

英語(リーディング)

各大問の英文や図表を読み、解答番号1～46にあてはまるものとして最も適当な選択肢を選びなさい。

第1問 (配点 6)

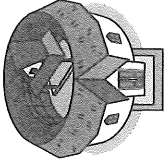
You are on a trip to a neighbouring city. As part of your cultural studies, you have a free day to explore the historic riverside area. Here is some information from the tourist office.

Discover the Riverside

What to see and do

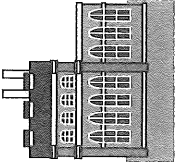
Outdoor Theatre

The outdoor theatre is celebrating its 20th anniversary this year. The theatre was modelled on the plans of the original theatre from 500 years ago. It was built by hand as an exact copy, and visitors can experience watching performances from the 17th century in a building from the time. Buy tickets at the entrance or, for better seats, online, to visit this amazing building. Performances are held three times a day.



Modern Art Museum

Just a little further along the river from the theatre you can bring yourself up to date at one of the world's largest modern art museums. Entry is free, but book on the homepage for faster entry. This huge building did not begin life as a place for culture. It was built in the mid-20th century as an electric power station and provided electricity for the city until the 1980s. After several years, this industrial area was changed into a unique space for large exhibitions from all over the world.



第2問 (配点 10)

You are studying overseas and your visa allows you to work up to 20 hours per week. You are looking for a part-time job, and you find this article written by a student in your college newsletter.

If you are from overseas, finding a part-time job can be difficult. Some jobs are advertised on the college noticeboard or in the windows of stores. However, job agencies are easy to use, especially with a smartphone app, and they will do the hard work for you.

Stu-Job is the most popular agency for student jobs at this college. You just fill in your information, search for jobs and click on the ones that interest you. People who want to hire you will contact you through the app.

Most jobs on this app fall into three main categories. By far the most popular category is restaurant and café staff. Kitchen and serving staff are always needed. Most of these jobs pay between \$10 and \$15 per hour, but if you have experience of working in restaurants, the pay may be even higher.

Similar pay is available for shop or sales staff. I'm lucky as I have two days without classes and I prefer not to work in the evening, so I found work in a clothing store in the city mall.

Some students also work as private tutors to help school children with their studies. These jobs often pay over \$30 per hour if you have the right experience. At first, I worked as private tutor, but there was less stability — many parents just wanted to hire me for just a few weeks. Even with more students to teach, each family's preferred time of day and night varied, making it difficult to schedule. Now I'm happy with my long, fixed working

Riverside Market

After a morning of culture, why not walk around the Riverside Market? A market has been held in the area continuously for over two centuries, long before there were supermarkets and online shopping. These days, most stands sell antiques and food from every country you can imagine. A great place for lunch, and many of the food stands have outdoor seating. Visit the Riverside homepage to reserve a seat at busy times.

These attractions become crowded on weekends and during school holidays.

問1 In the riverside area of the city, you can find 1 .

- ① a historic power station that still produces electricity
- ② a theatre that was built almost 500 years ago
- ③ artwork from the 17th century
- ④ stands that sell food from around the world

問2 For all these attractions, you should probably try to 2 .

- ① eat before you come to look around this area
- ② learn about the culture and politics
- ③ make reservations over the Internet
- ④ visit on a Saturday, Sunday or holiday

問3 Which of these attractions has the oldest history? 3

- ① A market.
- ② A power station.
- ③ A theatre.
- ④ An art gallery.

hours. Plus, I made a lot of new friends in the store.

As an overseas student it can be difficult to start using the app as you need to upload your visa and other documents. I had some issues, although the support staff were helpful. Even so, using Stu-Job was still easier than looking for work by myself.

問1 According to the article, which of the following is true? 4

- ① Restaurants are in constant need of labor.
- ② The app is limited to only students from overseas.
- ③ You can apply for Stu-Job using the college noticeboard.
- ④ You can find part-time jobs that are restricted to your college campus.

