I liked the atmosphere immediately. I enjoyed visiting various tourist spots and talking with local people and other tourists. I stayed there for five days and returned home on 16th October.

To be honest, before the trip I was a little afraid that I might get in some serious trouble. But nothing dangerous happened except when I got food poisoning and was sick in bed on the second day in India. I visited a lot of brilliant places, saw lifestyles totally different from mine, and made friends with Kabir and several others — everything made a deep impression and broadened my horizons.

問 1 Put the following events (①~④) into the order they happened.

→ → →

- ① The writer enjoyed his stay in Kolkata.
- ② The writer got to know a local student.
- ③ The writer left New Delhi for another city.
- ④ The writer visited the Taj Mahal in Agra.

問 2 What was the hardest experience for the writer during his stay in India?

- ① He couldn't use hot water at the hotel.
- ② He got sick from food poisoning.
- ③ He lost his way while moving round without a guidebook.
- ④ He was nearly cheated out of all his money.

問3 From this story, you learnt that the writer 18.

- ① didn't like all the cities he visited
- ② found that Indian people felt positive about their future
- ③ tried to visit as many tourist spots as possible
- ④ was afraid to walk round by himself

第4問 (配点 15)

Your friend, Makoto Suzuki, is thinking of taking an online course provided by a university in America during the summer vacation. He has sent an email to the organizer to ask some questions. You are also interested in the summer course, so he shows you the following email exchanges.

To: Linda Taylor

Dear Ms. Taylor,

I am a Japanese high school student. I am studying computer programming as a club activity and have made three apps so far. I would like to learn how to design robots through your online courses.

I hope to acquire the practical skills and knowledge on robotics, so *Robotic Engineering* seems the most attractive. But I wonder if I can keep up with the class because I usually use *Pikony* as a programming language. Is it possible to take the lesson without any experience with *Trysis*? Or do I have to learn how to use it first?

Also, I'm worried about my English comprehension. I have taken classes in English for several years at school and read reference books on computer technology in English, but I'm not used to communicating in English.

Sincerely,

Makoto Suzuki

To: Makoto Suzuki

Dear Mr. Suzuki,

Thank you for your inquiry. I'm sure our courses will match your expectation.

To answer your first question, all I can say is, "It depends." I mean, whether you can keep up with *Robotic Engineering* depends not only on your current skills and knowledge but also on how motivated you are and how much time and energy you will devote to reviewing each lesson. It may be a little difficult for high school students (in fact, we usually recommend high school students take *Introduction to Robotics*), but since you seem to have some practical experience with computing, it is surely worth trying.

As you said, *Trysis* is used in the class, but I don't think it will necessarily cause a problem. *Trysis* and *Pikony* share the basic logic, so you will get used to it without much difficulty. In fact, every year there are some participants who usually use a programming code other than *Trysis*, but most of them have no trouble understanding the lecture. If you want to learn how to run *Trysis* step by step, you are advised to take *Basics of Computer Programming*.

As for English comprehension, I don't see any problem in your attending our courses. From your writing, you seem to have enough skills in English. Actually, you will watch recorded lectures, do some assignment and ask questions online, so English-speaking ability is not that important in taking the lectures. If you are interested in improving your English language skills, how about *English for Computer Engineers*? You can learn English useful in the study of computer science.

In addition to the lectures, *Tutoring Program* might be helpful for your study.

You can ask graduate students about what is unclear in the lectures and what it is like to study at university.

Hope you will make full use of our summer courses to learn a lot!

All the best,

Linda Taylor

To: Linda Taylor

Dear Ms. Taylor,

I appreciate your detailed answer. Now I think positively about taking *Robotic Engineering*. It may be hard for me, but I'm sure I can enjoy learning a lot about robotics.

The other courses you recommended — *Introduction to Robotics*, *Basics of Computer Programming* and *English for Computer Engineers* — also seem to be helpful and interesting, but I can take just one more lecture, considering the amount of time I will have to spend reviewing.

I have wanted to study programming systematically because I have taught myself programming and don't fully understand the fundamental idea of programming. So I will take the opportunity of studying it from the basics. It is also attractive because I can learn a new code.

