

平成17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)

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| 注 意 |
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1. 問題冊子は1ページから14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。

Americans today choose among more options in more parts of life than has ever been possible before. To an extent, the opportunity to choose enhances our lives. It is only logical to think that if some choice is good, more is better; people who care about having infinite options will benefit from them, and those who do not can always just ignore the 273 versions of cereal they have never tried. Yet recent research strongly suggests that, psychologically, this assumption is wrong. Although some choice is undoubtedly better than none, more is not always better than less.⁽¹⁾

This evidence is consistent with large-scale social trends. Assessments of well-being by various social scientists reveal that increased choice and increased affluence have, in fact, been accompanied by decreased well-being in the U.S. and most other affluent societies. As the gross domestic product more than doubled in the past 30 years, the proportion of the population describing itself as “very happy” declined by about 5 percent, or by some 14 million people.⁽²⁾ In addition, more of us than ever are clinically depressed. Of course, no one believes that a single factor explains decreased well-being, but a number of findings indicate that the explosion of choice plays an important role.

Thus, it seems that as society grows wealthier and people become freer to do whatever they want, they get less happy. In an era of ever greater personal autonomy, choice and control, what could account for this degree of misery?

Along with several colleagues, I have recently conducted research that offers insight into why many people end up unhappy rather than pleased when their options expand. We began by making a distinction between “maximizers” (those who always aim to make the best possible choice) and “satisficers” (those who aim for “good enough,” whether or not better selections might be out there). We borrowed the term “satisficers” from the late Nobel Prize-winning psychologist and economist Herbert A. Simon of Carnegie Mellon University.

In particular, we composed a set of statements — the Maximization Scale — to diagnose people’s propensity to maximize. Then we had several thousand people rate themselves from 1 to 7 (from “completely disagree” to “completely agree”) on such statements as “I never settle for second best.” We also evaluated their sense of satisfaction with their decisions.

We did not define a sharp cutoff to separate maximizers from satisficers, but in general, we think of individuals whose average scores are higher than 4 (the scale’s midpoint) as maximizers and those whose scores are lower than the midpoint as satisficers. People who score highest on the test — the greatest maximizers — engage in more product comparisons than the lowest scorers, both before and after they make purchasing decisions, and they take longer to decide what to buy. When satisficers find an item that meets their standards, they stop looking. But maximizers exert enormous effort reading labels, checking out consumer magazines and trying new products. They also spend more time comparing their purchasing decisions with those of others.

Naturally, no one can check out every option, but maximizers strive toward that goal, and so making a decision becomes increasingly daunting as the number of choices rises. Worse, after making a selection, they are nagged by the alternatives they have not had time to investigate. In the end, they are more likely to make better objective choices than satisficers but get less satisfaction from them. When reality requires maximizers to compromise — to end a search and decide on something — apprehension about what might have been takes over.

We found as well that the greatest maximizers are the least happy with the fruits of their efforts. When they compare themselves with others, they get little pleasure from finding out that they did better and substantial dissatisfaction from finding out that they did worse. They are more prone to experiencing regret after a purchase, and if their acquisition disappoints them, their sense of well-being takes longer to recover. They also tend to brood or ruminate more than satisficers do.

Does it follow that maximizers are less happy in general than satisficers? We tested this by having people fill out a variety of questionnaires known to be reliable indicators of well-being. As might be expected, individuals with high maximization scores experienced less satisfaction with life and were less happy, less optimistic and more depressed than people with low maximization scores. Indeed, those with extreme maximization ratings had depression scores that placed them in the borderline clinical range.

1. 下線部(1)を more と less の内容を明らかにして日本語に訳しなさい。
2. 下線部(2)を日本語に訳しなさい。
3. 下線部(3)の those は、何を指していますか。英語 3 語で答えなさい。
4. 下線部(4)の that goal は、何を指していますか。その内容を表す英語 4 語を本文中から抜き出しなさい。
5. 下線部(5)の apprehension about what might have been とは、どのようなことについての心配ですか。同じ文の前の部分で述べられていることを参考にして 30 字以内の日本語で説明しなさい。
6. 下線部(6)を日本語に訳しなさい。
7. 下線部(7)の indeed は文中でどのようなはたらきをしていますか。次の中から 1 つ選んで、記号で答えなさい。
 - (A) indicating agreement to what has just been said
 - (B) introducing a further statement that strengthens the point just made
 - (C) emphasizing a particular word