問2 Which of these is not about the job with the highest pay? 5

- ① The goal is to teach kids so they can get good grades.
- ② The schedule is not steady enough.
- ③ The working hours are mainly at night.
- ④ The working hours may be shorter than expected.

問 3 Which is the best combination that describes the services of Stu-Job?

6

- A : They advertise positions that workplaces upload to the app.
B : They allow students to search for jobs on their platform.
C : They help students to get higher pay from part-time jobs.
D : They prepare students for the exams to get into college.
E : They provide training to help students gain experience.

- ① A and B
② A and D
③ B and C
④ B and E
⑤ C and D

問 4 The writer's opinion of the type of job she chose is that **7**.

- ① she could only work in a shop because she had no experience
② she is happy that she can work in the daytime
③ she wanted to get the job with the highest pay
④ she was glad that her friends could work in the same shop

問 5 Which of the following best describes the writer's attitude? **8**

- ① She feels that the app is good, even though she had some problems setting it up.
② She found it hard work to search for so many jobs on the app.
③ She thinks the app is too difficult for most students to start using.
④ She wishes she had spent more time looking for jobs in town.

第3問 (配点 9)

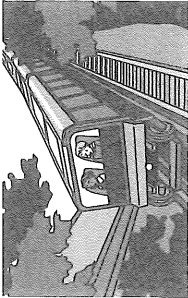
You are visiting Sydney in Australia with your family and tomorrow you will go on a one-day bus tour. You are reading an online review of someone who took the same tour recently.

A Trip to a Different World

While visiting Sydney from Hong Kong, my family and I took the Blue Mountains and Beyond one-day bus trip. After spending a week in the city, it was a chance to see some more of Australia — and we weren't disappointed!

The first stop on the tour was a small town located on a cliff. From the viewpoint, we could see the Three Sisters, a famous landmark with three huge rocks standing side by side. The local people say that these were once three sisters who were turned into stone by a magician to protect them from enemies. The magician was killed before he could turn the stones back into people, and the three sisters have been there since that time. From this point we could also see far into the mountains.

Next, we headed to Scenic World. This was a valley where we could walk in the rainforest and see many plants unique to Australia. To get down to the valley, we traveled on the steepest train ride in the world. It was like a roller coaster and was pretty scary. Once in the valley, a wooden boardwalk took us through the forest, while protecting the plants from our footsteps. After our tour, we traveled back on a cable car which gave another fantastic view of the mountains.



On the way back to the city, we stopped at an amazing wildlife park. The park has many Australian animals, and we could take photos with koalas, see huge crocodiles and even walk up close to a kangaroo. I learned so many things that I could never have known just from a book or the Internet.

Finally, I bought a book about the native animals in the park shop and read it all the way home. It was amazing to think that just an hour or so earlier, I had been standing next to such amazing creatures.

問 1 Under the tourist's review are some comments ①~④ written by other people who took the same tour. Put the comments in the order in which the events happened.

9 → **10** → **11** → **12**

①

I loved hearing the background story about how the rock formation was created. I learned a lot about the local culture.

②

It is wonderful how they created a place where people can see wildlife without damaging it. The ride down is thrilling!

③

I've seen some of the more famous animals in my own country, but there were many I hadn't even heard of. Such an educational experience!

④

Traveling back up through the trees and over the valley was incredible. I'm usually afraid of heights, but I was too busy taking photos.

You are the head of the student council at your college. You are making a handout for a meeting about problems with the college parking and plans for new parking near the library, based on the following article and questionnaire of the parking users.

Creating Parking Facilities that Work: An Overview

Catherine Maddock, architect

As cities grow more crowded, the demand for more efficient parking facilities increases. This challenge can be complex as it involves not just construction but the safety of both drivers and pedestrians, the management of busy traffic systems and the concerns of local citizens. An IDA or *Integrated Design Approach* is necessary to fulfill all these requirements.

