

2008 年度英語読解力及び聴解力考査

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(This is NOT the official Exam.)

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. Achieve Your Goal!

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。2 つの情報とそれに続く会話について、それぞれ 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 are the man and the woman?
  - a. In a waiting room
  - b. At a restaurant
  - c. In a car
  - d. In an airport lounge
  
2. What can be inferred about the woman?
  - a. She didn't like the cold weather.
  - b. She doesn't like going to the beach.
  - c. She was waiting for the man.
  - d. She recently felt sick.
  
3. What does the woman mean?
  - a. She plans to attend the game.
  - b. She doesn't want to go to the game.
  - c. She intended to go to the game today.
  - d. She hopes it won't rain during the game.
  
4. What do the man and woman plan to do?
  - a. Go to a movie
  - b. Take a walk
  - c. Work at the lab
  - d. Watch television
  
5. What does the woman say about her summer vacation?
  - a. It wasn't long enough.
  - b. She did a lot of school work.
  - c. She had nothing to do.
  - d. It was very exciting.
  
6. What does the man imply about John?
  - a. He is a big fan of classical music.
  - b. He has a good sense of humor.
  - c. He doesn't like to spend money.
  - d. He stayed home last night.
  
7. What will the man probably do?
  - a. Give the photos to the woman
  - b. Continue to work by himself
  - c. Go to the student center
  - d. Call the photoshop himself
  
8. What is the man's problem?
  - a. He lost his student ID card.
  - b. He won't be able to rent the car.
  - c. He is late for work at the library.
  - d. He can't check out the books he needs.

9. What will the woman most likely do?
  - a. Have her computer repaired immediately
  - b. Ask Jack to help her finish the assignment
  - c. Ask Jack to lend her his personal computer
  - d. Go to the Media Center to use a computer
  
10. What does the man criticize about the English class?
  - a. The teaching techniques
  - b. The reading materials
  - c. The evaluation methods
  - d. The assigned homework
  
11. What can we assume about the man?
  - a. He applied to the same university as Hiroyuki.
  - b. He doesn't know Hiroyuki very well.
  - c. He is surprised the woman has heard the news.
  - d. He goes to the same university as the woman.
  
12. What will the man and woman probably do?
  - a. Cancel the course
  - b. Wait a little longer
  - c. Call the professor
  - d. Arrive late for class
  
13. What are the man and woman planning to do?
  - a. Play golf
  - b. Play tennis
  - c. Clean up the kitchen
  - d. Go out for dinner

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## PART II

*Choose the best answer to each question.*

*Questions 14–15.*

14. Why is the woman calling?
  - a. To meet Professor Sumida at a conference
  - b. To register for Professor Sumida's class
  - c. To make an appointment with Professor Sumida
  - d. To ask for instructions about Professor Sumida's class
15. What will the woman probably do?
  - a. Sign up for her classes
  - b. Wait for Professor Sumida
  - c. Choose different courses
  - d. Come back in the afternoon

*Questions 16–17.*

16. What is the woman's problem?
  - a. She wants to change her major.
  - b. She can't decide which school to apply to.
  - c. She doesn't know when to leave for California.
  - d. She has insufficient time to complete the paperwork.
17. What will the woman probably do next?
  - a. Visit the Santa Barbara campus
  - b. Speak with the man's friend
  - c. Send an e-mail to the University of Melbourne
  - d. Ask for more time to finish her paper

*Questions 18–19.*

18. What challenge is the woman facing?
  - a. She has to give a presentation.
  - b. She has to take several tests.
  - c. She has to write a report.
  - d. She has to lead a discussion.
19. What is the man planning to do during break?
  - a. Take a trip
  - b. Study for a test
  - c. Visit his parents
  - d. Find work



### PART III

*Choose the best answer to each question.*

*Text A:*

**University Volleyball Panthers vs. Evansville Tigers — Friday September 21  
Davies Gymnasium: 7:00 p.m. - 9:00 p.m.**

Come watch the Panthers challenge Evansville. Tickets are \$5 for adults and \$3 for children. Student admission is free with a valid student ID. Sign up for the Papa Paul Pizza contest to win free pizza coupons, between games 2 and 3, by serving volleyballs over the net to hit empty pizza boxes on the court.

Tickets are available for purchase at the west entrance ticket window of Davies Gymnasium one hour before the match begins.