8. 次の(a)~(h)の英文で書かれていることは maximizers と satisficers のどちらに当てはまるか答えなさい。maximizers の場合には M を, satisficers の場合には S を記号として使いなさい。

- (a) Whenever I'm faced with a choice, I try to imagine what all the other possibilities are, even ones that aren't present at the moment.
- (b) I make it a rule to visit no more than two stores when shopping for clothing.
- (c) No matter how satisfied I am with my job, it's only right for me to be on the lookout for better opportunities.
- (d) Renting videos is really difficult. I'm always struggling to pick the best one.
- (e) I try to focus on the positive parts of the selection I make.
- (f) I find it rather easy to shop for a gift for a friend.
- (g) I'm a big fan of lists that attempt to rank things (the best movies, the best singers, the best athletes, the best novels, etc.).
- (h) "Don't expect too much, and you won't be disappointed" is a commonplace phrase, but I like that advice.

II 次の英文を読んで、下の問いに答えなさい。

In our names are our selves. Because we wish so much for our families to see us for who we really are, we want them to call us by our rightful names. Sometimes this means slightly altering the names given to us; sometimes it means adopting names we have chosen for ourselves. A change of name can indicate taking on a new identity — or reclaiming an old one.

(1) Teenagers are especially apt to feel that they don't fit in their families — that the adults they live with don't *really* see them, don't understand who they really are. One way some young people claim the selves they think they are, or want to be, is to change their names, or the spellings of their names. Boys refuse to be called Bobby, Lenny, Richie, or Billy. Henceforth they will be Bob, Len, Dick, or Bill. Girls adopt new names or sometimes just change the spelling of the old one. Debbie becomes Debi, Kelly becomes Keli — and the dot over the
(2) *i* becomes a whole little circle.

I was called Debby between the ages of five and twenty-nine. I began to get impatient at this name when I was twenty-five. I was studying toward a master's degree in English literature at Wayne State University. One of my professors had a wife named Deborah. How I envied her the dignity of our full
(3) name. It seemed to me that she had earned the right to be Deborah, like the majestic actress Deborah Kerr. She must be adult, serious, accomplished — or just plain lucky. Being called Debby made me feel childlike, frivolous, and insignificant, like the diminutive actress Debbie Reynolds. At five feet nine inches, I couldn't cut it as cute. Yet I felt powerless to change what I was called — or who, inside, I felt myself to be.

At the age of twenty-nine, I saw my chance. Having recently separated from my first husband, I moved across the country to attend graduate school in California and took back my father's surname. And I asked everyone to call me Deborah. It was a tough sell;
(4)

Hardest of all was getting my parents to switch. They made a brave effort, though even now, twenty-five years later, they backslide at times.

The funny thing is, now that I'm firmly Deborah in my mind, I find it charming and comfortable to be called Debby by my parents, other relatives, and really old friends — but not by anyone else. When others call me Debby, my anger rises. It feels as if they are either claiming inappropriate familiarity or putting me down. I know these reactions are irrational: Many Deborahs go by Debby; how is a stranger to know that I don't? But the name itself, in its diminutive form, has evocative power far stronger than this logic.

I said that I was Debby from the age of five. Before that I was Diane. How did this happen? My mother cannot (7) me to tell this story in her presence, because it makes her feel so guilty. But here it is.

When I was born, the third daughter after my sisters Naomi and Miriam, my father had chosen the name Deborah for me, and my mother had agreed. But while my mother was in the hospital, her older sister visited her and counseled that the name Deborah was harsh. Why not name me something softer, like Diane? Convinced, my mother entered Diane on the official records. My father, committed to Bible names, never approved. But it took him four years to assert himself, which he did just in time for them to register me in kindergarten as Deborah.

Such a simple thing, a name change. But when I think of it, an odd discomfort creeps over me, and childhood unhappiness comes tumbling back. Among my earliest memories is my distress that two people, both teenage boys — Stevie Rattien, who lived three houses down to our left, and Bobby Berger, who lived across the street — refused to make the switch. I have few other memories of Stevie and Bobby — all that remains is my frustration that they refused to call me by my rightful name.

