

平成16年度 個別学力試験問題

外国語 (英語)

(120分)

第三学群 (国際総合学類)

医学専門学群 (医学類)

注 意

1. 問題冊子は1ページから15ページまでである。
2. 解答は解答用紙の定められた欄に記入すること。
3. 第Ⅲ問の聞き取り理解力テストは、11時10分頃から約30分間放送します。

I 次の英文を読んで、下の問いに答えなさい。

We have all had moments when we would have liked to switch on the sunshine or switch off the rain, or to affect the outdoor temperature. Ever since early humans set up home in the nearest cave, or lit the first fire, we have tried to (1) the climate surrounding us — you could call these the first attempts at weather control. Today, weather control might be thought of as a fantasy world for crazy scientists, but there are some kinds of weather modification — though few in number — which are routine in certain areas of human activity.

There is one powerful reason to seek to alter the weather, and that is to reduce the losses, both human and economic, caused by a natural hazard or disaster. There are other reasons but these do not have the same moral force: they may include a desire for economic or even military advantage over a neighbor. (2) human lives and property can be achieved either by modifying the hazard itself, or by reducing its impact. These two methods need (3) not be mutually exclusive, and in certain cases a combination may provide the best results. Insurance may also help to soften the blow of damaged property or loss of earnings.

Weather disasters are generally more difficult to control than terrible events such as landslides where large-scale engineering projects can reduce the frequency and the magnitude of the hazard. The destructive forces of the atmosphere, however, far exceed how much control human beings have over them. To illustrate this we can make a rough estimate that a typical winter storm over the Atlantic or Pacific releases about 100,000 times as much energy as did the first atomic bomb. Even if we wanted to interfere with the atmosphere on this scale, the analysis of costs versus benefits would soon see (4) the project cancelled. There are, though, certain circumstances when intervention can work: when the atmosphere is finely balanced between two contrasting states, we can successfully change that balance with relatively little

cost and effort. Thus cloud-seeding operations to create rain will never work without favorable conditions for the development of clouds, but they may succeed if deep cloud development is already occurring.

Weather modification projects, whether successful or not, bring a variety of problems which make the prospect of large-scale activity in this field very uncertain. Most of the chemicals used in seeding cause pollution, and the disadvantages of these may exceed the advantages achieved by the seeding process. The release of large amounts of heat energy to reduce fog or clouds, or the generation of extensive electric fields to weaken storms may fall into a similar category.⁽⁵⁾ But most problematic of all is our inability to restrict the modification effect to the area for which it was intended. For instance, suppressing a hailstorm over a region of farmland might move the storm activity to a neighboring urban area; the crops would be saved, but in the city windows would be smashed, motorcars damaged, and people seriously injured. One⁽⁶⁾ scarcely dares to imagine the legal consequences of such an event.

Even more controversial would be weather modification which crossed international boundaries. For instance, reducing a hurricane which was threatening, say, the Texas coastline could conceivably result in the development of a new hurricane which sweeps through the central Caribbean and strikes the Mexican coast, causing billions of dollars of damage and ((7)) hundreds of lives. What sort of international tension might follow this sort of disaster? Nor does it stop there. We know that hurricanes and typhoons are one of the principal mechanisms that transfer heat energy received from the sun in tropical areas to middle and high latitudes. If that mechanism⁽⁸⁾ were interfered with, who knows what sort of chain reaction might follow? What kind of major climatic changes might turn up in different parts of the world during subsequent months?

(注) destructive 破壊的な

hailstorm あられをともなう嵐

latitude 緯度

1. 空欄(1)にはいる語を次の中から1つ選び、記号で答えなさい。
(A) tolerate (B) reject (C) adjust (D) expect

2. 空欄(2)と空欄(7)にはいる語を次の中から1つずつ選び、記号で答えなさい。ただし、選択肢はすべて小文字で記してある。また、記号の使用はそれぞれ1回だけとする。
(A) saving (B) finding (C) costing (D) following (E) investing

3. 下線部(3) These two methods が指し示す内容を50字以内の日本語で述べなさい。

4. 下線部(4)の内容を50字以内の日本語でわかりやすく説明しなさい。

5. 下線部(5) a similar category の内容を50字以内の日本語で述べなさい。

6. 下線部(6)の内容に合っているものを次の中から1つ選び、記号で答えなさい。
(A) We cannot understand how dangerous such an event would be to our life.
(B) Nobody wants to consider how much compensation would follow such an event.
(C) We can succeed in escaping from such an event without getting seriously injured.
(D) Nobody can imagine that it is possible for lawyers to explain how such an event would occur.

