

2007 年度英語読解力及び聴解力考査

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No.000001

受験番号					
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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

英語学力考査は初めに聴解力考査、次に読解力考査の順序で行います。読解力考査の指示は、聴解力考査が終わった後で行います。

聴解力考査の指示

0. You can make it!

1. 聴解力考査には、PART I,II,III,IV の 4 つがあります。
2. 各 PART が始まる前に、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。
3. 問題用紙には、問いと、4 つの答えが選択肢として与えられています。その中から最も適当と思われる答えを 1 つ選んで、解答用カードの相当欄を鉛筆で塗ってください。
4. 各 PART が終わったら、音声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。

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5. PART I では 13 の短い会話を聞きます。それぞれの会話についての問いに答えてください。
 6. PART II では PART I より長めの会話を 3 つ聞きます。それぞれの会話についての 2 つの問いに答えてください。
 7. PART III ではまず問題用紙に書かれている情報を読みます。その後、その情報に関する会話を聞きます。それぞれ 2 つの情報と会話についての 3 つの問いに答えてください。
 8. PART IV では長めの講義を 2 つ聞きます。それぞれの内容についての 5 つの問いに答えてください。

「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 answer to each question.

1. Where will they put the poster?
 - a. On the bulletin board
 - b. On a hanger
 - c. In the notice area
 - d. Beside the elevator
2. What will the man probably do?
 - a. Return the printer to the company
 - b. Have the printer fixed
 - c. Repair the printer himself
 - d. Purchase a new printer
3. What will the woman try to do?
 - a. Give a report on Monday
 - b. Review the man's paper
 - c. Find a meeting room for the man
 - d. Take time to reserve the meeting room
4. What does the man imply?
 - a. Frank likes to read a lot.
 - b. Frank is a talented dancer.
 - c. The woman doesn't really know Frank.
 - d. The woman should go to Frank's performance.
5. What is the man's problem?
 - a. He has misplaced his backpack.
 - b. He needs to return books to the library.
 - c. He forgot to borrow the books he needed.
 - d. He can't find his library books.
6. What does the man imply he will do?
 - a. Check the weather report
 - b. Go to the beach
 - c. Cancel his plans
 - d. Call the woman later
7. What does the woman mean?
 - a. She would like to ask the man a question.
 - b. She wonders if anyone can help them.
 - c. She can't give the man the directions he needs.
 - d. She's not interested in studying science.
8. What does the man imply?
 - a. The woman will get better soon.
 - b. He also missed the lecture this morning.
 - c. The woman should take better care of herself.
 - d. He didn't think the lecture was very interesting.

9. What does Professor Condon tell Karl?
 - a. She will change the due date of the paper.
 - b. She will extend the class period.
 - c. He can hand the paper in one day late.
 - d. He needs to meet the deadline.

10. What's the problem with their room?
 - a. It's not easy to get to.
 - b. It will be too noisy.
 - c. It's been reserved by another club.
 - d. It isn't big enough.

11. What does the woman mean?
 - a. She can't attend the talk.
 - b. She thinks the man is joking.
 - c. She's surprised the schedule was changed.
 - d. She's disappointed in the man's suggestion.

12. What does the man predict?
 - a. The woman will get more sympathy next time.
 - b. The woman won't be late again.
 - c. The woman will not learn from her mistake.
 - d. The woman may get a second chance.

13. What is the man's concern?
 - a. They'll be late for the movie.
 - b. The woman won't be able to finish her reading.
 - c. The woman won't like the movie.
 - d. They'll return home too late.

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PART II

Choose the best answer to each question.

Questions 14–15.

14. What has the woman been doing?
 - a. Riding the bus
 - b. Looking for the bus stop
 - c. Waiting for the man
 - d. Talking to the driver
15. What does the man want the woman to do?
 - a. Pay his bus fare
 - b. Ask the driver for directions
 - c. Change buses at the next stop
 - d. Return his wallet

Questions 16–17.