I have always liked the name Deborah better than Diane, mostly because it goes with my sisters' names. But that doesn't change the peculiar feeling it

gives me to think that it wasn't always my name. I have no memory of the moment my parents told me Diane wasn't my name anymore. Did it feel as if they were telling me they didn't like the little girl I was and wanted me to be a different little girl? I remember feeling deprived because I no longer had a song. My sister Miriam, called Mimi, had Maurice Chevalier singing to her, "You are the sweetest little cutest little Mimi." When I was Diane I thought "Danny Boy" was my song, since Danny could be a nickname for Diane. As Debby I had no song. Other than that small disappointment, my only clue to how I felt about the change was how upset I was that Stevie Rattien and Bobby Berger kept calling me Diane.

[注意：解答の際に本文中の人名を用いる場合は、英語の綴り字のまま表記してよい。]

1. 下線部(1) identity の意味を著者の観点から次のように説明するとき、空所 (a) (b) に入る適切な英語を 1 語ずつ解答欄に記入しなさい。
Our identity is (a) we (b).
2. 下線部(2)の内容に合うように、i の文字を表記するとどのようになりますか。
解答欄に記入しなさい。
3. 下線部(3)は、具体的に何を指しますか。英語 1 語で答えなさい。
4. 下線部(4)はどういうことをいっていますか。it が指す内容を明らかにして日本語で説明しなさい。
5. 下線部(5)のように著者が感じる理由を日本語で説明しなさい。
6. 下線部(6) this logic の内容を日本語で説明しなさい。

7. 空所(7)に入れるのに最もふさわしい動詞を次の中から1つ選んで、記号で答えなさい。

- (A) force (B) expect (C) help (D) bear

8. 次の記述のうち、本文の内容に合っているものを4つ選び、記号で答えなさい。

- (A) The author didn't want to be called Debby because she divorced her first husband.
- (B) The author's father thought that her name should be changed to Deborah, but he never told this to his wife.
- (C) The author found the name Debby too cute for her.
- (D) Our names are important because we have chosen them for ourselves.
- (E) The author felt happy when her name was changed from Diane to Deborah, because Deborah was the name she liked.
- (F) The author no longer minds being called Debby by those close to her.
- (G) The author liked the song "Danny Boy" because Danny was her nickname.
- (H) The author's mother was persuaded by her older sister that Diane was a better name than Deborah.
- (I) We wish to be called by our rightful names because we have rights for our names.
- (J) The author disliked Stevie and Bobby because they wouldn't call her Diane.
- (K) Although fond of the name Deborah, the author feels strange whenever she remembers that it wasn't always her name.

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。

Part I

Example Dialogue

Example Question

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

Dialogue A

Question 1

- A. 20 kilometers per hour.
- B. 30 kilometers per hour.
- C. 40 kilometers per hour.
- D. 50 kilometers per hour.

Question 2

- A. He went over the speed limit.
- B. He did not make a proper right turn.
- C. He did not park the car properly.
- D. He did not give way to pedestrians.

Dialogue B

Question 3

- A. Bus No. 4.
- B. Bus No. 14.
- C. Bus No. 15.
- D. Bus No. 40.

Question 4

- A. To take Bus No. 15 and then transfer to Bus No. 4 at Oak Street.
- B. To take Bus No. 4 and then transfer to Bus No. 15 at Oak Street.
- C. To take Bus No. 15 and then transfer to Bus No. 4 at Downtown.
- D. To take the nonstop bus for Downtown.

Dialogue C

Question 5

- A. It's planted in a pot.
- B. It becomes more healthy.
- C. It grows more slowly.
- D. It grows bigger.

Question 6

- A. It helps the fertilizer to work.
- B. It helps to hang up the pot.
- C. It cuts the roots.
- D. It ties the branches into the shape you want.

Dialogue D

Question 7

- A. 9:00 am.
- B. 10:00 am.
- C. 12:30 pm.
- D. 5:30 pm.

Question 8

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

Dialogue E

Question 9

- A. They tend to go to fancy restaurants in Rome.
- B. They want to spend all day with friends or lovers.
- C. Men present cards, flowers or other gifts to women.
- D. They give presents to each other.

