| 受験番号 | | | | | |
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# 英　　語

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## 合図があるまでは絶対に中を開けないこと

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　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

１．リスニングには、PART I, II, III 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っていてください。

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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 III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つの問いに答えてください。

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## 「受験番号」を解答カードの定められたところに忘れずに書きいれること

# PART I

*Choose the best answer to each question.*

1. What does the man imply?
   a. He will show the woman where the writing center is.
   b. He is offering to help the woman with her writing.
   c. He believes the writing center is close by.
   d. He will hand the paper to the woman.

2. What does the woman mean?
   a. She doesn't have the DVD right now.
   b. She just finished watching the DVD.
   c. She borrowed the DVD from George.
   d. She can't lend the DVD to the man now.

3. What can be inferred about the man from this conversation?
   a. He's also going to the concert.
   b. He lives on the campus.
   c. He would like to attend the university.
   d. He can't answer the woman's question.

4. What does the woman mean?
   a. The bus will arrive soon.
   b. The bus is already a little late.
   c. She doesn't know the bus schedule.
   d. She has been waiting a long time for the bus.

5. What does the man mean?
   a. He likes walking in the rain.
   b. He hopes classes will be canceled.
   c. He doesn't want to miss the train.
   d. He will have to call his classmates.

6. What does the woman imply?
   a. She lost the key to her room.
   b. She believes laptops are convenient.
   c. She thinks her computer is safe.
   d. She will take the man's advice.

7. What will the woman most likely do?
   a. Purchase used textbooks
   b. Borrow the textbooks from her friend
   c. Buy her textbooks at the bookstore
   d. Rent her textbooks online

ENG
1

8. What does the man imply?
    a. The woman does not know Henry very well.
    b. Henry did not join the Modern Dance Club.
    c. The woman should contact Henry directly.
    d. Henry would like to meet the woman.

9. What does the woman plan to do?
    a. Study at the library
    b. Miss the meeting
    c. Talk to her roommate
    d. Change her dorm room

10. What does the man imply?
    a. He has already eaten lunch.
    b. He'd like to eat with the woman.
    c. He thinks the meals are too expensive.
    d. He wants to show the woman where he works.

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ENG
2

## PART II

*Choose the best answer to each question.*

*Questions 11–12.*

11. What will the man probably do?
    a. Start a new part-time job
    b. Study all weekend in his room
    c. Join the woman on her trip
    d. Read the woman's report

12. What did the woman promise to do?
    a. Assist the man with his homework
    b. Go to New York City next week
    c. Return from her trip early
    d. Pay for a bus ticket

*Questions 13–15.*

13. What is the main topic of their conversation?
    a. The student's choice of major
    b. A course the student is taking
    c. The student's recent grades
    d. The student's graduate school application

14. Why does the man say he can't major in two subjects?
    a. He is only interested in one area.
    b. He doesn't want to upset his advisor.
    c. It is against the current university regulations.
    d. It would take too long to complete the requirements.

15. What does the professor suggest the man consider?
    a. Designing his own major
    b. Registering for a chemistry course
    c. Spending an extra year at the university
    d. Meeting with a philosophy professor

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## PART III

*Choose the best answer to each question.*

Questions 16–20.

*Listen to a lecture on babies and language.*

16. What is the main topic of this lecture?
    a. The various meanings of a baby's crying
    b. That babies cry in their native language
    c. How babies hear their own crying
    d. Why European babies cry differently

17. What did the speaker say about the melody patterns of French and German?
    a. The German pattern was easier to learn.
    b. Researchers found the patterns quite similar.
    c. The patterns in the two languages are reversed.
    d. It takes three months for babies to recognize those patterns.

18. How does the most recent study relate to the earlier studies mentioned in the lecture?
    a. It contradicts the earlier data.
    b. It supports the previous results.
    c. It was done with the same infants.
    d. It was conducted in the same languages.