16. What is the man's problem?
 - a. He's late for a meeting.
 - b. He's in the wrong building.
 - c. He can't find the right room.
 - d. He forgot the meeting time.
17. What does the woman imply the man should do?
 - a. Wait outside the professor's office
 - b. Look for the professor in the library
 - c. Take the stairs down to the professor's office
 - d. Ask the professor about the reading

Questions 18–19.

18. Why doesn't the bookstore have any copies of the book the woman requests?
 - a. They were never ordered.
 - b. They are not required for a class.
 - c. They have all been sold.
 - d. They never arrived at the bookstore.
19. We can infer from the conversation that the book is most likely concerned with
 - a. international economics.
 - b. twentieth century politics.
 - c. English in the world today.
 - d. new theories in physics.

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PART III

Choose the best answer to each question.

Text A:

<h2>Invitation</h2> <p><i>Bellview University</i></p> <p>University President Edward E. Norton cordially invites you to attend the annual college-wide reception.</p> <p>Event: President's Reception Where: Central Cafeteria, Dining Room B When: Saturday, April 30, 11:30 am-1:30 pm</p> <p>Please return the bottom portion of this form to the Student Services Office, Administration Building, AB-160, by April 15th, if you plan to attend.</p> <p>-----</p> <p>RSVP: I will attend the President's Reception, April 30th.</p> <p style="text-align: center;">Name _____</p>	
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(Listen to the conversation)

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20. Who is going to the reception?
 - a. Both the man and the woman
 - b. The man, but not the woman
 - c. The woman, but not the man
 - d. Neither the woman nor the man

 21. What is the man probably going to do next?
 - a. Drop his invitation off at the cafeteria
 - b. Go to the post office to mail his invitation
 - c. Check his mailbox for his invitation
 - d. Take his invitation to the Student Services Office

 22. On what date did this conversation take place?
 - a. April 1
 - b. April 15
 - c. April 23
 - d. April 30

Text B:

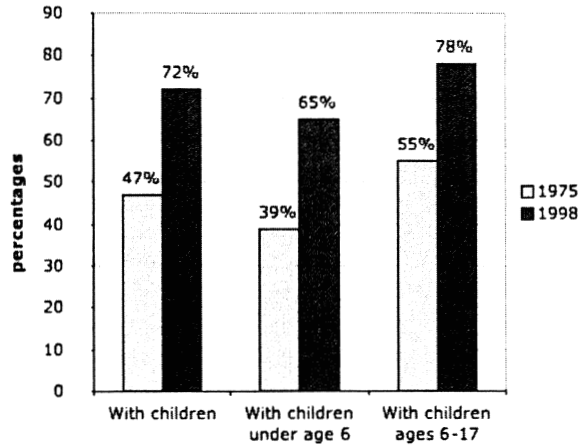


Figure 1. The percentage of working mothers in the workforce, by age of child (1975 and 1998)

(Listen to the conversation)

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23. In 2005, what was the percentage of working mothers with children younger than six?
- 65%
 - 70%
 - 75%
 - 80%
24. What effect does the government hope to achieve by building day-care centers across the country?
- To double the percentage of available day-care centers to 80%
 - To raise the proportion of working mothers with young children to 78%
 - To increase the overall percentage of working mothers to 80%
 - To add 5,000 new jobs for working mothers with children under six
25. What is the man's opinion of the government's plan to build more day-care centers?
- It's a good idea and long overdue.
 - It's unrealistic and unlikely to happen.
 - It won't have the intended effect.
 - It will be too expensive to achieve.

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PART IV

Choose the best answer to each question.

Text C:

Recent research by sports psychologists and performance experts has revealed that the key to achieving peak performance—regardless of the activity—lies in two quite different mental skills: first, the will and discipline to rigorously train the body physically, and second, the ability to be physically and mentally relaxed during a game or match, allowing the body and mind to automatically take over and work together so that the athlete can perform at his or her peak.

