

2004 年度英語読解力及び聴解力考査
これは実際の問題用紙ではありません。
(This is NOT the actual test.)

No.000001

受験番号				
------	--	--	--	--

英語読解力及び聴解力考査

係りの指示があるまでは絶対に中を開けないこと

英語学力考査は聴解力考査と読解力考査の2つからなっていますが、読解力考査についての指示は読解力考査が終わった後で行います。

聴解力考査の指示

0. See you ICU!
1. 聴解力考査は PART , , , の4つの部分からなっています。
2. PART では 13 の短い文が読まれます。それぞれの文について最も適切な答えを選んでください。
3. PART では 12 の短い文が読まれます。それぞれの文に最も近い意味を持つ答えを選んでください。
4. PART では 10 の対話を聞きます。それぞれの対話について問題用紙に書かれている問いに答えてください。
5. PART では 2 つの短いテキストが読まれます。それぞれの内容にもとづいて問題用紙に書かれている問いに答えてください。
6. 各 PART を始める前に、日本語による説明がありますので、注意して聞いてください。
7. 各 PART が終わったら、テープによる指示があるまで次の頁を開けないで待ってください。
8. 各問いには 4 つの答えが与えられています。その中から最も適当と思うものを 1 つ選び、解答用カードの相当欄を鉛筆でぬってください。

「受験番号」を解答用カードの定められたところに忘れずに書き入れること

PART I

Choose the best response.

1. a. It's getting dark early.
b. I'm sorry to hear that.
c. I'm planning to.
d. I really enjoyed it.
2. a. It takes a long time.
b. They went already.
c. No, not too long.
d. Fine, thanks.
3. a. It took me three hours.
b. It was my first time.
c. I couldn't get it.
d. I just arrived.
4. a. I left them all on the train.
b. Almost the same as last term.
c. I've been reading quite a lot lately.
d. It's one of the best books I've read.
5. a. I'll take you back as soon as I can.
b. I'm going to the music store soon.
c. I returned them to you a few days ago.
d. They usually don't last very long.
6. a. No thanks. I've had enough.
b. I just took some cough medicine.
c. The cups are in the dishwasher.
d. You'll need to turn on the copy machine.
7. a. Only my homework.
b. How about at my place?
c. Great! I just finished.
d. I'm doing all right.
8. a. It's almost two meters deep.
b. I usually swim about a kilometer.
c. About a ten-minute walk.
d. It just reopened last week.
9. a. It's supposed to be sunny.
b. Either one sounds great to me.
c. This weekend would be fine.
d. Please let me know later.
10. a. I saw him yesterday afternoon.
b. My car is parked just outside.
c. He doesn't have the keys either.
d. Sure. He'll be happy to hear that.

11.
 - a. I certainly appreciate them.
 - b. The due date was last Monday.
 - c. I'm doing very well, thanks.
 - d. Better than I expected.

12.
 - a. The notice was put up this morning.
 - b. I'm giving a presentation in class.
 - c. It's okay. I didn't need any help.
 - d. Yes, the service is really good.

13.
 - a. Sorry, I left it at home today.
 - b. I don't understand this equation.
 - c. I didn't get it back until later.
 - d. We'll be there in a minute or two.

指示があるまで次の頁を開けないで待っていて下さい。

PART II

Choose the sentence which is closest in meaning to the one you hear.

14. a. I only need to work eight hours today.
b. I arrived at work late today.
c. I need to be at my office by eight.
d. I ate before I went to work.
15. a. I apologize for bumping into you.
b. I regret not contacting you.
c. I've been trying to call you.
d. I'm sorry I didn't tell you I'd be gone.
16. a. Biology is more difficult than I expected.
b. I didn't think I'd have to take biology class.
c. I didn't have to turn in much homework for biology.
d. Biology has turned out to be a great course.
17. a. We arrived at the game too early.
b. The game was completely sold out.
c. The seats were all reserved.
d. We couldn't sit because we were late.
18. a. Fewer people are applying for jobs now.
b. The unemployment rate has increased.
c. The government project was completed last month.
d. There's a government plan to cut staff this month.
19. a. Students may not hand in late homework.
b. All the assignments will be returned soon.
c. The deadline has not yet been set.
d. The teacher plans to change the due date.
20. a. It broke as soon as we got it.
b. We can keep as much as we like.
c. We should be more careful with money.
d. We shouldn't spend any more time here.
21. a. I'm not sure if she can afford that school.
b. I don't think she can enroll in that school.
c. I'm disappointed in her choice of schools.
d. I'm surprised she could enter that school.
22. a. It almost never snows here.
b. No snow is in the forecast.
c. I hope it starts to snow soon.
d. It's been snowing for a long time.
23. a. I couldn't help her even if I wanted to.
b. It would be nice if you assisted her.
c. We should appreciate what she did.
d. Thanks for all the help you gave her.

