

文学部A方式I日程・経営学部A方式I日程・人間環境学部A方式

1 限 英 語

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. 志望学部・学科によって試験時間が異なるので注意すること。

志望学部(学科)	試験時間
文学部(哲・日本文・史)	60分
経営学部(経営)・人間環境学部	90分

4. 志望学部・学科によって解答する問題が決まっている。問題に指示されている通りに解答すること。指定されていない問題を解答した場合、採点の対象としないので注意すること。
5. マークシート解答方法については以下の注意事項を読みなさい。

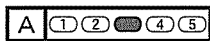
マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

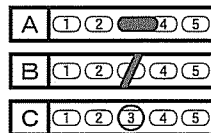
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

6. 問題冊子のページを切り離さないこと。

文学部を志望する受験生は、問題〔Ⅰ〕〔Ⅱ〕〔Ⅲ〕に解答せよ。

経営学部または人間環境学部を志望する受験生は、問題〔Ⅰ〕〔Ⅱ〕〔Ⅲ〕〔Ⅳ〕すべてに解答せよ。

〔Ⅰ〕 つぎの英文を読んで、問いに答えよ。

Of all the social mistakes, none is perhaps more common than meeting a new person, exchanging names and promptly forgetting theirs — forcing you to either swallow your pride and ask again, or suffer in uncertainty forever.

Why do we keep this mistake? There are a few ⁽¹⁾possible explanations, says Charan Ranganath, the director of the Memory Program at the University of California, Davis. The simplest explanation: you're just not that , Ranganath says. "People are better at remembering things that they're motivated to learn. Sometimes you are motivated to learn people's names, and other times it's more of a passing thing, and you don't think it's important at the time."

But this isn't always the . Often you really do want to remember, and find yourself anyway, Ranganath says. This may be because you underestimate the work necessary to remember something ⁽²⁾ as seemingly simple as a name.

A common name may be forgettable because it doesn't strike your mind as interesting, or because you know multiple people with that name already. On the other hand, a rare name may be easy to recognize but harder to recall. And any name, common or not, has to fight for space in your ⁽³⁾ already-crowded brain. Given all these factors, lock down a name.

"You're not only remembering the name, but you're remembering the name in relation to a face. Even if you get the information in, which we call encoding, you might not be able to find the information because there's

so much competition between other names and other faces in your memory,” Ranganath says. “People are often overconfident, and they underestimate how hard it will be later on.”

People who get distracted by making a good impression or holding a conversation may fall into this camp, Ranganath says. In focusing your energy elsewhere, you may neglect to file away the information you just learned, then struggle to mentally return to that part of the interaction.

Are there any effective ways to remember names? Mnemonic devices* can be helpful, Ranganath says. He recommends finding something distinctive about the person or their , and relating it back to their name. Remembering a common name like John might be difficult, for example, but if you can mentally categorize someone as “John the Jogger,” it may stick out more.

Finding ways to test yourself, even as the conversation is ongoing, may also be helpful, he adds. Take note of the person’s name when they say it, then quiz yourself on it a few minutes, or even seconds, later. “Try to recall the information immediately or soon after you learn it,” Ranganath says.

“The act of actually testing yourself on the name
(4) better term.”

Repeating the person’s name after they say it may also trigger a more powerful effect than listening alone. “If you generate something, it’s actually easier to remember than if you just passively take it in,” he says. “You’re actually learning to immediately see that face and then produce this name.”

And if you do forget, envision the moment you met somebody—the setting, other things you talked about and so on—to try to retrace your steps in your head, Ranganath says.

But if all else fails, know that forgetting names is a very common

problem, even among memory researchers. "When you think about all these factors," Ranganath says, "it's really a that we can remember anybody's name."

