

2005 年度英語読解力及び聴解力考查
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查

係りの指示があるまでは絶対に中を開けないこと

英語学力考查は聴解力考查と読解力考查の2つからなっていますが、読解力考查についての指示は読解力考查が終わった後で行います。

聴解力考查の指示

0. See you ICU!
1. 聴解力考查は 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いてください。
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. Right at two o'clock.
b. It already left.
c. Every fifteen minutes.
d. I'll run with you if you like.
2. a. I think I ate too much.
b. Travel for awhile.
c. Of course I want to graduate.
d. I'm glad I could eat early.
3. a. Yes, I spoke to him just a minute ago.
b. I know. It seems like he is always late.
c. Indeed. I have heard all about him.
d. No. He needs to speak more clearly.
4. a. Yes, you'd better take your umbrella.
b. No, I prefer sunny weather.
c. No, it looks like mine.
d. Yes, I think it looks the same.
5. a. Wear anything you like. It's really casual.
b. It's across from the bookstore.
c. I like to eat lunch there.
d. I think she's in the library.
6. a. She got about ten dollars back.
b. She brought me some chocolates.
c. About two weeks ago.
d. Yes, she was really tired.
7. a. He's doing really great.
b. I'm doing better, thanks.
c. Yes, I know I am.
d. Nice to meet you, too.
8. a. Sorry, I didn't realize it was open.
b. Never mind. It's okay.
c. I don't mind if I do.
d. Not at all. It's rather warm in here.
9. a. I couldn't agree more.
b. I usually read the paper.
c. I like watching the news, too.
d. I prefer the more modern views.

10.
 - a. Yes, it's too much for me to carry.
 - b. Thank you, that would be great.
 - c. How about in front of the main gate?
 - d. Yes, I think I can manage it, thanks.

11.
 - a. What Van Gogh exhibition?
 - b. Drew can't go to the show?
 - c. It sure sounded good from here.
 - d. That's right, but I can go.

12.
 - a. Have you tried getting some regular exercise?
 - b. That's really heavy. Let me give you a hand with it.
 - c. Have you checked your pockets? Maybe it's there.
 - d. I'm planning to go later today. Would you like to come?

13.
 - a. I thought the Irish had a good impression of it.
 - b. I'm so glad it exceeded your expectations.
 - c. I didn't realize it would be so hard to find.
 - d. Where have you looked? Maybe I can help.

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'm going to do John a favor.
b. I'm going to look at the notes John borrowed.
c. I want John to return my notes.
d. I'm going to ask John for his notes.
15. a. He won't arrive before 5 o'clock.
b. At five he will be here.
c. At 5 o'clock she will have arrived.
d. It's five and she's not here.
16. a. We spoke a lot when we met.
b. I didn't really notice him when we first met.
c. When we met, I finally paid him.
d. There was tension between us at first.
17. a. It was a long flight.
b. The flight will be late.
c. The plane is due in ahead of schedule.
d. The flight was cancelled.
18. a. The new building has just been completed.
b. They will begin construction on the building in the fall.
c. The new building will be completed before the fall term begins.
d. They will decide in the fall when to start the new building.
19. a. It was the worst storm in history there.
b. It was beautiful there prior to the storm.
c. The storm changed the way the place looked.
d. The storm was difficult to picture.
20. a. Tom has the potential to do well.
b. Tom's grades are much better than before.
c. Tom is studying harder than ever.
d. Tom hasn't received his grades yet.
21. a. The switch on the TV doesn't work.
b. Could I watch TV a little longer?
c. The television doesn't belong to me.
d. May I turn off the television?
22. a. The movie was too scary for me to watch.
b. The movie was so boring I fell asleep.
c. I stayed up late watching a scary movie.
d. I had trouble sleeping after the movie.

23. a. The recently completed art center is a very creative place.
b. The proposed site for the art center is very scenic.
c. The new art center will exhibit the architect's drawings.
d. The architect was very inventive in designing the art center.
24. a. Shall I pick you up later after the party?
b. It was great going to the party together.
c. Would you like a ride to the party?
d. It was nice to run into you at the party.
25. a. If she applies right away, she can still join the modern music society.
b. They stopped her from applying for the modern music society.
c. Once she joined the modern music society, they closed applications.
d. She regrets that she can no longer join the modern music society.

