

\* ICU に入学を希望する受験生の学習のために公開している資料です。  
ICU 公式の試験問題用紙ではありません。  
(This is NOT the official Exam.)

No.000001

受験番号					
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英 語

係りの指示があるまでは絶対に中を開けないこと

英語の試験は初めにリスニング、次に読解の順序で行います。読解の指示は、  
リスニングが終わった後で行います。

リスニングの指示

0. (You can do it!)
1. リスニングには、PART I , , の 3 つがあります。
2. 各 PART が始まる前に、日本語で説明をします。注意して聞いてください。
3. 問題冊子には、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、次のページを開けないで待つて  
いてください。

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5. PART I では 10 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 2 つ聞きます。それぞれの会話についての問い  
に答えてください。
7. PART では長めの講義を 3 つ聞きます。講義の内容について、それぞれ 5 つの問に答  
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. What is the woman looking for?
  - a. The college campus
  - b. The science building
  - c. Professor Turner
  - d. A performance hall
2. What does the woman suggest to the man?
  - a. He would be wise to start studying tomorrow.
  - b. He should begin with the hardest homework.
  - c. English gets easier the more you study it.
  - d. Calculus is really difficult at first.
3. What does the man imply?
  - a. He loaned his notes to another student.
  - b. He didn't pay close attention in class.
  - c. He would like his notes back as soon as possible.
  - d. He missed the biology lecture because he overslept.
4. What does the professor mean?
  - a. She will meet him later today.
  - b. She can't help him with his problem.
  - c. She will take a look at his paper now.
  - d. She would like to keep his paper for a day.
5. What does the man imply?
  - a. He doesn't believe the train was delayed.
  - b. The accident was terrible to see.
  - c. He was also two hours late.
  - d. The train is often delayed.
6. What does the woman imply?
  - a. She has taken two physics courses.
  - b. Physics is twice as hard as psychology.
  - c. The textbook for physics is very expensive.
  - d. She is sorry about the high cost of the psychology textbook.
7. What does the man mean?
  - a. The woman should take some rest from work.
  - b. The woman cannot take time off from work.
  - c. No one can replace the woman at work.
  - d. The work week is almost over.

8. What does the woman recommend?
  - a. The man should take the history class.
  - b. She should help him with his presentation.
  - c. The man should speak about history textbooks.
  - d. She should show him how to use the technology.
9. What are the students discussing?
  - a. The need to get new software
  - b. The need for newer computers
  - c. The need to fix the library's computer system
  - d. The need to finish their assignment on dinosaurs
10. What is the woman concerned about?
  - a. Whether they can get tickets
  - b. How they will get to the theater
  - c. Where they should plan to sit together
  - d. Whether they can afford the admission price

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## PART II

*Choose the best answer to each question.*

*Questions 11–12.*

11. What does the woman occasionally do at the museum?
  - a. Set up exhibits
  - b. Meet her classmates
  - c. Study in the garden
  - d. Take a pottery class
12. What is unusual about the museum objects from the Jomon period?
  - a. They come from all over Japan.
  - b. They were all discovered on the campus.
  - c. They were first found by a university class.
  - d. They are now being displayed for the first time.

*Questions 13–15.*

13. What are the man and woman discussing?
  - a. AIDS education
  - b. Natural disaster relief
  - c. Victims of bank failures
  - d. Fighting poverty in the Philippines
14. How are the fund-raising efforts going?
  - a. Better than expected
  - b. Not as well as desired
  - c. About as well as hoped
  - d. The results are not yet clear.
15. What does the woman suggest the man do?
  - a. Design a more effective visual appeal
  - b. Plan a longer advertising campaign
  - c. Seek help from other relief agencies
  - d. Hold a series of public meetings

