

# 英 語 問 題

2012年度

〈H24060017〉

## 注 意 事 項

1. この試験では、この問題冊子のほかに、マーク解答用紙を配付します。
2. 問題冊子は、試験開始の合図があるまで開かないでください。
3. 問題は2～11ページに記載されています。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁およびマーク解答用紙の汚れに気付いた場合は、手を挙げて監督員に知らせてください。
4. マーク解答用紙については、受験番号を確認したうえ所定欄に氏名のみを記入してください。
5. 解答はすべてマーク解答用紙に、黒鉛筆（HB）またはシャープペンシル（HB）で記入し、所定欄外には何も記入しないでください。
6. マーク解答用紙に記入する際には、以下の点に注意してください。
  - a) マーク欄は、はっきりとマークしてください。また、訂正する場合は、消しゴムで消し残しがないようきれいに消してください（砂消しゴムは不可）。
  - b) 解答は指定された解答欄にマークし、マーク解答用紙のその他の部分には何も記入しないでください。

良い例	(a)	1	2	3	4	5	6	○の中を正確にぬりつぶす
悪い例	(a)	1	2	3	4	5	6	1. はみ出してぬりつぶす 2. ぬり残す 3. ○で囲む 4. 薄い 5. ✓点(ぬりつぶしていない) 6. ×印(ぬりつぶしていない)

7. 問題冊子は持ち帰ってください。
8. マーク解答用紙は必ず提出してください。

**I. Read Texts I, II, and III, and choose the best answer from a – d for each question that follows.**

**Text I**

[A] Culture is a useful concept in discussing human societies. One of the common definitions is that culture is a set of essential features of a people belonging to a particular social group, ethnic group, or country—features that can include their customs, language, attitudes, social institutions, values, and practices. This refers to what is also called ‘large culture.’ Such a definition, however, has inherent problems. One problem arises from a lack of consensus about the exact quality and quantity of essential features a person must possess to belong. As a consequence, large culture membership may be officially determined, for example, according to whether a person holds a particular passport. However, in many cases, such ways of determining large culture membership are unofficial, for instance, when large culture pertains to a person’s social group membership. The consequences of this lack of clarity are evident when one considers people of Japanese ethnicity living in Hawaii, Brazil, or California. They could count themselves as belonging to the Japanese culture, while others may more officially exclude them as they live outside of Japan and may not meet official criteria that are employed for determining who exactly is Japanese.

[B] A further problem with the definition of large culture is that it can lead to a characterization of individuals from a particular group as being the same as other members of the group—in other words, it can lead to stereotyping. The concept of culture does not correspond to a real construct. It is only a convenient concept created by sociologists and employed by academics, politicians, teachers and others to develop abstract characterizations of groups of people and their behaviors. While the use of such a concept helps to simplify the understanding of other people, there is an associated danger that such simplifications are based on subjective or limited experiences of interactions with members of other cultures—and thus inaccurate. Too often, the interactions are superficial or indirect, perhaps only through what is presented in the mass media, popular literature, or the Internet.

[C] The process of abstraction in conceptualizing culture is not a problem in itself. As human beings, we naturally tend to group things together using abstract categories—in fact, the development of language relies on this process. The problem occurs, however, when we forget that particular concepts like European race or Japanese culture are only abstractions. If we see these abstract ideas as concrete realities, we could end up depersonalizing the members we have mentally assigned to a particular group. Serious social issues such as racism—and consequent maltreatment or abuse—could follow. For example, ethnic minorities tend to be excluded from work-related promotion because some people perceive them in terms of stereotypes, and automatically assign them negative qualities such as being “too emotional” or “too inflexible.”

[D] The concept of large culture is inadequate for explaining or predicting relationships and behaviors. For example, without more explicit qualification of the term, it would virtually be impossible to verify any serious hypotheses such as that, as members of their collective culture, Japanese students are more hesitant in expressing their opinions in public than students from Western cultures.