The first step in an integrated approach is to consider the functional requirements. It is necessary to know how many cars will use the facility and to give not just plenty of parking spaces but also enough lanes and entrances/exits so that traffic does not stop or block the road. Users need safe access to the facility, including good lighting at night and, if possible, protection from bad weather. The design and construction must support the weight of all cars safely and endure the climate of the area.

Next, operation and maintenance should be considered. Unless the car park is free of charge, the system of charging for the parking needs to be thought about carefully, including the hiring and training of employees. Modern car parks use complicated technology which must be included in the design and budget. Maintenance includes both care for the technology and keeping the facility clean and safe, replacing lights and assisting customers when there is trouble or an accident.

Finally, aesthetics and environmental concerns should be planned before construction begins. Aesthetics includes how the car park looks and fits in with its surroundings. The days of ugly concrete car parks are over as local people require the building to match the area, using gardens, trees and materials that have a high level of design. The car park should also be kind to the environment, including the use of green technology, renewable energy such as solar power, and ways to prevent pollution of the local air.

Construction of a new parking facility is a long process and building work should not begin before the IDA has been fully considered.

Your discussion handout:

Library Car Park Project

IDA and How to Apply It

- IDA = Integrated Design Approach
- What it means: 19

Main Steps of the Process (Based on IDA Concepts and User Comments)

- Function:

20

- A. Creating flat paths between the car park and library
- B. Designing the car park to be less affected by bad weather
- C. Making the car park free to use
- D. Planning smooth entry and exit points
- E. Setting up lights for nighttime use

- Operation and Maintenance of the Facility:

Include in our plan 21

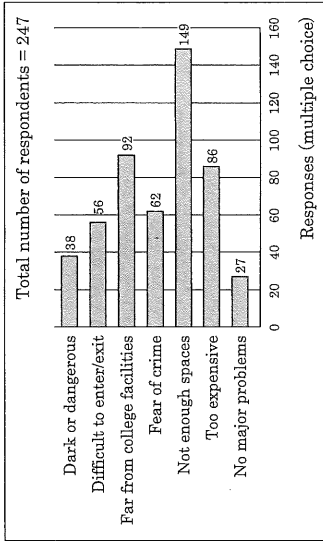
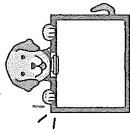
- Aesthetics and Environmental Concerns
 - Attractive Design
 - Renewable Energy
 - Cut pollution

Other Important Points

- The most common complaint is 22. However, 23 indicates that a lack of staff or modern security has led to problems in the past, so it is still necessary to charge money to students to pay for the improvement of this point first.
- High prices are a concern for many users, as highlighted in the graph. Based on the survey and 24's suggestion, it may be time to think of introducing season tickets for regular users.
- Access is a problem due to busy roads around the college, so we need to think of multiple entrances and exits to make this smoother.

Results of Questionnaire

Q1: How do you feel about the current parking facilities?



Q2: What ideas do you have for the new library car park?

Main comments:

- User 1(U1): Occasionally I use my car in the evening as I don't feel safe cycling or walking in the dark. Car parking near the college is usually full so I still have to walk in the dark. The new car park should have good lighting.
- U2: My biggest problem is the charge. Fine for students, but it should be free for staff members to park here.
- U3: I don't mind paying for the car park, but I think there should be a parking pass, maybe for 6 months or a year. It would make it cheaper for people that come by car every day.
- U4: Leaving the car parks at busy times (especially late afternoon) takes such a long time. New parking facilities should have better access, not just directly onto the busy road.
- U5: This is a modern college campus, and there are plenty of barrier-free facilities. However, this does not extend to the car parks. I use a wheelchair and it is difficult to get from the car park because the surface is so bad. Please design a smooth surface that is fully barrier-free.
- U6: My bag was stolen from my car last year. There were no cameras, and my bag was never found. You need to have better security. Cameras are fine, security guards are better.

問 1 Choose the best option for 19

- ① A method of finding where to build the best facility
- ② A process of building and then improving the construction later
- ③ A system of integrating the construction with other buildings
- ④ A way of combining several requirements when a facility is to be built

問 2 You are checking your handout. You notice an error concerning Function.