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### PART III

*Choose the best answer to each question.*

*Questions 16–20.*

*Listen to a lecture on animals.*

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16. What is the main purpose of this lecture?
  - a. To present reasons for why some animals have become extinct
  - b. To emphasize the importance of certain animals as food sources
  - c. To discuss the early relationships between humans and their animals
  - d. To explain how animals were worshiped in some religions but not others
17. How does the speaker define symbiosis?
  - a. As a kind of symbolism
  - b. As a feature of survival
  - c. As a type of dependence
  - d. As a form of domestication
18. According to the lecture, why did cats first start to visit human settlements?
  - a. To seek protection from predators
  - b. To take advantage of better shelter
  - c. To satisfy their natural curiosity
  - d. To find food
19. According to the lecture, what is one result of the symbiosis between humans and species such as dogs, cats and pigs?
  - a. Some species no longer live in the wild.
  - b. Some species understand human behavior.
  - c. Some species have failed to further evolve.
  - d. Some species rely completely on humans for food.
20. Which of the following reasons for taming animals was NOT mentioned?
  - a. Transportation
  - b. Religious ceremonies
  - c. Protection
  - d. Food

Questions 21–25.

*Listen to a conversation about a book.*

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21. What is the “Great Chain of Being”?
  - a. A popular but socially controversial novel
  - b. A political plan to identify and eliminate terrorists
  - c. A ranking of life forms traditional in western cultures
  - d. A Buddhist text explaining how all life is interconnected
22. What is the woman’s first reaction to hearing about the “Great Chain of Being”?
  - a. She does not like its social implications for people today.
  - b. She observes that it was probably written by a man.
  - c. She believes it accurately reflects Western thought.
  - d. She points out logical mistakes in the argument.
23. What is the man’s opinion of the “Great Chain of Being”?
  - a. He thinks that it was probably written by a man.
  - b. He thinks that it is not a logical argument.
  - c. He believes it explains some Western attitudes.
  - d. He believes it presents a good basis for political action.
24. Why does the man mention descriptions of Osama Bin Laden as a rodent or a roach?
  - a. To illustrate the power of the “Great Chain of Being” idea
  - b. To point out a basic flaw in the “Great Chain of Being” theory
  - c. To apologize for having praised the book
  - d. To demonstrate his own view of terrorists
25. What does the woman plan to do?
  - a. Complain to a librarian
  - b. Recommend the book to others
  - c. Write a paper about the theory
  - d. Read the book herself

Questions 26–30.

*Measuring Happiness*

**New York, AP News:** A new study shows that people in wealthier countries are more likely to be satisfied with their lives. This survey, released yesterday, found that about 90 percent of people in the United States, who made at least \$250,000 a year, considered themselves “very happy.” However, in households with incomes below \$30,000 a year, only 42 percent of people gave that answer. The two economists who conducted the study, Betsey Stevenson and Justin Wolfers, also point out that since 1970, as the income and the standard of living have increased in Europe, satisfaction has risen in 8 of the 10 European countries polled. Previous research had suggested that satisfaction did not necessarily increase once basic needs were met.

*Listen to a lecture on satisfaction.*

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26. What is the main research finding reported in the news article “Measuring Happiness”?
- a. Happiness tends to increase with wealth.
  - b. Even in poor countries people can be happy.
  - c. Happiness is unevenly distributed in Europe.
  - d. About 90 percent of Americans say they are happy.
27. According to the speaker, what public opinion change occurred in Japan from the 1950s to the 1970s as the nation’s wealth increased?
- a. People reported that they were not richer than before.
  - b. People reported that they generally felt happier.
  - c. People reported that they were less satisfied with their lives.
  - d. People reported that work became more important than wealth.
28. According to the speaker, what does the example of Japan illustrate?
- a. The relationship of the economy to development
  - b. The findings of Stevenson and Wolfers
  - c. The speed of economic growth
  - d. The Easterlin Paradox
29. How does Easterlin’s research mentioned in the lecture relate to the new study reported in the text?
- a. It supports the new study.
  - b. It contrasts with the new study.
  - c. It explains the new study.
  - d. It increases the reliability of the new study.
30. Why does the speaker mention iPods at the end of the talk?
- a. To show that new inventions do make people happy
  - b. To show that wealth is connected to happiness
  - c. To suggest that the more people have the more they want
  - d. To suggest that Stevenson and Wolfers were wrong