(Listen to lecture)

26. What is the first mental skill needed by athletes?
 - a. The power to concentrate on a task and to ignore distraction
 - b. The capability to visualize what one wants to achieve
 - c. The determination and drive to train physically
 - d. The ability to relax when not training or performing
27. The example of golfers was used to illustrate
 - a. giving oneself positive feedback.
 - b. using stress to improve consistency.
 - c. staying focused in the present.
 - d. creating clear goals for oneself.
28. According to the speaker, “mistakes” during a performance should be regarded as
 - a. errors to be avoided.
 - b. lessons to be learned from.
 - c. unavoidable elements.
 - d. factors influencing outcome.
29. The speaker mentions dentists and lawyers to make the point that
 - a. most golfers can significantly improve their golf skills.
 - b. people in a variety of jobs now seek performance training.
 - c. they are as well trained as professional athletes.
 - d. both need to recover quickly from mistakes.
30. It can be inferred from the talk that the speaker believes
 - a. physical training is more important than mental training.
 - b. some performers harm themselves by training too much.
 - c. with the right training, almost anyone can be a good athlete.
 - d. nearly everyone could benefit from performance training.

Questions 31–35.

(Listen to lecture)

31. What is this talk mainly about?
 - a. Environmental damage in Asia over the last 30 years
 - b. The relationship between energy use and growth in Asia
 - c. Identifying challenges for quality growth
 - d. Maintaining sustainable urban development

32. In order to support the claim that growth in Asia needs to be inclusive, the speaker mentions
 - a. unbalanced development between urban and rural areas.
 - b. unequal educational opportunities for males and females.
 - c. uneven political participation in various regions of Asia.
 - d. dissimilar industrial growth rates in Asian countries.

33. According to the speaker, approximately what percentage of people in Asia live in rural areas?
 - a. 75%
 - b. 66%
 - c. 55%
 - d. 44%

34. The speaker says that the greatest risk to sustainable growth in Asia is
 - a. low levels of education.
 - b. poor health care.
 - c. high energy consumption.
 - d. rising crime rates.

35. We can probably assume that the speaker
 - a. disagrees with the commonly held conceptions of growth.
 - b. believes technology stimulates growth.
 - c. thinks raw growth contributes to social stability.
 - d. feels Asia's high growth rate will continue.

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読解力考査の指示

1. 読解力考査には、PART 1 とPART 2 の2つがあります。
2. 解答時間は、PART 1, PART 2 を合わせて60分です。どちらのPART、どの問いから始めてもかまいません。
3. 各問いには4つの答えが選択肢として与えられています。その中から最も適切と思われる答えを1つ選んで、解答用カードの相当欄を鉛筆で塗ってください。
4. 考査終了の指示があったら直ちに鉛筆を置いて、考査用紙と解答用カードを係りが集め終わるまで待っていてください。

5. PART 1 では、2つの文章をよく読んで、それぞれの文章についての10の問いに答えてください。文章はくりかえし読んでもかまいません。
6. PART 2 では、文章中の20の空欄を埋めて、意味が通るように文章を完成させてください。PART 2 の解答指示は17頁にありますので、それに従ってください。

PART 1

Text 1

Every generation has its illusions. One of ours is that “globalization”—the internationalization of trade, services, and information-sharing—will change humankind for the better. Yet while globalization itself is real enough, the visions of it championed by its proponents only make it harder to grasp what’s now happening—and what isn’t.

Among the many myths surrounding globalization, two stand out: the notion that this phenomenon is new and, more dangerously, that it will lead to an age of utopian peace. Those who see globalization as unprecedented simply don’t know history. Those who imagine that globalization (courtesy of the Internet) will deliver greater understanding and worldwide peace, don’t know human nature.