[E] The concept of ‘small culture’ provides an alternative model that can be used to help understand human societies. Any social group created by the cohesive behavior of its members is, by definition, a small culture. Here, social groups are not identified or determined by geographical borders or by vague concepts like ethnicity. Instead, social groups pertain to the small groups we participate in every day.

[F] Rather than membership in a single large culture, people in small cultures are seen as belonging to numerous groups, each one having its own small culture. On any given day, a student, for example, participates in many groups such as the group traveling by train, the homeroom, her regular lunch group of friends, activity club groups after school, and a family dinner group.

[G] Another implication of the concept of small culture is that culture is no longer seen as static. Rules governing groups can change or evolve. A new small culture forms when there is a need to establish a group with a common purpose. Rules to regulate the group members’ behavior will be unconsciously negotiated, usually based on individual members’ expectations. These are drawn from their past experiences in similar cultures. Eventually, the culture will naturalize—the behavior constructed for the sake of social cohesion will become normal and taken for granted.

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**Questions 1 – 10 refer to Text I.**

1. What is the problem with the concept of large culture described in paragraph A?
  - a. There is no clarity about the requirements of cultural group membership.
  - b. There is no consensus about the essential features of a person.
  - c. There is no official definition based on birth or ethnicity.
  - d. The residential status of many Japanese who live overseas is uncertain.
2. Which of the following is a correct statement about While in paragraph B?
  - a. This shows that two events are occurring at the same time.
  - b. This indicates that one event happens within the time that the other event happens.
  - c. This expresses the condition under which a situation comes about.
  - d. This is used to contrast two situations.
3. What is the problem with the concept of large culture described in paragraphs B and C?
  - a. We must create our concepts of other cultural groups from our own internal experiences.
  - b. We may depersonalize people we meet who we perceive as being members of a particular culture.
  - c. Politicians, academics, and the media have overused the concept, making it ineffective.
  - d. Research is impossible to conduct within the large culture framework.
4. What is the main purpose of paragraph C?
  - a. to explain the process of abstraction used as a tendency to group things together in the development of language
  - b. to explain some of the problems that could arise when the process of abstraction is applied to the concept of large culture
  - c. to explain the potential problems that could arise in the process of abstraction associated with race or culture
  - d. to explain the process of abstraction and associated methods for the prevention of ethnic minority maltreatment and abuse
5. Which of the following best matches the meaning of cohesive in paragraph E in the context?
  - a. unifying
  - b. participating
  - c. non-essential
  - d. general
6. Paragraph G is about Another implication. What, then, is the first implication?
  - a. A person belongs to many small cultures.
  - b. The concept of small culture is an alternative new model.
  - c. A student participates in small cultures daily.
  - d. The concept of large culture is mistaken.
7. How do we define a group within the small culture framework?
  - a. by behavior taken for granted within local boundaries
  - b. as a subculture of a large culture negotiated through experience
  - c. by the rules which are established through the expectations of the participants
  - d. as a common structure created by the need for social cohesion and naturalization
8. Which of the following is a correct statement about large culture and small cultures?
  - a. Both large culture and small cultures are static.
  - b. Both large culture and small cultures are dynamic.
  - c. Large culture is static whereas small cultures are dynamic.
  - d. Large culture is dynamic whereas small cultures are static.
9. Which of the following is considered as a benefit of having the concepts of BOTH large and small cultures?
  - a. They help sociologists and politicians with their work.
  - b. They allow us to judge individuals from other groups.
  - c. They give us a tool to help us understand other people.
  - d. People are no longer restricted to one culture.
10. What is the best way to divide the text in terms of content?
  - a. ABCD-EFG
  - b. AB-CD-EF-G
  - c. ABC-DEF-G
  - d. A-BCD-EFG

## Text II

'Subculture' pertains to a group of people who are differentiated in some way from the large culture to which they belong. According to Dick Hebdige, subcultures bring together like-minded individuals who feel neglected by societal standards. This allows them to develop a sense of identity which is different from that of the large culture. This identity can be signified by distinctive styles of clothing, mannerisms, and specialized vocabulary. The UK punk movement in the 1970s and, more recently, Japanese *decora* and *otaku* are examples of subcultures. Participation in a subculture often involves some overt rejection or challenge of the large culture's social norms.