Information regarding this and other Panther Athletics events can be found at [WWW.BUCHO.NET](http://WWW.BUCHO.NET)

*(Listen to the conversation)*

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20. How much will the man and woman have to pay for volleyball tickets?
- Nothing, with their student IDs
  - Three dollars, with their student IDs
  - Five dollars, without their student IDs
  - Ten dollars, without their student IDs
21. What time will they meet on Friday?
- 5 p.m.
  - 6 p.m.
  - 7 p.m.
  - 8 p.m.
22. Why does the woman say, "I'd better start practicing my serves"?
- She hopes she'll score more points.
  - The volleyball team is looking for new members.
  - She is not a good volleyball player.
  - She would like to win a pizza.

Text B:

Where the Rich Live

<b>United States</b> 37%	<b>Japan</b> 27%	<b>Britain</b> 6%	<b>France</b> 5%	<b>Italy</b> 4%	<b>Germany</b> 4%
<b>Netherlands</b> 2%	<b>Canada</b> 2%	<b>Spain</b> 1%	<b>Switzerland</b> 1%	<b>Taiwan</b> 1%	<b>Rest of the World</b> 10%

What the Rich Own

<b>1% own 40% of total global wealth</b>	<b>2% own 51% of total global wealth</b>	<b>5% own 71% of total global wealth</b>	<b>10% own 85% of total global wealth</b>
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What the Rest of the World Owns

<b>40% of population owns 14% of total global wealth</b>	<b>50% of population owns 1% of total global wealth</b>
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(Listen to the conversation)

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23. What percentage of the world's wealth does the poorest half of the population own?
- a. 1%
  - b. 2%
  - c. 5%
  - d. 10%
24. What is unique about this survey?
- a. It was the first to measure income.
  - b. It surveyed 90% of the world's wealthy people.
  - c. It includes all the world's countries.
  - d. It is surprisingly accurate.
25. How will the 2008 survey probably differ from the 2003 survey?
- a. It will include household wealth.
  - b. It will note the poor own even less global wealth.
  - c. It will increase the number of countries in the survey.
  - d. It will show a greater portion of the rich live in China and India.

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## PART IV

*Choose the best answer to each question.*

*Text C:*

In 2006, Muhammad Yunus, the founder of Grameen Bank, was awarded the Nobel Peace Prize. His bank lent nearly 6 billion dollars over the last 30 years in loans that average \$130 each. A key requirement of the program is that its loans must be for income-producing activities, not consumption. These small “micro-loans” can be life transforming for the recipients. Yunus is widely applauded for lifting millions of Bangladeshi peasants out of poverty through his micro-lending initiative.

*(Listen to lecture)*

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26. Which one of the following statements would the speaker most likely agree with?
  - a. The average size of the Grameen loan should be increased.
  - b. People everywhere have the same economic interests.
  - c. Determining the appropriate loan amount is the key to a successful bank.
  - d. What worked so well in Bangladesh may not work in other countries.
27. According to the speaker, why did the Malaysian micro-lending program expand so quickly?
  - a. The first loans were very successful.
  - b. The costs were paid by the government.
  - c. More staff was required to advise borrowers.
  - d. Government workers were able to obtain loans.
28. What does the speaker imply about the Malaysian micro-lending program?
  - a. It had little impact on poverty.
  - b. It raised local standards of living.
  - c. It reduced the number of bad loans.
  - d. It changed cultural practices.
29. What happened when the micro-lending program was introduced into India?
  - a. More women dropped out of the workforce
  - b. More women were able to have children
  - c. The divorce rate rose sharply
  - d. Overall family income fell
30. According to the speaker, what is the most important lesson of the Grameen Bank program?
  - a. Women are the key to micro-lending success.
  - b. Better education reduces poverty.
  - c. Increased saving benefits the economy.
  - d. Strong cultural traditions can be changed.



Questions 31–35.

