

2007年度日本政府(文部科学省)奨学金留学生選考試験

QUALIFYING EXAMINATION FOR APPLICANTS FOR JAPANESE
GOVERNMENT (MONBUKAGAKUSHO) SCHOLARSHIPS 2007

学科試験 問題

EXAMINATION QUESTIONS

(学部・研究留学生)

UNDERGRADUATE・RESEARCH STUDENTS

英 語

ENGLISH

注意 ☆試験時間は60分。

PLEASE NOTE : THE TEST PERIOD IS 60 MINUTES.

ENGLISH

Nationality		No.		Marks	
Name	(Please print full name, underlining family name)				

I Choose the word or phrase that best completes each sentence.

- 1 In the restaurant she let him order () he liked.
A which B that C what D one
- 2 It is no () suggesting that he should do something about his hair.
A useful B using C useless D use
- 3 At that time, she was in a bad mood and she had to make an immense effort to stop () insensitive remarks.
A to make B to say C making D saying
- 4 In the new car his father was leaning forward with his forehead resting on the () wheel.
A turning B steering C moving D handling
- 5 The motorcycle reached the bottom of the drive and () to a halt.
A went B came C brought D took
- 6 As the boy had been kneeling on his hands and knees in the road for a long time, he saw his palms () with the marks of stones when he got up.
A pit B pitting C pitted D to pit
- 7 Nearly crying, her little sister wanted to be left () herself.
A for B with C on D to

- 8 Peter felt in his pocket and () five pounds to buy the books.
A composed B produced C made D formed
- 9 John was chosen () of the team.
A captain B the captain C to captain D to the captain
- 10 Apart () baseball, he does not watch TV.
A of B to C on D from

II Choose the word or phrase that best completes each sentence.

- 1 The storm () in the small hours of the morning. ○
A woke me up B awake me
C awaked me up D made me awoke
- 2 Such unpleasantness () her character.
A is not in keeping with B does not keep to
C is not according to D is not discordant of
- 3 He's determined to get that job, by ().
A unfairly if necessary B one or another way
C goodness or badness D fair means or foul ○
- 4 I'll let you have the results in ().
A two week's time B a fortnight's time
C the two weeks D a fortnights' time
- 5 She accidentally () on the cat's tail.
A trod B trode
C traded D treaded

- 6 A classical syllogism consists of () .
 A two premiss and a conclusion B two promises and a conclusion
 C a premiss and a conclusion D two premises and a conclusion
- 7 The cabinet was () at the proposed legislation.
 A split down the middle B divisive in two
 C split to pieces D splitted down the middle
- 8 There was () of food-poisoning at the school.
 A a break out B an insidence
 C an outbreak D an endemic
- 9 There was no problem with the computer : it was just () connec-
 tion.
 A a broke B an unfit
 C a faulty D a faulted
- 10 She () until she got what she wanted.
 A perseverated B persevered
 C percevered D perceived

III *In the following one underlined part is incorrect. Choose the incorrect part.*

- 1 In different parts of the English-speaking world, female speakers have been
found to use forms considered to be 'better' or more 'correct' than those used
by men. Why should this be? As far as English-speaking societies are con-
 cerned, we can make intelligent guesses in the following lines. Sociological stud-
 ies have demonstrated that women in our society are, generally speaking, more
 status-conscious than men. For this reason, they will be more sensitive to the
social significance of social-class-related linguistic variables such as multiple ne-
 gation.

2 It is not a custom in Japan to invite business clients to one's home or to include family members in business-related social gatherings. From olden times, Japanese have had the custom of not bringing their business affairs into the home; also, except for family operated enterprises, it was considered a womanly virtue for the wife not to become involved in her husband's business. In the course of business, if a Japanese man feels the need to establishing some rapport and friendship with his business client, he invites the client to an establishment that serves food and drinks.

3 Harry sat down between Dudley and Uncle Vernon, a large, beefy man with very little neck and a lot of moustache. Far from wishing Harry a happy birthday, none of the Dursleys gave any sign that they had noticed Harry to enter the room, but Harry was far too used to this to care. He helped himself to a piece of toast and then looked up at the newsreader on the television, who was halfway through a report on an escaped convict.

4 Somewhere, out on the street, a car alarm started blaring — one long, relentless note that couldn't be ignored. Somerset glanced at the digital alarm clock on his nightstand. It was almost two A.M., and even though he was in bed for over an hour, he wasn't anywhere near sleep. He had too much to think about.

5 Officials at the Pacific Nuclear Research Facility have denied the rumor that a case of missing plutonium was in fact stolen from their vault two weeks ago. A terrorist group had claimed responsibility for the alleged theft, however, officials now attribute this discrepancy from a simple clerical error. The FBI, which is still investigating the matter, had no comment.