7. 下線部(8) that mechanism の内容を50字以内の日本語で述べなさい。

Ⅱ 次の英文を読んで、下の問いに答えなさい。

I have been teaching for 23 years, and in 2001 I started at a new school in Canada. I thought I had seen it all, but nothing had prepared me for this. I picked up my timetable: three classes of Grade 12 English students with graduation and university on their minds and one class of Grade Ten English Basics students with anger and confusion on theirs.

My Grade Tens were what educators call high-needs students. Ten were classified as severely learning disabled; another nine had behaviour problems.

Learning-disabled students are of average to above-average intelligence. However, because they might have trouble reading or writing, they often make mistakes about the written word. If they fail enough, then behaviour can become an issue. Some withdraw into a shell; some act out. My Grade Ten class leaned heavily on the acting-out side.

On the first few days I talked for almost the entire class. I entertained them with my best stories. After 23 years I had lots of material. The students sat fairly still but often looked over their shoulders. They appeared more concerned with who sat where than with classroom expectations.

Every time there was a knock at the door or a phone call from the office, they took it as a cue to tease others and argue. When I could no longer ignore the swearing and negative comments, I would ask a student to step outside, where I would ask him politely to watch his use of the English language.

I considered what to do with the class that should never have been. I knew what I did not want—the usual menu of worksheets explaining subjects and verbs. With a group who had trouble writing, this would be a recipe for disaster.

I decided on an ancient teaching technique, one that new parents use all the time. I would read aloud from a classic, preferably something that would take months to go through.

When I walked into the store room, I accidentally came across the answer to

my prayers. There on the floor were copies of *To Kill a Mockingbird*, Harper Lee's 1961 Pulitzer Prize-winning novel about a black man killed by ignorance and hate in 1930s Alabama.

At our next class I asked my pupils how many had never finished a novel. Most hands went up. I told them that was about to change, and we dived into (4) page one.

As I read, most at least tried to follow along in their own copy. Those who couldn't assured me that it was all right and that they liked to watch me read. When I lifted my eyes from the page, I would see pairs of eyes focused on my lips, mouths wide open. (5)

Just a few pages into the novel, there was a knock at the door. Looking up from his wheelchair was a boy with a smile on his face. Every bit of energy available to him kept his head reasonably steady.

Behind the boy was an elderly gentleman, his teaching assistant. He was black and had grown up in the southern United States.

All eyes watched the boy's unsure hand back the wheelchair beside the first row of desks. I passed out another copy of the novel.

Daily we went on with our reading routine. Those following along in the text would literally jump whenever I made a mistake, as if an electric shock had run through them.

A highlight of the novel is the conclusion to the trial of Tom Robinson, the innocent black man accused of attacking a white girl. Atticus, the novel's white and far too sympathetic father figure, is appointed by the court to defend him. Atticus's final speech to the jury touches everyone's heart. When the bell rang near the end of that passage, some of the kids screamed out loud in (6) disappointment. Such is the power of good literature.

As the days rolled into weeks, the black teaching assistant offered invaluable contributions to our class. He understood obscure references to slavery, to the American Civil War and to Alabama in the 1930s. We talked about treating

people as something to buy or sell, and we talked about the power of language.

Some of my students were upset when characters in the novel tell Atticus's children that their father is a "nigger lover". So we talked about prejudice as something we all struggle with in different forms.

All were quiet when I played a video of Martin Luther King, Jr.'s 1963 "I Have a Dream" speech. I pointed to each in my class and forced them to share a dream. One said he wanted to be a carpenter. One said she wanted to go to university. They all shared, and nobody laughed.