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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. 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。

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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

1. Contemporary psychologists who study human traits in the context of evolution assume that each of our emotions emerged because it made some contribution to our survival as a species. Even so-called “negative emotions.” For instance, jealousy may not be pleasant but it can serve the positive function of strengthening the relationship between a man and woman. As an ancient instinct it probably kept competitors for one’s mate at a distance, and increased the chances that a couple would stay together, giving their children a better chance to survive. Fear kept primitive peoples away from dangers such as snakes, deep water, and darkness. Anger may have served the positive purpose of giving them the energy to successfully fight off enemies.
2. Yet the fact that emotions such as these may have evolved for useful reasons does not mean that they inevitably play a productive role in modern life. For example, impulsive violence leads to imprisonment, and hostility is bad for one’s health. In one study, 255 medical students took a personality test measuring their levels of hostility, then twenty-five years later their health was analyzed. It was found that the most aggressive students had experienced five times more heart problems than those who were less hot-headed.
3. Perhaps this is why until the 1980s most researchers focused on negative emotions; they seemed to cause the most suffering and trouble—for both the individual and for society. An analysis of *Psychological Abstracts*, a summary of books and articles published in psychology, found that from 1887 to the mid-1990s there were 136,728 titles referring to anger, anxiety, or depression, but only 9,510 referring to joy, satisfaction, or happiness. And it was not until the late 1990s that a focus on positive emotions began to emerge.
4. Today, researchers are finally beginning to study productive mental states to find ways to help people progress from pathology to normalcy and normalcy to optimal functioning. Among the reasons for this new orientation is the recognition that merely eliminating anger and depression is no guarantee of producing joy and happiness, and the removal of pain does not necessarily lead to the experience of pleasure. Other justifications for the shift include research, such as Norman Bradburn’s 1969 study,

showing that pleasant and unpleasant emotional states are produced by different mechanisms and must therefore be studied separately. This observation has been underscored by current physiological research that uses CAT scans to identify which parts of the brain are most active when a subject is experiencing a particular emotion; these studies have shown that for the most part different emotions involve different parts of the cerebral cortex.

5. As with the negative emotions, one important question is what evolutionary value positive emotions have. According to one of the founders of positive psychology, Barbara Fredrickson, positive emotions broaden the range of our thoughts and actions. This results in better personal adaptation to surroundings as well as better problem-solving skills. Joy, interest, curiosity, and love lead to creativity and innovation, and they also provide a strong basis for community. All of these confer an indisputable evolutionary advantage, not only helping us to live better but longer.
31. What do contemporary psychologists believe about emotions?
- Emotional states are responsible for psychological development.
  - Some emotions evolved to be more useful than others.
  - Emotions are no longer as useful as they once were.
  - We have emotions because we needed them.
32. What is the point made with the examples in paragraph 1?
- Negative emotions contributed to survival.
  - Jealousy, fear and anger are all negative emotions.
  - Negative emotions emerged earlier than other emotions.
  - Negative emotions were more important in prehistoric times.
33. How is paragraph 2 related to paragraph 1?
- It provides contrastive information.
  - It provides alternative information.
  - It provides supportive information.
  - It provides illustrative information.
34. What does paragraph 2 imply?
- Hostility is bad for the heart.
  - It is good to express natural emotions.
  - Every evolved trait has a use in modern life.
  - Aggression is common among medical students.