Globalization today may proceed at a swifter pace, generate greater wealth and touch more lives, but its essence is at least 2,500 years old. Previous cultures have also believed that their moment in history was unique, but trade between nations has always affected customs, commerce, and values across borders. Greek culture in the age of Alexander influenced India’s hairstyles, while eastern silks were sold in Caesar’s Rome. Chinese porcelain and coins more than a thousand years old routinely turn up in East Africa. Meanwhile, in the Indian Ocean where Portuguese warships once controlled the spice trade, U.S. Navy destroyers and aircraft carriers now enable the oil trade. The commodities have changed, but not the strategic geography.

The second myth—that globalization will bring about peace—also has ancient roots. The human desire to believe in a worldly paradise is as old as recorded history. And for just as long it has proven illusory, especially given the sometimes deadly combination of our good intentions and our basic selfishness. Historical eras of relative peace never came about because competing cultures agreed to cooperate, but because both sides were exhausted by war, or less often, because a domineering power laid down the rules. No peace has lasted. Predictions that humankind has finally learned the lessons of war echo in every age. Not long after the idealistic League of Nations was founded, World War II broke out. Following the well-intentioned establishment of the U.N., the Cold War set in, prompting countless regional wars. Then again, after the collapse of the Soviet Union, optimists claimed that globalization and democracy would sweep the world and put an end to conflict. Instead, there were bloodbaths in the Balkans, genocide in Africa, civil strife

in Central America, and the pouring out of destructive passions that the Cold War had long kept dammed up.

Far from uniting humanity, globalization has made billions of people more aware and more resentful of economic disparities and injustice. And since globalization inherently threatens conventional values and traditional societies, it has led to a surge in fundamentalism of every kind: Christian, Islamic, Hindu, Jewish, and nationalistic. As for the Internet, for all its practical utility, its ability to unite violent groups and recruit them new members has made it the greatest tool for spreading hatred since the invention of the printing press.

This is an age of new possibilities for the most talented humans. Yet it is also an age of prejudice rekindled, with digital propaganda the source of the fuel. The future is rich with new possibilities, but it will take a firm grasp of reality to maximize those opportunities, such as the good sense to realize that globalization may well stoke rather than cool conflict, and to realize that paradise on earth will always be an impossible dream.

36. The writer's main purpose in this passage is to
 - a. clear up widespread misunderstandings.
 - b. predict coming dangers.
 - c. explain religious prejudices.
 - d. propose a new vision of the future.
37. It can be inferred from paragraph 3 that the writer believes
 - a. military power and global trade are connected.
 - b. a common monetary unit is needed for global trade.
 - c. globalization contributed to the decline of the Roman Empire.
 - d. that in ancient times globalization was more influential.
38. The word "commodities" underlined in line 8 of paragraph 3 refers to which of the following?
 - a. oil and spices
 - b. customs, commerce, and values
 - c. destroyers and aircraft carriers
 - d. Alexander's Greece and Caesar's Rome
39. What do the two myths of globalization have in common?
 - a. Both are impractical.
 - b. Both are hard to disprove.
 - c. Both have evolved over time.
 - d. Both have origins in the distant past.
40. According to the writer, under what conditions does peace usually occur?
 - a. When societies agree to cooperate
 - b. When visionary leaders guide nations
 - c. When countries are worn out by armed conflict
 - d. When nations mutually benefit from trade

41. The writer mentions the League of Nations and the U. N. to illustrate that
- we haven't learned from our past.
 - societies are gradually becoming more just.
 - governments have the capacity to change society.
 - the world is becoming increasingly unified.
42. The two words "disparities" and "injustice" underlined in line 2 of paragraph 5 can best be replaced by which of the following pairs of words?
- crimes ... injuries
 - violations ... wrongs
 - inequalities ... unfairness
 - hardships ... illegalities
43. What is the writer's principal view of the Internet?
- It hinders true globalization.
 - It has enormously increased knowledge.
 - It will soon replace printed text.
 - It promotes hostility and ill-feeling.
44. In the last paragraph, the writer uses a metaphor to compare prejudice to
- fire.
 - paradise.
 - money.
 - a computer.
45. The writer believes that peace on earth is an impossible dream because
- resources are inherently limited.
 - nations seldom unite in larger units.
 - countries naturally try to gain more territory.
 - our good intentions and our selfishness can't be balanced.