Like Atticus's children, they were very angry when the all-white jury finds Tom Robinson guilty of attack. They were very angry at the concept of the death penalty by electric chair. They had a great sense of right and wrong.

We talked about some of the characters in the novel who never seemed to get a break in life, but who never gave up. We talked about dignity. Before my very eyes, my Grade Ten English Basics students were evolving into a secondary-school English class.

1. 下線部(1)の high-needs students とはどのような生徒のことですか。25 字以内の日本語で説明しなさい。
2. 下線部(2)の this は具体的には何を指していますか。それを表わす部分を本文中から英語で抜き出しなさい。
3. 下線部(3)の an ancient teaching technique とは具体的にどのようなものですか。日本語で簡単に説明しなさい。
4. 下線部(4)は具体的に何の意思表示ですか。日本語で簡単に説明しなさい。

5. 生徒が下線部(5)のようになったのはなぜですか。次の中から最も適切なものを1つ選び、記号で答えなさい。

- (A) Because the students got so interested in the novel.
- (B) Because the students had never seen someone reading a novel so fast.
- (C) Because the students couldn't understand the novel at all.
- (D) Because the students became so proud of the story.

6. 下線部(6)の that passage は具体的には何を指していますか。それを表わす部分を本文中から英語で抜き出ささい。

7. 次の中から本文の内容に合っているものを3つ選び、記号で答えなさい。

- (A) Only an experienced teacher can find a way to teach half the students well.
- (B) Atticus is Tom Robinson's father.
- (C) The students liked to read the novel silently.
- (D) The teaching assistant helped the students to understand the novel.
- (E) Since the students had trouble reading, the teacher let them use dictionaries.
- (F) When the bell sounded, the students wanted to hear more.
- (G) The students took turns reading the novel aloud.
- (H) The students understood the power of good poetry.
- (I) The students made remarkable progress with the help of the teacher.
- (J) Teaching the students to read a long novel made everyone's family very happy.

Ⅲ 放送を聞き、指示に従って解答用紙に解答を記号で記入してください。

Example Dialogue

Example Question: How many nights is Jane going to stay with her grandparents?

- A. One.
- B. Two.
- C. Three.
- D. Four.

Part I

Dialogue A

Question 1: Where is this conversation taking place?

- A. In a professor's office.
- B. In a driving school instructors' room.
- C. In a company manager's office.
- D. In a doctor's office.

Question 2: What is the purpose of the woman's visit?

- A. To raise her test score from 24 to 26.
- B. To discuss her grade.
- C. To talk about the next test.
- D. To check her homework.

Dialogue B

Question 3: When is the customer's departure time and date?

- A. 9:00 a.m. on the 21st.
- B. 5:30 p.m. on the 24th.
- C. 9:00 a.m. on the 24th.
- D. 12:30 p.m. on the 21st.

Question 4: How many transfers will the customer have?

- A. None.
- B. One.
- C. Two.
- D. Three.

Dialogue C

Question 5: What salad dressing did the customer originally request?

- A. Ranch.
- B. Italian.
- C. Thousand Island.
- D. Blue Cheese.

Question 6: How did the customer want his steak cooked?

- A. Medium.
- B. Rare.
- C. Well-done.
- D. Medium-rare.

Dialogue D

Question 7: Why can't the customer exchange the sweater?

- A. Because she left it in the car.
- B. Because the store does not have a sweater in her size.
- C. Because the store does not have an exchange policy.
- D. Because she does not have the receipt.

Dialogue E

Question 8: Where does the woman purchase her coffee?

- A. From a coffee shop.
- B. From a friend.
- C. From a Brazilian supermarket.
- D. On the Internet.

Question 9: What do we know about this coffee?

- A. It does not contain caffeine.
- B. It contains caffeine.
- C. After drinking it, it is not easy to fall asleep.
- D. It is only sold in Japan.

Dialogue F

Question 10: What kind of appointment is this?

- A. An appointment with a dentist.
- B. An appointment with a hairdresser.
- C. An appointment with a schoolteacher.
- D. An appointment with a fitness center.