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 will the man and woman probably do?
 - a. Regardless of the weather, they'll go to the soccer game.
 - b. After the soccer game, they'll watch a video at home.
 - c. Instead of going to the game, they'll watch it at home on TV.
 - d. They'll watch a video at home if the weather doesn't get better.

27. What has probably happened to the man?
 - a. He's grown taller.
 - b. He's gained weight.
 - c. He's been ill.
 - d. He's had an accident.

28. What should the man dial on campus to reach the woman?
 - a. 5378
 - b. 5588
 - c. 7358
 - d. 7538

29. What will the speakers probably be doing this weekend?
 - a. studying
 - b. camping
 - c. shopping
 - d. travelling

30. Based on this exchange, what can we say about the man?
 - a. He doesn't share things well with his brother.
 - b. He wishes he had not given his racket to his brother.
 - c. He may be generous, but he is also forgetful.
 - d. He thinks that his brother took his tennis racket.

31. What time will the meeting start?
 - a. Before nine.
 - b. At nine.
 - c. By ten.
 - d. After ten.

32. What are these people talking about?
 - a. The cold weather.
 - b. The man's health.
 - c. An exercise program.
 - d. A computer problem.

33. How did the basketball team perform?
 - a. Better than the man expected.
 - b. Not as well as the woman had hoped.
 - c. About as well as both speakers thought.
 - d. Not well enough to win the game.

34. What is the woman trying to communicate to the man?
- a. That she wants to watch the quiz show.
 - b. That the man has trouble hearing.
 - c. That watching quiz shows is a waste of time.
 - d. That she does not want to turn up the volume.
35. Which of the following statements is most accurate about the man?
- a. He is volunteering at the hospital instead of attending classes.
 - b. He is volunteering at the hospital until school starts again.
 - c. He has stopped volunteering because school started.
 - d. He volunteers at the hospital before classes.

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. Where does the announcement probably take place?
 - a. In a hotel restaurant.
 - b. Over a bus loudspeaker.
 - c. At a travel agent's office.
 - d. On the way to Aberdeen.

37. What is the purpose of the announcement?
 - a. To apologize for making last minute changes.
 - b. To urge everyone to finish breakfast quickly.
 - c. To introduce some new places for excursions.
 - d. To inform everyone of changes in their schedule.

38. What does the speaker think of the excursions?
 - a. They should be lengthened.
 - b. They should be less expensive.
 - c. Everyone will enjoy them.
 - d. They are difficult to organize.

39. What time will they leave for Glencoe?
 - a. 7:45 a.m.
 - b. 8:30 a.m.
 - c. 5:30 p.m.
 - d. 6:30 p.m.

40. What will everyone probably do next?
 - a. Pay for the excursions.
 - b. Finish their breakfast.
 - c. Pack their bags.
 - d. Get on the bus.

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

41. What is hypergamy?
 - a. The trouble some people have in finding a marriage partner.
 - b. The trend for more women to want higher education.
 - c. The gap between educated women and uneducated women.
 - d. The tendency for people to marry someone of higher status.
42. According to the article mentioned by the speaker, where is hypergamy common?
 - a. Mainly in the United States.
 - b. Mainly in richer societies.
 - c. In institutions of higher learning.
 - d. In many societies.
43. According to the speaker, what has happened in the US as women have become better educated?
 - a. Fewer women are dependent on their husbands' income.
 - b. Women have less trouble finding a marriage partner.
 - c. Some men have become less well educated.
 - d. Men have started to marry up the social ladder too.
44. According to the speaker, what has happened to the gap that existed in 1980?
 - a. It has grown wider.
 - b. It has not changed.
 - c. It has narrowed.
 - d. It has vanished.
45. Who are the real losers in the marriage market?
 - a. Well-educated men.
 - b. Well-educated women.
 - c. Poorly educated men.
 - d. Poorly educated women.