I will make use of *Tutoring Program*. I am looking forward to talking with graduates studying computer science.

Regards,

Makoto Suzuki

Course Information

Introduction to Robotics

Learn about the history, current situation and future possibilities of robotics. Special skills are not required, but basic knowledge of computer programming will be helpful.



Introductory



2 hours × 6 lectures

Robotic Engineering

Learn how to design robotic systems based on artificial intelligence and deep learning. Experience with computer programming is desirable. We use *Trysis* as a programming code.



Intermediate



2 hours × 6 lectures

Basics of Computer Programming

Learn the basics of computer programming using *Trysis*, one of the most widely used codes. Helpful to anyone interested in IT & computer science.



Introductory



2 hours × 4 lectures

English for Computer Engineers

Learn English used in the field of computer science. Aimed at non-English speakers engaged in computer science.



Introductory



2 hours × 2 lectures

Tutoring Program

Using video-meeting apps, our graduate students answer your questions about course material and anything regarding your study. Reservations can be made on a members-only webpage.

Tuition Fees

Lecture : \$20 / hour

Tutoring : \$10 / hour

Notes

- Every lecture is recorded beforehand so that you can watch it whenever and however many times you like during the validity period.
- You can ask questions of the lecturers on a web form in a members-only webpage.

問 1 Makoto is worried about whether he can keep up with the lecture because

19.

- ① he doesn't have enough time to prepare for the class
- ② he gets nervous easily with new people
- ③ he has never taken classes in English before
- ④ he has no experience with the programming code used in the class

問 2 Linda suggests that 20.

- ① Makoto should take only introductory courses this time
- ② *Robotic Engineering* will require Makoto to take much time to review the lessons
- ③ the Tutoring Program is mainly for students from abroad
- ④ *Trysis* is generally a more useful code than *Pikony*

問3 If you are interested in learning what role robotics plays in society, but not in acquiring practical skills, you will most likely take 21.

- ① Basics of Computer Programming
- ② English for Computer Engineers
- ③ Introduction to Robotics
- ④ Robotic Engineering

問4 Makoto thinks that Linda's answer is 22.

- ① disappointing
- ② encouraging
- ③ simple
- ④ unclear

問5 Makoto has decided to take two lectures based on Linda's advice. He is also going to take tutoring lessons for four hours in total. How much will he pay in tuition fees? 23.

- ① \$320
- ② \$360
- ③ \$400
- ④ \$440
- ⑤ \$480
- ⑥ \$520

第5問 (配点 15)

In English class, you are going to give a presentation about a musician. You read the passage below and prepared your presentation notes.

In March of 1928, in Vienna, the audience gave applause to a pianist, not so much because he entertained them as because he moved them only with his left hand. The pianist was Paul Wittgenstein, who was born to a very wealthy family in Vienna, in 1887. His father was Karl Wittgenstein, who was a successful industrialist and art lover. Karl invited great composers, such as Johannes Brahms and Gustav Mahler, to his residence. Such a home background encouraged Paul to decide to be a professional pianist.



Karl was against Paul becoming a musician partly because he wanted one of his sons to take over his business. In 1913, however, about 10 months after Karl died, Paul held his first concert at a famous concert hall in Vienna. He played some technically difficult works for piano and orchestra. His debut was so successful that a severe critic praised his performance and expected much of his future. He gained confidence in being a professional musician, not knowing dark clouds were hanging over the future of Austria.

On June 28th, 1914, a Serbian student shot Franz Ferdinand, the Crown Prince of Austria in those days, which triggered World War I. Paul joined the army and was dispatched to Galicia (between Poland and Ukraine today) to fight against Russia. On August 23rd, 1914, hit by enemy bullets, he was severely wounded in his right elbow. He found himself on a bed in the hospital and was shocked to see that he was surrounded by the enemy and his right arm was lost. Although he was moved to Siberia and suffered severe prison life, he never gave up playing the piano and spent several hours a day practicing it, tapping a wooden box with his five fingers.

