

* これは実際の試験問題ではありません。
(This is NOT the actual test.)

No.000001

受験番号	:	:	:	:
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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

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15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14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12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3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

(*This is NOT the actual test.)

PART

Chose the best response.

1.
 - a. Yes, We should order.
 - b. Yes, I think so too.
 - c. I think pizza would be fine.
 - d. The medium looks about right.

2.
 - a. I agree. Going by truck takes far too long.
 - b. Yes. We do have train service to Glasgow.
 - c. I didn't know you wanted to leave Glasgow.
 - d. No. It goes from the opposite platform.

3.
 - a. Why don't you do that?
 - b. Why don't you like that?
 - c. Why call her?
 - d. Why did he call?

4.
 - a. No, you reached the wrong number.
 - b. No, I don't get any calls.
 - c. Yes, but your line was busy.
 - d. Yes, I was home all evening.

5.
 - a. Yes, I did.
 - b. Yes, he did.
 - c. Yes, I was.
 - d. Yes, he was.

6.
 - a. Just do as I say.
 - b. Just do anything you like.
 - c. Just remind him of what you want.
 - d. Just tell me what is fine with me.

7.
 - a. I don't think it can be cooked.
 - b. I wouldn't eat that type of food.
 - c. Either way is fine with me.
 - d. Neither can I.

8.
 - a. I thought it was really very good.
 - b. It cost 2000 yen.
 - c. There are showings at 3, 5, and 7 o'clock.
 - d. Until next Friday.

9. a. I don't feel that well right now.
b. I'm completely opposed to it.
c. There's no possibility of receiving a raise.
d. What happens in Greece is not my concern.
10. a. I'm afraid I already lent them to Jill
b. I'm sorry. I don't like to borrow things.
c. I won't be able to attend Wednesday's lecture.
d. I don't think my actions were noteworthy.
11. a. Actually, the food is not so special there.
b. The special summer hours are from 11:00 to 7:00.
c. I had roast pork and potatoes for lunch yesterday.
d. It's written on the board outside the entrance.
12. a. Great. I'm really hungry.
b. Sure thing. I'll get it.
c. I just cleaned it yesterday.
d. Do you want the door left open?
13. a. The paper must be typed.
b. At least 1500 words.
c. Not until the end of next week.
d. It was in my mailbox on Thursday.
14. a. I really applied myself this term.
b. Not yet, but I'm pretty optimistic.
c. I don't think that shows much scholarship.
d. I promise to give it back to you right now.
15. a. You'd better see a doctor right away.
b. I know a good dressmaker who fixes clothes.
c. There's a leather shop right down the street.
d. Don't worry. The trap needed to be repaired anyway.

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PART

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

16. a. The first bus leaves at 7:15 on Saturday and Sunday.
b. The first bus leaves at 7:15 on Monday through Friday.
c. The last bus leaves at 7:15 on Saturday and Sunday.
d. The last bus leaves at 7:15 on Monday through Friday.
17. a. The meeting lasted for a full 2 days.
b. The meeting will go on for 2 days.
c. The last meeting was 2 days ago.
d. The next meeting is 2 days from now.
18. a. We'll be able to finish sooner if someone gives us a hand
b. We need to submit the assignment to the professor's assistant.
c. We've already completed the hardest part of the homework.
d. We finished the job much faster because of her help.
19. a. How should we go to the beach this coming weekend?
b. What are you planning on doing this Saturday?
c. Would you like to join us for a trip to the seashore?
d. Why did you decide not to come with us?
20. a. I like new paintings at the National Museum.
b. I enjoy looking at familiar artwork.
c. I'm planning on visiting the museum with my friends.
d. I'd rather visit my friends than go to the museum.
21. a. More and more people are paying attention to what they eat.
b. More people than ever are working out with weights.
c. People are heavier today than they were in the past.
d. Fewer people these days are avoiding fatty foods.
22. a. You must switch off the copier before you go home.
b. Please lock the door when you leave the building.
c. Be sure to turn in all copied materials when you leave.
d. Make a note of how many copies you make each day.
23. a. I wish you could have held onto it a bit longer
b. You don't seem to realize how grave our situation is
c. I believe it's not as bad as you think.
d. You don't appear to understand your job that well.