19. According to the speaker, why do babies cry in a manner similar to the parents' native language?
    a. To imitate other babies
    b. To learn the native language more easily
    c. To create a close relationship with the mother
    d. To make a unique pattern for parents to recognize

20. Which of the following can be inferred from this lecture?
    a. The crying of babies sounds the same in all languages.
    b. A baby can generally understand the crying of other babies.
    c. Some babies are better than others at learning a new language.
    d. Before birth, a baby becomes familiar with its mother's language.

*Listen to a lecture on a software program.*

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21. What is the main purpose of this talk?
    a. To explain military psychology
    b. To share possible presentation topics
    c. To caution against speaking too long
    d. To encourage good presentations in class

22. What do many commanders think about the software?
    a. It can effectively inform a great number of people.
    b. It can result in poor understanding of information.
    c. It can be used to save money when purchasing bullets.
    d. It can significantly improve the clarity of communication.

23. Why does the speaker mention lawyers and the Supreme Court?
    a. To show a valid use of software presentations
    b. To illustrate a weakness of using the software
    c. To compare different purposes of the software
    d. To suggest appropriate topics for class presentations

24. According to the lecture, about how long is the average PowerPoint presentation in the military?
    a. 15 minutes
    b. 20 minutes
    c. 30 minutes
    d. 45 minutes

25. According to the lecture, what can be inferred about the military commanders' view of presentations?
    a. They want presenters to explain things more simply.
    b. They want the new versions of the presentation software.
    c. They would prefer all of the presentations to be longer.
    d. They would like to limit the use of presentation software.

*Questions 26–30.*

**Table: Historical Homicide Rates in Europe and the United States**

|  | 12th-14th Centuries | 15th Century | 16th-18th Centuries | 19th Century | 1945-1960 | 1961-1991 | Today |
|---|---|---|---|---|---|---|---|
| **Europe** | 49* | 20 | 11 | 2 | 2 | 2 | 2 |
| **United States** | NA | NA | 17 | 23 | 4 | 11 | 6 |

*All figures indicate the number of murders per 100,000 people.

*Listen to a history class lecture on murder rates.*

26. The data in the table above shows that over time the number of homicides per 100,000 people declined in Europe and then held steady, while in America
    a. the opposite trend may be observed.
    b. no clear trend may be observed.
    c. the ratio has regularly decreased.
    d. the data needs to be calculated differently.

27. The speaker's example of learning to use a fork and knife illustrates
    a. the brutal nature of murder.
    b. behavior learned from other cultures.
    c. attempts by the state to disarm citizens.
    d. an increase in physical restraint and self control.

28. How does the speaker explain the biggest historical drop in the number of people murdered in Europe?
    a. Duels replaced feuds.
    b. Feuds were typically settled in the courts.
    c. Defending one's dignity lost its importance.
    d. Religion started to play a major role in reducing murders.

29. The speaker is primarily interested in getting the audience to
    a. support restricting gun sales in the US.
    b. develop a more sympathetic attitude toward Americans.
    c. consider why murder rates are relatively high in the US.
    d. do more to spread the civilizing process.

30. What does the speaker imply about America?
    a. American culture and society need to mature.
    b. Gun control laws would lower the number of murders.
    c. In the next decade, murder rates will go up again.
    d. Americans would be better off with a weaker central government.

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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. The famous Harvard biologist Edward O. Wilson once observed that we know far less about the earth than we do about the planet Mars. The reason, he explained, is that "the vast majority of life forms on our planet are still undiscovered." At present, scientists have identified about 1.9 million species of micro-organisms, plants, and animals. But estimates of the number of life forms on earth that are still to be discovered range from 10 million to 100 million. Wilson and other biologists argue that the significance of these vast numbers of unknown life forms (and their relationship to our own species) is completely unknown. To begin to close this gap in our knowledge, scientists have launched a massive new project called the "Encyclopedia of Life."