Question 11: When is the appointment?

- A. Tomorrow morning.
- B. The fourth Wednesday of this month.
- C. On Monday.
- D. In the first week of the following month.

Dialogue G

Question 12: How much time does the man currently get free of charge on his mobile phone?

- A. 200 minutes.
- B. 10 hours.
- C. 1.5 hours.
- D. 3 hours.

Question 13: What does the woman recommend him to do?

- A. To switch phone companies.
- B. To use his mobile phone less.
- C. To change mobile phone models.
- D. To use e-mail.

Part II

Example Question: How many national teams participated in the 2002 Korea-Japan World Cup Finals?

- A. 16.
- B. 24.
- C. 32.
- D. 64.

Passage A

Question 14: What book gave birth to the modern environmental movement in the US?

- A. *Silver Spring*.
- B. *Silent Stream*.
- C. *Silent Spring*.
- D. *Silver Stream*.

Question 15: What did Rachel Carson write about in her book?

- A. The benefits of insect-killing chemicals.
- B. Political activism in the United States.
- C. The effect of chemicals on the food chain.
- D. The impact of insects on American eating habits.

Passage B

Question 16: What is the Eiffel Tower's present height?

- A. 300 m.
- B. 320.75 m.
- C. 350.75 m.
- D. 315 m.

Question 17: How can you get to the top of the Eiffel Tower?

- A. You can take the elevator or climb the 1,652 steps.
- B. You can take the escalator or climb the 1,652 steps.
- C. You can take the elevator or climb the 1,652 steps between each platform.
- D. You can take the elevator or climb the 276 steps between each platform.

Passage C

Question 18: What is the main issue concerning women workers in the United States?

- A. The majority of women earn less money and have less status at work than men.
- B. The government does not pay women workers enough money.
- C. Women workers cannot hold managerial positions.
- D. About a third of all lawyers are women.

Question 19: What percentage of women workers worked in administrative or office jobs in 1999?

- A. 46.7%.
- B. 27.5%.
- C. 76.3%.
- D. 76.0%.

Passage D

Question 20: How long is the cycling section of a typical triathlon?

- A. 14 kilometers.
- B. 1,500 meters.
- C. 10 kilometers.
- D. 40 kilometers.

Question 21: How long does it take a top athlete to finish a typical triathlon?

- A. Fifteen hundred seconds.
- B. Just over two hours.
- C. Less than two hours.
- D. Less than an hour.

Passage E

Question 22: From what language did the term “passport” originate?

- A. Latin.
- B. French.
- C. English.
- D. Greek.

Question 23: When did the passport come into normal use?

- A. In the sixteenth century.
- B. During World War I.
- C. After World War II.
- D. Before World War II.

Passage F

Question 24: What is especially challenging for international students living in the United States?

- A. Housing.
- B. Studies.
- C. Food.
- D. Safety.

Question 25: Which is an advantage of living off campus?

- A. You have more security.
- B. You are closer to campus facilities.
- C. You have more privacy.
- D. You have more time to study.

平成 16 年度 筑波大学リスニングテスト問題（録音用原稿＋選択肢付き）

（チャイム）これからリスニングテストを始めます。問題は Part I と Part II に分かれています。質問は全部で 25 題あります。Part I では Dialogue が二回読まれます。そのあとで質問が一回だけ読まれます。質問が終わったら、問題用紙の Question の A, B, C, D の選択肢から最も適切な答えを選び、その記号を解答用紙の Question の欄に書いてください。最初に例題をやってみましょう。例題の Dialogue は一回しか読みません。では始めます。

Example Dialogue:

M: Jane, are you going to visit your grandparents during the winter break?

W: Yes, I am, but only for two nights. I have a report due right after the break.

Example Question:

How many nights is Jane going to stay with her grandparents?

答えを解答用紙の Example Question の欄に記入してください。今の質問は「ジェーンは祖父母の家に幾晩泊まりますか」ですから、答えは二晩です。B と書いてあれば正解です。できましたか？

それでは Part I を始めます。なお、問題用紙の余白にメモを取ってもかまいません。

Part I

Dialogue A

(Knock, Knock, Knock)

M: Come on in!

