

平成 17 年度 後期

外国語 A (英語)

10:00～10:50

解答上の注意

1. 試験開始の合図があるまでこの問題冊子を開いてはならない。
2. 英語の問題紙は表紙を含めて 11 ページある。
3. 解答用紙は「外国語 A (英語) 解答用紙」1 枚である。
4. 解答用紙は必ず提出すること。(問題紙は持ち帰ってよい)
5. 受験番号は、監督員の指示に従い、解答用紙の指定された個所に必ず記入すること。
6. 解答はすべて解答用紙の指定された欄に記入すること。
7. 必要以外のことを解答用紙に書いてはならない。
8. 問題紙の余白は下書きに使用してもさしつかえない。

Part 1. Vocabulary

Directions: Questions (1)—(20) are incomplete sentences. Beneath each sentence (or set of sentences) you will see 4 words or phrases, marked (A), (B), (C), and (D). Choose the *one* word or phrase that best completes the sentence(s). Then, write in the letter of the answer you have chosen on the answer sheet.

(1) Sarah's comment on my speech was so () that I couldn't make out what she really meant.

- (A) ambiguous
- (B) analogous
- (C) credulous
- (D) misjudging

(2) Do you have any () qualifications or experience in tourism?

- (A) intrinsic
- (B) justifiable
- (C) mature
- (D) relevant

(3) Daniel, Blair and Matt won the gold, silver and bronze medals, ().

- (A) alternatively
- (B) independently
- (C) predominantly
- (D) respectively

(4) Reporters are often () to personal biases so we have to be alert when watching TV news or reading newspapers.

- (A) judgmental
- (B) reasonable
- (C) subjective
- (D) susceptible

(5) We would like to see a () pension scheme. The current system is not reliable and many people don't trust that it will work in the future.

- (A) coherent
- (B) consequent
- (C) descriptive
- (D) illicit

(6) () of the various different racial and ethnic groups is a vital issue in most countries.

- (A) Induction
- (B) Installation
- (C) Integration
- (D) Interpretation

(7) In the past, a woman often had no other () than that of her husband's wife or her children's mother.

- (A) authenticity
- (B) identity
- (C) originality
- (D) personality

(8) Ruth () herself to the research for two years, after which she came up with a major discovery.

- (A) aspired
- (B) committed
- (C) consolidated
- (D) made

(9) This is an organic farm so we can't spray agricultural () on the field.

- (A) chemicals
- (B) drugs
- (C) matter
- (D) medicine

(10) Ken got good grades in English, but () in his science test.

- (A) defiled
- (B) failed
- (C) fell
- (D) lacked

- (11) Please () this schedule to see when the next train for London will leave.
(A) check
(B) investigate
(C) look up
(D) study
- (12) The instructor gave a () explanation of the system.
(A) sensible
(B) sensitive
(C) sensory
(D) sensual
- (13) The WHO () four ways that the disease was transmitted.
(A) stimulated
(B) identified
(C) intensified
(D) solidified
- (14) Check out the () before deciding to go to a British university for a degree.
(A) alternatives
(B) incentives
(C) selections
(D) substitutes
- (15) There is still a () between men and women in their access to good jobs.
(A) deterrence
(B) dishonor
(C) disparity
(D) indifference
- (16) The shaded areas on the map () the residential areas.
(A) demonstrate
(B) materialize
(C) personify
(D) represent

- (17) You always need to tell him what you want in clear and () terms.
(A) concrete
(B) discrete
(C) discriminated
(D) isolated
- (18) Her book offers an affectionate () of life in a small village.
(A) depiction
(B) disruption
(C) emotion
(D) portray
- (19) Last year my room was full of cockroaches but I succeeded in () them.
(A) abandoning
(B) getting rid of
(C) rejecting
(D) throwing away
- (20) After the (), people returned to their houses to find the ground floor completely wet.
(A) blizzard
(B) drought
(C) eclipse
(D) flood

Part 2. Structure

Directions: Questions (21)—(40) are incomplete sentences. Beneath each sentence (or set of sentences) you will see 4 words or phrases, marked (A), (B), (C), and (D). Choose the *one* word or phrase that best completes the sentence(s). Then, write in the letter of the answer you have chosen on the answer sheet.

- (21) () you are a millionaire and you can afford anything. What would you want to do then?
(A) Being supposed
(B) Suppose
(C) Supposed
(D) Supposing

(22) If there are other universes besides our own, we may never be able to observe them, () visit them.