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Wikipedia contributors, "Subculture," Wikipedia, The Free Encyclopedia, <http://en.wikipedia.org/wiki/Subculture>.

### Questions 11 – 12 refer to Text I and Text II.

11. How do subcultures and small cultures compare to each other?
- A subculture is a special type of small culture, where people get together because they possess a large culture standard.
  - In a small culture, like-minded individuals feel neglected by the large culture, whereas this is not the case in subcultures.
  - Small cultures are internal parts of the large culture, whereas subcultures reject some large culture norms.
  - Small cultures and subcultures are similar in the sense that people use distinctive styles of clothing in both.
12. Which of the following statements is true for the membership in a large culture, small culture, and subculture?
- A member of a large culture may also belong to a subculture and various small cultures.
  - People that belong to both a large culture and a small culture cannot belong to a subculture.
  - One condition for subculture membership is the official rejection of all cultural norms.
  - The identity of a subculture is defined by how members neglect their small cultures' social standards.

## Text III

The father of a Japanese family was transferred to the United States by the company he was working for. His wife and eight-year-old daughter decided to go with him. His wife was American, and the daughter was an English/Japanese bilingual.

After a few months, the parents were called to a parent/teacher meeting at their daughter's school. At the meeting the teacher said that their child was doing well in school, but that she was too quiet in class and needed to learn to express herself more freely.

Two years later, the father was transferred back to Japan. The child, ten years old by then, was placed back into the Japanese elementary school system. After two months back at school, the mother was called to the head-teacher's office for a meeting. At this meeting, the teacher said that although the daughter's academic performance was very good, she was somewhat disruptive in class. She would often express unsolicited opinions to the rest of the class and would call out answers to questions without the teacher's permission.

### Questions 13 – 15 refer to Text I, Text II, and Text III.

13. From the viewpoint of large culture, how could we interpret the daughter's behavior?
- She did not like change and, as a consequence, her school performance was negatively impacted by the family's relocations.
  - She was taking time to adjust to the behavioral expectations within the large culture environments she was entering.
  - She preferred one large culture over the other, but was unable to express this to her parents.
  - She had been overwhelmed by the pressures of subcultures within the school system she entered.

14. Which of the following best describes the process that the daughter was going through during her return to Japan in the framework of small culture?
- The small cultures in her Japanese school were proving to be sources of distraction in her academic studies.
  - The small culture she brought with her from the United States was changing a particular subculture in her Japanese school.
  - She was effecting a major change in the Japanese school's small cultures by drawing from her overseas experiences.
  - She was negotiating the rules that apply to the Japanese school's small cultures that she was participating in.
15. Based on the information given about small culture, what would most likely happen to the daughter?
- The difficulties she was experiencing would badly affect both her studies and home life.
  - She would eventually learn and abide by the rules of the small cultures within her Japanese school.
  - She would use her American experiences to successfully naturalize the Japanese context.
  - She would find it difficult to make friends because she could not follow Japanese small culture norms.

**II. Read the passage and rearrange the seven words in 1 – 5 in the correct order. Then choose from a – d the answer that contains the third and fifth words.**