It was in November of 1915 that Paul came back from Siberia to Vienna. The following year, his return concert was held at the same place as his debut one and really impressed the audience, because he created new skills by uniquely using pedals and touching the keyboard with one hand. On the other hand, there were few works for one-armed pianists and his performance was limited. After spending a pile of money, he persuaded some famous composers to write new works for him. One of them was Maurice Ravel, a famous French composer at that time. Ravel created *Piano Concerto for the Left Hand*. In January of 1932, Paul played the work in public for the first time in Vienna. Paul wanted to change some parts of the work and asked Ravel to do so, but he refused to. Paul was so obstinate that their relationship broke down — it is said that Paul said to Ravel "Performers must not be slaves" and he replied, "Performers are slaves." After all, Paul gave in to Ravel and, in January of 1933, he played the work conducted by Ravel in Paris, which was the height of his career.

In contrast to Paul's career, social situations in Austria had become worse since World War I. Nazi Germany was extending its power and took control of Austria in 1938. The Nuremberg Laws, which excluded Jewish people, regarded Paul as Jewish, so he had to escape from his homeland to the U.S. with his wife and children.

After moving to the U.S., he led a peaceful life with his family, teaching piano to students for free. In 1961, he died in his second homeland, when he was 73. What has become of the works for the left hand? Fortunately, some one-armed pianists keep on playing them. Society can change a promising musician's fate, but great music will remain ringing forever.

Your presentation notes:

Paul Wittgenstein (1887 - 1961)

— 24 —

Early Days

- Paul was born into a rich family in Vienna.

- 25

- 26

Sequence of Key Events

27

28

Paul's comeback concert was successful.

29

30

Paul moved to the U.S.

Character

- He was 31.

Achievements and Legacies

- Paul created new skills by playing the piano with his left hand.

- Paul had composers write new works for the left hand.

- 32

問 1 Which is the best subtitle for your presentation?

- ① A Brave Soldier in World War I
- ② A Great Pianist Who Wrote Works of His Own
- ③ A Musician Fighting against His Fate
- ④ A One-Armed Composer in Austria

問 2 Choose the best two options for and to complete Early Days (The order does not matter).

- ① His father did not want Paul to be a pianist.
- ② His father taught Paul how to play the piano.
- ③ Paul held his first concert in his childhood.
- ④ Paul was willing to succeed his father.
- ⑤ Some great musicians visited the Wittgenstein family's home.

問 3 Choose **four** out of the five events in the order they happened to complete Sequence of Key Events.

→ → →

- ① Austria fell under the control of Germany.
- ② Maurice Ravel wrote a new work for Paul.
- ③ Paul held his first concert in Vienna.
- ④ Paul lost his right arm.
- ⑤ Paul received a special award and earned a lot of money.

問 4 Choose the best option for to complete Character.

- ① so eager to earn money that he always taught piano to students for a high fee
- ② so friendly that he got along with other professional musicians
- ③ such a conservative pianist that he was reluctant to play new piano pieces
- ④ such a stubborn performer that he argued with a famous composer about a work

問 5 Choose the best option for to complete Achievements and Legacies.

- ① Paul built a famous concert hall in Vienna.
- ② Paul left a huge amount of money to develop future pianists.
- ③ Paul's students became famous pianists.
- ④ Some pianists play the works which Paul asked composers to write.

第6問 (配点 30)

A Your study group is learning about “how to come to terms with everyday life’s troubles or hardships.” Surfing the net and spending day after day in the city library, you have found an article you want to share. Complete the summary notes for your next meeting for the presentation.

Sisu in the Finnish Mind

Year after year, the five nations of Scandinavia seem to be ranked among the happiest in the world. For some of us, this might not be much of a surprise. While reasons for the result are numerous, one Finnish researcher points to *sisu* as a motivating factor. A Finnish woman once said, “*Sisu* will get you even through hard soil. Looking at the grey field scattered throughout the Finnish countryside and forests, you’ll soon realise getting through is really hard. The history of *sisu* goes back hundreds of years and a quality that Finns hold dear is seen everywhere in the world.” Taking a close look at the concept reminds us that, as humans, not only are we all weak in the face of tough situations but we share some kind of inner strength, which can see you through your hardships.