Question 10

- A. It's important for women to present chocolate to men in the office.
- B. Japanese women should present not only chocolate but also other gifts to men.
- C. Valentine's Day in Japan favors some companies and department stores.
- D. Valentine's Day should be improved according to the Japanese social system.

Dialogue F

Question 11

- A. In a bank.
- B. At a party.
- C. In a supermarket.
- D. At a restaurant.

Question 12

- A. \$13.
- B. \$15.
- C. \$20.
- D. \$30.

Dialogue G

Question 13

- A. At a bookstore.
- B. In a library.
- C. At a travel agency.
- D. In a hotel.

Part II

Example Passage

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

- A. 8.
- B. 16.
- C. 24.
- D. 32.

Passage A

Question 14: Who started Amnesty International?

- A. Political prisoners.
- B. Sean MacBride.
- C. A secretariat of 150.
- D. Peter Berenson.

Question 15: What does Amnesty International do for prisoners of conscience?

- A. It subjects them to torture.
- B. It persuades them to become political.
- C. It battles all governments.
- D. It provides support for their families.

Passage B

Question 16: What is the problem with children's reading in the present education system?

- A. Less free time.
- B. Less homework.
- C. Less fun in ordinary lessons.
- D. Less passion from teachers.

Question 17: What is required for reading books?

- A. A capacity for quick understanding.
- B. Developing patience and imagination.
- C. A preliminary approach to comic books.
- D. More interest in an indoor lifestyle.

Passage C

Question 18: What is the best technique for learning a foreign language?

- A. Watching a movie.
- B. Watching TV.
- C. Total immersion.
- D. Reading the local newspaper.

Question 19: What example does the speaker give for using a situational notebook?

- A. While dining in a restaurant.
- B. While watching a movie.
- C. While watching TV.
- D. While reading a newspaper.

Passage D

Question 20: What was the main reason for the creation of the “Euro”?

- A. Establishment of a central investment institution.
- B. Creation of a single unified currency and a single development bank.
- C. To create a common monetary policy and to set a single interest rate.
- D. To create a common bond amongst the 12 members.

Question 21: How many banknotes does the Euro feature?

- A. Five.
- B. Six.
- C. Seven.
- D. Eight.

Passage E

Question 22: What does Alicia want to do instead of studying?

- A. Eat snacks.
- B. Go to the movies.
- C. Watch TV.
- D. Sleep.

Question 23: Who is studying with Alicia?

- A. Her boyfriend.
- B. Her tutor.
- C. Her roommate.
- D. Her sister.

Passage F

Question 24: What kind of supplements should be avoided?

- A. Powerful supplements containing a lot of vitamin C and E.
- B. Vitamin B and D supplements.
- C. Basic formula supplements providing a broad range of vitamins.
- D. Calcium supplements.

Question 25: Who should eat foods that are rich in folic acid?

- A. Babies and small children.
- B. Pregnant women.
- C. People who don't get enough calcium.
- D. People who don't eat dairy products.

平成 17 年度 筑波大学リスニングテスト問題（録音用原稿+選択肢つき）

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、Part I が 13 題、Part II が 12 題で、全部で 25 題あります。

はじめに Part I を行います。Part I では Dialogue が 2 回読まれます。その後で質問が 1 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ひとつ選び、その記号を解答用紙に書いてください。Part I では問題は印刷されていません。最初に例題をやってみましょう。例題の Dialogue は 1 回しか読みません。

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?

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

答えを解答用紙の Example Question の欄に記入してください。正解は B です。

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

O: Okay Mr. Yamaguchi. Let's begin your road test.

Y: I am ready.

O: As I am sure you are aware, you will not be tested on your knowledge of the rules of the road, but on your behavior towards other drivers.

Y: Okay.

O: Now you can start your car.

Y: Yes, right. Here we go!

O: Take it easy. The speed limit in this business district is only **30 kilometers an hour**.

All right. Now, turn right at the next corner.

O: Mr. Yamaguchi. Keep your eyes on the road.

Y: Oh okay.

O: Okay. Now, pull over here and show me that you can parallel park.

Y: Sure. Wait. But I do not see any space for me to park the car in.