In the back of that van, I scribbled down four words in my notebook: "The world is flat." As soon as I wrote them, I realized that this was the underlying <sub>1</sub>(everything / had / I / message / of / seen / that) and heard in Bangalore in two weeks of filming. The global competitive playing field was being leveled. The world was being flattened. As I came to this realization, I was filled with both excitement and dread. The journalist <sub>2</sub>(at / excited / found / having / in / me / was) a framework to better understand the morning headlines <sub>3</sub>(and / explain / happening / in / to / was / what) the world today. Clearly Nandan was right: It is now possible <sub>4</sub>(collaborate / ever / for / more / people / than / to) and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous time in the history of the world—using computers, e-mail, fiber-optic networks, teleconferencing, and dynamic new software. That was what I discovered on my journey to India and beyond. And that is what this book is about. When you start to think of the world as flat, or at least in the process of flattening, a lot of things <sub>5</sub>(did / in / make / not / sense / they / ways) before. But I was also excited personally, because what the flattening of the world means is that we are now connecting all the knowledge centers on the planet together into a single global network, which—if politics and terrorism do not get in the way—could usher in an amazing era of prosperity, innovation, and collaboration, by companies, communities, and individuals.

<Adapted from Friedman, Thomas. *The World is Flat*, updated and expanded version. London: Penguin Books, 2006>

- |    |                              |                             |                             |                                  |
|----|------------------------------|-----------------------------|-----------------------------|----------------------------------|
| 1. | a. 3rd: I<br>5th: everything | b. 3rd: of<br>5th: that     | c. 3rd: that<br>5th: of     | d. 3rd: everything<br>5th: I     |
| 2. | a. 3rd: was<br>5th: at       | b. 3rd: at<br>5th: was      | c. 3rd: at<br>5th: in       | d. 3rd: in<br>5th: at            |
| 3. | a. 3rd: to<br>5th: what      | b. 3rd: was<br>5th: explain | c. 3rd: explain<br>5th: was | d. 3rd: what<br>5th: to          |
| 4. | a. 3rd: than<br>5th: to      | b. 3rd: people<br>5th: ever | c. 3rd: to<br>5th: than     | d. 3rd: ever<br>5th: collaborate |
| 5. | a. 3rd: sense<br>5th: ways   | b. 3rd: ways<br>5th: sense  | c. 3rd: they<br>5th: in     | d. 3rd: in<br>5th: they          |

### III. Answer the questions in Sections A and B.

#### Section A: Read the interview and choose the best option from a – d for questions 1 – 6.

**Interviewer:** How did you begin studying bilingualism?

**Interviewee:** I did my doctorate in psychology: on how children acquire language. When I finished graduate school, in 1976, ( I ) only position I found was with ( II ) research project studying second language acquisition in school children. It wasn't my area. ( A ) it was close enough. ( B ) ( III ) psychologist, I brought neuroscience questions to ( IV ) study, ( C ) "How does ( V ) acquisition of ( VI ) second language change thought?" It was these types of questions that naturally led to the bilingualism research.

**Interviewer:** So what exactly did you find on this unexpected road?

**Interviewee:** ( B ) we did our research, you could see there was ( i ) big difference in ( ii ) way monolingual and bilingual children processed language. We found that ( D ) you gave 5- and 6-year-olds language problems to solve, monolingual and bilingual children knew, pretty much, ( iii ) same amount of language. But on one question, there was ( iv ) difference. We asked all the children ( D ) ( v ) certain illogical sentence was grammatically correct: "Apples grow on noses." The monolingual children couldn't answer. ( A ) the bilingual children would say, in their own words, "It's silly, but it's grammatically correct." The bilinguals, we found, manifested a cognitive system with ( vi ) ability to attend to important information and ignore ( vii ) less important.

<Adapted from *The New York Times*, "The Bilingual Advantage", May 30, 2011>

1. In which blanks from I – VI is the word *the* most likely used?  
a. I, IV, V                      b. I, II, III                      c. I, III, V                      d. II, V, VI
2. Which of the following best fits in the two blanks labeled A?  
a. Mostly                      b. But                      c. Even                      d. Only
3. Which of the following best fits in the two blanks labeled B?  
a. Being                      b. When                      c. While                      d. As
4. Which of the following best fits in blank C?  
a. that                      b. just                      c. like                      d. exactly
5. In which blanks from i – vii is the word *a(n)* most likely used?  
a. i, iv, v                      b. i, iii, iv                      c. ii, iv, vi                      d. v, vi, vii
6. Which of the following best fits in the two blanks labeled D?  
a. when                      b. if                      c. as                      d. whether

**Section B: Choose the best answer from a – d for questions 7 and 8.**

7. Paragraph A below consists of five sentences 1 – 5, which are not in the correct order. Rearrange the sentences and choose the correct order.