She relates the concept to more perseverance than you can imagine, an almost magical ability to push beyond perceived limitations to achieve challenging tasks, ranging from running ultra-marathons to beating a stage four cancer. It has been sometimes referred to, encouraging the people to keep fighting with the will to win after most would have given up. Two years before WWII ended, *Time* wrote about *sisu* and it surely made its way into American consciousness. Actually, pushing through unbearable hardships has helped the Finnish collectively in overcoming invaders from neighbouring countries, yet it also helps each of them deal with their personal problems, emotional or physical.

Whether you are able to exhibit the power of *sisu* does not involve passion, though it can be necessary at times. In fact, it might rely on the opposite. You don’t necessarily need to love the challenge in front of you — sticking to anything

until it is done is more perspiration than inspiration; you do need to pursue it with all of your being. There is no room for your emotions to cut in. Just keep going, and you will get it.

For all its sweetness, *sisu* has its downsides. It makes us force ourselves to the extreme state of doing nothing but the task at hand. It deprives us of smiles, a warm heart and compassion, all of which are essential to happiness. It can also make it difficult to admit weakness. “It’s hard to ask for help. You risk losing face if you admit...” If you persevere for too long, you will find yourself in a damaging state. With too much *sisu* you can cause harm to others, and with a firm mind and no mercy. What can be advised to avoid such a terrible condition is combining *sisu* with compassion both to yourself and to those around.

Setting things aside for a moment, let’s look at comparable concepts many other cultures have. One is the Japanese *ganbaru*, which means making every effort to go through hard times, sometimes at the cost of yourself. It seems like the ‘keeping a stiff upper lip’ we British have, doesn’t it? Before *sisu*, the world came to admire other Nordic ideas, the Danish *hygge* and the Swedish *lagom*, to name a few. The former means enjoying oneself in a relaxed way, while the latter pursues a well-balanced lifestyle. As you might know, another Finnish pastime is threatening to reduce *sisu* to almost nothing... It’s *kalsarikännit*. This word implies feeling relaxed and comfortable drinking in a warm room when it is cold outside enough to get frozen to death. The word has no English equivalent, but in the age of being isolated compelled by the spread of COVID-19, it totally should! “Anyway, if it had not been for *sisu*, I would be speaking Russian to you,” some Finnish says, a reminder of the Soviet attack in 1939 when Finland managed to preserve its independence.

Sisu is an ancient concept that is an essential part of Finland’s national character, but to every Finn, the concept is personal. For the researcher mentioned in this passage, her goal of running 50 ultramarathons in 50 days across New Zealand is certainly an inhuman goal — one she needed plenty of *sisu* to accomplish. She did, powered by her cultural legacy of *sisu* and so should every citizen all over the world. Wherever you live, it is still worth remembering today.

Your summary notes:

Sisu in the Finnish Mind

What is sisu?

It is , and its opposite is .

The Main Points

- The secret of being happy lies in sisu, which made it .
- With this power we can get the better of problems.
- What is important in exhibiting the power of sisu is to .
- Unfortunately, it has been wrongly used; , or .

Other kinds of spirit worth paying attention to

- → keeping on doing anything until it is done (sometimes foolishly)
- → being comfortable and enjoying your life
- → staying well-balanced in your life
- → getting drunk at home in a comfortable way

問 1 Choose the best option for .

- ① mental strength to get over tough situations
- ② physical power unique to Nordic people
- ③ positive attitude toward life in general
- ④ unique effort to make one's life better

問 2 Choose the best option for .

- ① difficult to face a variety of hardships
- ② easy to tell a lie when dealing with difficult people
- ③ impossible for the world to avoid World War II
- ④ possible for Finland to keep its independence

問 3 Choose the best option for .

- ① avoid stressful situations as much as possible
- ② focus on what you are doing without emotion
- ③ listen to people you can trust with all your heart
- ④ turn your passion and inspiration into action

問 4 Choose one option you can NOT fill in for .

- ① causing bad effects on others
- ② getting rid of honesty with yourself
- ③ paying no attention to anything other than your specific goal
- ④ taking risks for your personal growth

問 5 Choose the best options from to respectively. (Notice: there are two boxes of on your summary notes.)

