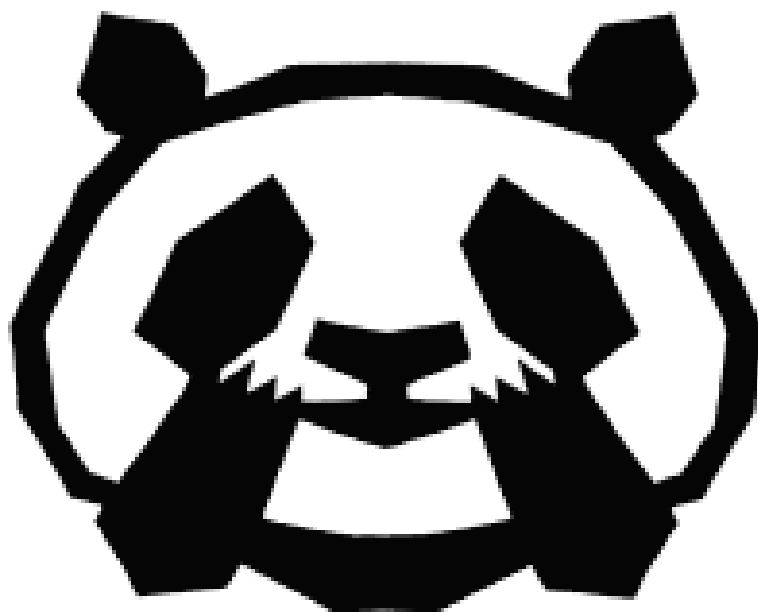


II部



準備日程を振り返って

- 準備日程振り返り
- 中国予備知識（特別講義記録）
- 復旦大学発表資料

準備日程を振り返って

本調査プログラムの事前準備にあたって、劉先生から次の目標フレームワークを頂いた：

- 復旦大学でのプレゼンテーション・ディスカッション
上海・復旦大学で学術シンポジウムを行うことが今回の調査で我々の最もアウトプットするイベントである。復旦大学の学生側と相談しながら、中国経済・社会に関するテーマを3つ選び、プレゼンテーションを作成し、復旦大学の学生とディスカッションする準備するという目標である。
- 訪問先に対する質問
本調査では公共機関または日系企業に訪問する好機会を頂いた。この機会を最大限に活用するため、訪問先のことを事前に調査し、訪問時に訊くべき質問を準備するという目標である。

以上の目標フレームワークに基づいて、我々は次のタスクを想定した。

- 復旦大学でのプレゼンテーション
 - テーマ・ブレインストーム
各自が興味を持つテーマを研究してきて、それぞれのテーマの重要性や魅力をゼミ全体にプレゼンテーションを行う。
 - ◇ 援助策、アフリカ諸国に対する場合など
 - ◇ エネルギー問題
 - ◇ 格差問題
 - ◇ 高齢化社会
 - ◇ 日系企業の進出
 - ◇ 国内需要と人民元の増価その後、メンバーのオンライン投票によって、最多数の3つのテーマを選び、優先順位とともに復旦大学の学生側に提供する。
 - グループ分け
復旦大学の学生側との調整を終え、正式にテーマが決まった後に、テーマに沿ってメンバーを3つのグループに分ける。
 - ◇ 開発支援グループ
 - ◇ 教育比較グループ
 - ◇ 経済比較グループ
 - グループ・プレゼンテーション練習
テーマが正式に決定し、グループ分けを終えた後、各グループがプレゼンテーション作成にとりかかる。最初は内容を整えるため、日本語バージョンを作成する。内容や方向性が決定次第、英語のプレゼンテーションにとりかかる。
練習は各バージョン2回ほど、内容に関して劉先生から、英語やプレゼンテーションに関して佐賀先生からアドバイスを頂く。

- 訪問先に対する質問

- 公共機関や日系企業に関するペア研究

ペアに分けて研究するそれぞれの公共機関や日系企業に関するプレゼンテーションをゼミ全体に行う。

- ◇ IMF
- ◇ JICA
- ◇ 中国人民銀行
- ◇ 中国財政部
- ◇ 日系企業

- 質問ブレインストーム

ペア研究を終え、質問を考えだす作業にとりかかる。各自に、担当している訪問先に最小 2 問、担当していない訪問先に最小 1 問とそれを選ぶ理由をゼミ全体にプレゼンテーションをする。その後、オンライン投票によって優先順位をつける。

日程	ゼミテーマ
2011 年 5 月 27 日	オリエンテーション
2011 年 6 月 3 日	テーマ・ブレインストーム
2011 年 6 月 10 日	グループ・ペア分け
2011 年 6 月 17 日	ペア発表
2011 年 6 月 24 日	グループ・プレゼンテーションのアウトライン
2011 年 7 月 1 日	訪問質問発表
2011 年 7 月 8 日	訪問質問の再確認
2011 年 7 月 15 日	第 1 回日本語プレゼンテーション
2011 年 7 月 22 日	第 2 回日本語プレゼンテーション
2011 年 7 月 29 日	グループワーク・危機管理オリエンテーション
2011 年 8 月 3 日	第 1 回英語プレゼンテーション
2011 年 8 月 4 日	特別講義
2011 年 8 月 5 日	第 2 回英語プレゼンテーション
2011 年 9 月 7 日	第 3 回英語プレゼンテーション
2011 年 9 月 9 日	第 4 回英語プレゼンテーション
2011 年 9 月 11 日	出発

特別講義記録「中国はどこへ行くのか？」

1. 日時：平成 23 年 8 月 4 日（木）13:00-16:00
2. 場所：一橋大学
3. 講師：志波 幹雄 氏（一橋大学中国交流センター代表）
4. 講義概要

①活動内容

始めに一橋大学中国交流センターの活動内容は以下の通りである。

1. 研究・教育面での大学間交流支援
2. 優秀な留学生の獲得支援
3. シンポジウムや共同講座等の実施運営支援
4. 如水会等の同窓会組織の運営支援
5. WEB 等での情報発信

実績として、1984 年の南開大学に始まり、2010 年度時点で中国にある 12 の大学と学術交流協定を、6 つの大学と学生交流協定を結んでいる。2010 年度の一橋大学への中国人留学生は学部生で 34 人（全体 194 人）、院生で 161 人（全体 458 人）と増加傾向にある。

②中国と日本

日中世論に対して実施した、相手国に対してどのような印象を抱いているかという世論調査によれば、中国世論と比較して日本世論が中国に対してよりネガティブな印象を抱いていることが分かる（日本世論の対中感情：ポジティブ 27.3%・ネガティブ 72%、中国世論対日感情：ポジティブ 38.3%・ネガティブ 55.9%）。そして、今後の両国関係に対する世論調査でも同様の結果が得られている。