- [A] (1) Computer technology changes quickly. Specific technical knowledge, though useful today, becomes outdated in just a few years.  
(2) Consider instead the abilities to think, to express yourself clearly and precisely, to solve problems, and to know when you haven't solved a problem.  
(3) Finally, theory is good for you because studying it expands your mind.  
(4) Studying theory trains you in these areas.  
(5) These abilities have lasting value.

a. 1-2-5-4-3

b. 2-4-1-5-3

c. 3-1-2-5-4

d. 4-5-2-3-1

8. Paragraph A above and the four paragraphs B – E below make up a five-paragraph passage but are not arranged in the correct order. Rearrange the five paragraphs and choose the correct order.

[B] Theory is relevant to practice. It provides conceptual tools that practitioners use in computer engineering. Designing a new programming language for a specialized application? What you learned about grammars in this course comes in handy. Dealing with string searching and pattern matching? Remember finite automata and regular expressions.

[C] You are about to embark on the study of the theory of computation. It comprises the fundamental mathematical properties of computer hardware, software, and certain applications thereof. The subject has obvious connections with engineering practice, and, as in many sciences, it also has purely philosophical aspects. I know that many of you are looking forward to studying this material but some may be wondering: After all, isn't theory arcane, boring, and worst of all, irrelevant?

[D] Theory also is relevant to you because it shows you a new, simpler, and more elegant side of computers, which we normally consider to be complicated machines. The best computer designs and applications are conceived with elegance in mind. A theoretical course can heighten your aesthetic sense and help you build more beautiful systems.

[E] To see that theory is neither arcane nor boring, but instead quite interesting, read on. Theoretical computer science does have many fascinating big ideas, but it also has many small and sometimes dull details that can be tiresome. My primary objective in writing this book is to expose you to the genuinely exciting aspects of computer theory, without getting bogged down in the drudgery.

<Adapted from Sipser, Michael. *Introduction to the Theory of Computation*. 2nd edition. Boston: Thomson Course Technology, 2006>

a. A-B-D-C-E

b. B-D-A-E-C

c. B-D-E-A-C

d. C-E-B-D-A

#### IV. Read the texts in Sections A and B and answer the questions.

##### Section A: Choose the best answer from a – d for questions 1 – 5.

A fallacy is a type of argument that seems to be valid, but that proves, on examination, not to be so. Many fallacies are associated with faulty reasoning related to causal relationships between events. We commit such causal fallacies by failing to establish adequate connections between supporting reasons and the conclusions we draw. The most common of these causal fallacies include the following. *Causal oversimplification* occurs when given causal factors are insufficient or indirect, having many intervening factors. *Post hoc fallacy* refers to instances when one event precedes another and we wrongly assume that the latter event is caused by the former. *Cause-effect confusion* consists of switching the cause with the effect of an event. *False relationship* pertains to attributing a causal relationship when none exists. Scientists, politicians, and juries who make important decisions must be fully aware of fallacies, or they would make serious errors of judgment.

The following historical events [I] – [III] provide examples of occurrences of these causal fallacies.

[I] <sup>(1)</sup>Leper colonies are communities designed for the purpose of quarantining people with leprosy, better known as Hansen's disease, a chronic condition caused by a bacterial infection. Leper colonies became widespread in the Middle Ages, particularly in Europe and India. The idea of isolating people with leprosy stemmed from fears of people with disfigurement, and the condition being incurable and commonly believed to be highly contagious.