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 1

Text 1

A recent survey indicates that people who read for pleasure are many times more likely than those who don't to visit museums and attend musical performances, almost three times as likely to perform volunteer and charity work, and almost twice as likely to attend sporting events. Readers, in other words, are active, while nonreaders — more than half the population — have settled into apathy. There is a basic social divide between those for whom life is an accrual of fresh experience and knowledge, and those for whom maturity simply leads to mental laziness. The shift toward the latter category is frightening.

Reading is not an active expression like writing, but it is not a passive experience either. It requires effort, concentration, attention. In exchange, it offers stimulation and the fruit of thought and feeling. Interaction with the electronic media, on the other hand, tends to be passive. Despite the existence of good television, fine writing on the Internet and video games that test logic, the electronic media by and large invite inactive reception. One selects channels, but then the information comes out preprocessed. Most people use television as a means of turning their minds off, not on. Many readers watch television without ill effects, but for those for whom television replaces reading, the consequences are far-reaching.

What comes out of spending a day with a TV or a computer or a video screen is loneliness. Conversely, literary reading is an entry into a dialogue; a book can be a friend, talking not at you, but to you. That the rates of depression should be going up as the rates of reading are going down is no coincidence. Meanwhile, there is some persuasive evidence that escalating levels of Alzheimer's disease reflect a lack of active engagement of adult minds. While the disease appears to be determined in large part by heredity and environmental stimulants, it seems that those who continue learning may be less likely to develop Alzheimer's. So America's crisis in reading is a crisis in national health.

Even more important than the crisis in health brought on by the decline of reading is the crisis in national education. We have one of the most literate

societies in history. What is the point of having a population that can read, but doesn't? We need to teach people not only how, but also why to read. The struggle is not to make people read more, but to make them want to read more. The role of literature is to illuminate, to strengthen, to explain why some aspect of life is moving or beautiful or terrible or sad or important or insignificant for people who might otherwise not understand so much or so well. Reading is experience, but it also enriches other experience.

While there is much work to be done in the public schools, society at large also has a job. We need to make reading, which is in its essence a solitary endeavor, a social one as well, to encourage that great thrill of sharing experiences of books. We must weave reading back into the very fabric of the culture, and make it a pillar of community.

46. Which of the following would be the best title for this article?
 - a. The Social Divide Caused by Reading
 - b. The Survival of Print Media in an Electronic Age
 - c. The Importance of Reading for Pleasure
 - d. New Technology and Changing Reading Habits
47. The word "accrual" underlined in line 7 of the first paragraph is closest in meaning to which of the following?
 - a. absence
 - b. accumulation
 - c. abstraction
 - d. accounting
48. What does "it" underlined in line 2 of the second paragraph refer to?
 - a. Reading.
 - b. Active expression.
 - c. Passive experience.
 - d. Effort, concentration, attention.
49. Which of the following statements best reflects the writer's opinion of TV?
 - a. Even good TV has negative effects on most people.
 - b. Watching TV is more harmful for non-readers than readers.
 - c. It gives lonely people access to the outside world.
 - d. It allows people to experience things they otherwise could not.
50. Why does the writer conclude that the crisis in reading is a crisis in national health?
 - a. People who read get less exercise than those who play sports.
 - b. People who read a lot tend to be lonely people.
 - c. Most non-readers do not fully understand modern health risks.
 - d. Some diseases may be less common among people with active minds.

51. According to the writer, **there is an important division between which of the following groups?**
 - a. Those who can read and those who never learn to read.
 - b. Those who do read and those who do not read.
 - c. Those who learn as adults and those who learn as children.
 - d. Those who are apathetic and those who are mentally lazy.

52. What general trend in society is identified by the writer?
 - a. The move from reading as a solitary to a social activity.
 - b. The shift from life-long learning to mental laziness.
 - c. The transition from active reading to passive reading.
 - d. The decline in the overall literacy rates in the US.