また、相手国について思い浮かべることに関する調査によると、日本側は「社会主義」「中華料理」というイメージが先行しており、中国側は「南京虐殺」「軍国主義」というイメージを日本から思い浮かべることが分かっている。

③現代中国の本質的問題

中国の統治は、広大な国土と膨大な人口を持ち合わせている一方で、多様な少数民族が存在していることに特徴がある。無尽蔵ともいえる土地と人の統治のために、強大な権力が必要となり、それが政治における腐敗や経済成長における格差問題を助長しているという構造が考えられる。中国国民の関心事も、腐敗政治や収入の分配などの事項に大きく傾いており、その解決が早急の問題となっている。

④中国到何处去？

- 近年、欧米主導の国際秩序の錯乱要因として中国を捉える中国脅威論という考え方が広まっている。具体的には、
- －経済、外交、資源、環境、食料等の国際秩序への巨大な圧力要因
 - －人権、民主党の価値・理念との隔たり
 - －知的所有権、為替自由化、対外援助等、グローバル・スタンダードとの乖離
 - －軍事力の急速な近代化

が挙げられる。

実際に、中国は市場においても力を拡大しており、中国企業による日本企業買収も積極的に展開されている。

⑤保八（GDP 成長率の 8% 保持）

中国は中期的 Vision としての第 12 次五カ年計画を打ち出した。

これまでの中国は、第 2 次産業偏重による成長構造であったが、それは雇用なき成長の原因であり、また資源・エネルギー多消費型というマイナス要素があった。合わせて、環境と生態系に対しても大きなプレッシャーとなっていた。その中で、内需拡大や第 3 次産業の育成強化、金融関連サービス産業の育成を通じて、持続的な経済成長を打ち立てている。

格差問題は深刻化しており、中国における富の集中度は、全人口の 0.4% が富の 70% を占有している状態である（米国は全人口の 5.0% が富の 60% を占有）。また、世界第 2 位の GDP を誇る中国の 1 人当たり GDP は第 93 位と、所得が著しく低いことも問題視されている。

⑥中国到何处去 2？

文化交流において、日本は中国や朝鮮の文化を摂取しながら独自の文化を創り出し、日本人の創意工夫で開発された和製漢語は中国語に組み込まれた。また、経済においても、日本は中国の近代化を積極的に支援し、今や、日中米は互いに貿易高 NO.1 の三竝みの関係にある。

中国理解の前提として、中国は大きな可能性を有する大国であるが、それを上回る大きな問題を抱えている。こうした諸問題に対処していくためには国家の安定と体制の維持が最優先課題となっている。中国の知的エリート達は中国の「明」と「暗」を十分に認識している。

その中で日本の役割は、中国の持続的成長は、同時に、日本と世界の持続的発展に欠かせないという世界規模の長期的な観点から、中国が抱える悩ましい問題、即ち、第三次産業育成、特に金融制度改革、そして環境対策等の重点分野に人的・知的・技術的支援を中心に積極的に取り組んでいくことである。

反日と嫌中を乗り越える事が両国にとっては必要不可欠である。

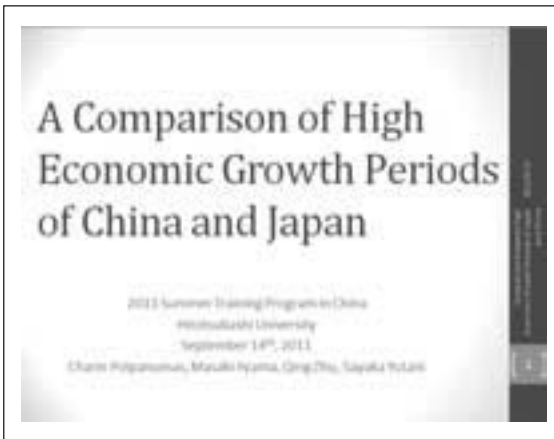
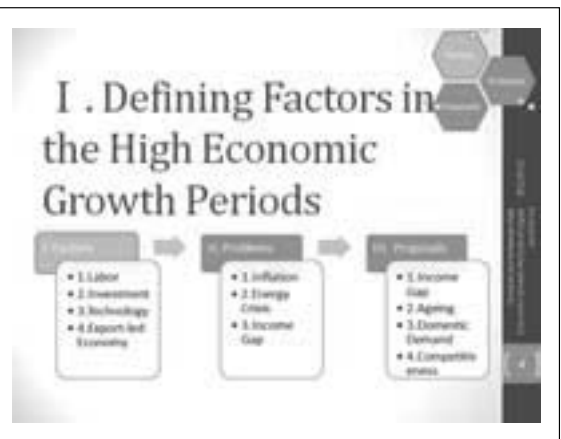


Table of Contents

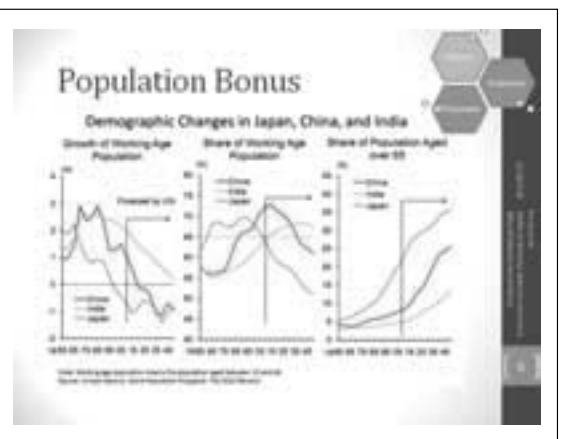
- I. **Defining Factors** in the High Economic Growth Periods (Pages 4-20)
- II. **Problems** in the High Economic Growth Periods (Pages 21-39)
- III. **Proposals** for the Future of Chinese Economy (Pages 40-55)
- IV. **Conclusion: Advice on China's Policy** (Page 56)
- V. **References** (Pages 57-62)

The slide also includes a flowchart showing the relationship between Factors, Problems, and Proposals:

- I. Factors:**
 - 1. Labor
 - 2. Investment
 - 3. Technology
 - 4. Export-led Economy
- II. Problems:**
 - 1. Inflation Crisis
 - 2. Energy Crisis
 - 3. Income Gap
- III. Proposals:**
 - 1. Income Gap
 - 2. Aging
 - 3. Domestic Demand
 - 4. Competitive ness