24. a. Did you say hello to Robert for me?
b. What is Robert doing today?
c. How has Robert been recently?
d. Where is Robert going?
25. a. The speaker is supposed to meet Professor Williams soon.
b. The speaker has a ten-minute appointment with Professor Williams.
c. The speaker has never met Professor Williams before.
d. The speaker does not think Professor Williams is expecting him.

指示があるまで次の頁を開けないで待っていて下さい。

PART III

Listen to the dialogue, then choose the best answer to the question.

26. What does the man mean?
 - a. The woman shouldn't order the books.
 - b. The books should be ordered next week.
 - c. The book order must be sent today.
 - d. He should never have ordered the books.

27. What do we find out about Helen from this conversation?
 - a. She just spent a lot of money.
 - b. She has never met the man before.
 - c. She recently studied abroad.
 - d. She plans to graduate next year.

28. What does the man mean?
 - a. He didn't hear what the woman said.
 - b. He also had a health examination.
 - c. He thought the lecture was difficult.
 - d. He agrees with the woman's opinion.

29. What can be inferred about the woman?
 - a. She enjoyed the movie last night.
 - b. She finished her writing assignment.
 - c. She missed class this morning.
 - d. She couldn't watch the news report.

30. What does the woman imply?
 - a. Most people don't do well in the course.
 - b. It is easy to get a B in that class.
 - c. He should have studied more for the test.
 - d. He was lucky to get into the course.

31. According to the man, what is the cost of a floppy disk?
 - a. 180 yen.
 - b. 150 yen.
 - c. 120 yen.
 - d. 100 yen.

32. What will the woman probably do?
 - a. Leave tomorrow on her trip.
 - b. Reschedule her travel plans.
 - c. Ask the man to go with her.
 - d. Travel to a different place.

33. What had the man assumed about the woman?
 - a. She already had tickets to the show.
 - b. She was playing in the concert herself.
 - c. She would never miss a performance.
 - d. She probably wouldn't attend the event.

34. Why is the woman upset?
- a. Her telephone doesn't work.
 - b. Her reservation was cancelled.
 - c. The man arrived late.
 - d. The man didn't listen to her.
35. What can be inferred about the man's brother?
- a. He is French.
 - b. He grew up in Germany.
 - c. He speaks a few languages.
 - d. He works in Europe.

指示があるまで次の頁を開けないで待っていて下さい。

PART IV

Listen to the talks and answer the questions after each one.

Questions 36, 37, 38, 39, and 40.

36. Which of the following best describes the speaker's attitude toward high-tech homes?
 - a. Astonished
 - b. Skeptical
 - c. Enthusiastic
 - d. Cautious

37. According to the speaker, who first imagined the high-tech home?
 - a. Inventors
 - b. Scientists
 - c. Writers
 - d. Home-owners

38. What area of life does the speaker suggest high-technology has particularly improved?
 - a. Education
 - b. Home construction
 - c. Entertainment
 - d. Business communication

39. What is a new generation of robots being developed to do?
 - a. Clean rooms
 - b. Cook food
 - c. Iron clothes
 - d. Wash dishes

40. In her conclusion, what does the speaker imply about high-tech homes?
 - a. They may never become a reality.
 - b. They may never be truly affordable.
 - c. They may never be very efficient.
 - d. They may never become very popular.

Questions 41, 42, 43, 44, and 45.

41. What is the main purpose of this talk?
 - a. To criticize poorly written detective stories.
 - b. To outline how to write a good detective story.
 - c. To explain the selection of detective stories for a course.
 - d. To identify the origin of the detective story.

42. According to the speaker, which fictional character has had the most influence on other detective characters?
 - a. Inspector Maigret
 - b. Philip Marlowe
 - c. James Bond
 - d. Sherlock Holmes

43. What criticism does the speaker make of Agatha Christie?
 - a. Her dialog is too contrived.
 - b. Her stories are too violent.
 - c. Her characters are too complex.
 - d. Her themes are too common.

44. What aspect of Philip Marlowe's character does the speaker especially admire?
 - a. His sense of humor.
 - b. His love of risk.
 - c. His physical courage.
 - d. His sharp intellect.