W: Hi, I have a question about the grade that I received on my test. Do you have a minute?

M: Sure! Please sit down. Let's discuss it.

W: Thank you, professor. On questions 24 and 26, you have them marked wrong on my test but when I checked the answer sheet, my answers were correct.

M: Let me take a look at it. Oh, you're right. It's a good thing that you came to see me! Fixing your scores for those two questions will raise your grade from a B to an A.

W: Thank you very much.

Question 1: Where is this conversation taking place?

- A. In a professor's office.
- B. In a driving school instructors' room.
- C. In a company manager's office.
- D. In a doctor's office.

Question 2: What is the purpose of the woman's visit?

- A. To raise her test score from 24 to 26.
- B. To discuss her grade.
- C. To talk about the next test.
- D. To check her homework.

Dialogue B

(The telephone is ringing.)

M: This is Elwood Airlines. How can I help you?

W: Yes, I would like to book a flight from Atlanta, Georgia to Cleveland, Ohio on the 24th of August.

M: Let's see... there are three flights that day. One is departing at 9:00 a.m., one at 12:30 p.m., and one at 5:30 p.m. However, the flight at 12:30 has two transfers, while the other flights have only one.

W: What are the prices on those tickets?

M: The 9:00 o'clock flight and the 5:30 flight are \$230, while the 12:30 flight is \$126.

W: I have a business meeting that afternoon. I think I'll have to take the more expensive flight in the morning.

M: Okay, let me just get your name, number, and credit card information and I will book the ticket for you.

Question 3: When is the customer's departure time and date?

- A. 9:00 a.m. on the 21st.
- B. 5:30 p.m. on the 24th.
- C. 9:00 a.m. on the 24th.
- D. 12:30 p.m. on the 21st.

Question 4: How many transfers will the customer have?

- A. None.
- B. One.
- C. Two.
- D. Three.

Dialogue C

W: Good evening. My name is Melissa. I will be your waitress tonight. What can I get for you?

M: Yes, I'll have the House Salad and a New York-style steak.

W: What kind of salad dressing would you like? We have Italian, Ranch, Thousand Island and our special house dressing.

M: Do you have Blue Cheese dressing?

W: I'm sorry, but we don't serve Blue Cheese. How about our special house dressing?

M: Okay, I'll have that instead.

W: How would you like your steak?

M: I'd like mine medium rare, please.

W: Is that all for now?

M: Yes, that sounds good!

Question 5: What salad dressing did the customer originally request?

- A. Ranch.
- B. Italian.
- C. Thousand Island.
- D. Blue Cheese.

Question 6: How did the customer want his steak cooked?

- A. Medium.
- B. Rare.
- C. Well-done.
- D. Medium-rare.

Dialogue D

M: How can I help you?

W: I want to exchange this sweater. It turned out to be too small for me.

M: Do you have the receipt with you?

W: Yes, just a minute. Oh, I think I forgot to bring it. I think I left it in my car.

M: Can you go get it then? You cannot exchange any purchases without the receipt.

W: I see. Then I guess I should bring it later. Thanks.

M: Sorry for the problem.

Question 7: Why can't the customer exchange the sweater?

- A. Because she left it in the car.
- B. Because the store does not have a sweater in her size.
- C. Because the store does not have an exchange policy.
- D. Because she does not have the receipt.

Dialogue E

M: Hey, this is delicious! Where did you buy it?

W: Well, my friend has a small business that imports this type of coffee from Brazil, so I buy it from her.

M: Really? Do you think I might buy some from her?

W: Oh, I'm sure she'd be happy to sell you some.

M: I'll just have to take care not to drink too much; I have problems sleeping if I drink a lot of coffee.

W: Not a problem. There's no caffeine in this coffee.

M: That's great. I'll enjoy lots of cups every day then!

Question 8: Where does the woman purchase her coffee?

- A. From a coffee shop.
- B. From a friend.
- C. From a Brazilian supermarket.
- D. On the Internet.

Question 9: What do we know about this coffee?