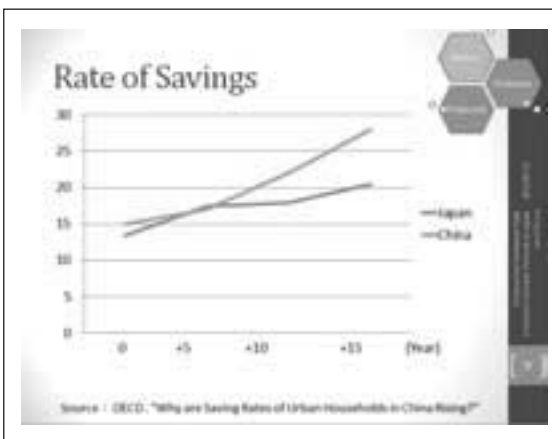
I-1. Labor



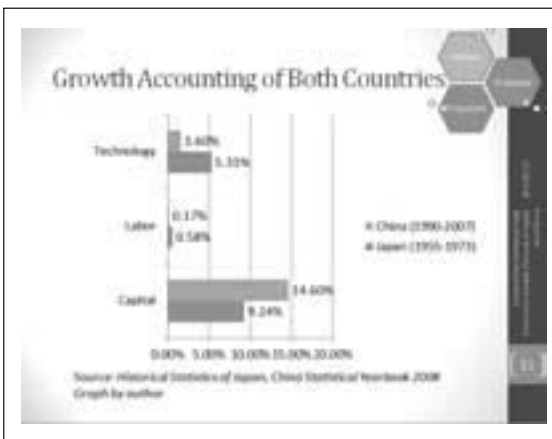
Efficiency of Labor

- Compulsory Education
 - Japan 1947~
 - China 1985~
- Japanese Employment System
 - Periodic Recruiting of New University Graduates
 - Lifelong employment
 - Promotion by seniority
- Mobility of Labor Force
 - Unresolved problems in the Hukou System

I-2. Investment



I-3. Technology



Japan's Technological Policy

Legal Protection: Foreign Capital and Foreign Exchange Control Law
No FDI intervention

Selective Protection

Table 2.4 Effective rates of protection for Japan

Industry	1980	1985	1987 (est.)
Manufacturing	36.7	22.8	18.9
Food processing	45.4	35.6	34.1
Textile spinning	27.2	10.8	12.3
Textile weaving	33.3	30.8	34.2
Textile products	41.2	35.4	35.1
Woolen products	18.2	8.8	8.6
Pulp and paper	25.4	21.8	13.2
Printing	-18.4	-13.9	-13.9
Leather and rubber	38.2	23.5	22.0
Chemicals	18.8	18.7	12.3
Petroleum and coal products	10.9	8.7	7.0
Nonmetallic mineral products	17.7	8.8	8.8
Iron and steel	38.9	25.9	14.8
Nonferrous metals	37.2	32.2	20.7
Metal products	18.7	8.8	8.9
General machinery	17.3	8.2	8.2
Electrical machinery	21.2	13.8	8.2
Transportation machinery	45.4	3.4	1.4
Precision machinery	27.2	8.7	7.2
Machinery products	38.2	23.4	8.9

Source: Shindo (1992).

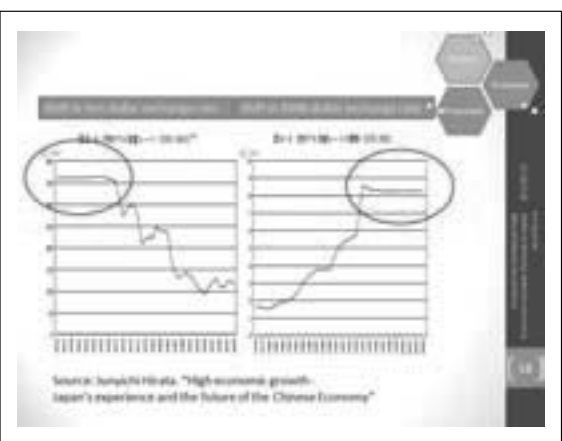
China's Technological Policy

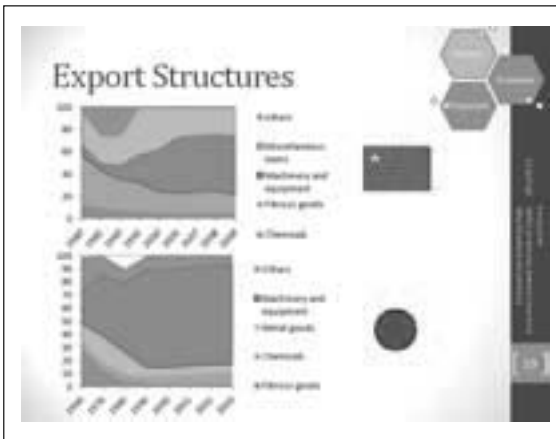
Focusing on Public Sectors and Foreign Technology



Advancement by the Introduction of Foreign Technology VS Domestically-developed Technology

I-4. Export-led Economy





Common Elements

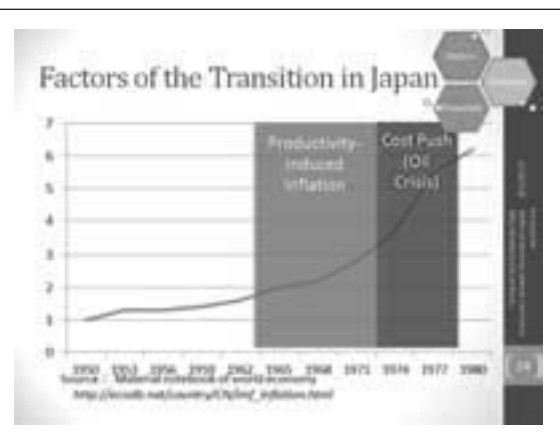
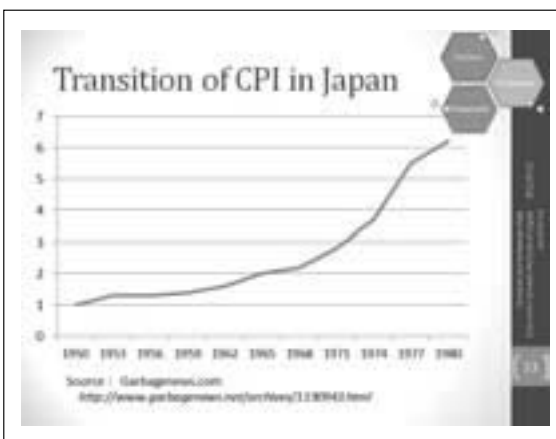
- > Adoption of fixed exchange rate regime