45. What does the speaker say particularly distinguishes Simenon's stories?
 - a. The easy, conversational style.
 - b. The appealing view of justice.
 - c. The surprising, fast action.
 - d. The belief that crime is natural.

指示があるまで次の頁を開けないで待っていて下さい。

読解力考査の指示

- 1 読解力の考査は、PART 1 とPART 2 からなっています。
- 2 PART 1 には2つのテキストとそれに関する20の問い(46-65)があります。各テキストをよく読んで問いに答えてください。テキストはくりかえし読んでもさしつかえありません。
- 3 PART 2 はテキストの空欄を埋めて完成する考査で、20の問い(66-85)からなっています。PART 2 に指示が書いてありますから、それに従ってください。
- 4 解答のための時間は、PART 1、PART 2 を通して全部で60分です。どの問いから始めてもさしつかえありません。
- 5 各問いには4つの答えが与えられています。テキストの内容にもとづいて最も適切と思うものを1つ選び、解答用カードの相当欄を鉛筆でぬってください。
- 6 「考査やめ」の合図があったら直ちにやめて、考査用紙と解答用カードを係が集め終わるまで待っていてください。

PART 1

Text 1

Humans certainly did not descend as angelic beings into this world. Nor are we aliens from outer space who colonized Earth as some cult figures and imaginative writers would have us believe. As anyone who has carefully studied plants and animals knows, we evolved here—one among many species—across millions of years, and we exist as one organic miracle indivisibly linked to others. The natural environment we treat with such unnecessary ignorance and recklessness was our cradle, our nursery, and our school, and it remains our one and only home. To its unique planetary conditions we are intimately adapted in every cell of our body and in each biochemical reaction that gives us life.

That recognition is the essence of environmentalism. It is the guiding principle of those devoted to the health of the planet. But it is not yet a general world view, evidently not yet compelling enough to distract many people away from the primary diversions of sports, politics, religion, and above all, the accumulation of private wealth.

This relative indifference to the environment comes, I believe, from deep within human nature. The human brain evidently evolved to commit itself emotionally only to a small piece of geography (my territory or land), a limited band of kinsmen (my family or clan), and a couple of generations into the future (my children and grandchildren). To look neither far ahead nor far afield, in a Darwinian sense, is one of our basic characteristics. We are innately inclined to ignore distant possibilities that don't yet require examination. This near-sighted vision is, people say, just "good common sense." Why do humans think in such a short-sighted way? The reason is simple: it is a hard-wired part of our biological heritage. For hundreds of thousands of years, those who worked for short-term gain within a small circle of relatives and friends lived longer and left more offspring—even when their collective efforts caused their chiefdoms and empires to crumble. The long view that might have saved their distant descendants required a vision and a consideration of "strangers" that was instinctively difficult to produce.

The great dilemma of environmental reasoning stems from this conflict between short-term and long-term values. To choose values for the near future of one's own tribe or nation-state is relatively easy. To opt for values for the distant future of the whole planet also is relatively easy—in theory at least. To combine the two visions to create a universal set of environmental ethics is, on the other hand, very difficult. But combine them we must, because universal environmental morals are the only guide by which humanity and the rest of life can, during the 21st century, safely make it through the ecological crisis which our species has foolishly provoked.

46. What is the main idea of the first paragraph?
 - a. Some believe humans are fundamentally spiritual creatures.
 - b. Some believe humans may in fact have extraterrestrial origins.
 - c. Humans are the most complicated of all organisms.
 - d. Humans are intimately related to all life on earth.
47. How does the author define "environmentalism"?
 - a. Putting the well-being of the natural world above human interests.
 - b. Regarding all species as arranged in a hierarchy of importance.
 - c. Understanding humans as co-evolved with all other life forms on earth.
 - d. Viewing the earth's ecosystems as resources to be carefully managed.
48. According to the text, what are most people principally concerned with?
 - a. Exercising political power.
 - b. Gaining personal riches.
 - c. Expanding leisure time.
 - d. Cultivating personal health.
49. Which of the following is NOT mentioned as one of the main factors shaping and limiting the emotional commitment of humans?
 - a. Their offspring.
 - b. Their home territory.
 - c. Their neighbors.
 - d. Their wealth.
50. According to the author, why do humans have such limited vision?
 - a. We cannot look beyond our own narrow interests.
 - b. Our bodies are wired to mainly record pleasure and pain.
 - c. Our senses are the result of natural selection.
 - d. We instinctively divide the world into "us" and "them."
51. What does the author believe is the most challenging issue humans face?
 - a. To accomplish equal distribution of natural resources.
 - b. To reduce the rate of reproduction.
 - c. To unite short- and long-range values.
 - d. To better understand the principles of the universe.

