2009

(This is NOT the official Exam.)

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1.   PART I   3
2.   PART
3.   4
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4.   PART

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5.   PART I   10

6.   PART II   PART I   2

7. PART   3   5

PART I

Choose the best answer to each question.

1. What is the man concerned about?
    a. What gift he should bring to the party.
    b. How many people will be at the party.
    c. Where the party is going to be held.
    d. How he will travel to the party.

2. What is the woman's problem?
    a. She must work all weekend.
    b. She's not feeling well.
    c. She's late for tennis practice.
    d. She's busy for the rest of the week.

3. What does the professor want the student to do?
    a. Provide a short summary of Chapters 1 to 3.
    b. Discuss the writer's beliefs.
    c. Read the first chapter and write an outline.
    d. Hand in last week's homework assignment.

4. When will the woman probably help the man?
    a. Right now
    b. Later tonight
    c. Tomorrow
    d. The day after tomorrow

5. What is the woman concerned about?
    a. The man is working too much.
    b. Her grades are starting to drop.
    c. The man is not studying enough.
    d. Her assignments are taking up too much time.

6. What does the woman think about the cherry blossoms this year?
    a. The blossoms will be early due to global warming.
    b. The prediction of early blossoms will prove mistaken.
    c. Global warming will make the blossoms more beautiful.
    d. Global warming will not be responsible for early blossoms.

7. What will the man probably do?
    a. Pick up two tickets
    b. Play a part in the drama
    c. Give money to the woman
    d. Go to the performance with the woman

8. What does the woman imply?
   a. The man has been late for class before.
   b. She feels bad that the class started late.
   c. It is the first time the man came to the class.
   d. She agrees that the class was not very good today.

9. What does the man say about the art history course?
   a. He signed up for the course.
   b. He heard it's a hard class.
   c. It is well liked by students.
   d. It was canceled this term.

10. What does the man imply?
    a. The woman should be more serious about her studies.
    b. The woman should study harder for the test.
    c. The woman doesn't need to worry about the exam.
    d. The woman should help him prepare for the test.

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PART II

Choose the best answer to each question.

Questions 11–12.

11. What does the man say about the talk?
   a. They need to get tickets before 8 p.m.
   b. It does not cost any money to attend.
   c. It will be given tonight and Friday night.
   d. The topic of biology will be fascinating.

12. Why is the woman particularly interested in the talk?
   a. She shares an academic interest with the speaker.
   b. The speaker is from a world famous laboratory.
   c. She already has a free ticket for the talk.
   d. She has nothing else to do that evening.

Questions 13–15.

13. What is the man's problem?
   a. His bicycle broke down.
   b. He missed his train.
   c. He can't find the park.
   d. His bicycle is missing.

14. What does the woman say the man should have done?
   a. Taken the train
   b. Used the bicycle parking lot
   c. Paid his parking fine
   d. Gone to the police

15. What will the speakers probably do next?
   a. Check the train schedule
   b. Search for the bike
   c. Go to the police box
   d. Look for the park

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PART III

Choose the best answer to each question.

Questions 16–20.

Listen to a lecture on caterpillars.

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16. What is the main topic of this lecture?
    a. That butterflies dislike certain smells
    b. How caterpillars change into butterflies
    c. That butterflies can keep caterpillar memories
    d. How human brains differ from caterpillar brains

17. In the experiment, when were the caterpillars given an electric shock?
    a. When they smelled a particular scent
    b. When they ate a particular leaf
    c. When they heard a particular sound
    d. When they saw a particular color

18. Why did scientists train the caterpillars?
    a. To learn how smell is perceived
    b. To explore the nature of memory
    c. To better understand the perception of insects
    d. To confirm previous research on insect memory

19. What explanation did scientists give for the results of their research?
    a. The brain is very complex.
    b. Memory is extremely persistent.
    c. The sense of smell is unusually sensitive.
    d. Nature doesn't want to waste valuable things.

20. According to the lecture, how may this research someday be used?
    a. To help human beings overcome brain injuries
    b. To save certain butterfly species from extinction
    c. To increase the power of human memory
    d. To show how animals form memories

Listen to a lecture on astronomy.

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21. What is the speaker's purpose in this talk?
    a. To explain the philosophy of Epicurus
    b. To debate Immanuel Kant's theories
    c. To describe the discovery of new planets
    d. To suggest that life exists on other planets

22. How does the speaker define the "habitable zone"?
    a. A region on a planet where life can most easily exist
    b. The ideal location for a planet to possibly support life
    c. The area in space where planets are most likely to be found
    d. An eco-system that best supports plant and animal life

23. When were the first exo-planets discovered?
    a. 1755
    b. 1781
    c. 1995
    d. 2006

24. What does the speaker say about Kant's predictions?
    a. He lived to see one of them come true.
    b. He did not live to see if they were correct.
    c. They were proven false during his lifetime.
    d. They were proven false after his death.