*mnemonic devices: 記憶術

1. 空所 に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
a. falling b. making c. taking d. putting

2. 下線部(1) possible の意味に最も近い語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
a. astonishing b. convincing c. traditional d. potential

3. 空所 に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
a. insignificant b. incapable
c. interested d. indifferent

4. 空所 に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
a. example b. incident c. object d. case

5. 空所 に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
a. forgetting b. forget c. forgotten d. forgot

6. 下線部(2) you underestimate the work necessary to remember something as seemingly simple as a name の意味に最も近いものを、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
- a. People are often unaware of how simple it is to remember people's names.
 - b. People are often aware of how to memorize people's names effectively.
 - c. People are often unaware of how difficult it is to learn people's names.
 - d. People are often aware of how quickly they forget people's names.
7. 下線部(3) And any name, common or not, has to fight for space in your already-crowded brain. の意味に最も近いものを、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
- a. It is difficult to remember people's names because people tend to get distracted when they try to learn new names.
 - b. It is difficult to remember people's names because uncommon names are more likely to cause interference than common names.
 - c. It is difficult to remember people's names because there is a limit to how much information can be stored in the brain.
 - d. It is difficult to remember people's names because people are often overconfident and cannot accurately estimate their memory capacities.
8. 空所 に入るようにつぎの a～h の語を並び替え、2番目と6番目に来るものの記号を解答欄にマークせよ。各語は一回しか使用できない。
- a. you b. effort c. to d. more
 - e. it f. takes g. think h. than

9. 空所 に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. opportunities b. characteristics
c. intensity d. probability

10. 下線部(4) The act of actually testing yourself on the name

better

term. の空所に当てはまる語を、つぎの a～h から選べ。ただし、解答は と に入る語の記号のみを、それぞれ解答欄にマークせよ。各語は一回しか使用できない。

- a. you b. in c. help d. will
e. long f. the g. it h. retain

11. 空所 に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. secret b. miracle c. fact d. problem

12. 本文の内容をふまえると、どのようにすれば人の名前を覚えることが容易になると考えられるか？ つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. To focus on maintaining a conversation when we meet someone for the first time.
b. To try to recall new names at a later time long after we learn them.
c. To write down a new name with an already familiar name with a similar sound.
d. To exercise our memory of people's names in various ways while we are still with them.

〔Ⅱ〕 つぎの英文を読んで、問いに答えよ。

When is the future no longer the future? Only a decade ago, air travel ⁽¹⁾ seemed to be moving continuously towards giant planes, or “superjumbos”. But last year Airbus announced it would cease manufacturing its A380, the world’s fattest passenger jet, as current trends favour smaller and more fuel-efficient airplanes. Progress changed course. A more vivid reminder of lost dreams came almost a year ago: 2 March marked the 50th anniversary of the first flight of the supersonic*¹ Concorde. Once upon a time, all airplanes were going to be supersonic. But sometimes, the future is cancelled.

What if what we think is going to be the future right now is cancelled (2) its turn? We are supposedly on an unstoppable path towards driverless vehicles, fully automated internet-connected “smart homes”, and godlike artificial intelligence — but, then, we’ve been promised flying cars for half a century, and they are still supposedly just around the corner. We live in a time when technological change is portrayed (3) an inevitable, impersonal force: we’d better learn how to surf the tsunami or drown. But ⁽⁴⁾ as a society, we always have a choice about which direction we take next. And sometimes we make the wrong decision.

For one thing, history is full of technological marvels that were abandoned for reasons that were only reassessed much later. To most people in the late 19th century, when fleets of electric taxis operated in London and Manhattan, the electric car was clearly going to win out over the dirty petrol-driven alternative. But then large stocks of oil were discovered in America, and the future went into reverse. Until, in the late 20th century, global warming and advances in battery technology made electric cars seem like a good idea again. Similarly, analogue music records have enjoyed a major revival in the age of downloaded digital music: not

necessarily because they are an objectively better sound format, but because it turned (5) that people liked owning their culture as physical objects.

Just as we revive ideas from the past, we also have the power to bury ideas in the present — whether for business reasons, like Airbus, or for the wider public good. Technology isn't just something that happens to us; it's something we can decide to build and to use, or not. Should we, for example, allow anyone to make changes in the DNA of humans? One of the inventors of the modern gene-editing^{*2} method Crispr, Jennifer Doudna, thinks not: she has called for a temporary prohibition of such “germline”^{*3} editing, because of the potentially disastrous consequences. Many thinkers on machine intelligence, meanwhile — led by the philosopher Nick Bostrom — suggest that the supposedly science-fictional scenario of a conscious AI escaping its box and taking over the world represents such an enormous threat to human existence (6) we ought to be taking steps right now to prevent it happening.

Not much less alarming, and far closer, is the moment when “deep fakes” — computer-generated pictures and video — become indistinguishable from the real thing. The scenario might be a computer generated video of a real politician who is well known as a fluent speaker with plenty of confidence breaking down in tears and admitting he doesn't understand half of the long words he uses, and this would be impossible to tell from a real TV broadcast. Satisfying (7) some individuals in this way, the wider result would be a total loss of confidence, not only in news media but in documentary evidence of many kinds.