24. a. She is considered an excellent administrator.
b. She tends to express her opinion too forcefully.
c. She was appointed head of the new administration.
d. She clearly separates her business and personal life
25. a. Do you really know how to use a computer that well?
b. Are you going to use a computer to write your graduation thesis?
c. Will your parents let you use their new computer?
d. Did you actually receive a computer as a gift from your folks?
26. a. Eating there was a very enjoyable experience.
b. That new Italian guy is pretty funny, isn't he?
c. I didn't know you'd been to Italy before.
d. Don't you think it's too bright in this restaurant?
27. a. He wouldn't talk to them.
b. He wouldn't talk to us.
c. They wouldn't talk to them.
d. They wouldn't talk to her.
28. a. They journeyed to the Arctic.
b. They cancelled their trip to the North Pole.
c. Their Arctic expedition was a failure.
d. They didn't expect to reach the North Pole so soon.
29. a. The majority of people in the Middle Ages dwelled in rural areas.
b. Countries become powerful political units during the Middle Ages.
c. Large cities did not appear until near the end of the Middle Ages.
d. The world's population during the Middle Ages increased rapidly.

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PART

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

30. . How much will the man have to pay?
- a. 110 yen
 - b. 200 yen
 - c. 210 yen
 - d. 310 yen
31. What is the man's problem?
- a. He isn't able to read Kenji's handwriting.
 - b. He doesn't think Kenji's English needs to be checked.
 - c. He can't understand what Kenji is trying to say.
 - d. He misplaced the letter Kenji wrote.
32. . What had the woman assumed about the man?
- a. He wasn't planning on going to the dance.
 - b. He didn't know where the dance was being held.
 - c. He could meet her at the dance later.
 - d. He wouldn't be able to find her in the crowd.
33. . What does the man say about the performance?
- a. It wasn't really that impressive.
 - b. It was one of the best he's seen.
 - c. It was better than last year's play.
 - d. It wasn't held this semester.
34. . Why hasn't the woman paid her fees yet?
- a. Because her loan wasn't approved.
 - b. Because she has decided to quit school.
 - c. Because she doesn't have to pay them yet.
 - d. Because she doesn't have the money.
35. . What is the student doing?
- a. Making a complaint.
 - b. Asking permission.
 - c. Asking advice.
 - d. Making an apology.
36. . What does the woman recommend the man do?
- a. Start a systematic savings plan.
 - b. Choose a different journal to read.
 - c. Use the library's copy instead.
 - d. Subscribe to a less expensive journal.

37. . What is the man trying to find?
- a. A place to live.
 - b. A convenience store.
 - c. The university day-care center
 - d. One of the school dormitories.
38. What does the man mean?
- a. He's surprised Betty didn't pass the test.
 - b. He also thought the class was very hard.
 - c. Betty wasn't able to find the Chemistry text.
 - d. Betty get exactly what she deserved.
39. What are they doing?.
- a. Complaining about how busy they've been.
 - b. Discussing the nature of their jobs.
 - c. Comparing problems they've been having.
 - d. Attempting to find a mutually acceptable time.
40. What does the woman imply about the campus?
- a. It isn't as large as it first appears to be.
 - b. The Space hasn't been fully used.
 - c. It's even bigger than the man imagines.
 - d. The third part of the campus is much larger.
41. What does the man suggest they do?
- a. Ignore Robert's birthday.
 - b. Buy Robert a nice present.
 - c. Pass a notice to everyone.
 - d. See if Robert is feeling better.

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PART

*Listen to the talks and answer the questions after each one.
Questions 42, 43, and 44.*

42. . How many reasons for the spread of literacy does the speaker mention?
- a. One
 - b. Two
 - c. Three
 - d. Four
43. What is the usual explanation given for the spread of literacy during the 19th?
- a. People had more time to read.
 - b. Reading material became cheaper.
 - c. More people received a formal education.
 - d. Literacy became necessary to get a good job.
44. . What does the speaker imply about gas lighting?
- a. It enabled people to work longer hours.
 - b. It led to the invention of a cheaper printing process.
 - c. It afforded people more opportunities to read.
 - d. It was clearly inferior to electric lighting.

Questions 45, 46, and 47.