Text 2

Not all social animals are social with the same degree of commitment. In some species, the members are so interdependent they seem to be cells of the same tissue. The social insects are like this. They move, and live all their lives, in a mass; a beehive, for instance, is essentially a spherical animal. In other species, less compulsively social, the members make their homes together, pool resources, travel in packs or herds or schools, and share food, but any single one can survive alone, detached from the rest.

It is not a simple thing to decide where we humans fit in the larger scheme, for at one time or another in our lives we manage to organize in every imaginable social arrangement. We are as interdependent—especially in our cities—as bees or ants, yet we can detach ourselves if we wish and go live alone in the woods, in theory anyway.

Perhaps the gift of language is the single human trait that marks us all genetically, setting us apart from the rest of life. Language is, like nest-building for birds or hive-making for bees, the universal and biologically specific activity of human beings. We engage in it communally, compulsively, and automatically. We cannot be human without it; if we were to be separated from it, our minds would perish as surely as bees lost from their hive.

The capacity to recognize language rules, to organize words into intelligible sentences, is innate in the human mind. We are programmed to identify patterns and generate grammar. As chicks are endowed with an innate capacity to read information in the shapes of overhanging shadows, telling the hawk from other birds, we can identify the meaning of grammar in a string of words, and we are born this way.

Nevertheless, we work at this skill all our lives, and collectively we give it life. Yet, we do not exert much control over language, not as individuals or committees or academies or governments. Language, once it comes alive, behaves like an active, mobile organism. Parts of it are always being changed, by a ceaseless activity to which all of us are committed; new words are invented and inserted, old ones have their meaning altered or abandoned. New ways of stringing words and sentences together come into fashion and vanish again, and in the process the underlying structure evolves and expands. Individual languages may age and even die, but they leave progeny. Separate languages can exist side by side for centuries without touching each other, maintaining their integrity with the vigor of incompatible tissues. At other times, two languages may come together, fuse, reproduce, and give rise to new varieties.

Language, then, is at the core of our social existence, holding us together, housing us in meaning. It may also be safe to say that creating art and making music are functions of the same universal, genetically determined mechanism. These are not bad things to do together. If we are social creatures because of this, and therefore like ants, I for one do not mind.

46. In this passage the writer mainly discusses
 - a. the unique aspects of language.
 - b. how humans regard social insects.
 - c. why languages grow and change.
 - d. language as a socializing force.
47. What does the word “one” underlined in line 6 of paragraph 1 refer to?
 - a. homes
 - b. members
 - c. species
 - d. packs or herds or schools
48. What can we infer about the writer’s view of humanity from the second paragraph?
 - a. Humans are more like bees than lone wolves.
 - b. Humans have forgotten how to live alone.
 - c. Human interdependency is not easy to categorize.
 - d. Humans need to decide where they fit in the social scale.
49. What does the writer mean by referring to language as a gift?
 - a. We receive language as our human birthright.
 - b. Like gifts, language makes us happy.
 - c. Language wraps our thoughts inside words.
 - d. We give our native tongue to our children.
50. The writer regards language use in humans as
 - a. instinctual.
 - b. invented.
 - c. artistic.
 - d. individual.
51. In paragraph 5, all of the following are mentioned as examples of the tendency for language to change EXCEPT
 - a. the alteration of word meaning.
 - b. the appearance of new words.
 - c. the importation of foreign words.
 - d. the disappearance of languages.
52. The two words “integrity” and “incompatible” underlined in line 10 of paragraph 5 can best be replaced by which of the following pairs of words?
 - a. goodness ... healthy
 - b. completeness ... unmixable
 - c. honesty ... contradictory
 - d. fluency ... dynamic