So, as work continues on deep fakes, we are sleepwalking towards a media dystopia^{*4} in which nothing at all can be trusted, and the only people to benefit will be authoritarian^{*5} leaders who insist on their own fantastical realities. Therefore, it's hard not to think that researchers building deep-fake technology right now are actively working, whether they realise it or

not, to destroy liberal democracy. Should we just sit back and let them, because, you know, technology will always happen anyway?

We should not, and it's time to reject the wider myth that tech has to do with politics. We are so used to hearing that technological progress is smooth and inevitable these days that it just seems like common sense. But this idea may not be unrelated to the fact that the people who promote it are mainly the people with a large financial interest in the adoption of new technology. Just as our past futures need not be dead to us, our present future is not certain. ⁽⁹⁾

*1 supersonic : 超音速の

*2 gene-editing : 遺伝子編集の

*3 germline : 生殖細胞系列の

*4 dystopia : 反ユートピア, 暗黒郷

*5 authoritarian : 権威主義の

1. 下線部(1) When is the future no longer the future? の意味に最も近いものを, つぎの a ~ d の中から一つ選び, その記号を解答欄にマークせよ。

- a. When do we lose all hope in a bright future world?
- b. When do we realise an assumed future path is no longer valid?
- c. When do we stop feeling nostalgia for an old way of life?
- d. When do we know the future will never change again?

2. 空所 に入る最も適切な語を, つぎの a ~ d の中から一つ選び, その記号を解答欄にマークせよ。

- a. in
- b. to
- c. out
- d. of

3. 空所 (3) に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. in b. as c. for d. with

4. 下線部(4) we'd better learn how to surf the tsunami or drown の意味に最も近いものを、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. It is preferable for us to learn how to survive natural disasters like tsunami rather than to learn how to solve problems caused by technological change.
b. It is better for us to learn how to survive natural disasters using new technologies.
c. If we don't adjust to technological change, we will get fatally damaged.
d. We can prevent technological change from causing serious problems in the future.

5. 空所 (5) に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. away b. in c. back d. out

6. 空所 (6) に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. which b. where c. who d. that

7. 空所 (7) に入るようにつぎの a～f の語を並び替え、2番目と4番目に来るものの記号を解答欄にマークせよ。各語は一回しか使用できない。

- a. be b. it c. shame
d. as e. to f. would

8. 空所 (8) に入る最も適切な語を、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
- a. everything b. something c. nothing d. anything
9. 下線部(9) past futures を説明するための例として、本文で挙げられたものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークせよ。
- a. “deep fakes” b. “smart homes” c. supersonic airplanes
d. a conscious AI e. Crispr
10. 本文の内容に合致するものを、つぎの a～g の中から一つ選び、その記号を解答欄にマークせよ。
- a. Like driverless vehicles, flying cars only recently became a common expectation.
- b. The electric car was once cancelled to protect the environment.
- c. Jennifer Doudna thinks we should use gene-editing methods to change human DNA as soon as possible.
- d. “Deep fakes” are becoming far less alarming than a conscious AI.
- e. Most people agree with accepting a media dystopia after careful consideration.
- f. It is impossible to imagine that researchers could help destroy democracy.
- g. The idea that technological progress is inevitable may not be true, but this idea is often promoted for financial reasons.

(III) Read the passage, and answer the questions following it.

Rebecca was a graduate student at the School of Public Health at her university when an assignment required her to come up with a solution for a community nutrition problem. The exercise was intended to give students some practice doing professional tasks, including assessing people's needs and budgets. But after deciding to research nutrition on campus, Rebecca's project took a real-life (A) when she discovered a growing, but still largely hidden, problem. Many students are eating nonnutritious foods because that's all they can afford. Still others are eating little or nothing because they don't have enough money to buy food at all.

Student hunger has for years been an increasingly-troubling issue on college campuses across the United States. Researchers continually release studies trying to appreciate its scope, including a comprehensive 2018 university survey, which reported that 36 percent of students at 66 surveyed U.S. universities and colleges didn't have enough to eat. Rebecca was alerted to her university's hunger problem when, during her initial research, she read her university's 2015 Survey and found that 17.5 percent of undergraduates were "food insecure," meaning they worried about running out of food (B) they could afford more. Ten percent reported they had run out of food at some point in the past 12 months.