35. Referring to the phrase underlined in paragraph 2, people who are “hot-headed”
- a. can easily become ill.
  - b. are quick to get angry.
  - c. are quick to lose focus.
  - d. can easily be satisfied.
36. In paragraph 3, the statistics in articles published in the *Psychological Abstracts* are given to
- a. define the nature of the debate.
  - b. narrow the scope of the investigation.
  - c. balance negative and positive emotions.
  - d. support the claim made in the previous sentence.
37. Historically, researchers studied negative emotions more often because
- a. such emotions were easy to measure.
  - b. so much was published on such emotions.
  - c. such emotions caused the most damage.
  - d. such emotions were considered most ancient.
38. What did Bradburn’s study show?
- a. Eliminating anger can cause happiness.
  - b. Stopping pain can help increase peace of mind.
  - c. CAT scans can be useful in treating emotional problems.
  - d. Positive and negative emotions do not originate from the same part of the brain.
39. The word “underscored” in paragraph 4 is closest in meaning to which of the following?
- a. concluded
  - b. minimized
  - c. supported
  - d. approved
40. According to the text, the ultimate evolutionary advantage of positive emotions is that we can
- a. cooperate better.
  - b. have longer lives.
  - c. become more creative.
  - d. solve more difficult problems.

## Text 2

1. “Wisdom begins by calling things by their right names,” goes the ancient proverb. And for centuries, philosophers, naturalists and scientists have been trying to devise systems to give living things a “right name” in order to group them according to their similarities and presumed relationships. In the 1700s, Carl Linnaeus, the Swedish botanist, laid the basis for our modern systems of taxonomy. These time-honored ways of ordering scientific information continue to provide the means for sharing information in contemporary biology. This is because once a scientific name is established researchers then have a “common vocabulary” to discuss particular organisms and to collect and share information about them.
2. Although biological science now boasts supercomputers, DNA analysis, and sophisticated evolutionary theory to support its work, many natural history collections crucial in supporting the organization of scientific information are being shut down. Jobs in the field of taxonomy are getting more difficult to find; students tend to regard the scientific work of making and using taxonomies as “boring” and “old fashioned”; and some practicing scientists even disregard it as unimportant. Interestingly, it is anthropologists who are rediscovering its significance.
3. Studying how non-scientists order and name life, creating what are called “folk taxonomies,” anthropologists began to realize that when people across the globe were creating ordered groups and giving names to what lived around them, they employed highly stereotyped patterns, appearing unconsciously to follow a set of unwritten rules. Cecil Brown, an anthropologist at Northern Illinois University who has studied folk taxonomies in 188 languages, repeatedly found that people recognize the same basic categories, including fish, birds, snakes, mammals, “wugs” (meaning worms and insects) as well as trees, vines, herbs and bushes.
4. Brown’s finding would be considerably less interesting if these categories were literal descriptions of an objective reality. But even simple classifications such as “tree versus bush” are hardly straightforward, since there is no absolute way to distinguish them. In reality, these two categories shade into one another. Wugs, likewise, are not

evolutionarily or ecologically a cohesive group. Yet people across different cultures repeatedly recognize and classify them similarly.

5. Perhaps the most surprising evidence for human's innate tendency to categorize comes from patients who have, through accident or disease, suffered traumas of the brain. For instance, British researchers studied a man whose brain was damaged in an accident and who afterwards could no longer recognize living things. Although he could still identify non-living objects, such as a television, a pencil, or a teapot, he was unable to recognize a tiger, an apple or a rose. Doctors around the world have found other patients who have the same difficulty, usually after suffering damage to their temporal lobe. This suggests a specific part of the brain is devoted to classifying.
  6. As curious as these patients are, their problems would have little relevance to our own lives if the ability to classify living things were simply a matter of not being able to file information in the right place. As it turns out, the victim's situation is much worse. Without the power to order and name living things, people do not know how to understand their surroundings. For example, how to tell a carrot from a cat — which to peel and which to pet? Such people are utterly lost in a strange and confusing world.
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41. What is the meaning of the proverb stated in line 1 of paragraph 1?
    - a. Fools do not name things.
    - b. All things have a unique name.
    - c. The wise have a name for everything.
    - d. To understand something, you first need to identify it.
  42. The word "common" underlined in paragraph 1 is closest in meaning to which of the following?
    - a. simple
    - b. shared
    - c. ordinary
    - d. widely known
  43. According to the text, why is taxonomy important?
    - a. Without it scientists cannot communicate well.
    - b. Without it some museum collections will disappear.
    - c. It is essential for DNA analysis.
    - d. It has a long distinguished history.