53. What would the writer probably think if a country such as Japan or France created a “language police” to make sure the nation’s language remained pure?
- a. Protecting language would protect culture.
 - b. Other human languages would die as a result.
 - c. The proposal would help prevent loss of old words.
 - d. Such an effort is likely to fail.
54. We can infer from the last line of the text that the writer thinks
- a. some readers may object to being compared to insects.
 - b. some readers don’t like art or music.
 - c. people should use language more carefully.
 - d. society should pay more attention to language.
55. What do Text 1 and Text 2 have in common?
- a. They attempt to shed light on basic human characteristics.
 - b. They attempt to resolve long-standing social problems.
 - c. They attempt to eliminate illusions about human behavior.
 - d. They attempt to explain social trends in terms of political science.

PART 2

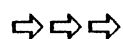
次の文章には20の空欄(56-75)があり、18頁に各空欄に対する4つの選択肢が与えられています。最初に1度文章を通読して、全体の意味を把握するようにつとめてください。その後、各空欄に最も適切と思われる答えを1つ選び、解答用カードの相当欄を鉛筆で塗ってください。

Data graphics visually display measured quantities by means of the combined use of points, lines, coordinate systems, numbers, symbols, words, shading, and color.

The use of graphics to show numbers is a ___(56)___ recent invention, ___(57)___ because of the diversity of skills required. It was ___(58)___ 1750-1800 that statistical graphics were invented, long after such ___(59)___ of mathematical ingenuity as logarithms, calculus, and the basics of probability theory. The ___(60)___ William Playfair (1759-1823) developed or improved ___(61)___ nearly all the fundamental graphical designs, ___(62)___ to replace conventional tables of numbers ___(63)___ the systematic visual representations of his "linear arithmetic."

Modern data graphics can do ___(64)___ more than simply substitute for small statistical tables. ___(65)___ their best, graphics are ___(66)___ for reasoning about quantitative information. Often the most effective way to describe, explore, and summarize a set of numbers, ___(67)___ a very large set, is to look at pictures of those numbers. ___(68)___, of all methods for analyzing and communicating statistical information, well-designed graphics are usually the simplest and ___(69)___ time the most powerful.

Our discussion here focuses on the design of statistical graphics and, as such, it is concerned ___(70)___ with design and with statistics. But it is also about how to communicate information through the ___(71)___ presentation of words, numbers, and pictures. The design of statistical graphics is a universal matter—like mathematics—and is not tied to unique features of a particular language. Each year, the world over, somewhere between 900 billion and 2 trillion images of statistical graphics ___(72)___. The principles discussed here apply to ___(73)___ graphics. Some of the ___(74)___ changes introduced here are small, but others are substantial, with ___(75)___ for hundreds of billions of printed pages.



56.	a. currently b. lately c. sharply d. surprisingly	57.	a. and b. however c. largely d. that's	58.	a. not until b. only before c. up to d. within
59.	a. convention b. hopes c. outcome d. triumphs	60.	a. remark b. remarking c. remarkable d. remarkably	61.	a. by b. for c. over d. upon
62.	a. had been seeking b. had sought c. seeking d. sought	63.	a. along b. as c. to d. with	64.	a. little b. much c. several d. some
65.	a. Above b. At c. In d. Moreover	66.	a. instrument b. instrumentalist c. instrumentally d. instruments	67.	a. even b. perhaps c. since d. that
68.	a. Although b. Furthermore c. Genuinely d. Regardless	69.	a. at b. at the same c. in d. most of	70.	a. both b. doubly c. neither d. well
71.	a. continuous b. current c. repetitive d. simultaneous	72.	a. are printed b. are printing c. have been printed d. print	73.	a. almost those b. most of those c. those most d. the most of those
74.	a. argument b. persuasive c. recommendation d. suggested	75.	a. consequences b. purposes c. numbers d. significances		