Knowing how important good nutrition is to academic success, Rebecca decided to devote her research project to (C) food insecurity and began interviewing students to better understand how to help. "People know that not eating healthy food is bad for your body," she explains. "But studying nutrition, I've also learned how constantly worrying about where your next meal is coming from interferes with students' ability to focus in class and learn." The stories students told Rebecca made the reality of being hungry while trying to learn painfully clear: "I skip meals, usually lunch and

breakfast,” one student said in a survey. “I mean, there are days where I don’t have to go out. Then I’ll just not move so much so I don’t get so hungry.”

Having read that many other large universities had opened free food pantries for students, Rebecca started a student group called Nutritious U, which hosted two pilot pantries in early 2017. Both were so successful that the University Health Center gave the pantry a permanent home. All students are welcome to visit the pantry, which offers healthy, fresh foods rather than canned and boxed goods. Nutritious U distributed 32,668 pounds of food and served 2,573 individual students—for a total of 5,611 visits during the seven times the food pantry was open in 2017.

Why student hunger is escalating on college campuses is not fully understood, but many advocates believe the problem is more widespread than the data shows. Rising college costs and insufficient financial aid and scholarships are usually to blame. But analyzing the problem, experts say, requires a closer look. Low-income student enrollment has increased in recent years, as many colleges and universities have expanded needs-based scholarship and grants programs. At the university, for example, financial support for low-income students has risen to about \$148 million per academic year, compared with \$130 million six years ago. The additional funds are believed to have helped boost four-year graduation rates for low-income students from 31 percent in 2009 to 60 percent in 2017.

But that additional support is often not enough to cover students’ expenses. As a result, those students experience food insecurity the most. “The university tries to help as much as possible, but we know some students are (F) meals or not eating at all, and that has a major impact on their academic performance,” says the Dean of Undergraduate Education. “One thing we know is that, as soon as a family makes \$75,000 or so a year, the student gets a much smaller grant. So, I bet if we dug

into the data, we would find that a lot of middle-income students are food insecure too.”

While the Nutritious U pantry is helping reduce hunger, it is not a solution to the larger problem, which will take commitment and creative collaboration from many different angles. Currently, the Dean is working with the university to bring in more needs-based money so students can, ideally, get by without having to work too many hours and/or take out loans. Rebecca, too, is focused on the future and, in addition to running the pantry, she is researching ways to address the root causes of hunger. “I’m glad the pantry has been a success,” she says. “But my goal is not to expand it. What I want for students is that they don’t need it anymore.”

1. Choose the word or phrase that best fills the blanks to , and mark the letter on your answer sheet.

- | | | | | |
|----------------------------------|----------------|--------------------|-------------|-----------|
| <input type="text" value="(A)"/> | a. rest | b. turn | c. place | d. time |
| <input type="text" value="(B)"/> | a. because | b. while | c. although | d. before |
| <input type="text" value="(C)"/> | a. research | b. researched | | |
| | c. researching | d. have researched | | |

2. Choose the word that is NOT similar in meaning to interferes with, and mark the letter on your answer sheet. _(D)

- a. inhibits b. hinders c. impedes d. heightens

3. Choose the word that is most similar in meaning to pilot, and mark the letter on your answer sheet. _(E)

- a. trial b. tasting c. flying d. legal

4. Choose the word that best fills , and mark the letter on your answer sheet.
- a. wasting b. skipping c. serving d. offering
5. Choose one statement that best describes the free food pantries in the passage and mark the letter on your answer sheet.
- a. Free food pantries serve students who refused to move and work out in order to focus on academics.
- b. Rebecca's free food pantries were the first attempt in America to help reduce food insecurity on campus.
- c. Free food pantries offer a range of food from nutritious vegetables to junk food.
- d. Although free food pantries help to lessen students' food insecurity, they do not completely eliminate the problem.
- e. Free food pantries are to be closed as fewer students need them any more due to sufficient financial aid.