52. What is the basic structure of this text?
- A comparison of theories.
 - A cause and effect argument.
 - A definition of a concept.
 - A classification of terms.
53. The phrase "indifference to" in line 1 of paragraph 3 could best be replaced by which of the following?
- lack of interest in
 - misunderstanding of
 - failure to distinguish
 - value placed upon
54. The word "innately" in line 7 of paragraph 3 is closest in meaning to which of the following?
- easily
 - inherently
 - rarely
 - tentatively
55. Why does the writer place "good common sense" in line 8 of paragraph 3 in quotation marks?
- To suggest irony.
 - To refer to a title.
 - To offer a definition.
 - To indicate a direct quotation.

Text 2

You can be truly smart and still struggle in life if you lack the ability to plan, organize time, structure your environment, initiate projects and see them through to completion, and if you cannot resist immediate temptations in favor of later better rewards. When those capacities are damaged or underdeveloped, even people with intelligence and talent may struggle. They are often misunderstood as being willfully disorganized or lazy, possessing a bad attitude or, from the viewpoint of parents and co-workers, “doing this on purpose to drive me crazy.”

But some neuroscientists are now saying that such puzzling underachievers may suffer from neurological abnormalities affecting the brain’s “CEO,” or “chief executive officer.” This control center orchestrates such resources as memory, language, and attention to achieve a goal, be it a fraction of a second or five years from now. These executive functions enable people to maintain mental images of desired destinations. A person lacking those functions behaves in a way that is considered “future blind.”

Such is the sweep of the brain’s CEO that it encompasses day-to-day housekeeping functions, such as getting from here to there, managing the constant flood of thoughts and sensory inputs and memories, as well as loftier human processes like reflection and making moral judgments.

However, researchers do not entirely agree on definitions of the executive functions and exactly where they are found in the brain, though they are now using high-tech methods like PET scans and MRIs to try to map their locations. Much of the activity associated with this control center appears to be in the highly developed frontal lobes—the area that makes up one-third of the cerebral cortex in humans—and in other structures with links to it. The cat, by contrast, gets by with frontal lobes amounting to just 3.5 percent of its cortex. Of course, that fact may not come as a total shock to cat owners watching their pets wander aimlessly from chair to food bowl to sunny spot.

Some researchers argue that the attention disorders and problems of executive dysfunction can result from a developmental flaw in the brain itself. Because the nerve pathways in the frontal lobes are the last in the brain

to mature, executive functioning is sometimes not fully developed until people are in their 30's.

No single test measures the strength of executive functions. Instead, neuropsychologists use a series of tests to evaluate performance in a number of areas. One area is inhibition, a basic and vital function that enables someone to delay automatic responses to stimuli, thoughts, and changes in the environment. It allows a person an instant to consider consequences before acting, avoiding mistakes and bad decisions.

Another capacity of the control center that researchers are investigating is the ability to shift attention from one task to another without losing concentration. Such shifts are difficult for people with executive dysfunction, as is thinking flexibly to solve problems. A third problem area is initiating activities or tasks, or generating ideas independently. Those operations can be a huge challenge for many people with weak executive functioning.

Planning and organizing, some of the most important duties of the mental CEO, require the mental ability to file information and to divide tasks into steps of the proper sequence. When the executive function is defective, people approach large projects haphazardly and without all of the needed materials. They are then easily overwhelmed by details and miss the big picture.

56. What is the main purpose of this text?
- To explore the origins of the CEO of the brain.
 - To explain why some people might be underachievers.
 - To compare the various executive functions of the brain.
 - To discuss ways to improve CEO dysfunction.
57. Which of the following is NOT mentioned in the text as a function of the brain's CEO?
- Starting a project.
 - Changing a bad attitude.
 - Shifting attention to another task.
 - Making a moral judgement.
58. What does the author suggest about the two mental tasks of "getting from here to there" and "reflection"?
- They are both housekeeping tasks of the brain's CEO.
 - They both involve a steady stream of input.
 - The latter is a higher level function than the former.
 - The former enables the latter.