(Listen to lecture)

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31. What is the purpose of this talk?
  - a. To offer reasons why male whales sing
  - b. To show how scientists conduct whale research
  - c. To question common myths about whales
  - d. To explain the social interactions of whales
32. According to the speaker, what is one reason why whale song is different from bird song?
  - a. Whale song has more variety.
  - b. Whales sing together in groups.
  - c. The territory of each singing whale is wider.
  - d. Female whales don't pay attention to male singing.
33. According to Professor James Darling, why do male whales sing?
  - a. To pass on warnings to other male whales
  - b. To recognize their male whale friends
  - c. To help themselves navigate during migration
  - d. To determine their ranking within a group
34. What does the speaker find most amazing about whale song?
  - a. Songs change completely over a breeding season.
  - b. Songs can be heard over distances as far as fifteen miles.
  - c. Widely separated whales revise common songs at the same time.
  - d. Whale groups share several common songs.
35. According to the speaker, what is the largest problem facing scientists who study whale song?
  - a. They don't really know how to conduct future research.
  - b. The distances involved in tracking whale groups are too large.
  - c. The number of songs is too great to successfully analyze.
  - d. The whale songs are too complex to conduct accurate measurements.

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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16頁にありますので、それに従ってください。

## PART 1

### *Text 1*

1. Neither chimpanzees nor any of the other 220 species of nonhuman primates have easily visible white areas around their eyes. This means that if their eyes are looking in a direction other than the one in which their heads are pointing, we can easily be fooled about what they are looking at. By contrast, the whites of human eyes are several times larger than those of other primates, which makes it much easier to see where their eyes, as opposed to their heads, are pointed. Trying to explain this trait leads us into one of the deepest and most important topics in the modern study of human evolution: the evolution of cooperation.

2. Evolution demands that if my eyes are especially easy to follow, it must be of some advantage to me. One possible advantage is that especially visible eyes made it easier to coordinate close-range collaborative activities in which determining where another was looking, and perhaps what he or she was planning, benefited both participants. For example, if we were gathering berries to share, with one of us pulling down a branch and the other harvesting the fruit, it would be useful—especially before language evolved—for us to coordinate our activities and communicate our plans using our eyes, and perhaps other visually-based signs.

3. Of course, it's possible that having large whites of the eyes served some other purpose, such as advertising good health to potential mates. Such an advantage, however, would apply to other primates as well. Cooperation, on the other hand, singles out humans, because humans coordinate activities to accomplish particular social purposes such as to construct buildings, create social institutions and even, paradoxically, organize armies for war.

4. In a recent experiment, our research team has shown that even infants—at around their first birthdays—tend to follow the direction of another person's eyes, not their heads. Thus, when an adult looked at the ceiling with eyes only (head remaining straight ahead), infants looked to the ceiling in turn. However, when the adult closed her eyes and pointed her head to the ceiling, infants did not very often follow. Our nearest primate relatives, the African great apes, showed precisely the opposite pattern of gaze following. When the human pointed her eyes only to the ceiling (head remaining straight ahead), they followed only rarely. But when she pointed her head only (eyes closed) to the ceiling, they followed much more often. This clearly demonstrates that humans are sensitive to the direction of the eyes in a way that our nearest primate relatives are not.

5. We are still a long way from figuring out how humans evolved to do so many complicated things together—from building houses to creating universities to making war. But the simple fact that we have evolved highly visible eyes, to which infants attune even before acquiring language, supplies at least one small piece of the puzzle.

36. Which of the following can be inferred from paragraph 1?
- We can easily fool other humans with our eyes.
  - The gaze of nonhuman primates can easily deceive us.
  - Pointing with the head is inherently deceptive among all primates.
  - The directions that the human head and eyes point to are in contrast.
37. According to the text, one practical effect of humans having large white areas visible around their eyes is they can
- better express their emotions.
  - display their physical health.
  - more easily fool others.
  - distinguish where a person is looking.
38. Paragraphs 1 and 2 imply that compared with other primate species, humans are
- more violent.
  - more social.
  - more lively.
  - more practical.
39. The word "paradoxically" underlined in line 5 of paragraph 3 is closest in meaning to which of the following?
- essentially
  - contradictorily
  - instinctively
  - spontaneously
40. What can be inferred from paragraph 4 about the infants of great apes and humans?
- Their gaze patterns contrast markedly.
  - The quality of their vision is about the same.
  - They mainly communicate face-to-face.
  - They have evolved from a common ancestor.
41. The word "they" underlined in line 7 of paragraph 4 refers to which of the following?
- African great apes
  - infants
  - birthdays
  - her eyes
42. The writer implies that language acquisition in children
- is largely instinctual.
  - precedes nonverbal communication.
  - results from social interaction.
  - varies widely.