45. . When did Bessemer invent his process for making steel?
- a. In the 1820s.
 - b. In the 1850s.
 - c. In the 1920s.
 - d. In the 1950s.
46. . What was the initial problem with Bessemer's method?
- a. It was too expensive to be commercially successful.
 - b. It was too slow to meet the increasing demand for steel.
 - c. The final product contained too much oxygen.
 - d. The steel was mixed with manganese.
47. . What does the speaker think was the most important quality of the new kind of steel?
- a. Its hardness.
 - b. Its strength.
 - c. Its availability.
 - d. Its cost.

Questions 48, 49, and 50

48. What eventually happened to the speaker?
- a. He took up residence in Japan.
 - b. He separated from his girlfriend.
 - c. He became a literature teacher.
 - d. He joined the American military.
49. According to the speaker, what part of a novel is usually remembered most?
- a. The title page.
 - b. The opening sentences.
 - c. The closing lines..
 - d. The author's forward.
50. When did the speaker read James Michener's *Sayonara*?
- a. Near the beginning of World War II..
 - b. Near the end of the Cold War.
 - c. When he was a university student.
 - d. When he first traveled to Asia.

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読解力考査の指示

1. 聴解力考査は PART Ⅰ からなっています。
2. PART Ⅱ では2つのテキストとそれに関する18の問い(51 - 68)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 Ⅲ ではテキストの空欄を埋めて完成する考査で、24の問い(69 - 92)からなっています。14の短い文が読まれます。PART Ⅲ 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 Ⅰ、PART Ⅱ を通して全部で60分です。どの問題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。テキストのないようにもとづいてもっとも適当と思うものを1つ選び、解答ようカードの相当欄を乱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りが集め終わるまで待っていてください。

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Part I

Text I

The most magnificent examples of ancient creativity are the majestic paintings our ancestors made on the wall of caves, the most famous example of which is the caverns of Lascaux in France. Discovered by four boys a half century ago, Lascaux contains hundreds of paintings of animals. Images of bison, deer, horses, and a half-dozen lions are all exquisitely painted and in such natural positions that they must have appeared alive when viewed by the faint flicker of torchlight. Deep within the cave is one of the most puzzling figures of Ice Age art: a painting of a huge bison, its head and horns pointed downward, poised to attack a curiously drawn, almost sticklike figure of a man wearing what appears to be a bird mask. The bison has been seriously wounded by a spear, and the man has fallen in front of it.

The haunting image of this fallen hunter shows the deep mystery of Ice Age art as a whole. One can not help looking at the images and struggling to understand them. What do the paintings mean? What role did the art play in society? Not surprisingly, perhaps, these questions are still being asked about art being created today.

One suggestion is that Ice Age hunters used the painted images in ceremonies to increase their chances during a hunt. A statistical analysis of nearly 2,000 images of animals found in another cave in France suggests that the aggressive behavior of certain animals may have played a role in whether they were depicted on cave walls. Dangerous animals such as horses, bison and ibex, were pictured in the cave art more frequently than their bones appear in nearby camp sites left by the early humans. This suggests that the Ice Age paintings don't merely reflect our ancestors success in the hunt, but that the animals' reputation as fierce prey may have had a symbolic meaning that influenced their being portrayed in a painting.

Further insights into the role of Ice Age cave art have come from new efforts to analyze the coloring, or pigment, used in the paintings. In one recent study of some seventy-five paintings from the Niaux cave in France, researchers found that the paints were made with combinations of ocher*, charcoal, and other substances that were

combined in characteristic “recipes.” Often the paint itself can be dated by conventional archeological methods, and, in one instance, a recipe of paint used in several paintings matched that of a spot of paint that was found on bones discovered at a nearby ancient campsite, which could also be dated. The results reveal that paintings at Niaux which researchers had long assumed had been painted at roughly the same time because they were painted in a similar style, were actually painted several centuries apart. The endurance of these images across generations suggests they were not just pretty pictures, but symbolic icons that persisted in our ancient ancestors' culture for centuries - much as certain icons, such as the Christian cross, persist in society today.