25. What is the attitude of the speaker toward the topic he discusses?
    a. Skeptical
    b. Enthusiastic
    c. Sarcastic
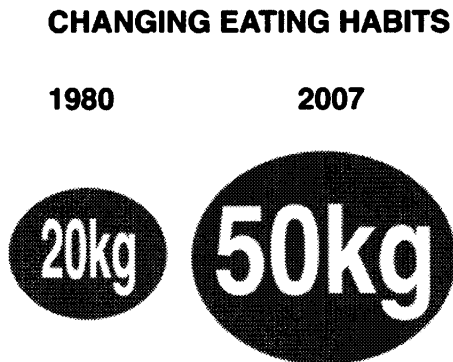   d. Hostile

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Questions 26–30.

CHANGING EATING HABITS

1980   **2007**

Figure 1

PRESSURE ON RESOURCES

1,000-2,000 liters of water is needed to produce 1kg of wheat.

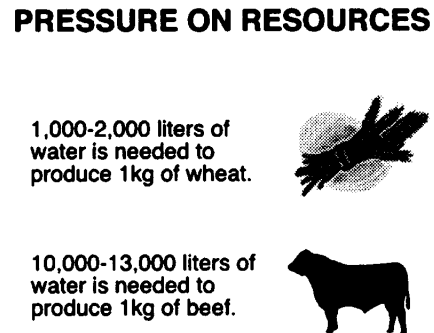10,000-13,000 liters of water is needed to produce 1kg of beef.

Figure 2

Listen to a lecture on a world crisis.

26. What is the main topic of this lecture?
    a. The high cost of oil
    b. The changing weather patterns
    c. The rising cost of food
    d. The rapidly growing population

27. According to the speaker, what climate factor has reduced food supply?
    a. Water scarcity
    b. Warmer temperatures
    c. Wind damage from storms
    d. Flooding from heavy rains

28. According to the speaker, what will be the average consumption of meat in China in 2010?
    a. 30 kilos
    b. 40 kilos
    c. 50 kilos
    d. 60 kilos

29. How many causes for increased food costs does the speaker discuss?
    a. Two
    b. Three
    c. Four
    d. Five

30. What does the speaker conclude about solving the food crisis?
    a. Few options are available.
    b. Farmers must plant more crops.
    c. Fuel costs must be reduced.
    d. Governments must work together.

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読解の指示

1．読解には、PART I と PART II の2つがあります。
2．解答時間は、PART I，PART II 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。その中から最も適当と思われる答えを1つ選んで、解答カードの相当欄を鉛筆で塗ってください。
4．試験終了の指示があったら直ちに鉛筆を置いて、問題冊子と解答カードを試験監督が集め終わるまで待っていてください。

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5．PART I 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 II 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 II の解答指示は 17 ページにありますので、それに従ってください。

PART 1

Text 1

1.   To understand why nutrition science has been so <u>spectacularly</u> wrong about dietary fat and health, it's important to realize that doing nutrition science isn't easy. In fact, it's a lot harder than most nutrition scientists realize or at least are willing to admit. For one thing, the scientific tools available are in many ways poorly suited to the task of understanding systems as complex as food and diet. The assumptions of nutritionism—such as the idea that a food is not a system but rather the sum of its nutrient parts—cause further difficulties. We like to think that scientists are free from biased assumptions, but of course they are as biased as the rest of us.

2.   The confusion begins with isolating the nutrient. Most nutritional science involves studying one nutrient at a time, a seemingly unavoidable approach that even nutritionists will tell you is <u>deeply flawed</u>. "The problem with nutrient-by-nutrient analysis," points out one researcher, "is that it takes the nutrient out of the context of the food, the food out of the context of the diet, and the diet out of the context of the lifestyle."

3.   If nutrition scientists know this, why do they still do it? Because bias is part of how science is done. All scientists study variables they can isolate; if they can't isolate the parts, they won't be able to tell whether a certain variable's presence or absence is meaningful. Yet even the simplest food, a carrot, for example, is a hopelessly complicated thing to analyze; it has a wide variety of chemical compounds, many of which exist in intricate and dynamic relation to one another, constantly changing from one state to another. So if you're a nutrition scientist you do the only thing you can do with the available tools: Break the food down into its separate parts and study those one by one, even if such study ignores subtle interactions and contexts, and the fact that the whole carrot may be more than, or merely different from, the sum of its parts.

4.   Such <u>scientific reductionism</u> is an undeniably powerful concept, but it can mislead us too, especially when applied to something as complex as food, on the one hand, and the human eater, on the other.