[II] In the 20th century, research on leprosy revealed that it is, in fact, very difficult to get the disease, and the bulk of the world's population is immune. Furthermore, researchers discovered a range of treatment options for the disease. As a result, <sup>(2)</sup>many leper colonies were closed. In 2001, Mr. Junichiro Koizumi, the Prime Minister of Japan at the time, formally apologized to former leprosy patients who suffered years of systematic state discrimination. He said he accepted that <sup>(3)</sup>the treatment of the leprosy victims had violated their human rights, and that the government had been guilty of severe prejudice against them.

[III] Research in leper colonies once unveiled the fact that victims of this malady typically grew blind. <sup>(4)</sup>The conclusion was drawn that leprosy caused blindness. After studying the disease more closely, it was found that the nerves that react to dust and other intrusions that cause eyes to blink grew insensitive and the eyes did not cleanse themselves through the normal blinking process. A simple operation could be performed that made the eyes blink while chewing food. This finding preserved the eyesight of those who previously would have been blinded by leprosy.

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- Which of the following is an example of the *false relationship* underlying the establishment of <sup>(1)</sup>leper colonies?  
a. disfigurement causing fear    b. leprosy being incurable    c. leprosy being contagious    d. leprosy causing fear
- Which of the following was the most logical reason why <sup>(2)</sup>many leper colonies were closed?  
a. Cause-effect relationships are often based on fear.    b. The perceived need for such facilities was unjustified.  
c. Doctors learned to treat the disease but the cause was unknown.    d. A leper colony is an example of *cause-effect confusion*.
- What is the reason for Mr. Koizumi's acceptance that <sup>(3)</sup>the treatment of leprosy victims had violated their human rights?  
a. He wanted to provide justification for closing leper colonies.  
b. Leprosy victims had been discriminated against and forcibly quarantined for no justifiable reason.  
c. The immunity of non-leprosy sufferers had been risked by the premature closing of leper colonies.  
d. The immunity of leprosy victims to other contagious diseases had been risked through placement in the leper colonies.
- Which of the following fallacies, as defined in the text, is exemplified by <sup>(4)</sup>the conclusion?  
a. *causal oversimplification*    b. *post hoc fallacy*    c. *cause-effect confusion*    d. *false relationship*
- Which of the following is the most valid inference to draw from ALL of the events [I] – [III]?  
a. Fears often cause fallacies.  
b. *Causal oversimplification* can be avoided if statistical data are available.  
c. Human rights should always be given priority in making decisions.  
d. Cause-effect relationships are often assumed without sufficient proof.



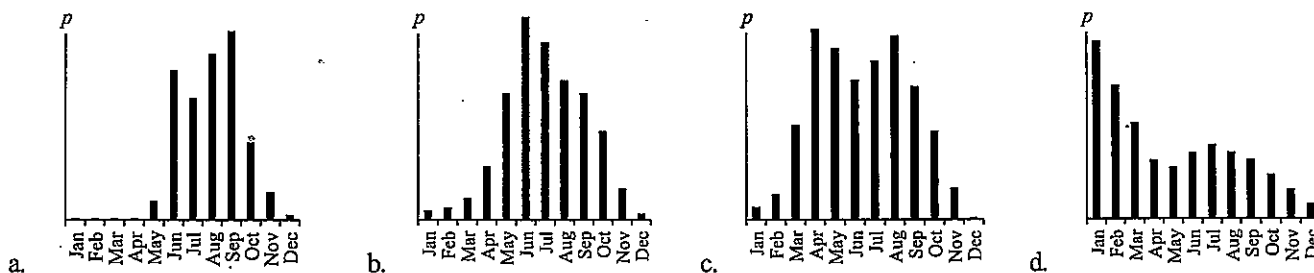
**Section B: Choose the best answer from a – d for questions 6 – 10.**

The daily minimum and maximum temperatures in Acapulco, a beach resort in Mexico, are almost constant throughout the year, with averages around 22°C for the minimum and 31°C for the maximum. The whole year is thus warm, but we can still divide the year into four seasons, with the first quarter corresponding to winter and the subsequent quarters to spring, summer, and autumn. However, when we observe the variation of Acapulco's monthly *precipitation* (amount of rain) in 2010, it reached the yearly maximum in the end of summer and decreased continuously in autumn, each month showing precipitations that were less than half of the value observed in the previous month.