- (A) much less
- (B) much more
- (C) no less
- (D) not less

(23) Your late arrival didn't affect the meeting. (), you should have come earlier.

- (A) Although
- (B) Despite
- (C) If
- (D) Nonetheless

(24) (), it was stuffy in the room.

- (A) The windows closing
- (B) The windows to close
- (C) With the windows closed
- (D) With the windows closing

(25) The doctor suggested that () in bed for one more week.

- (A) she remain
- (B) she remained
- (C) she will remain
- (D) she would remain

(26) Her recital was () a failure. The audience was deeply moved.

- (A) but for
- (B) far beyond
- (C) far from
- (D) much beyond

(27) () Shakespeare one of the best writers in Elizabethan era, but he also had a career as an actor.

- (A) Although he was
- (B) If only he was
- (C) Neither was
- (D) Not only was

- (28) Jack's Coffee bar was () he decided to franchise it.
- (A) so successful than
 - (B) so successful that
 - (C) such successful as
 - (D) such successful that
- (29) () the AIDS pandemic is expanding its reach across the globe, rates of infection in some African countries are actually on the decline.
- (A) Although
 - (B) Because
 - (C) However
 - (D) So
- (30) Tokyo is a densely-populated city, and ().
- (A) so does New York
 - (B) so has New York
 - (C) so is New York
 - (D) so New York is
- (31) I'll () as soon as he comes home.
- (A) get him call you back
 - (B) get him called back
 - (C) have him call you back
 - (D) have him to call you back
- (32) Recent advances in medical technology have allowed () longer and happier lives.
- (A) living people
 - (B) people live
 - (C) people living
 - (D) people to live
- (33) James Joyce's *Ulysses* is considered by some to be one of the best novels ().
- (A) ever written
 - (B) to write
 - (C) were written
 - (D) whenever written

- (34) Generally speaking, university students () regular hours.
(A) are difficult in keeping
(B) are difficult to keep
(C) being difficult to keep
(D) have difficulty in keeping
- (35) It was () that I could hardly work in a library.
(A) so a warm day
(B) so warm day
(C) so warm a day
(D) such warm day
- (36) Through the experience of working part-time, a student can learn some lessons,
() the importance of punctuality.
(A) but also
(B) in spite of
(C) such as
(D) thanks to
- (37) () is a kind of global standard used to measure obesity of people.
(A) As the body mass index
(B) It is the body mass index
(C) That the body mass index
(D) The body mass index
- (38) The warming of Tokyo is part of a phenomenon () the 'heat island' effect
which is affecting the weather pattern of big cities around the globe.
(A) called
(B) is called
(C) naming
(D) which named
- (39) By the time she reaches the top of the mountain, she () four liters of water.
(A) will already drink
(B) will be drinking
(C) will be drunk
(D) will have drunk

(40) () which you broke yesterday has already been fixed.

- (A) Window
- (B) A window
- (C) The window
- (D) Windows

Part 3. Reading Comprehension

Directions: Read the following passage and choose the *one* best answer, (A), (B), (C), or (D), to each question. Then, write in the letter of the answer you have chosen on the answer sheet.

The colors, black, white, and yellow are often used to distinguish the race of people in the world. These three colors tend to give us the sense that there are three races because we seldom hear other colors referred to when describing a person's race. 'Black' usually refers to those with an African origin; 'white' generally refers to those with a European origin, while 'yellow' typically refers to those with an East Asian origin. The use of these terms is quite common in every day English. For example, we might say, "Our new teacher is a black woman". In this case, the idea of identifying someone by their skin color is seldom a problem because we are simply using their complexion for identification purposes. However, if we referred to a Japanese person as a 'banana', i.e., yellow on the outside, but white on the inside, we come to a much more complex idea than simply skin color. Here, we are talking about race, which involves a complicated set of ideas.

The reason why race is such a sensitive topic is because there are various stereotypes about the races. These stereotypes are not only historical; they continue to spread in our modern world. One of these stereotypes concerns intelligence. Recent books and articles in the United States have suggested that not all races are equally intelligent. The ranking in these studies reach the same conclusion: East Asians are the most intelligent followed by whites, and blacks are the least intelligent. Naturally, such a broad claim needs to be supported by evidence so these studies use IQ scores from a wide number of areas to support their belief. For example, they state that blacks score an average of ten to fifteen points lower than whites on IQ tests.