53. Generally, what is the attitude of the writer toward the current trend in reading?
 - a. concerned
 - b. determined
 - c. disinterested
 - d. enthusiastic

54. What is the basic structure of the text?
 - a. Problem and solution.
 - b. Cause and effect.
 - c. Comparison and contrast.
 - d. Explanation of advantages and disadvantages.

55. How would the writer most likely answer the question: "What is the point of having a population that can read, but doesn't"?
 - a. There isn't a point.
 - b. Reading is the first step to mental health.
 - c. A population which can read is better than one which cannot read.
 - d. There is little difference between not being able to read and not reading.

Text 2

Intellectual life today is troubled by a great divide. On one side is a militant denial of human nature, a conviction that the mind of a child is a “blank slate,” an empty page, that is subsequently written upon by parents and society. For much of the past century, psychology has tried to explain all thought, feeling, and behavior with a few simple mechanisms of learning by association. Social scientists have tried to explain all customs and social arrangements as a product of the surrounding culture. A long list of concepts that would seem natural to the human way of thinking — emotions, family, gender — are said to have been “invented” or “socially constructed.”

At the same time, there is a growing realization that human nature exists. Anyone who has had more than one child or noticed that children learn language but house pets don't has recognized that people are born with certain talents and temperaments. An acknowledgment that we humans are a species with a timeless and universal psychology can be seen in the writings of great political thinkers, and without it we cannot explain the recurring themes of literature, religion, and myth. Moreover, the modern sciences of mind, brain, genes, and evolution are showing that there is something to the commonsense idea of human nature. Although no scientist denies that learning and culture are crucial to every aspect of human life, these processes don't happen by magic. There must be complex innate mental faculties that enable human beings to create and learn culture.

Sometimes the contradictory attitudes toward human nature divide people into competing camps. The blank slate camp tends to have greater appeal among those in the social sciences and humanities than it does among biological scientists. And until recently, it was more popular on the political left than it was on the right.

No good can come from this divide. The doctrine that human nature does not exist, in the face of growing evidence from science and common sense that it does, has led to contempt among many scholars in the humanities for the concepts of evidence and truth. Worse, the dogma of the blank slate often distorts science itself by making an extreme position — that culture alone

determines behavior — seem moderate, and by making the moderate position — that behavior comes from an interaction of biology and culture — seem extreme.

The denial of human nature has not just corrupted the world of intellectuals but has harmed ordinary people. The theory that parents can mold their children like clay has inflicted child-rearing programs on parents that are unnatural and sometimes cruel. It has distorted the choices faced by mothers as they try to balance their lives, and it has multiplied the heartache of parents whose children haven't turned out as hoped. The belief that human tastes are reversible cultural preferences has led social planners to ignore people's enjoyment of ornament, natural light, and human scale and forced millions of people to live in dull cement boxes. And the conviction that humanity could be reshaped by massive social engineering projects has led to some of the most savage acts in history.

56. What is the writer trying to do in this text?
 - a. Explain the divide between sociology and biology.
 - b. Warn of the negative consequences of distorting science.
 - c. Popularize a theory on the nature of human interaction.
 - d. Compare and contrast two different scientific theories.
57. What does the "blank slate" mentioned in the first paragraph refer to?
 - a. Socially constructed thinking.
 - b. A clean piece of paper.
 - c. A simple learning mechanism.
 - d. A baby's uneducated mind.
58. According to the writer, how can emotions and the concept of family be explained?
 - a. As results of learning by association.
 - b. As products of the surrounding culture.
 - c. As a part of human nature.
 - d. As social inventions of men and women.
59. Why does the writer mention the "modern sciences of mind, brain, genes, and evolution"?
 - a. As support for the theory that human nature might exist.
 - b. As examples that science cannot explain everything.
 - c. To prove that common sense has no place in science.
 - d. To show the importance of learning and culture.