Which of the following should you remove? 20

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

問 3 Choose the best option for 21

- ① confirmation of online staff availability
- ② monthly checks of the system
- ③ training of staff in managing the facility
- ④ turning off of lights at night to save energy

問 4 Choose the best options for 22 and 23 .

(下書き用紙)

22

- ① cost of use
- ② distance from classrooms
- ③ insufficient parking spaces
- ④ problems with arriving and leaving
- ⑤ unsafe environment

23

- ① User 1
- ② User 2
- ③ User 3
- ④ User 4
- ⑤ User 5
- ⑥ User 6

問 5 Choose the best option for 24 .

- ① User 1
- ② User 2
- ③ User 3
- ④ User 4
- ⑤ User 5
- ⑥ User 6

英語(リーディング)の試験問題は次に続く。

第 6 問 (配点 18)

You are working on an essay about whether it is a good idea to lower the voting age for elections from 18 to 16. You will follow the steps below.

- Step 1: Read and understand various viewpoints on lowering the voting age.
- Step 2: Take a position on lowering the voting age.
- Step 3: Create an outline for an essay using additional sources.

[Step 1] Read various sources

Author A (High School Student: 15 years old) I think people my age would become more interested in studying politics if we could vote from 16. This is the age when we learn about democracy and voting in class at school. It is sometimes boring to study something that we are not yet a part of, but if we could learn and then soon vote, it would be much more real. Young people often don't vote but I think 16-year-olds would try because they just learned about it in school.
Author B (High School Student: 17 years old) Some of my friends would agree that it is a good idea to vote from 16. I think that 16 and 17-year-olds are smart enough and mature enough to vote and make good choices. Politicians make decisions that affect our lives, so we have a lot to say. The problem is that we are also very busy studying for college entrance exams. The distraction of thinking about voting, especially for the first time, would make this time more stressful so I think we should wait for a year or two.

Author C (High School Teacher)

As a teacher of teenagers, I feel confident that the majority of 16 and 17-year-olds can make smart political decisions. Teenagers are affected by politics and by laws in many ways. For example, they can work and if they do, they must pay taxes. Having said that, school days are a time for learning and experiencing things in a safe environment. I think giving teenagers a way to communicate their ideas in the classroom, for example how tax money should be spent, is a great idea. This time should be spent learning and developing ideas, which they can then express by voting once they become adults.

Author D (Politician for Party A — not in government)

Young people today are smarter than ever before. They can access information quickly through modern technology and our education systems are designed to encourage independence. In fact, there are classes that teach them how to make correct choices and decisions when participating as members of society. Furthermore, our generation has created so many problems, such as pollution and global warming, which young people will need to fix in the future. Their voices are as important as, and maybe even more important than, the voices of the older generation. We should give them the right to express their opinions.

Author E (Politician for Party B — now in government)

It is important to respect the views of the younger generation. As a politician, I try my best to speak to young people and listen to their ideas for the future. However, high school should be a place for learning, for making friends and for having fun. We spend most of our lives as adults and I don't believe giving children an extra two years of being an adult is healthy. Voting is a big responsibility, and we shouldn't force young people to have this responsibility too early.

問 1 Both Authors B and E mention that .

- ① politics affects the lives of young people so they should be able to give their opinions
- ② sixteen and seventeen-year-olds have views that must be listened to and respected
- ③ teenagers have other things in their lives more important than voting
- ④ young people have the responsibility and ability to vote in elections

問 2 Author C implies that .

- ① high school students shouldn't have to pay taxes if they can't choose how this money is spent
- ② more young people should experience working before they have the right to vote
- ③ teenagers have not received enough education to be able to make correct political choices
- ④ young people need time to develop their thinking processes before they get the right to vote

[Step 2] Take a position

問 3 Now that you understand the various viewpoints, you have taken a position on whether 16 and 17-year-olds should be able to vote, and have written it out as below. Choose the best options to complete , , and .