* ocher = 黄土

51. What is this text primarily about?
- The origins of cave art.
 - The significance of Ice Age cave art.
 - An analysis of animals in caves.
 - The traditions of French Ice Age hunters.
52. When were the cave paintings discovered?
- 50 years ago.
 - 100 years ago.
 - 150 years ago.
 - 1000 years ago.
53. Which of the following best describes the writer’s attitude towards cave paintings?
- Indifference
 - Disbelief
 - Fascination
 - Contempt
54. Why does the writer describe the image of a bison standing over a man?
- To show the beauty of cave paintings.
 - To show how unusual cave paintings can be.
 - To show the mystery surrounding the art of that time.
 - To show how frightening cave paintings can be.

(*This is NOT the actual test.)

55. According to the writer, why were certain animals painted more often than others?
- Because they were caught more than other animals.
 - Because they were more puzzling to the painter.
 - Because they, were symbolic of all animals.
 - Because they caused fear in the hunters.
56. What did analysis of the pigment in the cave paintings show?
- They were painted at approximately the same time.
 - They were painted in different places.
 - They were painted over a period of a few hundred years.
 - They were painted in a similar style.
57. According to the writer, when would the animal images appear to be more lifelike to the Ice Age hunter?
- When they were exquisitely painted.
 - When they were painted in natural positions.
 - When they were seen in fire light.
 - When they were deep within the cave.
58. What, in context, does “depicted” (paragraph 3, line 4) mean?
- mysterious
 - impressive
 - represented
 - introduced
59. How have scientists gained more knowledge into the function of cave art of the Ice Age?
- By analyzing the paint.
 - By understanding the roles of animals.
 - By studying painting styles.
 - By using the pigment to produce ocher.

Text 2

A crucial philosophical change occurred in the seventeenth and eighteenth centuries when the perspectives of the new mechanical age replaced the organic view of nature. Marjorie Nicolson has called this transition the “death of the Earth,” meaning that the Earth was no longer regarded as an animate creature, but as a vast machine. This change in perception was primarily a result of the new physics of Galileo, Kepler, and Newton, and new highly successful machines. Stars and planets moved like clockwork according to universal rules and the Earth itself obeyed these rules. To project its position and path through space only its current state need be known. New machines such as telescopes, improved clocks, and turbine wheels made such discoveries possible. The development of modern sciences, beginning with physics, led to a change in metaphors,* but more profoundly to a change in explanation; from a belief in the Earth as an organism created by the Great Artist to a belief in the Earth as a magnificent machine invented by the Great Engineer.

With the new physics, beginning with Kepler's discovery that the orbits of the planets are not perfect circles and thus not ideal in a certain classical interpretation, the old truths began to lose their force, gradually becoming the language of poets rather than of scientists. Descartes, in the *Principles of Philosophy*, provided a major turning point, departing completely from theories of divine creation and thus a divine origin of order to develop a theory from a basis in a mechanistic universe. Descartes and Newton built the foundation from which the organic idea was supplanted by the machine-age idea.

The rise of the mechanical world view had several important consequences. First was the recognition of the power of the new laws of physics. Second was the rise of machines: the steam engine, the steam train, the sewing machine- the entire Industrial Revolution. The success of the machines and their ability to transform society and improve the standard of living reinforced the growing faith in the new sciences and the machine ideal. Third, the mechanistic view offered a new kind of theological perspective. A perfectly working, idealized machine could be seen as the product of a perfect God.

(*This is NOT the actual test.)

Thus we find the rise of the argument only too familiar to beginning students in philosophy, that the world is “like a clock,” not only a perfect machine, but a machine with a perfect maker. Finally, a mechanistic “nature” can also be re-engineered by us; from this point of view, we believe that we can tinker with nature and improve it, replace nature's equivalent of a waterwheel with a turbine wheel. This is the other side of the coin of the mechanistic view, the side that has dominated much of our management of natural resources and the environment in the twentieth century.

*metaphor = 隱喻

60. What would be the best title for this passage?
- “Science: Mind Over Matter?”
 - “The Earth: Creature or Machine?”
 - “The Nature of Engineering”
 - “Philosophy and God”
61. According to the author, what was the main reason for the shift from the Great Artist theory to the Great Engineer theory?
- Changes in the Earth itself.
 - The discovery of the turbine.
 - The development of new machines.
 - New religious thinking.
62. What was the role of Descartes in the new way of thinking?
- He turned people away from philosophical explanations of the universe.
 - He linked the divine creation to a mechanistic theory of the universe.
 - He helped establish the notion of a mechanical world.
 - He laid the foundations for the idea of an organic universe.
63. Which of the following pairs is the best metaphorical representation of the text?
- Paint brush to calculator.
 - Sewing machine to computer.
 - Hammer to screwdriver.
 - Sketch pad to oil painting.
64. After the great shift in thinking, how would God most likely be viewed?
- As a teacher.
 - As a plumber.
 - As an architect.
 - As a watchmaker.