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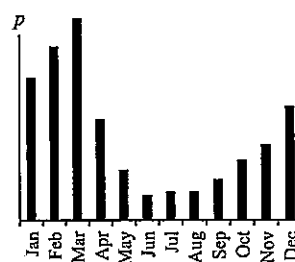
6. Which of the following graphs best matches the variation in the precipitation  $p$  in Acapulco over the year, described above?



7. We know that the maximum monthly precipitation in Acapulco in 2010 was 340 mm. Which of the following is necessarily true about the value of the precipitation  $p_a$  observed in the month immediately after the month of maximum precipitation?

- a.  $p_a > 200$  mm      b.  $p_a < 170$  mm      c.  $p_a > 160$  mm      d.  $p_a < 50$  mm

In Middelburgh, South Africa, the monthly precipitation in 2010 was as shown in the graph to the right. Because Middelburgh is located in the Southern Hemisphere, the year begins with summer, and then the other seasons come in sequence. The value of the maximum monthly precipitation is 64 mm (the graphs for Middelburgh and for Acapulco are not in the same scale so that bars in different graphs represent different values of  $p$  even if they have the same length; in the same graph the lengths of the bars are proportional to the value of  $p$ ).



8. The seasons in Acapulco and Middelburgh lie in different months of the year. In addition, the temperature varies more in Middelburgh: its average goes above 20°C in the beginning and the end of the year, while in the middle of the year it is below 10°C. According to the monthly meteorological data observed in the seasons of Acapulco and Middelburgh, how can the climate types in these places be classified respectively?

- a. winter-warm and spring-warm      b. summer-humid and summer-dry  
c. autumn-warm and spring-cold      d. winter-dry in both

9. We know that after it reached its maximum value, the monthly precipitation in Middelburgh decreased continuously to half of the previous month until it reached its minimum. We also know that when we divide the year into two halves, the total precipitation  $p_1$  in Middelburgh during the first 6 months is twice as large as the total precipitation  $p_2$  during the second 6 months. If the precipitation in January and February are 45 and 55 mm, respectively, what is the value of  $p_2$ ?

- a.  $p_2 = 220$  mm      b.  $p_2 = 110$  mm      c.  $p_2 = 100$  mm      d.  $p_2 = 50$  mm

10. In 2010 the maximum monthly precipitation in Acapulco,  $p_m$ , was 340 mm. Which of the following is true about the relation between  $p_m$  and the total precipitation in the whole year 2010 in Middelburgh,  $p_Y$ ?

- a.  $p_m = p_Y$       b.  $p_m < \frac{p_Y}{2}$       c.  $p_m > p_Y$       d.  $p_m > 2p_Y$

V. Answer the questions in Sections A, B, and C.

**Section A:** For 1 – 5, three definitions with one sample sentence each are given. Think of a word that matches all definitions and also fits the blanks of all sentences. Convert each letter of the word into a number 1 to 4 according to the table below: number 1 represents letters a – g, 2 represents h – m, 3 represents n – s, and 4 represents t – z. Then choose the matching series of numbers from a – d. For example, if the word you think of is *wise* for which the first letter *w* is given, the remaining letters would be changed into 2 for *i*, 3 for *s*, and 1 for *e*. Hence, the correct answer would be *w231*.

Number	Letters
1	a, b, c, d, e, f, g
2	h, i, j, k, l, m
3	n, o, p, q, r, s
4	t, u, v, w, x, y, z

- (i) the feeling of comfort that you have because something unpleasant didn't happen: Dr. Toyoda felt a sense of r\_\_\_\_\_ when he found out that he had not lost his wallet.