Your position: Young people should be able to vote in elections from the age of 16.

- Authors and support your position.
- The main argument of the two authors: .

Options for and (The order does not matter.)

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

Options for

- ① Classes at school help to prepare students for the responsibility of voting
- ② More young people will vote if they can vote from sixteen
- ③ Teenagers should have the chance to speak about problems in the world
- ④ Young people can use technology to find the best way to vote and share their voices

[Step 3] Create an outline using Sources A and B

Outline of your essay:

We Should Lower the Voting Age from 18 to 16

Introduction

Lowering the voting age will have positive benefits for everyone. It will improve the education of young people, increase the percentage of people who vote in the future and make our democracy much stronger.

Body

Reason 1: [From Step 2]

Reason 2: [Based on Source A]

Reason 3: [Based on Source B]

Conclusion

Students over the age of 16 should be allowed to vote.

問 4 Based on Source A, which of the following is the most appropriate for Reason 2?

- ① Having a wider range of opinions helps to produce fairer decisions.
- ② Schools can improve their classes when students have the chance to learn from voting in elections.
- ③ Technology can be used by young people, and this may help to make elections fairer and more open in the future.
- ④ Young people have become more mature when they have been given the chance to vote and have improved their grades.

問 5 For Reason 3, you have decided to write, "Allowing people to vote at 16 years of age gives the young a stronger voice." Based on Source B, which option best supports this statement?

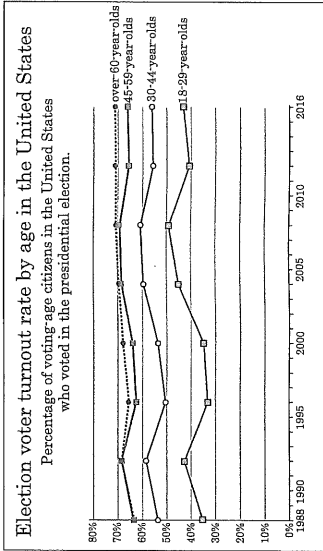
- ① Accepting the opinions of 16 and 17-year-olds will reduce the percentage of voters over the age of 60. This will lead to a younger democracy with ideas and decisions that help both young and old people.
- ② Over half of the youngest age group, the 18-29-year-olds, do not vote, so their opinions may not be properly reflected in politics.
- ③ The number of young people who vote fell after 2010. If teenagers can vote from an earlier age, this will reverse the trend and create more young votes in the future.
- ④ When young people become older, they vote at the same rate. Allowing people under 18 to vote would help to increase the rate of people who vote when they get older.

Source A

Between the ages of 13 and 18, young people develop their beliefs and values. They become interested in society and democracy but have few chances to express their ideas outside of the classroom as they cannot vote yet. Some people worry that teenagers are not adult enough to vote, but research from Austria, where the right to vote was lowered to 16 in 2007, shows that their decisions are "well considered and content driven." Allowing young people to vote would give them stronger motivation to learn about politics at school. In fact, encouraging younger people to vote can be good for a healthy democracy. Dutch political scientist Sarah de Lange points out that there is a generational gap in values. Young people feel differently from older people about political issues and if their voices are not heard, a democracy can become unbalanced. Society is continually changing, and this change has been rapid over the past few years with the rise of the Internet and now AI. Young people's ideas are too important to continue to be ignored.

Source B

Data from the United States Election Project shows that the percentage of people who vote in elections rises with increasing age. While these rates have remained relatively stable, there has been a slight increase in the number of young voters.



You are taking part in an English reading club at school. Each student was asked to read a short story in English, prepare notes and introduce the story to other students. You are preparing your notes now.