- 65 Which of the following is the best synonym for “supplanted” (end of paragraph 2)?
- changed
 - replaced
 - encouraged
 - influenced
66. What is the fourth consequence of the rise of the mechanical world view?
- That nature can be improved by humankind.
 - That tinkering with nature is not acceptable.
 - That the perfect machine must have a maker.
 - That management is dominated by resources.
67. What was the effect of the new philosophy upon religious thinking?
- People believed less in religion.
 - People viewed God as an artist.
 - People rejected a mechanistic God.
 - People saw God as a perfect inventor.
68. What was one important factor which caused society to believe more strongly in the new sciences?
- People recognized the perfection of the new physics.
 - The new type of theological perspective.
 - People enjoyed more material comforts.
 - The entire Industrial Revolution.

(*This is NOT the actual test.)

PART II

次のテキストには24の空欄(69 - 92)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。

A substance, like a person, may have distinct and even (69) aspects to its personality. Today ethyl alcohol, the drinkable species of alcohol, is a multifaceted entity; it may be a (70) lubricant, sophisticated dining companion, cardiovascular health benefactor or agent of destruction. (71) most of Western civilization's history, (72), alcohol had a far different role. For (73) of the past 10 millennia, alcoholic beverages (74) have been the most popular and common daily drinks being (75) sources of fluids and calories. In a world of contaminated and dangerous water supplies, alcohol (76) earned the title granted it in the Middle Ages: aqua vitae, the “water of life.”

Beer, which (77) large amounts of starchy grain, would wait until the origin and (78) of agriculture. The fertile river deltas of Egypt and Mesopotamia produced huge crops of wheat and barley; the diet of peasants, laborers and soldiers of these ancient civilizations (79) almost entirely cereal-based. (80) it could be seen as a historical inevitability that fermented grain would one day be discovered. (81) wine, natural experiment probably produced alcoholic substances that aroused the interest (82) sampled the results. Indeed, (83) the third millennium B.C., Egyptians and Babylonians were drinking beers made from barley and wheat.

Wine, too, would get a boost from agriculture. Most fruit juice, (84) wild grape juice, is (85) too low in sugar to produce wine, but the selection for sweeter grapes leading (86) the domestication of particular grape stock (87) led to viniculture, the practice of growing grapes to make wine. This practice of growing particular grape strains (88) for wine production (89) credited to people (90) in what is now Armenia, at about 6000 B.C. However, it must be (91) that such dating is educated guesswork (92).

69. a. contradicted
b. contradictor
c. contradiction
d. contradictory
70. a. socialize
b. social
c. socialism
d. socialized
71. a. At
b. Since
c. From
d. Throughout
72. a. however
b. still
c. thus
d. but
73. a. total
b. mostly
c. entire
d. most
74. a. will
b. would
c. may
d. can
75. a. tiny
b. indispensable
c. ridiculous
d. undiscovered
76. a. usually
b. hardly
c. gladly
d. truly
77. a. puts up
b. takes away
c. relies on
d. gives in
78. a. develops
b. developed
c. developing
d. development
79. a. was
b. were
c. have been
d. has been
80. a. Although
b. Despite
c. Thus
d. Because
81. a. As with
b. As by
c. As to
d. As of
82. a. who
b. of who
c. of them who
d. of those who
83. a. on
b. at
c. before
d. beside
84. a. even
b. but
c. and
d. except
85. a. greatly
b. formerly
c. naturally
d. highly
86. a. to
b. by
c. from
d. in
87. a. continually
b. eventually
c. forcefully
d. hopefully
88. a. available
b. suitable
c. sizable
d. questionable
89. a. will be
b. have been
c. has been
d. would be
90. a. living
b. growing
c. being
d. staying
91. a. kept in mind
b. kept in our minds
c. keeping mindful
d. keeping our minds
92. a. as is
b. at best
c. in total
d. for example