43. Which of the following points is NOT made about the African great apes?
- They are our nearest primate relatives.
  - They react to the direction a head is pointing.
  - They are less sensitive to the direction of eyes.
  - They are more dependent on each other.
44. When it comes to understanding how humans evolved to do so many complicated things together, the writer believes
- current social behavior offers few clues.
  - scientists have a well-supported and detailed theory.
  - studying primates offers little practical evidence.
  - the highly visible human eye implies an explanation.
45. What does "the puzzle" underlined in line 4 of paragraph 5 refer to?
- why human gaze patterns differ from those of other primates
  - how human social awareness and cooperation evolved
  - what the most essential human characteristics are
  - whether language or nonverbal communication evolved first

## Text 2

1. Up until the end of the fourth century A.D., texts were read aloud, not silently. The mind understood the meaning of words as much through the ear as the eye. This was due to the technology of text. Manuscripts and scrolls were rare objects, unavailable to most people, so groups gathered to hear them read aloud. Even when alone, readers moved their lips and read out loud. On the page, the words were not separated, as here, and there was no punctuation, which meant that the reader had to depend on prior knowledge of a text to make sense of the continuous line of letters. That knowledge was gained by having heard others read the text earlier. Vocalizing was the way in which text could initially be understood, and memorization was the way that understanding could be passed on.

2. But then something happened. At a certain point humans began to read silently and in privacy. Vocalization and memorization gave way to quiet reflection. "Silence!" became the librarian's command. In time, that silence led to the spaces and punctuation marks that made each single reader the master-decoder of written language. A revolution occurred not only in the way texts were formatted and regarded, but in the way consciousness was formed. One of the most famous examples of this shift is reported in the book, *The Confessions*. The young Augustine noted that his mentor, Ambrose, was reading a book without moving his lips: "We saw him reading silently, and never otherwise." What Augustine saw in Ambrose was an instance of pure "interiority"—reading as a contemplative act. At this pivotal moment, Augustine embraced the philosophical ideal that would define him from then on—inner life as absolute.

3. Where before Augustine had regarded the Bible as the "Word of God," now he understood that the text of Scripture does not become the Word until it enters the believer's consciousness. This marked a move away from the authoritarian control of literal meaning to the imaginative independence of the intelligent reader. Here is the most important implication of reading as a wholly interior act: To perceive is to interpret. Truth has no meaning apart from its meaning in the reader's mind. Silent reading is thus both the sign of and a means to self-awareness, with the knower taking responsibility for what is known.

4. This individualism is the bedrock principle of democracy, a form of social organization that became possible only when contemplative reading was widely enabled by the mass production of the printing press, and the popular education that followed it. Moreover, democracy assumes the protection of the values that contemplative reading makes possible: the self-awareness of citizens, their privacy, and their capacity for a thoughtful inner life. Only because of such reading is each person a center of knowing, thinking, choosing, and acting. But what happens to consciousness when such values are put at risk?

5. That is the question today. Once again, as occurred when the scroll became the book, innovations in technology that change the primal experience of reading are causing a shift in consciousness. Words on a computer screen come to the eye differently than from the page, and who knows yet what that difference means and does? The main feature of interaction between readers and what is read electronically has become interruption. The Internet, e-mail, instant messaging, talk radio, and even audio books all assume a mind capable of multi-tasking.

6. Yet multi-tasking is the enemy of reflection and interiority. It may be too soon to know what all of this is doing to us, but before this era ends, don't be surprised to see peoples' lips moving once again.

\* From Silent reading in public life by James Carroll, The Boston Globe (2007/02/12)

46. Paragraph 1 refers to all of the following factors in the tendency for people in the ancient world to read aloud EXCEPT
- the scarcity of texts.
  - the lack of punctuation.
  - the absence of public education.
  - the relationship between memorization and meaning.
47. The introduction of spacing and punctuation in a text helped
- to make memorization of text easier.
  - readers to take advantage of prior knowledge.
  - readers to increase their common understanding.
  - each reader to individually comprehend the reading.
48. The phrase "this shift" underlined in line 6 of paragraph 2 refers to which of the following?
- the formation of consciousness
  - the introduction of spacing and punctuation
  - the revolution in meaning
  - the philosophy of a reader
49. In paragraph 3, the writer implies that Augustine came to view the Bible as
- the direct teachings of God.
  - a guide for daily behavior.
  - a text to be interpreted.
  - the rules for Christian belief.
50. The function of paragraphs 3 and 4 is to
- describe a cause and effect relationship.
  - offer an extended example.
  - explain a historical contradiction.
  - define individualism.