A New Path	
Julia Marr	
Ellie sat at the dinner table, nervously holding the piece of paper in her hands. She wasn't looking forward to this conversation and had tried to go out of the house, but a voice called her into the dining room. Her mother pulled out a chair opposite, sat down and held out her hand. She unfolded the paper and read it through; her face was expressionless until she reached the end.	
"What do you want to say about this?" Ms. Thompson asked her daughter, looking up from the paper. She was met with a wall of silence. She placed the paper firmly on the table, turning it round so that the words, "1st Semester Grades: Ellie Thompson" were clearly visible.	
Ellie stared down at the table. She knew her grades would be lower this time. The classes had gotten harder, and she couldn't focus on some of her classes. No matter how hard she tried, her mind just went blank.	
"D in math, D in English and look, E in science? Ellie, what were you thinking?"	
Still silence.	
"I mean, great, you got A's in music and art, but these subjects ..." she pointed to the D's and E's, "... these are far more important for your future."	
She paused. She could see that Ellie was about to cry. With a sigh, she let her daughter go back to her room.	

"I've asked Ellie if she is interested in art college," Ms. Baker responded carefully. "Has she had a chance to talk to you about this?"

Ms. Thompson thanked Ms. Baker for meeting her and got up to leave, feeling frustrated that the teacher didn't understand.

"Here," Ms. Baker held out a pamphlet for art and music colleges in the city. "If you have the chance, do you think you could look through this?"

After they left, Ms. Baker sat down at her desk. She felt sad that Ellie and her mom were finding it hard to talk to each other. Although she was Ellie's math teacher, she knew that the girl would find it stressful and difficult to pass the exams to the colleges her mom was thinking about. But even as a math teacher, she could see the girl was a talented artist. She wondered why people valued academic subjects so much. She had always been good at math and science, so it had been easy to sail into a job teaching these, but she wondered how it felt for people who didn't know what they wanted to do.



The journey back was in silence. Ellie went straight to her room upon their return. Ms. Thompson sat at the table with her head in her hands. After a while she looked up and found the pamphlet on the table. She looked quickly through it at first, but something shook a memory within her. Yes, she had tried so hard at school. But had it all been worth it? She remembered the piano lessons that she had enjoyed as a young child. She had stopped piano in order to study for exams. She thought about this now for the first time in her life. She had spent her teenage years focusing on college, but she never found happiness. Not until she had Ellie, at least. Maybe she should take a step back and let Ellie be herself. If she wanted to try for art school, she could. These days, there were many chances. If art school didn't work out, there would be something else. She promised herself that, above all else, she would listen to her daughter.



That evening, Ms. Thompson thought back to her younger self, to the time she also was sixteen, and to how hard she had tried. The family wasn't rich, and all the attention had been given to Mike, her younger brother. He was the one that received the extra classes and home tutor, even though it never made a difference to his low scores. She was the one who had struggled through the books by herself, getting A's in every class and getting into one of the top colleges. And all for what? She graduated, but never managed to get that dream job. She saw people like her brother, boys, getting all the top positions. Eventually, she ended up giving in, getting married and having kids. But she wasn't going to let this happen to Ellie. Times were different, society was fairer. She reached for her smartphone and began writing a message to the school.



Ms. Baker smiled as the door to the classroom opened, and she gestured for Ellie and her mother to sit down. It was just after four and the noise of the school was beginning to die down. She had guessed that Ellie's mom would want to meet about her daughter's grades, but she wasn't sure the mother would like what she wanted to say.

Ms. Thompson began by asking Ms. Baker what Ellie could do to improve.

"I've tried talking to her, but I never get anywhere," she sighed.

"Well, let's start by asking Ellie about her best subjects," the teacher smiled encouragingly.

Ellie kept looking at the table, but she talked a little about her art and music classes. Ms. Baker produced some examples of Ellie's artwork and showed them to her mother, asking the girl to explain them. Ms. Thompson listened patiently, but finally she felt she had to interrupt.

"She can't get into a good college with those subjects," she shouted. "All her life we've talked about how she will be successful in her future."