O: Ah. Forget it. Just keep driving... Now carefully. **CAREFULLY** turn right here, and wait, wait, **WAIT... STOP!!!** You almost hit that pedestrian. **You have to give way to any pedestrians crossing the street.**

Y: Oh. Sorry about that. It won't happen again.

Question 1: What was the speed limit in the business district?

- A. 20 kilometers per hour.
- *B. 30 kilometers per hour.
- C. 40 kilometers per hour.
- D. 50 kilometers per hour.

Question 2: What mistake did Mr. Yamaguchi make when he was making the turn?

- A. He went over the speed limit.
- B. He did not make a proper right turn.
- C. He did not park the car properly.
- *D. He did not give way to pedestrians.

Dialogue B

M: Are you waiting for the bus?

W: Yeah.

M: Have you been waiting long?

W: Only a few minutes.

M: Do you know if **Bus No.14** has come yet? It's the nonstop Downtown bus.

W: Oh, it just passed a minute ago.

M: Oh, no! I have to wait for the next one, which won't come for another 20 minutes.

W: If you are going Downtown, you can **take 15, and then transfer to 4 at Oak Street.**

M: Oh yeah?

W: 15 should come shortly. It may take about five minutes longer to get there than taking the nonstop to Downtown, but it is definitely faster than waiting for the next one.

M: That helps me a lot. Thank you.

W: Here comes the bus. Take this one.

M: Thanks a lot.

W: No problem.

Question 3: Which bus did the man first want to take?

- A. Bus No. 4.
- *B. Bus No. 14.
- C. Bus No. 15.
- D. Bus No. 40.

Question 4: What does the woman advise him to do?

- *A. To take Bus No. 15 and then transfer to Bus No. 4 at Oak Street.
- B. To take Bus No. 4 and then transfer to Bus No. 15 at Oak Street.
- C. To take Bus No. 15 and then transfer to Bus No. 4 at Downtown.
- D. To take the nonstop bus for Downtown.

Dialogue C

M: Gosh, these bonsai trees are really beautiful! How are they grown?

W: Well, first you take a healthy young tree. Almost any kind of tree can be used.

M: Oh, really?

W: Yes. Then some of the leaves and branches are removed.

You also have to cut back some of the roots.

M: Why's that?

W: It makes them grow more slowly. Then it's planted in a pot with a little soil.

M: And how do you get it to grow into an interesting shape?

W: Well, wire is used to tie the branches into the shape you want. Later on, when the tree is older, the wire is removed.

M: I see.

W: The tree has to be given plenty of fertilizer. As it grows, it's trimmed to stop it from growing too big. And from time to time, it's taken out of the pot and the roots are cut.

M: Oh, that's very interesting. Thank you.

Question 5: What is the effect of cutting back the roots of a bonsai tree?

- A. It's planted in a pot.
- B. It becomes more healthy.
- *C. It grows more slowly.
- D. It grows bigger.

Question 6: What function does a wire serve?

- A. It helps the fertilizer to work.
- B. It helps to hang up the pot.
- C. It cuts the roots.
- *D. It ties the branches into the shape you want.

Dialogue D

C: Yes, I would like to book a flight from Atlanta, Georgia to Cleveland, Ohio on the 10th of August.

T: Let's see...there are three flights that day. One is departing at 9:00am, one at 12:30pm, and one at 5:30pm. However, the flight at 12:30 has two connections, while the other flights have **only one**.

C: What are the prices on those tickets?

T: **The 9:00 o'clock flight** and the 5:30 flight are \$230, while the 12:30 flight is \$126.

C: I'm pressed for time due to a business meeting that afternoon. I think I'll have to take the more expensive flight in the morning.

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

Question 7: When is the customer's departure time?

- *A. 9:00 am.
- B. 10:00 am.
- C. 12:30 pm.
- D. 5:30 pm.

Question 8: How many connections will the customer have?

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

Dialogue E

W: Valentine's Day is a commercialized game.

M: And I say it's a time-honored tradition. You know, Valentine's Day started about 2,000 years ago in ancient Rome as kind of a matchmaking ceremony for young boys and girls.

W: Absolutely. Valentine's Day is a time to express your love for friends and lovers, not a day to spend time and money buying chocolates for the men in the office.