¥360=1 USD 元8=1 USD

- > Increasing importance of heavy industrial products as chief export items

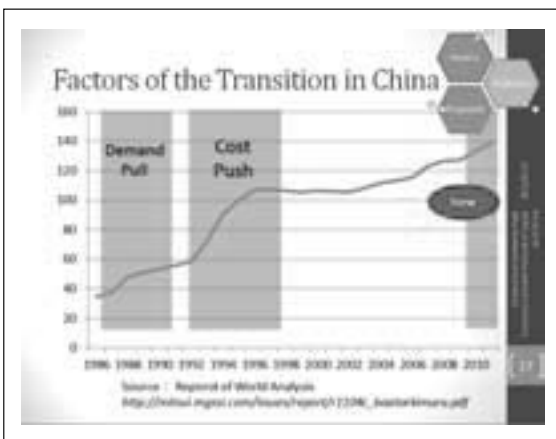
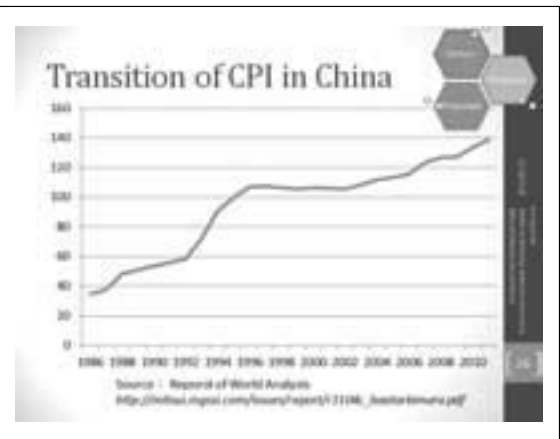


II-1. Inflation



Factors of a Price Increase in Japan

- **Productivity Inflation (1960s):**
 Nation-wide wage increase caused by the wage increase in **high-productivity sector**
- **Oil Crisis (1970s):**
 A rise in crude oil prices caused by Arab countries' oil embargo



Factors Affecting Prices in China

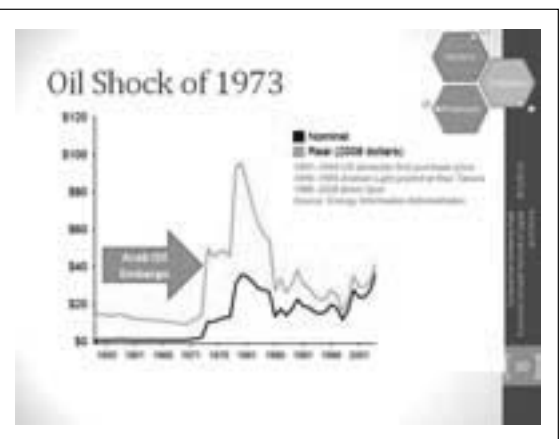
Past

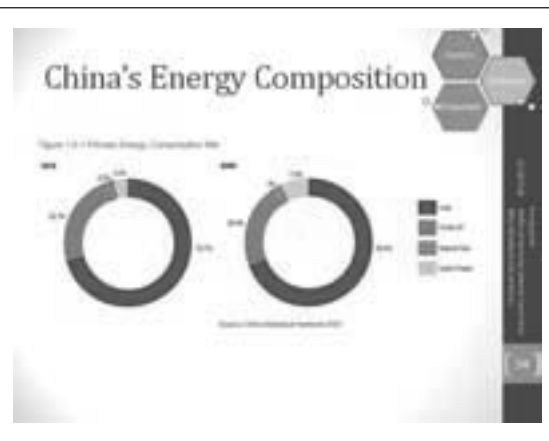
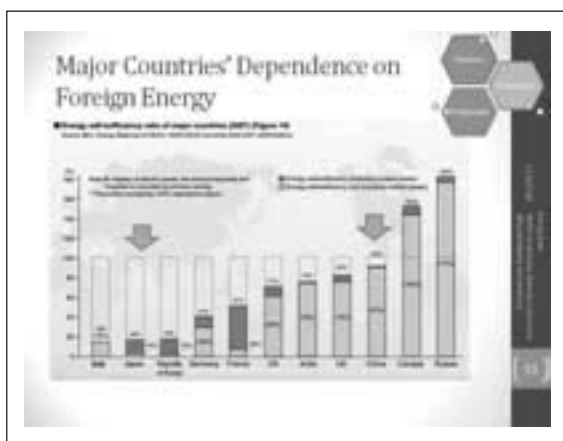
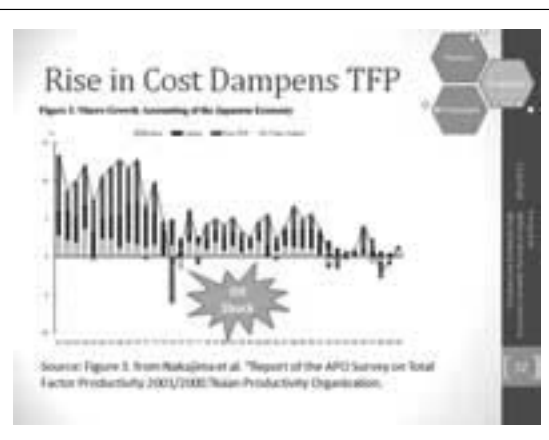
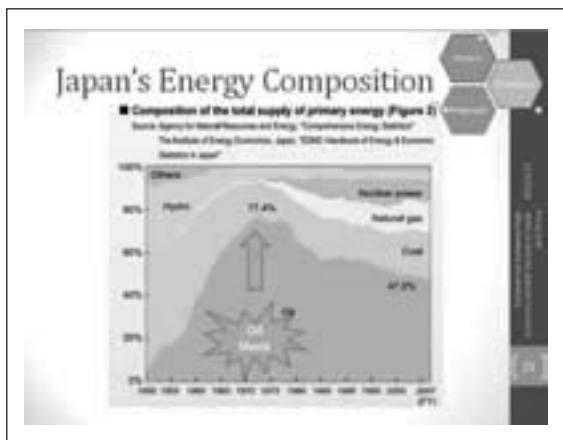
- Increasing demand caused by the rise of income
- Price liberalization

Present

Massive inflow of foreign capital:
 excess liquidity caused by financial deregulation
 → Inflow of foreign capital into the markets of real estate and international commodities