Ms. Baker gave Ellie a hug. The graduation ceremony had just ended, and students were shaking hands with and chatting to teachers while their parents stood around smiling and making small talk. Ms. Thompson was standing just behind her daughter. When the teacher turned to face her, she gripped her hands and, with a tearful expression, thanked her. "I was so angry about the grades that time, I didn't stop to think about Ellie's feelings," she explained. "You made me see what I couldn't, even though it was in front of me the whole time."

"You are an amazing mother, and Ellie is lucky to have you," replied Ms. Baker. "I just know she is going to shine where she is going."

"The best art school in the country. It's all down to your encouragement"

"No. It's down to Ellie's talent and dedication, and the support of her mom. I wish you both all the best for the future."

Ms. Thompson joined the other parents, offering congratulations to each other. It was the proudest day of her life.

Your notes:

A New Path

Story outline

32

33

34

35

Ms. Thompson learns to understand and support her daughter's choices.

About Ms. Thompson

- Decided to give up her hobby 36
- Planned on encouraging Ellie to enter a top college.
- What she thought before Ellie got bad grades: 37
- How she felt after Ms. Baker's advice: 38

Key moments in the story

- Ms. Thompson had a clear path in mind for Ellie because she knows that 39
- In the final scene, Ms. Thompson feels warmth towards Ms. Baker because 40

問 1 Choose **four** out of the five options ①~⑤ and rearrange them in the order they happened. 32 → 33 → 34 → 35

- ① Ms. Thompson found her dream job because of her hard work.
- ② Ms. Thompson glanced at a college guide.
- ③ Ms. Thompson took piano lessons.
- ④ Ms. Thompson was able to enter a good college.
- ⑤ Ms. Thompson wasn't happy with the advice she got from Ms. Baker.

問 2 Choose the best option for 36

- ① after entering college
- ② after she had a child
- ③ before she started her new job
- ④ to study for college

問 3 Choose the best options for 37 and 38

- ① Ellie could easily improve her grades if she just tried harder
- ② Ellie would be able to get a good job if she entered a good college
- ③ She felt that Ms. Baker didn't know very much about art and music
- ④ She realized doing what makes you happy is sometimes best
- ⑤ With poor grades it would be difficult to enter art college

問 4 Choose the best option for 39

- ① Ellie always talks to her mother about her grades
- ② it is easier for women to be successful now
- ③ she can finally find what she wants to do
- ④ spending too much time doing hobbies is a waste

問 5 Choose the best option for 40

- ① Ms. Baker always listened to her ideas and supported them
- ② Ms. Baker helped her to understand the best pathway for Ellie
- ③ Ms. Baker made her proud of the choices that she had made in her life
- ④ Ms. Baker pushed Ellie to study harder for the most difficult subjects

(下書き用紙)

英語(リーディング)の試験問題は次に続く。

You are preparing a presentation for class, using this article from a website.

Non-verbal Communication: Communicating Beyond Words

A significant proportion of our communication is non-verbal: communicating or expressing meaning without words. Indeed, some researchers believe up to 80% of direct communication is carried out in this way, expressing feelings, attitudes and intentions in a wider way than words and grammar can achieve. When we meet people, we make a first impression within a few seconds, mainly based on non-verbal aspects, and these first impressions can last a very long time. Clearly, how we communicate non-verbally is a vitally important part of our relationship with others.

The scientific study of non-verbal communication began with none other than Charles Darwin in his 1872 book *The Expression of the Emotions in Man and Animals*. Darwin had recognized ways in which animals communicate to one another through body language and realized that we humans use such actions too. Today, most scientists agree on at least eight important categories.

Facial expressions and gestures can convey our feelings and emotions clearly, even without words. Smiles, fear or anger can be detected in milliseconds, far faster than we can communicate with speech. Body language can also increase the intensity of the message (for example, a thumbs up for positive feedback), but can also convey a range of complex messages, such as rolling the eyes, conveying the sense that you don't believe something, even if your words give the opposite message.

Strongly related to gestures are body language and eye expression. Our body language often shows how we feel even if we try to hide it, for example appearing tense or nervous, as opposed to relaxed or friendly. In a similar way, how long we maintain eye contact can give others a sense of whether we are shy, confident or even how honest we are.