51. According to the writer, the spread of silent reading
- allowed Christianity to flourish.
  - resulted in a new political system.
  - encouraged social harmony.
  - prevented a new text technology.
52. The word "bedrock" underlined in line 1 of paragraph 4 is closest in meaning to which of the following?
- hard
  - final
  - sleeping
  - basic
53. According to the writer, democracy is based upon
- the ability of humans to communicate.
  - a social dedication to fairness.
  - individual self-awareness.
  - a belief in equality.
54. In paragraph 6, the writer implies that
- a deeper inferiority may soon arise.
  - democracy may now be strengthened.
  - the act of reading may become more difficult.
  - widespread reading may lead to a decline in religion.
55. Text 1 and Text 2 both address which of the following themes?
- The individual basis of society
  - The need for social cooperation
  - The evolution of human consciousness
  - The contrast between modern and premodern life



## PART 2

次の文章には20の空欄(56-75)があり、次の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。

What function did music serve humankind as we changed and developed? \_(56)\_ the music of 50,000 and 100,000 years ago is very different from Beethoven, Van Halen, or Eminem. \_(57)\_ our brains have evolved, so has the music we make with \_(58)\_ , and the music that we want to hear. Did \_(59)\_ regions and pathways evolve in our brains specifically \_(60)\_ making and listening to music?

\_(61)\_ to the old, simplistic notion that art and music \_(62)\_ in the right hemisphere of our brains, and language and mathematics in the left, recent studies suggest that our sensitivity to music is \_(63)\_ throughout the brain. Through studies of people with brain damage, we've seen patients who have lost the ability to read a newspaper \_(64)\_ can still read music, or individuals who can play the piano but lack the motor coordination to button their own sweater. Music listening, performance, and composition \_(65)\_ nearly every area of the brain. Could this fact \_(66)\_ claims that listening to music exercises other parts of our minds, that listening to Mozart twenty minutes a day \_(67)\_ us smarter?

The power of music to evoke \_(68)\_ is harnessed by \_(69)\_ executives, filmmakers, and mothers. Commercials use music to make a soft drink, beer, running shoe, or car seem more attractive than their competitors' products. Film directors use music to tell us how to feel about scenes that otherwise might be \_(70)\_ , or to intensify our feelings at particularly \_(71)\_ moments, such as a chase scene in an action film. Music is being used \_(72)\_ our emotions, and we tend to accept, \_(73)\_ not enjoy, the power of music to make us experience these different feelings. Mothers throughout the world, \_(74)\_ time as we can imagine, have used soft singing to soothe their babies to sleep, or to \_(75)\_ them from something that has made them cry.

\* From This Is Your Brain on Music: The Science of a Human Obsession by Daniel J. Levitin, Dutton Adult

56.	a. Because b. Certainly c. Nevertheless d. That	57.	a. As b. For c. Then d. When	58.	a. it b. one c. them d. those
59.	a. as particular b. in particular c. particular d. particularly	60.	a. for b. in c. on d. to	61.	a. Contrary b. Contrast c. However d. Indeed
62.	a. are processed b. are processing c. have processed d. processes	63.	a. alternated b. contributed c. distributed d. interrupted	64.	a. but b. or c. they d. whom
65.	a. apply b. engage c. induce d. infest	66.	a. account for b. act upon c. contradict d. introduce	67.	a. made b. will be made c. will make d. will have made
68.	a. emotion b. fear c. motivation d. perception	69.	a. advertiser b. advertise c. advertised d. advertising	70.	a. ambiguous b. conceptual c. gratifying d. productive
71.	a. drama b. dramatic c. dramatist d. dramatize	72.	a. as manipulating b. for manipulator c. in manipulation d. to manipulate	73.	a. as b. if c. or d. to
74.	a. as far back in b. back in far as c. far back as in d. in back as far	75.	a. contract b. distract c. enact d. subtract		