- A. It does not contain caffeine.
- B. It contains caffeine.
- C. After drinking it, it is not easy to fall asleep.
- D. It is only sold in Japan.

Dialogue F

W: Hello. I'm calling to make an appointment for my son.

M: Certainly. What day would be good for you? Right now our schedule is quite open except for Mondays and the fourth Wednesday of every month.

W: What about the first Tuesday next month?

M: That's fine. What time?

W: Would five o'clock be okay?

M: Yes, of course. Just make sure he has brushed his teeth well before coming in.

W: Yes, I will. Well, see you then, and thank you for your time.

Question 10: What kind of appointment is this?

- A. An appointment with a dentist.
- B. An appointment with a hairdresser.
- C. An appointment with a schoolteacher.
- D. An appointment with a fitness center.

Question 11: When is the appointment?

- A. Tomorrow morning.
- B. The fourth Wednesday of this month.
- C. On Monday.
- D. In the first week of the following month.

Dialogue G

M: Oh no, my mobile phone bill was so expensive this month! It's horrible. What am I going to do?!

W: How much was it?

M: Trust me, you don't want to know. It was almost \$200...

W: Don't worry; I feel your pain! Maybe you should change your phone company. How many minutes do you get free?

M: About 90 minutes I guess.

W: Well, personally, I use the ABC company with 10 free hours. It's so great; I can talk forever!

M: Wow, that's such a great idea! Why didn't I ever think of this before?

Question 12: How much time does the man currently get free of charge on his mobile phone?

- A. 200 minutes.
- B. 10 hours.
- C. 1.5 hours.
- D. 3 hours.

Question 13: What does the woman recommend him to do?

- A. To switch phone companies.
- B. To use his mobile phone less.
- C. To change mobile phone models.
- D. To use e-mail.

続いて Part II に入ります。Part II では Passage がそれぞれ二回読まれます。その後、質問が一回だけ読まれますから、問題用紙の Question の A, B, C, D の選択肢から最も適切な答えを選び、その記号を解答用紙の Question の欄に記入してください。まず例題をやってみましょう。例題の Passage は一回しか読みません。

Example Passage:

The 2002 World Cup held in Korea and Japan was the first co-hosted competition in the history of the World Cup Finals. Thirty-two national teams participated in the tournament, with these being divided into eight groups of four teams each and with four groups being based in South Korea and four groups being based in Japan.

Example Question:

How many national teams participated in the 2002 Korea-Japan World Cup Finals?

答えを解答用紙の Example Question の欄に記入してください。今の質問は「2002 年日韓共催ワールドカップ決勝大会に何カ国参加しましたか」です。32 カ国ですから、正解は C です。できましたか？

それでは Part II の問題に入ります。問題用紙の余白にメモを取ってもかまいません。

Part II

Passage A

One of the most dynamic sources of activism in the United States is the environmental movement. The birth of America's modern environmental movement can be dated to the 1962 publication of Rachel Carson's best-selling book, *Silent Spring*. The book is a powerful criticism of the impact of insect-killing chemicals, especially DDT, on the food chain. Due to the success of the book Rachel Carson became a leading figure of this new environmental movement in the United States.

Question 14: What book gave birth to the modern environmental movement in the US?

- A. *Silver Spring*.
- B. *Silent Stream*.
- C. *Silent Spring*.
- D. *Silver Stream*.

Question 15: What did Rachel Carson write about in her book?

- A. The benefits of insect-killing chemicals.
- B. Political activism in the United States.
- C. The effect of chemicals on the food chain.
- D. The impact of insects on American eating habits.

Passage B

The Eiffel Tower is Paris' best-known monument. When it was built in 1889, it was the world's tallest man-made structure, standing 300 meters high. Later additions made for television transmission increased its height by 20.75m. The tower's weight is 7,000 tons. And weather conditions affect the Eiffel tower: the top moves from side to side in the wind and the height can vary by as much as 15cm, depending on the temperature. The tower has 3 platforms: the first at 57m, the second at 115m, and the third at 276m. To go up the tower, either you can use the elevator or, if you prefer, you can climb the 1,652 steps to the top.