59. Which of the following does the example of the “cat” illustrate?
- The different overall sizes of a human and cat brain.
 - The rate of frontal lobe development in animals.
 - The location of the brain’s CEO in animals.
 - The comparative lack of executive function in a cat.
60. The author states “No single test measures the strength of executive functions.” What can be inferred from this statement?
- Executive function involves a complex process.
 - Researchers disagree on which tests to give.
 - The brain constantly evolves, so a single test is inadequate.
 - It may be impossible to estimate executive function.
61. Which of the following would we expect a person with executive dysfunction to have the most difficulty with?
- Having a casual conversation.
 - Solving a math problem.
 - Drawing a picture.
 - Writing a book.
62. What does the writer indicate about inhibition?
- It decreases the strength of the executive function.
 - It reduces the workload of executive function.
 - It gives people time to think before acting.
 - It provides scientists with a way of measuring intelligence.
63. The word “orchestrates” in line 3 of paragraph 2 could best be replaced with which of the following?
- coordinates
 - entertains
 - constructs
 - distributes
64. The word “flaw” in line 2 of paragraph 5 is closest in meaning to which of the following?
- timing
 - defect
 - trigger
 - capacity
65. What conclusion can be reached from reading BOTH Text 1 and Text 2?
- Emotional commitment to a piece of geography is a function of inhibition.
 - Humans should consider themselves as the CEOs of the planet.
 - Humankind as a whole might suffer from executive dysfunction.
 - Concern for environmentalism demonstrates a type of “future blindness.”

PART 2

次のテキストには20の空欄（66-85）があり、18頁に各空欄に対する4つの選択肢が与えられています。最初に1度テキストを通読して、全体の意味を把握するようにつとめてください。その後、各空欄に最も適切と思われる選択肢を1つ選び、解答用カードの相当欄を鉛筆でぬってください。

The teleological argument for the existence of God is based on the apparent order and design of nature and the cosmos, and on the seemingly purposeful process of evolution.

From ___(66)___ times people have wondered about the cyclical motions of the stars and planets, the endless rounds of days and seasons, the ___(67)___ of nature's operations, and the rhythmic patterns of order in the world ___(68)___ them. Greek thinkers used the term *logos* (literally "word") to ___(69)___ for this order. This *logos* might be thought of as a kind of "world reason," an organizing force, possibly ___(70)___ from a divine mind, which binds all the dynamic elements of nature into a working order.

Today, of course, we know that the cosmos ___(71)___ than the ancients ___(72)___ imagined, an order that can be described ___(73)___ mathematical equations, physical and chemical formulas, and psycho-biological processes. Living organisms have ___(74)___ life-cycle rhythms, ___(75)___ determined for each by an incredibly complicated DNA code. We also know that cosmic processes—involving suns, galaxies, and perhaps ___(76)___ the pulsating universe itself—run through ordered ___(77)___ resembling birth, life, and death.

The question that arises is this: Can all this beautiful harmony exist ___(78)___ an ordering intelligence, a mind which would be the creator and sustainer of this order? The ancient philosophers, the Stoics, drew a simple analogy. The human mind is ___(79)___ an organizer: it orders, systematizes, labels, and stores bits of experience for later use. Our minds order our experiences of reality. ___(80)___, there must be a Cosmic Mind pervading reality itself and operating ___(81)___ similar ends. The ordered world

___(82)___ cannot be accounted for apart from the ordering of a Cosmic Intelligence.

This teleological argument—___(83)___ the word “teleology” indicates—has to do with direction or destination and it was the ___(84)___ of life and the movements of evolution that seemed to demonstrate most clearly the ___(85)___ of directive intelligence.

→ → →

- | | | |
|--|---|--|
| 66. a. beyond
b. earliest
c. last
d. preceding | 67. a. consistency
b. necessity
c. primacy
d. tendency | 68. a. among
b. around
c. by
d. inside |
| 69. a. abbreviate
b. account
c. anticipate
d. arrange | 70. a. original
b. originate
c. originated
d. originating | 71. a. is more order
b. has more order
c. more is order
d. more order has |
| 72. a. can have
b. could have
c. have been
d. have had | 73. a. by terms of
b. for terms in
c. in terms as
d. in terms of | 74. a. distinction
b. distinctive
c. distinctiveness
d. distinctly |
| 75. a. about
b. almost
c. largely
d. quite | 76. a. even
b. over
c. since
d. until | 77. a. consequences
b. probabilities
c. resources
d. sequences |
| 78. a. apart from
b. in spite of
c. together with
d. to produce | 79. a. accidentally
b. deceptively
c. fundamentally
d. philosophically | 80. a. Although
b. Instead
c. Likewise
d. Relatively |
| 81. a. around
b. in
c. out of
d. towards | 82. a. as we know it
b. it as we know
c. we know it as
d. we know it | 83. a. as
b. for
c. if
d. to |
| 84. a. destruction
b. development
c. fluidity
d. stability | 85. a. permission
b. perceptiveness
c. persuasion
d. possibility | |