60. The word “it” underlined in line 6 of the second paragraph refers to which of the following?
- A universal psychology.
 - The writing of political thinkers.
 - A growing realization.
 - An acknowledgement.
61. The word “dogma” underlined in line 4 of the fourth paragraph is closest in meaning to which of the following?
- common sense
 - doctrine
 - evidence
 - human nature
62. Belief in the blank slate theory is on one side of the divide described by the writer in this text. What belief is on the other side?
- That the social sciences appeal more to those on the political left.
 - That social engineering can modify human nature.
 - That culture and learning are irrelevant forces.
 - That behavior comes from the interaction of biology and culture.
63. Why, according to the writer, are many people forced to live in unattractive surroundings?
- Architects believe they can change people’s tastes to like them.
 - Social planners don’t care about the surroundings people live in.
 - People’s tastes vary depending on their cultural background.
 - Millions of people live in dull cement boxes.
64. Which of the following statements would the author most likely agree with?
- Human nature is fundamentally corrupt and must be bent by culture.
 - The blank slate theory works better in the social sciences and humanities.
 - The existence of human nature should be acknowledged by all.
 - The debate over conflicting theories is largely an intellectual issue.
65. In what sense is Text 1 like Text 2?
- Both texts suggest unique solutions to long-term scientific puzzles.
 - Both writers describe a gap that has serious consequences for our lives.
 - Both texts are primarily based on social science surveys.
 - Both writers are mainly interested in reshaping human nature.

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。

Contrary to popular belief, corporations and businessmen and even farmers and laborers don't really like a competitive market. Of course, when an open market allows us to expand our sales and profits, we think it's good. Much more often, ___(66)___ a competitive market means that someone ___(67)___ is out there producing the same goods and services at a lower price, ___(68)___ our profit and eventually, even our job. Farmers, for instance, ask the government to ___(69)___ agricultural imports ___(70)___ that they can maintain the prices for their own farm goods. That ___(71)___ promotes competition. Another example: When competition — either domestic or foreign — ___(72)___ companies to reduce wages, laborers are the first to ___(73)___. Above all, the people who ___(74)___ unsettling competition the most are the heads of the largest corporations. They prefer market stability, which means the preservation — or expansion — of their market share. ___(75)___, corporations want to control prices ___(76)___ they can minimize production costs and maximize profits. And practically speaking, there are a number of ___(77)___ they do this.

First of all, they can buy their competitors. Much of the motivation for merging with or acquiring another company is best understood ___(78)___ controlling market uncertainties by reducing competition ___(79)___ gaining a competitive advantage. Second, corporations try to ___(80)___ the market by withholding knowledge, especially technological knowledge. ___(81)___ the results of their research and development secret, they can ___(82)___ their competitors from fully competing with them. Third, corporations use advertising to invent — or shape — consumer demand. The vast majority of products bought and sold in the ___(83)___ marketplace are hardly needed; for example, people don't really need hamburgers or hair conditioners. They buy them in large quantities ___(84)___ the relentless influence of advertising.

And they especially buy those products from the particular companies that
___(85)___ and create the ads.

→ → →

- | | | |
|---|---|---|
| 66. a. furthermore
b. however
c. moreover
d. therefore | 67. a. else
b. himself
c. other
d. who | 68. a. is threatening
b. threatened
c. threatening
d. threatens |
| 69. a. censor
b. export
c. intervene
d. restrict | 70. a. by
b. in
c. of
d. so | 71. a. exactly
b. hardly
c. nearly
d. surely |
| 72. a. admits
b. creates
c. forces
d. prevents | 73. a. pretend
b. prevail
c. protect
d. protest | 74. a. hate
b. make
c. prefer
d. seek |
| 75. a. Approximately
b. Besides
c. Strongly
d. Ultimately | 76. a. in order
b. prior to
c. so that
d. to permit | 77. a. methods
b. techniques
c. times
d. ways |
| 78. a. as a means of
b. as meant for
c. by means of
d. to mean | 79. a. and thus
b. but not
c. or by
d. without | 80. a. control
b. enter
c. establish
d. finance |
| 81. a. By keeping
b. Keeping back
c. Keeping up
d. To keep | 82. a. fool
b. hide
c. prevent
d. save | 83. a. contemporary
b. contemplative
c. contemptible
d. contemptuous |
| 84. a. as opposed to
b. because of
c. in addition to
d. in connection with | 85. a. compete with
b. invest in
c. sell out
d. think on | |