Proxemics and haptics are scientific ways of describing how close we stand to others and how often we touch. Hugging, handshakes or tapping on the arm are ways of conveying emotions such as sympathy and friendship, while the distance from someone while speaking can indicate the dynamics of that relationship. Such forms of communication may also show status and respect and can be highly specific to a certain culture. Indeed, all forms of non-verbal communication are subject to differences in cultural values, and these must be understood and respected when communicating with people from different backgrounds.

Paralinguistics refers to the choice of tone and volume we use when speaking. How loud, high, or fast we say something can communicate our real feelings about words in a similar way to body language, either stressing the effect of the word (a rising, high "that's great" matches the meaning of the phrase) or giving an alternative meaning (a low, falling "that's great" may show that the speaker doesn't really feel this way).

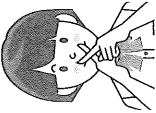
Finally, our appearance can tell someone a lot about our attitudes, feelings and identities. Hairstyles, fashionable clothes, uniforms, bags and watches contribute to non-verbal communication, as do body size, health and use of makeup or body art and piercings.

Non-verbal communication is thought to have appeared thousands of years earlier than language. Mastering this takes time and is something that people often wish to improve on, as can be seen by the number of websites that offer help with these skills. However, our shift to more technology-focused, online lifestyles is currently a hot topic for non-verbal communication research.

The development of emojis in the 1990s gave people a chance to add emotions to text messages. Written communication is unnatural as it takes away the chance to use most of the non-verbal techniques outlined above. This makes the meaning far more open to misunderstanding and emojis added a new aspect to the message. But with technology supporting a lot of how we now communicate, there are new non-verbal techniques to master. From how you set your camera (or even using a camera at all) to explaining complicated instructions through email, both business

Presentation slides:

Non-verbal Communication: Communicating Beyond Words



1

Background

Importance

- Large part of communication

41

Discovery

- Studied from 19th century
- Darwin wrote the first book
- Similarity with animal body language

2

Some Examples of Non-verbal Communication

42

A. Adjusting volume and pitch

B. Changing your facial expression

C. Making eye contact

D. Standing at a close distance

E. Using emotional words

3

Ways to Communicate that You Mean the Opposite of What Your Words Are Saying

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4

The Role of Non-verbal Communication in Technology and AI

45

5

Closing Remark

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6

— 38 —

— 39 —

問 1 Which of the following is an important function of non-verbal communication on Slide 2? 41

- ① Can express more than words do
- ② Gives a wider vocabulary to speakers
- ③ Helps people speak more intelligently
- ④ Provides us with grammar for sentences

問 2 Which is an error you found on Slide 3? 42

- ① A
- ② B
- ③ C
- ④ D
- ⑤ E

問 3 Choose two options for Slide 4. (The order does not matter.)

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- ① Dropping your tone on a positive word
- ② Rolling your eyes while you say something
- ③ Smiling when you say something sad
- ④ Touching someone while you speak
- ⑤ Using makeup when you meet someone

問 4 What can be inferred about the way AI can use non-verbal communication for Slide 5? 45

- ① AI is already able to copy the human voice well, so the next step is to copy non-verbal communication.
- ② Despite using the highest level of technology, it will never be possible for AI to use non-verbal communication correctly.
- ③ It may be possible to call an AI human if it is able to master non-verbal communication.
- ④ It will be a long time before AI has a good command of non-verbal techniques.

問 5 Choose the most appropriate remark for Slide 6. 46

- ① Advances in technology may make it possible for humans to stop using non-verbal communication.
- ② Having lessons on non-verbal communication through the Internet is the next stage in human evolution.
- ③ Most people need to continue to learn non-verbal communication as they grow older.
- ④ Non-verbal communication comes most naturally to young people, especially now that they can use AI.
- ⑤ Non-verbal communication is part of what makes our communication a uniquely human experience.