II-2. Energy Crisis





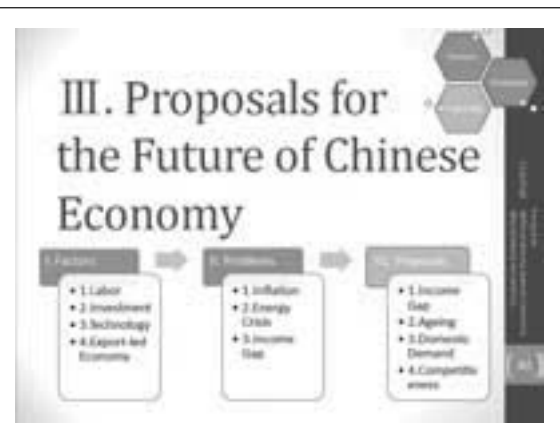
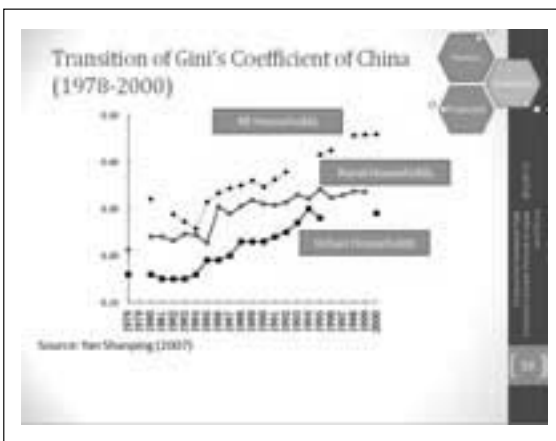
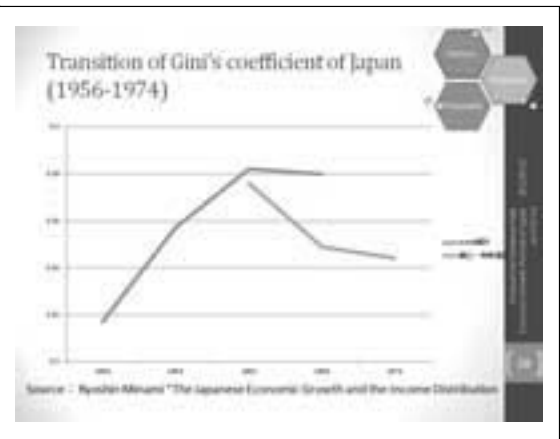
China needs sustainable energy alternatives

II-3. Income Gap

During the High Economic Growth Period

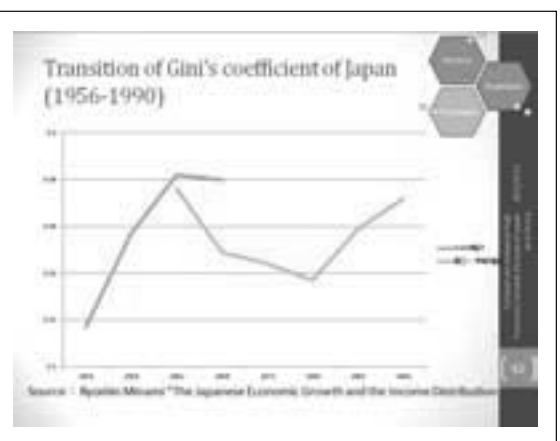
The Causes of the Income Gap

- > Kuznets' Curve
- > Effect of industrialization
- > Laws and systems for the socially weak
- > Gap between rural and urban sectors
- > Japan: Free movement of labor
→ The income gap gradually closed
- > China: Hukou System restricted labor movement
→ The income gap continues to widen
- > Trickle down of wealth



III-1. Income Gap

Japan after the High-Economic Growth Period



Income Gap in the Post-High-Growth Period

Widening income gap since 1980

- End of the High Economic Growth Period
 - Abolition of fixed exchange rate regime
 - Oil Shocks
- The Burst of Japanese Asset Bubble
- Neo-liberalist Policy



RONALD REAGAN

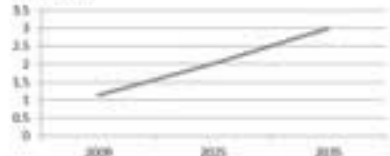
A Proposal to China (1): Possible Measures against the Income Gap Problems

- Sustainable economic growth
- Reform of the tax system and the social security system
 - Social safety net for the socially disadvantaged
 - Redistribution of wealth
- Reform of the Hukou System

III-2. Aging Society

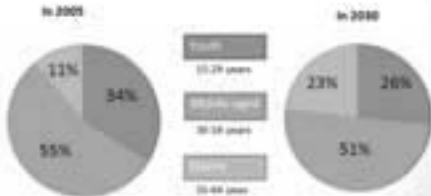
Declining Birthrate and Aging Population in China (1)

- Total Fertility Rate : 2.2 per woman (1980) ⇒ 1.5 per woman (2009)
- Expected increase of the population of 65 yrs and over (in 100m)



Declining Birthrate and Aging Population in China (2)

• Composition of Labor by Age



Year	15-29 years	30-59 years	60-69 years
2005	11%	34%	55%
2010	23%	26%	51%

Declining Birthrate and Aging Population in China (2)

【Current Policies】

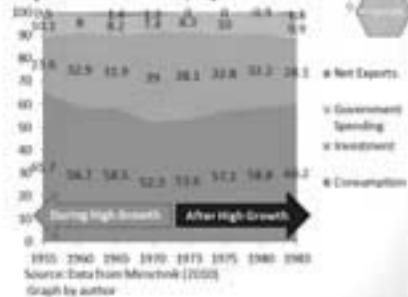
- Extension of the retirement age
- Providing vocational training for surplus labor to realize the improvement of labor productivity
- Reconsidering One-Child Policy (long-term view)



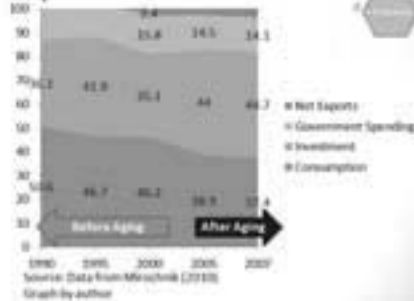
Necessity to secure the financial resources and improve the social security system

III-3.Domestic Demand

Composition of Japan's GDP



Composition of China's GDP

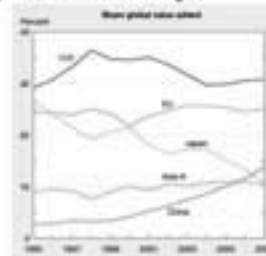


A Proposal to China (1): Possible Measures to Expand the Domestic Demand

- A shift from an export-led economy to a consumption-led economy
- A shift from the fixed exchange rate system to a floating exchange rate system