2. The Encyclopedia of Life is an online database open to both specialized scientists and to the general public. In time, it will contain detailed information about all currently known 1.9 million species of life on earth. As new plants, animals, and micro-organisms are identified, they will be added to the database. When the Encyclopedia of Life was first posted in 2008 it contained individual web pages for 1 million species. More have been added since. Of course, the project is a huge <u>undertaking</u>, and prior to the invention of the World Wide Web it was an impossible dream. Even with the creation of the Internet, however, it was not until about 2005 that collaborative software was sufficiently developed to coordinate the accumulation and editing of content on such an enormous scale.

3. At present, the Encyclopedia of Life showcases 25 "exemplar" species that are described and illustrated in great detail as examples of "full entries." These pages contain extensive information about each species and have been checked and approved by scientists who are experts on these particular life forms. Tens of thousands of additional species are featured in other pages and their descriptions have been authenticated by scientists; however, these pages do not contain the rich array of information found in the 25 exemplar species. About one million additional species' pages are also posted but in minimal form: they contain the species' names (both the formal Latin name and common local names) as well as their basic description, but information about the species themselves is limited. These pages are "works in progress" and researchers all over the world are encouraged to contribute information to them. Amateur biologists can also access

the pages and upload illustrative images such as photos they have taken of a particular mushroom species in a neighborhood park, for example, or a particular type of coral they saw on a scuba-diving trip. Finally, the Encyclopedia includes thousands of linking pages that provide an over-arching structure of the genus into which the various individual species fit.

4.    The Encyclopedia of Life is more than an education project. It is also a crucial repository of information about what makes the earth different from other apparently lifeless planets in our solar system. As human-driven forces such as habitat destruction, environmental pollution, and climate disruption continue, more eco-systems will disappear and more species will become extinct. With their disappearance we will lose possible medicines that we will never have a chance to identify, and unknown plants that can never be turned into crops. This is part of the reason why the Encyclopedia of Life is important. As Edward O. Wilson observed, we need to "properly explore the earth's biodiversity if we are to understand, preserve and manage it."

31.  What is the main purpose of the Encyclopedia of Life?
    a. To discover species that could exist on other planets
    b. To catalogue plants that can be consumed as food
    c. To compile information on all forms of life on earth
    d. To identify new medicines to treat various diseases

32.  According to the highest estimates, how many life forms on earth remain to be identified?
    a. As many as 1 million
    b. Approximately 2 million
    c. Up to 10 million
    d. Tens of millions

33.  The word "undertaking" underlined in paragraph 2 is closest in meaning to which of the following?
    a. risk
    b. project
    c. expense
    d. difficulty

34.  According to the text, what development made the Encyclopedia of Life possible?
    a. Powerful microscopes to study individual micro-organisms
    b. Web-based programs that allow the sharing of information
    c. Massive new research libraries at institutions world wide
    d. Sophisticated DNA analyses to identify new species

35. Which of the following is true of the exemplar pages in the Encyclopedia of Life?
    a. They have been carefully reviewed by specialists.
    b. They require additional diagrams and illustrations.
    c. They feature the most abundant species found on earth.
    d. They contain information that has yet to be confirmed.

36. What is NOT referred to in paragraph 3 as one of the features of the Encyclopedia of Life?
    a. It allows amateurs to contribute to a scientific database.
    b. It includes both the informal and formal names of species.
    c. It provides further links for information on particular entries.
    d. It traces in detail the evolution of each life form.

37. Why does the author compare the earth to other planets in the solar system?
    a. To contrast their origins
    b. To illustrate how unique the earth is
    c. To show how little we know about other planets
    d. To encourage the search for life on other planets

38. Paragraph 4 refers to all of the following causes of species extinction EXCEPT
    a. natural selection.
    b. eco-system destruction.
    c. changing climate.
    d. pollution level.

39. The phrase "repository of information" underlined in paragraph 4 is closest in meaning to which of the following?
    a. critique of data
    b. investigation of facts
    c. collection of opinions
    d. storehouse of knowledge

40. Which of the following best expresses the meaning of the quotation at the end of paragraph 4?
    a. To care for the earth, we must fully understand its rich variety of life forms.
    b. To understand the earth, we must travel to its most unknown regions.
    c. To help the earth survive, we must take steps to preserve all existing life.
    d. To conduct proper scientific investigation, we must keep reliable records.