There are several problems with the belief that race and intelligence have some connection. One problem relates to the logic used to support this opinion. Even if it is

true that blacks score lower than whites, it does not mean that there is a connection with race. It could mean that blacks, who tend to have lower incomes, live in parts of a city in America where the schools are not as good which results in lower scores. There could also be problems with the questions on the test, which could be biased towards the culture of non-black readers.

Another problem is more disturbing. Often, the research which claims race and intelligence are connected is paid for by groups that believe the so-called 'white' race is better than the 'black' race. These groups, which are often centered in the United States, are against white people marrying those of a different color, including Jewish people. Some of the more extreme members even want America to be a completely white nation. When groups such as these sponsor research which supports a connection between race and intelligence, we need to question the results.

These two difficulties are not the biggest problems with the concept of black, white, and yellow, races. In fact, throughout the world, skin comes in many different colors. Even within one continent, Africa, we see skin that is close to black colored in Ethiopia, while in the north African countries it is more like *café au lait*. Then there are other peoples of the world, such as the Aborigines in Australia or Polynesians in the Pacific Islands. What color are these people? To answer this question it is helpful to ask another question: how did humans come to have different colors?

The discovery of old bones coupled with DNA testing and knowledge about ancient languages helps us to understand that over 100,000 years ago, *homo sapiens* were all the same color, black. This is because our ancestors lived in Africa, the cradle of humanity, quite close to the equator. Black skin contains much melanin, a substance which acts as a screen that protects the skin from the sun. As humans moved away from the equator to places where the sun was weaker, the high levels of melanin in black skin were unnecessary. In fact, too much melanin can be disadvantageous because it screens out too much sunlight and prevents proper production of Vitamin D in the body. Therefore, over hundreds of generations, those that moved out of Africa evolved to have lighter skin. In other words, our skin color is simply an evolutionary result of the distance our ancestors moved (or did not move) from the equator.

In the United States, black people are often called 'African Americans'. This is because their ancestors came to America within the past dozen or so generations. However, in fact, all humans today have African origins. It is just a question of how long ago our ancestors lived there. In the case of Europeans and Japanese people, for example, the answer may be around 100,000 years ago. The last common ancestor of Europeans and Japanese people may be about 50,000 years ago. In this sense, we are all related to

each other and skin color is quite meaningless. Therefore, just as black people in the U.S. call themselves African-American, Japanese people can rightly call themselves African-Japanese.

(41) The main point of this passage is

- (A) The IQ test score is not a good indicator of intelligence
- (B) Japanese can trace their origins to Africa.
- (C) All races have the same intelligence level.
- (D) Race is not a determiner of intelligence.

(42) Which one of the following is not a reason for doubting a connection between skin color and IQ test scores?

- (A) Economic disadvantage of a certain race
- (B) Biased sponsors of the test
- (C) Skin color cannot be divided into three simple colors
- (D) The yellow race has made big economic advances recently.

(43) The passage implies that if IQ tests considered black culture equally in their questions

- (A) the results would still be the same.
- (B) black people would score higher than other races.
- (C) black people's scores would improve.
- (D) white and yellow people would be at a disadvantage.

(44) According to the reasoning in the passage, if humans had not have spread out of Africa

- (A) the melanin in our skin would be reduced.
- (B) we could be suffering from a lack of Vitamin D.
- (C) we would all probably have darker skin now.
- (D) all of the above would have occurred.

(45) According to the passage, which statement is not true?

- (A) Yellow and white people had a common ancestor.
- (B) Black and white people had a common ancestor.
- (C) Yellow and black people had a common ancestor.
- (D) None of the above is true.

外国語A(英語)解答

Part 1

Vocabulary

(1)	A
(2)	D
(3)	D
(4)	D
(5)	A
(6)	C
(7)	B
(8)	B
(9)	A
(10)	B
(11)	A
(12)	A
(13)	B
(14)	A
(15)	C
(16)	D
(17)	A
(18)	A
(19)	B
(20)	D

(各1点 計40点)

Part 2

Structure

(21)	B
(22)	A
(23)	D
(24)	C
(25)	A
(26)	C
(27)	D
(28)	B
(29)	A
(30)	C
(31)	C
(32)	D
(33)	A
(34)	D
(35)	C
(36)	C
(37)	D
(38)	A
(39)	D
(40)	C

Part 3

Reading Comprehension

(41)	D
(42)	D
(43)	C
(44)	C
(45)	D

(各2点 計10点)