M: Hm. You mean *Giri choco*. Well, that's a Japanese thing. **In the West, the exchange of things---cards, flowers, gifts, maybe chocolate, too--- is usual.**

W: In Japan, what should be a simple pleasure becomes a duty. **The only ones who win are the chocolate companies and the department stores.**

M: I agree with you.

Question 9: How do Westerners express their feelings on Valentine's Day?

- A. They tend to go to fancy restaurants in Rome.
- B. They want to spend all day with friends or lovers.
- C. Men present cards, flowers or other gifts to women.
- *D. They give presents to each other.

Question 10: What is the point that both speakers agree on?

- A. It's important for women to present chocolate to men in the office.
- B. Japanese women should present not only chocolate but also other gifts to men.
- *C. Valentine's Day in Japan favors some companies and department stores.
- D. Valentine's Day should be improved according to the Japanese social system.

Dialogue F

T: No, David, put your money back.

D: No, come on. Let's split this one.

T: You mean I can't invite you out?

D: Not this time, Tom. How much is it?

T: Well, OK, if you insist. It's \$30 in total.

D: Here's mine. Thank you.

Question 11: Where are the two speakers?

- A. In a bank.
- B. At a party.
- C. In a supermarket.
- *D. At a restaurant.

Question 12: How much does David pay?

- A. \$13.
- *B. \$15.
- C. \$20.
- D. \$30.

Dialogue G

W: Excuse me.

M: Yes, can I help you?

W: Well, I'd like to return this. The title is *Traveling around Europe*.

There are some pages missing, I am afraid.

M: I will be happy to look at it as long as you have the receipt.

W: Yes, here you are.

Question 13: Where does this conversation most probably take place?

- *A. At a bookstore.
- B. In a library.
- C. At a travel agency.
- D. In a hotel.

PART II

続いて Part IIに入ります。Part IIでは Passage が 2 回読まれます。その後、質問が 1 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ひとつ選び、その記号を解答用紙に記入してください。Part II では問題は印刷されています。まず例題をやってみましょう。例題の Passage は 1 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?

- A. 8.
- B. 16.
- C. 24.
- D. 32.

答えを解答用紙の Example Question の欄に記入してください。正解は D です。

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。

Passage A

Amnesty International is an international pressure group. It was founded in 1961 by Peter Berenson, a defence lawyer, for political prisoners. Under its first chairperson Sean MacBride, it was built up into a major international agency, with a secretariat of 150 based in London. In 1992 it had over 200,000 members with sections in over forty countries. Amnesty International researches and then publicizes the cases of prisoners of conscience, where they have been deprived of basic freedoms of speech or religion, or where they have been subjected to torture. It also seeks to provide relief and support for families of political prisoners. It has achieved a number of successes in the continued battle for human rights, being prepared to criticize governments of all political persuasions.

Question 14: Who started Amnesty International?

- A. Political prisoners.
- B. Sean MacBride.
- C. A secretariat of 150.
- *D. Peter Berenson.

Question 15: What does Amnesty International do for prisoners of conscience?

- A. It subjects them to torture.
- B. It persuades them to become political.
- C. It battles all governments.
- *D. It provides support for their families.

Passage B

Japanese children are reading less and less. Today I would like to talk about why. Children are under a lot of pressure in Japan to conform to a strict educational system. Children have less and less free time as most afternoons are spent at *juku* or cram schools and on homework. It is an environment that does not stimulate or develop creativity. Added to this, video games, mobile phones and the Internet suit an indoor lifestyle for children. These technological devices are more fun than just reading books because they provide instant pleasure. Comic books also communicate a simple and direct message via pictures rather than through language. Children today, then, are accustomed to getting quick answers from the environment surrounding them. Such an environment has deprived children of the patience and imagination necessary to enjoy book reading. For these reasons Japanese children are reading less these days.

Question 16: What is the problem with children's reading in the present education system?

- *A. Less free time.
- B. Less homework.
- C. Less fun in ordinary lessons.
- D. Less passion from teachers.

Question 17: What is required for reading books?

- A. A capacity for quick understanding.
- *B. Developing patience and imagination.
- C. A preliminary approach to comic books.
- D. More interest in an indoor lifestyle.