*Text 2*

1.    Anyone who studies history could have anticipated the current "books-versus-Internet" debate, because every such innovation has been "disruptive." In ancient Greece, Socrates warned that writing would weaken the power of human memory. At the end of the Middle Ages, Gutenberg's printing press was feared because it would "destroy" the intimate relationship between writers and their handwritten texts. Typewriters, invented in the late 19th century, were reviled because they were noisy and the texts they produced were impersonal. In the present era, computers have been blamed for slowing down writing, or speeding up writing, or even destroying the English language. Now, with the spread of the Internet, many predict that actual printed books will disappear.

2.    Book publishers, however, recently got some good news. Researchers found that when middle school students, who previously hadn't had any books at home, brought a dozen books of their choice home over the summer, they had significantly higher reading scores in the fall than other students who didn't take books to their homes. In fact, just having those twelve books at home seemed to have as much positive effect as attending summer school. This study, along with many others, confirms the power of the printed page.

3.    Recently, too, Internet supporters got some bad news. A university study examining computer use among half a million 5th through 8th graders in North Carolina found that the spread of home computers and high-speed Internet access was associated with significant declines in math and reading scores. This study, following up on several others, suggested that broadband access is not necessarily good for kids and may actually be harmful to their academic performance.

4.    Critics of the Internet claim that web pages are designed to move the reader's eyes quickly over text and on to images and advertisements. Such a design reduces the ability of users to read carefully and engage in deep thought or reflection. In response, Internet <u>advocates</u> argue that playing online games and using software tools heighten peoples' ability to absorb information and to concentrate on tasks. The Internet, they say, is a benefit to learning, not a threat.

5.    Perhaps what really matters is how people think of themselves while reading books or surfing the Internet. For instance, once a person becomes a "reader," he or she often becomes a member of the literate and the literary world. By encountering

the works of great writers and thinkers, the reader enters a hierarchical world with different levels of wisdom. By reading books, the reader hopes to gain some lasting insight or knowledge. Moreover, through the act of careful reading and re-reading, the reader shows respect to those who have thought deeply and shared their understanding via printed texts.

6.      A member of the Internet world, however, experiences something quite different. The Internet <u>disdains</u> hierarchy and does not respect old wisdom. New information is considered more important than deep thinking, the young are more valued than the old, and fast is more desirable than slow. The Internet helps people to be more quickly informed about fast-breaking news, current events, and social trends. But the literary world produces better students and scholars. Perhaps it's because literary culture is superior at helping people distinguish the significant from the trivial, and the enduring from the transient in order to better understand issues of lasting significance.

7.      If we learn anything from history, we know that change will come whether we like it or not. One interesting fact to note, however, is that more and more "old-fashioned" websites are appearing with pages that do not have flashing icons, advertising images, and links to unrelated sites. Perhaps, in the end, the real debate will not be about "books-versus-Internet" but about how to create an Internet culture that engages people in serious learning.

41.  What is the main idea of the first paragraph?
    a. New writing technologies are often controversial.
    b. Ancient philosophers opposed printed texts.
    c. Computers may eventually destroy the written word.
    d. Technology ultimately tends to weaken literacy.

42.  Which comment applies to two technologies mentioned in paragraph 1?
    a. They made writing less personal.
    b. They made writing much faster.
    c. They made writing more inefficient.
    d. They made writing less memorable.

43.  What is the purpose of paragraph 2?
    a. To show that summer school is largely ineffective
    b. To suggest that students do homework over the summer
    c. To argue that books are a powerful force in learning
    d. To imply that reading skills are poorly measured by tests

44. Which of the following is implied by paragraph 3?
   a. Use of home computers supports learning in schools.
   b. Extensive Internet use lowers math and reading abilities.
   c. Middle school students should be taught more Internet skills.
   d. Internet access in North Carolina ought to be more widely available.