III-4.Loss of International Competitiveness

Share in the World High-Tech Industry



The Lost Competitiveness of Japan

Factor for Japan's loss of competitiveness since 1995

- Late transition in **business strategy**
- **Automobile industry**, source of Japan's competitiveness, is affected by global recession
- Japanese companies' delay in launching into the **emerging markets**

→China may draw some lessons from Japanese experience

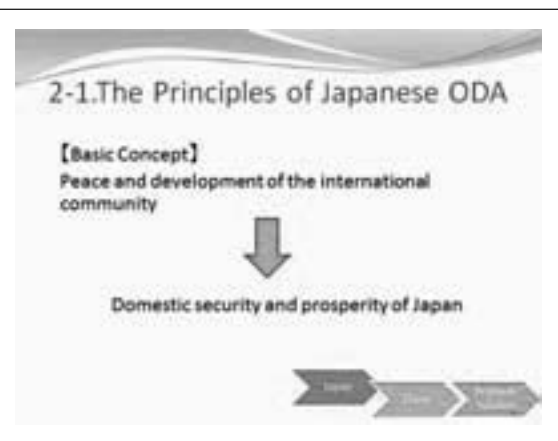
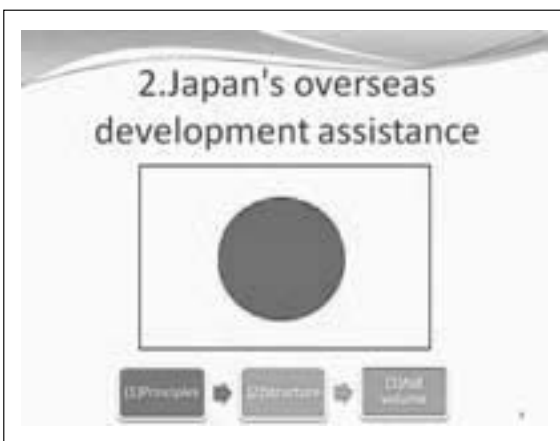
IV. Conclusion: Proposals to Avoiding the Middle-Income Trap

- Shift from Export-led to **consumption-led production**
- **Currency liberalization** at an appropriate stage
- Introduce more flexible **business strategy**
- Timely launch into the **emerging markets**
- Maintain international competitiveness by introducing of **advanced technology**

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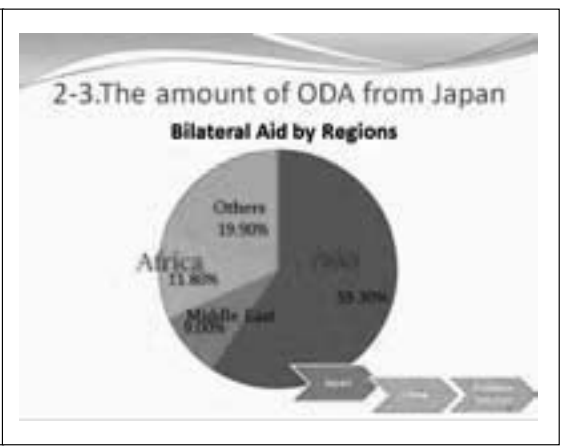
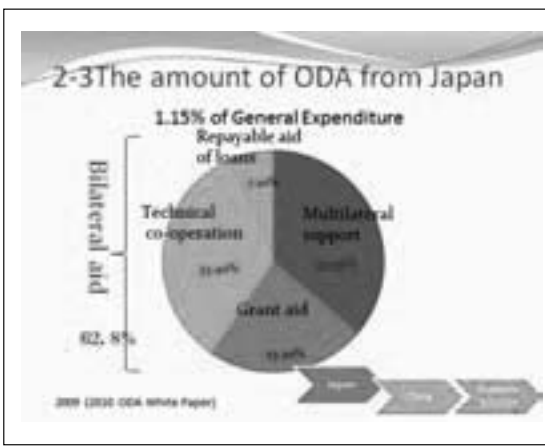
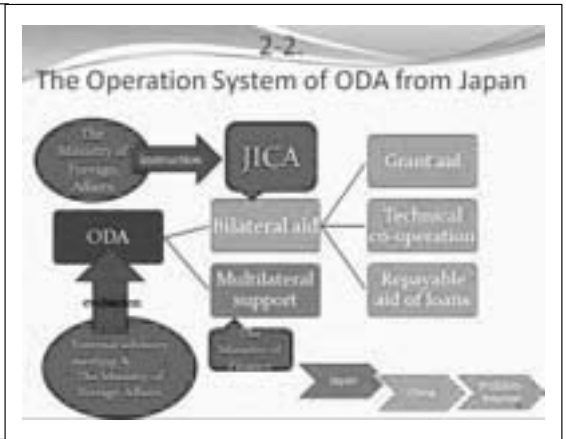


2-1.The Principles of Japanese ODA

Characteristics of the ODA Charter of Japan:

- To support those nations that are pursuing self-help projects.
- To focus on the support of Asian nations

Aiming at doubling ODA to Africa by 2012



3.China's overseas development assistance

1.Principles 2.Structure 3.Aid delivery

3-1.The Principles of Chinese ODA

Five principles:


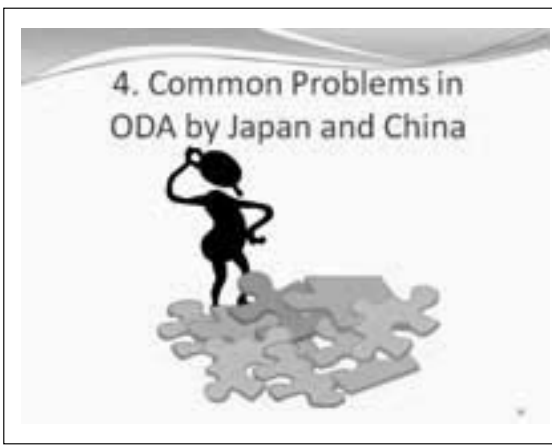
- Aim at raising the recipient country's ability for independent development.
- Do not attach any political conditions to the realization of the assistance.
- Respect reciprocity, equality, and joint development.
- Respond to the demand of the recipient promptly.
- Be innovative enough to keep up with the times.


3-1.The Principles of Chinese ODA

Characteristics of the ODA by China:

1. Non-intervention in the internal affairs of the recipient countries
2. To work from the point of view of the recipient countries.