6. Which one of the following statements CANNOT be inferred from the passage?
- a. According to the nationwide statistics, students' food insecurity in America has roughly doubled lately, as you can see from the results of the two surveys from 2015 and 2018.
 - b. If college students always need to be concerned about how to obtain food due to their financial situation, this anxiety is likely to take some attention away from their academic efforts.
 - c. Rebecca's free food pantries were open only seven times in 2017 but utilized by more than 2,500 students. They paid an average of over two visits to the pantries to manage their hunger.
 - d. Causes of college students' food insecurity in America include increasing university expenses and financial aid that is far from adequate for meeting the needs of all students.
 - e. Recently some students tend to work too much for money or rely on student loans to deal with the increasing college expenses. Such students are often at the risk of food insecurity.

つぎの問題〔IV〕は、経営学部または人間環境学部を志望する受験生のみ解答せよ。

〔IV〕 Read the passage, and answer the questions following it.

The local people cried when they heard Sven Hedin's plans. They couldn't believe he was going off into the Mankiller Desert. The desert's real name was Takla Makan, but most people in western China just called it the Mankiller. They said that evil spirits lurked in this vast stretch of sand. They said that the spirits led travelers astray and then left them to die.

Hedin did not believe the stories. Still, the Swedish explorer felt a strong pull to investigate this Asian desert. As he wrote, "I had fallen under the spell of the weird witchcraft of the desert." For him, the biggest thrill would be walking where no European had ever walked before. "I knew that beyond the sand hills, surrounded by the grave-like silence, stretched the unknown, enchanted land," ... "land that I was going to be the first to tread."

And so, in April of 1895, Hedin set out. With him went a servant named Islam Bai. This man had traveled with Hedin on several previous expeditions. Three local men had also agreed to go. One was a guide named Yollchi. He had been into the desert before in search of gold. He claimed that he could get Hedin across it with no trouble. The group took eight strong camels each packed with water casks, food and other supplies.

At first, the journey went well. On the third day the group came across a spring. Happily they refilled their water casks. By the sixth day they had gone more than 50 miles. "We were getting farther and farther into the unknown ocean of sandy desert," wrote Hedin. "Not a sign of life to be seen, not a sound to be heard..."

On the tenth day, April 20, the group came to an oasis. Here they found pools of water and thick green grass. Yollchi told Hedin that they

were near the Khotan River. He said that they should reach it within four days. Once they got there, they would have all the water they needed for the rest of the trip. Hedin was thrilled. It seemed that they would make it to the eastern end of the desert without difficulty. He even decided to give the camels a break. He ordered the water casks filled just halfway to the top. That would ease the burden on the tired animals, and it would still be more than enough for the group. Hedin figured half-full casks would last them for 10 days.

Unfortunately, Yollchi was wrong. The Khotan River was not four days away. It was a full 15 days' journey from where the men stood. On April 24 Hedin and his men ran into a terrible sand storm. "Clouds and columns of sand whirled in a mad dance across the desert," he wrote. "The fine red drift-sand penetrated everywhere — into mouth, nose, ears..."

The next day Hedin discovered that they were almost out of water. They eventually discovered that the servants hadn't filled the water casks all the way to the halfway mark. Grimly, Hedin cut everyone's water rations way down. The group dug deep into the sand, looking for a well or a spring, but they found nothing. Knowing they couldn't properly water eight thirsty camels, they decided to leave two behind. Then they hurried on through the hot, dusty desert, hoping to reach the Khotan River soon.

By April 30 they were in real trouble. It had been 10 days since they had left the oasis. They were now totally out of water. They had also dumped most of their food to lighten their load. "We are all terribly weak, men as well as camels," wrote Hedin in his diary that day. "God help us all!"

The next day brought another endless walk through the scorching heat. Hedin kept scanning the horizon, but he saw no sign of the Khotan River. One of the men became convinced that evil spirits had led them in the wrong direction. All of them were growing nervous. They were no longer sure

they would get out of this desert alive. Later that day they couldn't stand their thirst any longer. They decided to drink some strong Chinese brandy, which they had been using to fuel their stove. The strong drink made them all sick.

By May 3 most of the camels were dead, and Yollchi had disappeared. Somewhere on the long, hot march he had fallen behind and now he had completely dropped out of sight. Neither Hedin nor others had the strength to turn back for him. That same day, Islam Bai collapsed. He was too weak to walk. Hedin was heartbroken, but he had no choice. He left Islam Bai with the last camel and a few provisions. Then he and his remaining servant, Kasim, stumbled on alone.