- ① *hygge* (Denmark)
- ② *ganbaru* (Japan)
- ③ *guts* (USA)
- ④ *kalsarikännit* (Finland)
- ⑤ *lagom* (Sweden)

B You are in a student group preparing a poster for a presentation contest. Your group is doing research about various kinds of English. You have been reading the following texts from a book to create the poster.

Perhaps the most common classification of English, especially in the language teaching world, has been to distinguish between English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL).

In this classification, ENL is spoken in countries where English is the primary language of the great majority of the population. Australia, Canada, New Zealand, the United Kingdom and the United States are countries in which English is said to be spoken and used as a native language.

In contrast, ESL is spoken in countries where English is an important and usually official language, but not the main language of the country. These countries are typically ex-colonies of the United Kingdom or the United States. Nigeria, India, Malaysia and the Philippines are examples of countries in which English is said to be spoken and used as a second language.

The final classification of this model is EFL. EFL occurs in countries where English is not actually used or spoken very much in the normal course of daily life. In these countries, English is typically learned at school, but students have little opportunity to use English outside the classroom and therefore little motivation to learn English. China, Indonesia, Japan and many countries in the Middle East are countries in which English is said to operate as an EFL.

This ENL/ESL/EFL distinction has been helpful in certain contexts. There is no doubt, for example, that the motivation to learn English is likely to be far greater in countries where English plays an institutional or official role than in countries where students are unlikely to hear any English outside the classroom or ever need to use it. This classification, however, has shortcomings. One is that the term 'native language' is open to misunderstanding. As speakers in ENL countries are described as native speakers, people feel that the variety used is a standard variety

that is spoken by all of the people. People then feel that ENL is innately superior to ESL and EFL varieties and that it therefore represents a good model of English for people in ESL and EFL countries to follow. In actual fact, however, many different varieties of English are spoken in ENL countries. The idea that everyone speaks the same 'standard model' is simply incorrect. Second, the suggestion to use ENL as 'the model' ignores the fact that such a model might be inappropriate in ESL countries where the local variety would be a more acceptable model, as there are many fluent speakers and expert users of that particular variety.

A second shortcoming of the classification is that the spread of English also means that it is more difficult to find countries that can be accurately classified as EFL countries. As we shall see, English is playing an increasing role in EFL countries such as China and Japan. The ESL vs EFL distinction appears to be more valid when applied to the contrast between city and countryside. City dwellers in both ESL and EFL countries have far more opportunity and need to use English than their rural counterparts. Furthermore, ESL varieties are said to operate in countries that were once colonies of Britain or America, but, as I shall show below, the type of colony has influenced the current roles of English in such countries.

Your presentation draft:

World Englishes

What are world Englishes?

They are several different varieties of English.

These varieties differ linguistically, socially, and culturally.

Types of world Englishes

Type	Description
ENL	This type is spoken in <input type="text" value="41"/> .
ESL	This type is spoken in <input type="text" value="42"/> .
EFL	This type is spoken in <input type="text" value="43"/> .

Problems of this classification

問1 You have been asked to write descriptions of each type. Choose the best options for , , and .

ENL

- ① countries where a lot of people use English as a first language
- ② countries where there are native Americans
- ③ countries which are in Europe or the Americas
- ④ countries which have more than two official languages

ESL

- ① Asian countries such as Malaysia and Indonesia
- ② countries some of which were once a colony of an English speaking country
- ③ countries where English doesn't play an important role
- ④ European countries other than the United Kingdom

EFL

- ① countries where English is not taught by native speakers
- ② countries where English is seldom used in everyday life
- ③ countries where English plays an official role at school
- ④ countries where students' motivation to learn English is great

問2 You are making statements about some problems of this classification. According to the text, which two of the following are appropriate? (The order does not matter.) ·

- ① Everyone speaks the same 'standard model' of English in ESL countries.
- ② It is not easy to distinguish ESL and EFL countries.
- ③ Only China and Japan are playing important roles in EFL countries.
- ④ People tend to think that ENL is better than any other English variety.
- ⑤ There are few experts in EFL countries who can teach English.
- ⑥ This classification may promote colonialism.