Ultimately aiming at the economic growth (for both countries)

- ### 4. Common Problems in ODA by Japan and China
1. Inefficiency caused by the complicated structures of the aid agencies.
 2. The aid agencies' failure in meeting the local needs of the recipient countries.
- 

Problem (1)
Inefficiency caused by the structural problems of the foreign aid agencies

2-2.
The Operation System of ODA from Japan

3-2.
The Administrative Structure of ODA by China

Problem (1)
Inefficiency caused by the structural problems of the foreign aid agencies

> **Japan:**
JICA remains the nominal headquarter with no substantial authority to instruct the entire foreign aid projects of the country.

> **China:**
There is no expert organization that specializes in the foreign aid projects of the country.

Solutions (1)
Improvement of the structural complexities in the foreign aid agencies

> **Japan:**

- JICA should be given ultimate authority as the decision-making organization.
- JICA should take the initiative in drawing up unified guidelines for examination, approval, and monitoring processes.

> **China:**
A comprehensive agency that specializes in the country's foreign aid projects should be established.

Problem (2)
The aid agencies' failure in meeting the local needs of the recipient countries

> **Japan—relying on the recipient countries' initiative**

- Shortage of Japanese resident staff who can respond to the reality of local need appropriately.
- Long-term projects being hindered by the four-year limit set on the technical cooperation.

> **China—prioritizing domestic benefits**

- Package type projects account for 40 percent of the country's entire foreign aid.
- Interaction with the local people is not emphasized.

Solution (2)
 Further effort to meet the local needs

> **Japan**

- To increase Japanese resident staff and tighten the cooperation with local NGOs.
- To improve the assessing system of ODA (particularly by developing the current objection system further).

> **China**

- To put more energy into the recruitment and training of the local people.
- To reduce the projects of package type.

5. Conclusion

Just to remind you...

Research question:

What is the “rightful” Overseas Development Assistance??

Conclusion

The “Rightful” Development Assistance is...

Donor Country	Recipient Country
Agreement of the General Public	True Benefits for the Local Need
National Interest	Sustainable Development

4.The ODA by Japan and China: The common problems

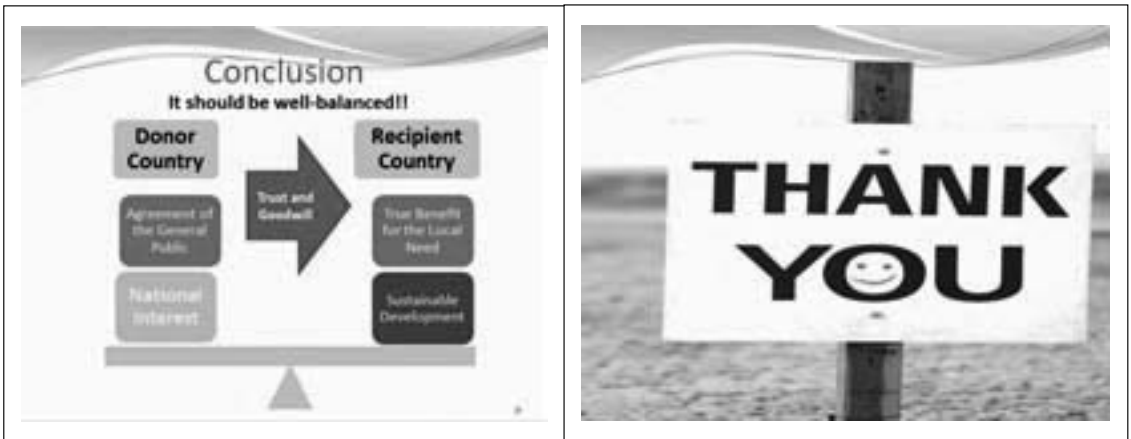
Problem(1)
 Complicated structures of the aid agencies.

...of the policy of the donor country
 →effect it's national interest

4.The ODA by Japan and China: The common problems

Problem(2)
 Being unable to meet the local needs of the recipient countries.

value the policy of the recipient country
 →cherish it's national interest (as well!)



1

An Introduction to Education in Japan:

With a Comparative Analysis of Education in China

2011 Summer Training Program in China
Wakubai University
September 13th, 2011
Seiji Hikiwara, Yui Tsuboi, and Takuro Ichino

2

What does "Education in Japan" Remind You of?



- Hard study from early childhood.
- Emphasis on memorizing.
- A passport to a better university and a better job.

Contents

Part I: Educational System in Japan

- Elementary education
- Secondary education
- Higher education

Part II: Merits and Demerits of Japanese Education

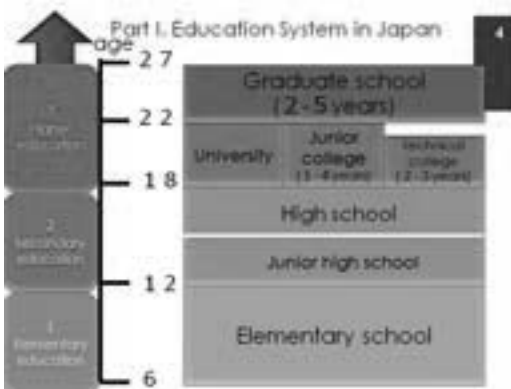
- The overemphasis on memorizing in Japanese education
- The spreading influence of cramming schools in Japan
- Equal opportunities in Japanese education

Part III: A Proposal for the Improvement of Education in Both Countries

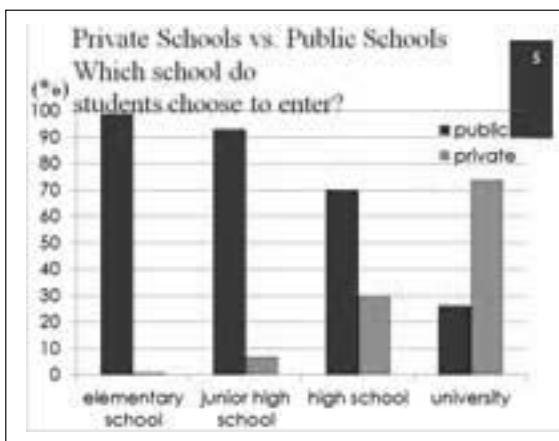
- A proposal for the improvement of Chinese education
- Call for suggestions for the improvement of Japanese education

4

Part I. Education System in Japan



Level	Age	Duration
Graduate school	22-27	2-5 years
University	18-22	4 years
Junior college	18-22	3 years
Technical college	18-22	2-3 years
High school	12-18	3 years
Junior high school	12-15	3 years
Elementary school	6-12	6 years



Entrance examinations

- Elementary school and Junior high school

Public schools:

- Entrance examinations are not required.