Finally, on May 5, Hedin glimpsed trees in the distance. That meant there was water up ahead. Leaving Kasim to rest, Hedin dragged himself through the blazing sun toward the trees. When he reached them, he sank down next to the Khotan River. He drank and drank until he could drink no more. Then he took off his boots and filled them with water. Carefully he carried them back to Kasim so he, too, could have a drink.

For Hedin, the worst was over. Now that he had water, his strength returned. The next day he and Kasim met some shepherds, who gave them food and shelter. Four days after that he and Kasim were resting by the bank of the Khotan River. In the distance he saw another group of shepherds walking toward them. To Hedin's joy, these shepherds had Islam Bai with them! When Islam Bai reached Hedin, he explained that the shepherds had found him as he lay in the sand. They had given him food and water. They had also rescued his camel. In the camel's bags were Hedin's diary and maps, so the record of the group's journey was saved.

A few days later Sven Hedin, Islam Bai, and Kasim at last walked out of the desert. They had done what they set out to do. They had crossed Takla Makan, the Mankiller desert. And even for those who survived, it had been a very grim journey indeed.

(e)

1. Choose the definition that is closest in the meaning to the underlined words as it is used in the passage and mark the letter on your answer sheet.

(1) the spirits led travelers astray and then left them to die.

- (a)
- a. guided them in the wrong direction
 - b. guided them on the correct road
 - c. showed them the errors of their path
 - d. showed them the most direct way

(2) That would ease the burden on the tired animals,

- (b)
- a. increase the load
 - b. pile on the load
 - c. put on the weight
 - d. reduce the weight

(3) The next day brought another endless walk through the scorching heat.

- (c)
- a. blowing heat
 - b. burning heat
 - c. draining heat
 - d. drying heat

(4) Hedin glimpsed trees in the distance.

- (d)
- a. caught sight of
 - b. longed for
 - c. looked up to
 - d. passed over

(5) And even for those who survived, it had been a very grim journey indeed.

- (e)
- a. unique experience
 - b. unknown exploration
 - c. horrible trip
 - d. honorable trail

2. Based on the passage, choose the best way to complete each of the following sentences and mark the letter on your answer sheet.

(1) Sven Hedin desired to explore the Takla Makan desert because he wanted to

- a. confirm whether the stories about evil spirits in the desert were true or not.
- b. research the trees, plants and water quality of the Khotan River in the desert.
- c. show the desert to his servant, Islam Bai and his guide, Yollchi.
- d. explore a little known region and travel where no outsider had gone before.

(2) On the tenth day of their journey, the group

- a. filled the water casks full of water.
- b. found pools of water and thick green grass.
- c. had gone 50 miles.
- d. was four days away from the Khotan River.

(3) After the group was totally out of water,

- a. evil spirits had led them in the wrong direction.
- b. they drank Chinese brandy used to fuel their stove.
- c. they had kept most of their food to maintain their strength.
- d. they were 10 days away from the Khotan River.

(4) By the time Sven Hedin reached the Khotan River,

- a. he had found his diary and maps.
- b. he had met some shepherds and received some food.
- c. Kasim was in a weakened state and had been left behind.
- d. some shepherds were walking with Kasim and Islam Bai.

- (5) During Sven Hedin's journey across the Takla Makan desert,
- a. he always kept his diary and maps with him, so the record of the journey was saved.
 - b. the group couldn't achieve what they set out to do.
 - c. the group had trouble with a terrible sand storm.
 - d. they proved the story about evil spirits in the desert.
- (6) During Hedin's expedition across the Takla Makan desert,
- a. they failed to find a well or a spring on April 25.
 - b. Yollchi disappeared with all of the camels.
 - c. none of the group members drank any type of alcohol.
 - d. they made it to the eastern end of the desert without difficulty.
3. Choose one statement that is true according to the passage and mark the letter on your answer sheet.
- a. Swedish desert explorer Sven Hedin felt a strong desire to investigate the Takla Makan desert because it is similar to the landscape of the Sahara Desert.
 - b. Because Swedish explorer Sven Hedin kept carrying a diary throughout his journey across the Takla Makan desert, it became an important resource for people who want to visit the desert.
 - c. Throughout his journey across the Takla Makan desert, Sven Hedin had to leave two of his eight camels behind because the group was running out of water and food.
 - d. In 1895 Swedish explorer Sven Hedin became the first European to cross the Takla Makan desert even though his guide miscalculated the amount of time and water required for the journey.