5.   It's wise to remind ourselves that what nutrition science manages to perceive well enough to isolate and study is undergoing almost continual change, and that we have a tendency to assume that what we can see is the important element to look at. The vast attention paid to cholesterol since the 1950s, for example, is largely the result of the fact that for a long time cholesterol was the only factor linked to heart disease that we had the scientific tools to measure. This is sometimes called <u>parking-lot science,</u> after the legendary fellow who loses his keys in a parking lot and goes looking for them under the streetlight—not because that's where he lost them, but because that's where it is easiest to see.

6.   The good news, however, is that we don't need to understand the complexity of a carrot in order to benefit from it.

<div align="right">* From In Defense of Food by Michael Pollan, Penguin Books Ltd.</div>

31. The main purpose of this text is to
    a. demonstrate that health warnings are often wrong.
    b. illustrate a particular weakness of nutrition science.
    c. suggest we are too skeptical of scientific research.
    d. encourage people to improve their diets.

32. The word "spectacularly" underlined in paragraph 1 is closest in meaning to which of the following?
    a. consistently
    b. unexpectedly
    c. remarkably
    d. unnoticeably

33. What does paragraph 1 imply about scientists?
    a. They may be less objective than they believe.
    b. They make the subject of their study too complex.
    c. They may have a financial motive for their research.
    d. They do not work as hard as they think they do.

34. The phrase "deeply flawed" underlined in paragraph 2 is closest in meaning to which of the following?
    a. widely practiced
    b. very mistaken
    c. highly complex
    d. rather unique

35. Which of the following can be inferred from the quotation of the researcher in paragraph 2?
    a. Nutrition research is overly simple.
    b. Lifestyle inevitably determines diet.
    c. Food ought to be more nutritious.
    d. Health depends upon food, diet, and lifestyle.

36. The weakness in nutrition research described in paragraph 3 could best be compared to
    a. mixing too many chemicals in one experiment.
    b. studying a plant independently from its eco-system.
    c. cutting down trees when attempting to examine a forest.
    d. using kitchen tools to try to build a house.

37. From the discussion in the text, the term "scientific reductionism" underlined in paragraph 4 can be understood to mean
    a. eliminating variables.
    b. developing hypotheses.
    c. predicting outcomes.
    d. generalizing results.

38. According to paragraph 5, cholesterol has been so extensively researched because
  a. it is the only factor that is linked to heart disease.
  b. it can be easily eliminated from a person's diet.
  c. it was possible to identify and measure it.
  d. it shed light on a crucial health risk.

39. The expression "parking-lot science" underlined in paragraph 5 suggests that
  a. solutions can be found outside the laboratory.
  b. like all of us, scientists sometimes lose their way.
  c. scientists need key insights to guide their research.
  d. scientists sometimes err in focusing on the most obvious factor.

40. What is the function of paragraph 6?
  a. To contradict the writer's main point
  b. To summarize the writer's argument
  c. To emphasize the shortcomings of nutrition science
  d. To soften the writer's criticism of nutrition science

Text 2

1.   In the late 1980s, the historian W. Wayne Wagar predicted the worldwide triumph of liberal democratic capitalism and the defeat of communism and socialism. Soon after, the Berlin Wall fell, the Soviet Union dissolved, and one by one former communist states adopted free markets and democratic elections. Today, even the People's Republic of China, one of the few remaining communist governments, promotes private property, a public stock market, and personal wealth. Yet Wagar also predicted that the current liberal democratic system itself would eventually collapse, and we may now be seeing signs of its fatal weaknesses.

2.   To begin, it is increasingly clear that in liberal capitalist countries large portions of the population cannot achieve a decent standard of living. For instance, in the world's most successful capitalist nation, the United States, the poverty rate for children in 2006 was more than 20 percent, the highest of any industrialized nation. Obviously, the belief that everyone within a country gains from free markets is false; the fact is that the benefits largely depend on who you are and how much money you have. This is especially true over time. For example, according to British social critic Phillip Bond, between 1979 and 2004, the richest 1 percent of the people in the United States increased their share of national income by 78 percent; by contrast, 80 percent of the population lost 15 percent of their share of the income. Essentially, this means about $664 billion of wealth shifted from the large majority of middle-class Americans to a tiny minority of the super-rich.

3.   Next, the liberal capitalist idea that free markets benefit individual countries, especially developing countries, also does not hold up under careful analysis. For example, Bond notes that the economic growth rates of Latin American and African countries, which were higher than other developing nations in the 1960s and 1970s, dropped by over 60 percent in the 1980s after adopting the free market rules of the International Monetary Fund. Indeed, those rates now show almost no growth at all. Free markets and liberal capitalism do benefit the wealthiest countries as they freely purchase resources such as forest products and mineral ores from the poorer countries in Southeast Asia, Africa, South America, and the

former Soviet republics, but <u>they</u> have not significantly benefited the developing nations themselves. As countries realize that they are merely "supplier nations" and have been permanently excluded from the rich club of North American, European, and Asian developed countries, and as individuals realize that they have become permanently low-paid or unemployed, resentment and revolution will eventually build.