(ii) the act reducing pain or distress: The new medicine provides r\_\_\_\_\_ for severe colds and flu symptoms.

(iii) money or clothing that is provided for people who are in need: The government is working hard to provide r\_\_\_\_\_ to the disaster areas.

a. r2111                      b. r12312                      c. r321312                      d. r12211
- (i) to fasten something to something else: If the dog wasn't c\_\_\_\_\_ed, it would probably have bitten me.

(ii) a group of things that is arranged in a line: The c\_\_\_\_\_ of islands south of Tokyo is known as the Ogasawaras.

(iii) a group of shops or stores owned by the same company: Starbucks is an internationally famous c\_\_\_\_\_ of coffee shops.

a. c23121                      b. c2123                      c. c2133                      d. c2211
- (i) a large and important organization that has a particular purpose: The Hong Kong and Shanghai Bank Corporation (HSBC) is Hong Kong's largest financial i\_\_\_\_\_.

(ii) a custom or system that is important to a particular society: The i\_\_\_\_\_ of marriage has changed significantly over the last century.

(iii) a building where people with special needs are looked after: With recent improvements in outpatient care, it is no longer necessary for many people with psychological illness to be kept in an i\_\_\_\_\_.

a. i3341311                      b. i22434314233                      c. i3342444233                      d. i3143434
- (i) artistic or performance ability: My school had a t\_\_\_\_\_ show every year.

(ii) a natural ability to do something well: He had lots of natural t\_\_\_\_\_ in athletics, but he never made any serious effort.

(iii) people with a natural ability for being good at a particular activity: The club boasts an impressive range of home-grown sporting t\_\_\_\_\_.

a. t12134                      b. t433                      c. t114                      d. t342314
- (i) relating to the mind: According to Piaget, the m\_\_\_\_\_ development of children is related to their hands on experience.

(ii) relating to the health or illnesses of the mind: Her m\_\_\_\_\_ problems has led her to seek counseling.

(iii) involving thinking and not physical activity: Some people can use a m\_\_\_\_\_ abacus to calculate complex sums.

a. m231142                      b. m13412                      c. m13124                      d. m222233

**Section B: For 6 – 10, choose the word from a – d that best fits in the blanks for all three expressions i – iii.**

- |   |   |                                       |             |
|---|---|---------------------------------------|-------------|
| 6. (i) legal (    )<br>a. aid           | (ii) teaching (    )<br>b. question       | (iii) (    ) worker<br>c. method      | d. material |
| 7. (i) common (    )<br>a. time         | (ii) good (    )<br>b. practice           | (iii) it takes (    )<br>c. rapport   | d. person   |
| 8. (i) body (    )<br>a. language       | (ii) classical (    )<br>b. parts         | (iii) dead (    )<br>c. music         | d. movement |
| 9. (i) fail to (    )<br>a. fly         | (ii) happen to (    )<br>b. act           | (iii) (    ) up<br>c. meet            | d. see      |
| 10. (i) be entitled to (    )<br>a. win | (ii) be expected to (    )<br>b. complain | (iii) gratefully (    )<br>c. receive | d. believe  |

**Section C: For 11 – 15, choose the answer from a – d that best fits in the blank.**

- |  |                |              |             |
|--|----------------|--------------|-------------|
| 11. If the pain _____, you must see a doctor.<br>a. indicates                                    | b. encounters  | c. conceives | d. persists |
| 12. Dr. Teleborian was released from prison to _____ medical treatment in Sweden.<br>a. collapse | b. advocate    | c. perceive  | d. undergo  |
| 13. Rituals and festivals form an _____ part of every human society.<br>a. intermediate          | b. internal    | c. integral  | d. improved |
| 14. On his retirement, the job that Mr. Sato has will _____ to exist.<br>a. coincide             | b. cease       | c. diminish  | d. mature   |
| 15. There is every _____ of the weather becoming much colder this week.<br>a. termination        | b. restoration | c. revision  | d. prospect |

[End of Exam]