Question 16: What is the Eiffel Tower's present height?

- A. 300m.
- B. 320.75m.
- C. 350.75m.
- D. 315m.

Question 17: How can you get to the top of the Eiffel Tower?

- A. You can take the elevator or climb the 1,652 steps.
- B. You can take the escalator or climb the 1,652 steps.
- C. You can take the elevator or climb the 1,652 steps between each platform.
- D. You can take the elevator or climb the 276 steps between each platform.

Passage C

Although American women made progress in the workplace toward the end of the twentieth century, they still do not enjoy equal status with men. For instance, US government statistics for the year 1999 show that women made up 76.3% of administrative and office positions but only 46.7% of top managerial positions. Although 33% of lawyers were women, only 27.5% of judges were women. Men still made more money and had more job status than women at the end of the twentieth century.

Question 18: What is the main issue concerning women workers in the United States?

- A. The majority of women earn less money and have less status at work than men.
- B. The government does not pay women workers enough money.
- C. Women workers cannot hold managerial positions.
- D. About a third of all lawyers are women.

Question 19: What percentage of women workers worked in administrative or office jobs in 1999?

- A. 46.7%.
- B. 27.5%.
- C. 76.3%.
- D. 76.0%.

Passage D

The triathlon is a combined event composed of three different sports: swimming, cycling, and running. Participants must complete the three events in this order without a break. Originating in the United States twenty or so years ago, the triathlon has been getting more and more popular since it became an Olympic event at the 2000 games in Sydney. Typically, fifteen hundred meters of swimming, forty kilometers of bicycle riding, and ten kilometers of running are included. Elite athletes finish the triathlon in under two hours. At the same time, many people are enjoying it at their own pace as well.

Question 20: How long is the cycling section of a typical triathlon?

- A. 14 kilometers.
- B. 1,500 meters.
- C. 10 kilometers.
- D. 40 kilometers.

Question 21: How long does it take a top athlete to finish a typical triathlon?

- A. Fifteen hundred seconds.
- B. Just over two hours.
- C. Less than two hours.
- D. Less than an hour.

Passage E

When applying for a passport, most people do not know about the unique and fascinating history that the little booklet carries. The relatively modern idea of the passport originated during the sixteenth century in Europe. The original document was not called a passport, but instead a "Letter of Safe Conduct". On these, a king or queen would sign a document asking for the safe passage of his or her country's people who were traveling abroad. In return for the assurance of their safety, the king or queen would offer safety to foreigners traveling in his or her country and carrying similar letters. The modern term "passport" comes from French, and means literally "to pass through port," because most entries into foreign countries at this time occurred through seaports. It was only in the early twentieth century that the passport came to be more widely used. More specifically, after World War II the passport became the normal method for countries to permit the travel of their citizens in foreign countries.

Question 22: From what language did the term "passport" originate?

- A. Latin.
- B. French.
- C. English.
- D. Greek.

Question 23: When did the passport come into normal use?

- A. In the sixteenth century.
- B. During World War I.
- C. After World War II.
- D. Before World War II.

Passage F

For many international students, living and studying in the United States can be a challenging experience, especially when it comes to finding housing on or off campus. For new students, coming and living on campus in student housing can provide a certain level of security because of its closeness to campus facilities. In student housing, meals are often provided, which gives you more time to study. However, you should also be aware that you will have to follow certain rules if you want to stay on campus. Another option is off-campus housing. In addition to having more privacy, you have flexibility in choosing your roommates that you usually do not have when you live on campus. But you should be aware that as tenants you might be responsible for providing your own furniture. Of course, the choice is up to you; make sure you review both the advantages and disadvantages of living on or off campus and choose carefully. Best of luck!

Question 24: What is especially challenging for international students living in the United States?

- A. Housing.
- B. Studies.
- C. Food.
- D. Safety.

Question 25: Which is an advantage of living off campus?

- A. You have more security.
- B. You are closer to campus facilities.
- C. You have more privacy.
- D. You have more time to study.

これでリスニングテストを終わります。(チャイム)