4.   The third shortcoming of liberal democratic capitalism <u>stems</u> from self-centeredness. In countries such as Britain, the United States, France, and Japan, voters will seldom vote against their short-term national gain. In facing challenges such as global warming, no individual country wants to limit its economic production as it tries to reduce greenhouse gases, yet such individual selflessness is necessary for the collective good. These and other problems suggest that liberal capitalism is critically flawed, and must give way to a new system that can meet the important challenges of the 21st century.

41.   According to the writer, which of the following predictions of W. Wayne Wagar is most important?
    a. The decline of the Soviet Union
    b. The emergence of China as a superpower
    c. The crisis of global warming
    d. The breakdown of global capitalism

42.   In paragraph 1, why does the writer mention the People's Republic of China?
    a. Because it continues to have a socialist government
    b. Because it has become a post-industrialized society
    c. Because it has a new public stock market
    d. Because it is largely a capitalist country

43.   Why does the writer mention that 20 percent of American children live in poverty?
    a. To illustrate a failure of capitalism
    b. To argue for additional financial aid
    c. To draw attention to the suffering of children
    d. To criticize American politicians

44. According to paragraph 3, what is now happening to the growth rates of countries in Latin America and Africa?
    a. They are rising sharply.
    b. They are increasing steadily.
    c. They are near zero.
    d. They are in a state of decline.

45. What does the word "they" underlined in paragraph 3 refer to?
    a. Poorer countries
    b. Wealthiest nations
    c. Free markets and liberal capitalism
    d. Forest products and mineral ores

46. Paragraph 3 states that developed nations have benefited from global capitalism because it allows them to
    a. control local markets.
    b. lower unemployment rates.
    c. exclude growing populations.
    d. easily obtain natural resources.

47. The word "stems" underlined in paragraph 4 is closest in meaning to which of the following?
    a. steers
    b. arises
    c. branches
    d. calls

48. In paragraph 4, the writer implies that countries tend to be
    a. open minded.
    b. selfish.
    c. idealistic.
    d. charitable.

49. The text mentions all of the following criticisms of liberal democratic capitalism EXCEPT that it has failed to
    a. provide adequate standards of living for people in developed nations.
    b. improve the economies of developing countries.
    c. reduce hostility and armed conflict among nations.
    d. offer a collective means to respond to crucial future problems.

50. Both Text 1 and Text 2 could be considered
    a. critical analyses.
    b. general comparisons.
    c. nonfiction narratives.
    d. objective descriptions.

PART II

An individual's interpersonal communication is greatly ___(51)___ by that individual's position in the organization, ___(52)___ that organization be at the level of a family, at the level of a business or social ___(53)___, or at the level of society as a ___(54)___. A doctor can say certain things ___(55)___, because of the doctor's position in the social order, cause little concern in the ___(56)___. If, for instance, you are ___(57)___ a medical examination, you are not surprised by the doctor's ___(58)___ that you take off your shirt. ___(59)___ you were appearing for a job interview and ___(60)___ the same request you might well show hesitation and ___(61)___. A lawyer or a school counselor can ask questions which if asked by someone else ___(62)___ considered too personal. Parents ___(63)___ their own children to perform ___(64)___ to their directions, ___(65)___ should not expect the children of others to meet those requests with the same ___(66)___. In each of these cases ___(67)___ we observe that the ___(68)___ of the authority or acceptability of the individual's communicative behavior is that individual's job, profession, or role in life. Indeed, your role ___(69)___ a great ___(70)___ on your speech communication.

51.	a. affected b. attached c. claimed d. involved	52.	a. because b. so c. when d. whether	53.	a. crowd b. enterprise c. person d. profit
54.	a. boundary b. goal c. place d. whole	55.	a. how b. where c. which d. why	56.	a. follower b. listener c. treatment d. way
57.	a. approaching b. conducting c. reviewing d. undergoing	58.	a. deception b. diagnosis c. promise d. request	59.	a. Before b. If c. Since d. When
60.	a. asked b. examined c. faced d. supported	61.	a. attention b. confusion c. disposition d. supervision	62.	a. had been b. is to be c. were d. would be
63.	a. can know b. can expect c. want most d. want them	64.	a. according b. actions c. contrary d. tasks	65.	a. although b. but c. nevertheless d. whereas
66.	a. help b. motivation c. personality d. position	67.	a. declared b. dismissed c. mentioned d. repeated	68.	a. source b. sourced c. sourcing d. sourceless
69.	a. appears b. applies c. exerts d. expects	70.	a. authority b. confidence c. determination d. influence		