Private schools and only a part of public schools:

- Entrance examinations are required.

- High school and University

regardless of the difference of public or private schools:

- Entrance examinations are required.

Entrance examinations (Universities)

7

●Types of the University Entrance Examinations in Japan

【Type 1】 Entrance examinations for private universities:

- Written examinations in a few subjects
- (All the questions are originally created by each university.)

【Type 2】 Entrance examinations for public universities:

- First Step: the National Center Test for University Admissions
- Second Step: Written examinations in a few subjects
- (All the questions are originally created by each university.)

3. Japanese Higher Education (Universities): Some Characteristics

8

【Type 3】 Admission: by document screening:

- Used by about 60% of all test takers
- Documents to be submitted: descriptions of school record, extracurricular activities, reasons for the application, an essay on a given topic, and others.
- An interview (following the document screening).

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Part II. Merits and Demerits of Japanese Education

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1. The overemphasis on memorizing in Japanese education

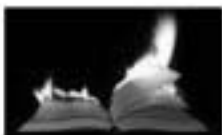


Part II, Merits and Demerits of Japanese Education

11

1. The overemphasis on memorizing in Japanese education

-Many students have lost their motivation for study.



-Students are like a puppet manipulated by their parents.



Part I : Educational System in Japan

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Part II. Merits and Demerits of Japanese Education


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2. The spreading influence of cramming schools in Japan



Japanese students study at cramming schools...
2.8 days or 7.0 hrs/week

Chinese students study at a cramming school...
2.2 days or 5.8 hrs/week





51% of elementary school students
60% of junior high school students, and
25% of high school students are going to cramming schools.

Part II. Merits and Demerits of Japanese Education

14

Japanese children do not engage themselves with classes as actively as their Chinese counterparts.

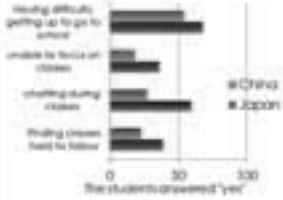



Having difficulty getting up to go to school

Unable to focus on classes

Chafing during classes

Feeling classes hard to follow



Category	China	Japan
Having difficulty getting up to go to school	~25	~35
Unable to focus on classes	~15	~25
Chafing during classes	~25	~35
Feeling classes hard to follow	~25	~35

The students answered 'yes'

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Part II. Merits and Demerits of Japanese Education

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3. Equal Opportunities in Japanese Education

- The budget for compulsory education is supported by the central government.
- The basic class materials are given free of charge.
- Parents are responsible for the cost of school meals only.




Part II. Merits and Demerits of Japanese Education

17

Educational Equality before the Law

from Article 26 in the Constitution of Japan

"All people shall have the right to receive an equal education regardless of their ability, as provided by law."

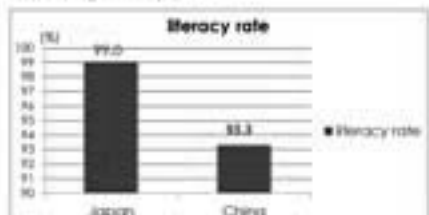
"All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Such compulsory education shall be free."

Part II. Merits and Demerits of Japanese Education

18

A positive effect of equal opportunities in Japanese education

- Japan's high literacy rate



Literacy rate

Country	Literacy rate (%)
Japan	99.0
China	88.3

2007/2008 human development report

Disparities in Opportunities in Chinese compulsory education

19

There is a wide regional disparities in educational opportunities between the city and rural areas.

China

Regional Disparities in Educational Opportunities in China

20

The number of the students per teacher

Regional Disparities in Educational Opportunities in China: Its Factors

21

Factor 1:
Enforcement of compulsory education law in 1986

⇒ The shortage of education budget was caused in poorer areas.

China

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- A proposal: For the improvement of Chinese education
- Call for suggestions: For the improvement of Japanese education

A Proposal: To improve Chinese Compulsory Education System

23

Application of the concepts in Japanese compulsory education system:

- (1) The central government should compensate for the shortage of the local government's educational budget.
- (2) A unified institution to control the finance for compulsory education should be established so that every child can be provided equal educational opportunities.

Call for Your Suggestions: What Should Be Done to Improve Japanese Educational Environments?

24

- (1) Overreliance on memorizing and exams in Japanese education.
- (2) Negative influence of cramming schools on the body and mind of children.

Can you give us any suggestions to improve these problems?



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References

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FOOD

●ご飯●

回る円卓に乗せられた大皿のお料理を各自で取って食べる。円卓をいつ回すのかは空気の読み合いだ。ものすごい量が出てくるのだが、残しても失礼にはならないそう。中国では「料理を残すほど満足してくれた」と考えるらしい。文化の違いを感じた。レストランなどで持ち帰り可のところが多く、タッパーなどに残った料理を詰めている人をよく見かけた。

様々な料理を食べたが、私が一番好きだったのが北京ダック。北京ダックの丸焼を目の前で切ってくれる。細めに切られた北京ダックを味噌だれにつけ、ねぎやきゅうりと一緒に餃子の皮のようなもので包んでいただく。おいしい！北京ダックは皮がパリパリで脂がのっている。鶏肉に近い感じ。味噌だれとよく合う。包む餃子の皮みたいなものはもちもちしていて少し甘い。この皮だけで食べてる人も(笑)



円卓を囲んで

●お茶●

油っこい料理が多いのに中国では太っている人をほとんど見かけなかった。秘密は中国のお茶にあるようだ。ウーロン茶、プーアル茶、ジャスミン茶など日本でもよく飲まれるお茶にもそれぞれ効果がある。油をお茶で流す、とお茶屋さんのお姉さん言っていた。私たちは豪華な中華料理三昧で太るのではないか、と思いコンビニでよく某日系企業

の「脂肪の吸収をおさえる●烏龍茶」を全員で買い占め、食事のたびに飲んでいた。そういえば上海のレストランで出されたウーロン茶は甘かった。甘さはコーラと同じくらいか。確かに辛—い料理とバランスがよい。



●お酒●

白酒(バイチュウ)というお酒を如水会の方との食事の際に、飲ませていただいた。アルコール度は50度以上。ワイングラスをおちょこサイズにしたようなグラスに注ぐ。顔を近づけるだけでツーンとくる。嗅いだ事のない、フルーツのような芳醇な香りがした。一気に飲み干すとのがカーッと熱くなる。いい香りとはんものりした甘さが舌に残り、美味しかった。



北京ダックを目の前で切り分けてくれる