Passage C

Learning foreign languages can be a very challenging and time-consuming process. These suggestions should be followed in order to be more effective in foreign language acquisition. First and most important of all, try to **totally immerse yourself in the language and culture of the society** in which you want to study. For example, watch a movie in the target language without subtitles; this will force you to learn new and current vocabulary and phrases. In addition, watch TV and listen to the radio in the respective language. Anything that can be used to hear the language in its native context is truly helpful. Next, keep a situational notebook. For instance, **in a restaurant**, people often use a certain phrase over and over again, and if you can remember just one particular phrase in each setting, then a foreign language learner can immediately pick up that expression and begin to gain more confidence in everyday situational settings.

Question 18: What is the best technique for learning a foreign language?

- A. Watching a movie.
- B. Watching TV.
- *C. Total immersion.
- D. Reading the local newspaper.

Question 19: What example does the speaker give for using a situational notebook?

- *A. While dining in a restaurant.
- B. While watching a movie.
- C. While watching TV.
- D. While reading a newspaper.

Passage D

The Euro is the new currency that replaced the currencies of many of the individual countries in Europe. Eleven countries initially joined the experiment to unify the currencies of Europe into one: Austria, Belgium, Finland, France, Germany, Holland, Ireland, Italy, Luxembourg, Portugal and Spain. Greece has also since joined the switch to the new currency. Beginning in 1998, a new international institution was established in order to **form a common European monetary policy and to set a single interest rate.** For participating countries, it took approximately three years to switch over to the new Euro. **The Euro contains seven types of bank notes: 5, 10, 20, 50, 100, 200, 500, and eight coins; 1, 2, 5, 10, 20, 50 cents, and 1 and 2 Euros.**

Question 20: What was the main reason for the creation of the “Euro”?

- A. Establishment of a central investment institution.
- B. Creation of a single unified currency and a single development bank.
- *C. To create a common monetary policy and to set a single interest rate.
- D. To create a common bond amongst the 12 members.

Question 21: How many banknotes does the Euro feature?

- A. Five.
- B. Six.
- *C. Seven.
- D. Eight.

Passage E

Alicia groaned as she dumped her books onto her desk that was already full of various notes, half-written reports, and many other unknown items. “Why does finals’ week have to be so stressful?” she wondered out loud. She heard the front door slam, and knew it was her roommate coming home from work. “Put on some coffee, will you?” she greeted her roommate. “It is going to be a long night.” She resisted the urge to move over to the sofa, turn on the TV, and just forget for another hour about all the work she had to do. Her roommate walked into the room at that moment. “**I know what you’re thinking, and if it involves a TV, don’t even think about it! I know you’re stressed, but look on the bright side, at least you have a study buddy!**” Knowing she would have someone to study with made the seemingly infinite night seem just a little bit more pleasant. Tonight would be a long night, but she would finish it one page at a time.

Question 22: What does Alicia want to do instead of studying?

- A. Eat snacks.
- B. Go to the movies.
- *C. Watch TV.
- D. Sleep.

Question 23: Who is studying with Alicia?

- A. Her boyfriend.
- B. Her tutor.
- *C. Her roommate.
- D. Her sister.

Passage F

Pills can't replace a healthy diet. But if you don't always eat as well as you should, vitamin and mineral supplements can help ensure that you get all the good things you need. Here are a few buying tips. **Skip strong combinations loaded with vitamin C and E.** Instead, choose a basic formula that provides the recommended daily allowance of a broad range of vitamins. If you want an extra dose of vitamin C and E, buy them separately. Folic acid, a certain type of vitamin B, reduces the risk of birth defects, **so pregnant women should eat foods rich in it**, including leafy green vegetables, beans, cereals and whole-grain breads. If you don't feel you are getting enough calcium in your food, consider a supplement. Choose one that contains vitamin D if you don't eat dairy products. Take no more than 1500 mg a day, since too much calcium may lead to kidney stones.

Question 24: What kind of supplements should be avoided?

- *A. Powerful supplements containing a lot of vitamin C and E.
- B. Vitamin B and D supplements.
- C. Basic formula supplements providing a broad range of vitamins.
- D. Calcium supplements.

Question 25: Who should eat foods that are rich in folic acid?

- A. Babies and small children.
- *B. Pregnant women.
- C. People who don't get enough calcium.
- D. People who don't eat dairy products.

これでリスニングテストを終わります。試験の終了時間まで、解答の点検をしてください。