44. In paragraph 2, the text implies that the main reason why the field of taxonomy has declined is due to a lack of
- research funding.
  - scientific interest.
  - available jobs.
  - appropriate technology.
45. According to the text, anthropologists have discovered that
- people shared similar words in 188 languages.
  - different groups of people categorize things in similar ways.
  - people tend to use similar stereotypes for other groups of people.
  - people are remarkably accurate in perceiving reality.
46. How did Cecil Brown investigate “folk taxonomies”?
- By observing foreign cultures
  - By analyzing languages
  - By revising scientific categories
  - By studying people with brain damage
47. What point does the writer make about the classification “tree versus bush”?
- The two groups describe reality.
  - It is less interesting than other classifications.
  - It is a classification perceived differently from “wugs.”
  - The two things cannot easily be separated into different groups.
48. The word “innate” underlined in paragraph 5 is closest in meaning to which of the following?
- unusual
  - deliberate
  - inherent
  - typical
49. What object would the victim of brain damage, mentioned in paragraph 6, have a difficult time identifying?
- A shoe
  - A plate
  - A mushroom
  - A street lamp
50. The writers of Text 1 and Text 2 would probably agree that
- the names of emotions are misleading.
  - more categories and names for emotions are needed.
  - naming an emotion positive or negative can help to understand it.
  - taxonomy cannot really be applied to something as abstract as emotions.

## PART 2

次の文章には20の空欄(51-70)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、各空欄に最も適当と思われる答えを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。

Heroes are a fading memory in our times, but we can still recall some of their traditional qualities. We know, at least, that what sets the hero (51) is some extraordinary achievement. (52) this feat may be, it is recognized at once by everyone (53) a good thing; and somehow, the (54) of it seems larger than life. Even by such a minimum (55), the hero's action criticizes us. We have been (56) frantically merely to achieve the ordinary, that measure of (57) each of us is supposedly entitled (58). The hero, in contrast, (59) the ordinary and attains greatness (60) serving some greater good. The hero's example (61) us that we fail (62) by aiming too high but by aiming too low. (63), the hero shows us that happiness is hardly a right or an end in itself. Heroes (64) not happiness but goodness, and their (65) lies in achieving it. Their satisfaction is (66) a result—a reward, in short, (67). This path to happiness is open to all, not just heroes, and until modern times (68) people knew it. To (69) happiness for its own sake, it (70), was the surest way to lose it.

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51.	a. alone b. apart c. aside d. atop	52.	a. However b. Because c. Regardless d. Whatever	53.	a. as b. for c. in d. with
54.	a. achieve b. achieved c. achieves d. achieving	55.	a. definition b. intuition c. persuasion d. translation	56.	a. fleeing b. offering c. producing d. struggling
57.	a. attitude b. awareness c. happiness d. height	58.	a. by b. for c. to d. with	59.	a. overcome b. overcomes c. had overcome d. having overcome
60.	a. by b. of c. so d. until	61.	a. forces b. delays c. rejects d. shows	62.	a. else b. less c. neither d. not
63.	a. Although b. Moreover c. Otherwise d. Whatever	64.	a. try b. aim c. seek d. hope	65.	a. fulfill b. fulfilling c. fulfillment d. fulfiller
66.	a. to b. that c. thus d. when	67.	a. doing for good b. good doing c. for doing good d. for good doing	68.	a. almost b. most c. most of d. most of all
69.	a. engage b. catch c. contain d. pursue	70.	a. believes b. had believed c. having believed d. was believed		