45. The word "advocates" underlined in paragraph 4 is closest in meaning to which of the following?
   a. inventors
   b. enemies
   c. supporters
   d. critics

46. In paragraph 4, what particular issue is under dispute?
   a. Whether web pages are designed mainly to sell products
   b. Whether online games are healthy for middle school students
   c. Whether the Internet is a potential threat to classroom instruction
   d. Whether Internet use develops the ability to concentrate and think

47. According to paragraphs 5 and 6, what is one quality promoted by the Internet world?
   a. Respect for literary values
   b. Pursuit of individual curiosity
   c. Rapid transmission of information
   d. Preservation of traditional knowledge

48. Which of the following best describes the organizational structure of paragraph 6?
   a. A description of a process
   b. A contrast of two viewpoints
   c. A series of specific definitions
   d. A classification of several types

49. The word "disdains" underlined in paragraph 6 is closest in meaning to which of the following?
   a. admires
   b. is in favor of
   c. looks down on
   d. misunderstands

50. How does the Encyclopedia of Life discussed in Text 1 relate to the "books-versus-Internet" debate mentioned in the conclusion of Text 2?
   a. It proves the superiority of the Internet over books.
   b. It values new knowledge more than old knowledge.
   c. It shows why books such as encyclopedias are so valuable.
   d. It is an example of the Internet culture the author hopes for.

# PART 2

Understanding the origin of life has been one of the two or three most important problems that inquiring minds have ever probed. It is of the ___(51)___ significance that it has been only ___(52)___ the last ___(53)___ decades that any empirically sound questions and answers could be ___(54)___. There are several reasons for this.

First, the problem was ___(55)___ too difficult. It required the ___(56)___ of our understanding in many fields of knowledge ___(57)___ the complexities of the problem could be analyzed. ___(58)___ in our time have we been able to ask the questions which could ___(59)___ viable hypotheses. This is an excellent example ___(60)___ the fact that ___(61)___ we must bide our time before we know enough ___(62)___ the right question.

Secondly, the topic was considered ___(63)___, and any scientific inquiry ___(64)___ the greatest resistance. Religious answers to the question "What is 'Life'?" had long been considered final. To date, long lists of defining ___(65)___ for the word "life" have been proposed, ___(66)___ an accurate, workable ___(67)___ is still lacking. ___(68)___, it appears that "life" can be minimally defined with two qualities: self-replication and adaptation. Any organism ___(69)___ these two qualities probably ___(70)___ alive.

| 51. | a. best<br>b. excellent<br>c. greatest<br>d. most famous | 52. | a. among<br>b. at<br>c. during<br>d. while | 53. | a. few<br>b. limited<br>c. multiple<br>d. plentiful |
|---|---|---|---|---|---|
| 54. | a. alternated<br>b. formulated<br>c. premeditated<br>d. regulated | 55. | a. flawlessly<br>b. overly<br>c. simply<br>d. smoothly | 56. | a. collapse<br>b. density<br>c. growth<br>d. ongoing |
| 57. | a. as<br>b. before<br>c. on<br>d. to | 58. | a. If<br>b. Just<br>c. Only<br>d. Unless | 59. | a. contract<br>b. produce<br>c. seize<br>d. undermine |
| 60. | a. by<br>b. in<br>c. of<br>d. at | 61. | a. frequent<br>b. frequency<br>c. frequently<br>d. frequentness | 62. | a. ask<br>b. asking<br>c. to ask<br>d. have asked |
| 63. | a. sacred<br>b. scarce<br>c. scared<br>d. sufficient | 64. | a. argued<br>b. blocked<br>c. eliminated<br>d. encountered | 65. | a. characters<br>b. characterizes<br>c. characteristically<br>d. characteristics |
| 66. | a. instead<br>b. there<br>c. why<br>d. yet | 67. | a. contrast<br>b. definition<br>c. problem<br>d. request | 68. | a. At present<br>b. Long ago<br>c. Still before<br>d. Until now |
| 69. | a. absorbing<br>b. denying<br>c. possessing<br>d. removing | 70. | a. considers<br>b. is considering<br>c. can be considered<br>d. was considered | | |