6 England is indeed a country of castles. Japan is, too; but in Japan the castles have mostly been rebuilt in recent times for the sake of tourists. In England, however, they are mostly in ruin; but ^A the ruins are more impressive than any reconstruction could be. Sometimes one comes upon a castle that has never fallen into ruin. It may go back to the Middle Ages, and ^B it has been in continual use ever since. Such is Warwick Castle, not far from Stratford. Even today it is the home of the Earl of Warwick; but ^C visitors are admitted the castle and grounds ^D on payment of an admission fee.

7 ^A I leaned a polite elbow on the counter and looked across at ^B the happy-faced young guy in the polka-dotted bow tie. I looked from him to the girl at the small PBX against the side wall. She was an outdoorsy type with shiny make-up and ^C a horse tail of medium blond hair stuck out at the back of her head. But she had nice large soft eyes and when they looked at the clerk they glistened. I looked back at him and ^D choked back a snarl. The girl at the PBX swung her horse tail in an arc and put the eye on me also.

8 ^A All a man knows is what he observes and learns. ^B There is nothing innate except a few biological instincts — certainly nothing cultural. It may be that with experience a person learns to interpret, very rapidly, what he observes, or to draw inferences, or to do something based on deduction or induction ^C from those observances and his past experience. He does it so rapidly that ^D he generally doesn't bother to isolate the steps in the procedure or even to be aware they exist, so he calls it intuition.

9 Many elements of American society feel prisoners should be treated humanely, with an eye to rehabilitation rather than torture. Many other elements in society feel that prisoners are behind bars in order to be punished and that imprisonment is not, itself, punishment enough. The result is an uneasy compromise in that prisoners are generally not treated well enough to keep them from feeling a rising resentment, and, on the other hand, are not treated so badly to be starved and beaten into helpless compliance. The result is occasional prison riots.

10 The developmental psychologist Karen Wynn has recently shown that five-months-old babies can do a simple form of mental arithmetic. She used a technique common in infant perception research. Show a baby a bunch of objects long enough, and the baby gets bored and looks away; change the scene, and if the baby notices the difference, he or she will regain interest. The methodology has shown that babies as young as five days old are sensitive to number.

IV *Choose the most suitable word or phrase from the list to fill each of the numbered blanks in the passage below :*

Childhood is a state of constant (1) — pushing out the boundaries, asking questions, learning, getting into trouble, understanding, or not understanding. Some lessons are painful to learn, and the pain lingers on into adulthood. “A (2) jacket is soon mended,” wrote the American poet Henry Longfellow; “but hard words bruise the heart of a child.” Young children love to be told stories, (3) at bedtime. Often it is the same story, told over and over again, for the familiar is comforting, reassuring. But should stories for children always have happy endings, or should they sometimes deal (4) the unpleasant realities of life? Should they have a clear moral message? What should their purpose be — to reassure, to instruct, to entertain, to stimulate the imagination, to shock, to amuse? Children often have a vivid imagination, and (5) inhibitions than

adults about giving the imagination full (6). Perhaps the division between (7) and reality, truth and lies is a (8) adult preoccupation, best ignored by any young creative artist.

(9), on the other hand, is an awkward time. You are no longer a child and not quite an adult, but are poised uncertainly on the brink of both worlds. You do not want to be treated as a child, but your changed status seems to be ignored by those around you. And the adult world, though full of (10) new freedoms, is not always a comfortable place to be.

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|----|----------------|-------------|---------------|--------------|
| 1 | A exploitation | B expulsion | C exploration | D expedition |
| 2 | A broke | B broken | C tore | D torn |
| 3 | A spacially | B expressly | C specially | D especially |
| 4 | A at | B with | C in | D for |
| 5 | A more | B lesser | C fewer | D less |
| 6 | A rein | B raine | C rain | D reign |
| 7 | A fiction | B false | C failure | D fault |
| 8 | A tired | B tiresome | C tiring | D tireless |
| 9 | A middle age | B infancy | C adolescence | D youngster |
| 10 | A endangering | B enticing | C entrapping | D enforcing |

V Part I Read the following passage and select the best answer to each question listed below it.

The discovery of likeness is the beginning of explanation. It is the isolated, irreducible, ultimate fact that is unintelligible. We seek connections. Hence, the mere statement that such and such is always the case may be accepted as an explanation. For example, a new young voter may ask why a given politician has devoted most of his election speeches to decrying his opponents. She may be satisfied with the reply that politicians always behave like that. In so far as this answer appears satisfactory it is because it relates the given fact to the general fact of the charac-

teristics possessed by politicians. The fact is no longer isolated and, as such, unintelligible; it is now recognised as an instance of a uniform connection. If the questioner were to pursue her enquiries demanding *why* politicians so behave, she would be answered if it were pointed out that the effect of such behaviour is to decrease the hearer's confidence in the speaker's opponents and thus to secure votes for himself. Such an explanation takes the form of a reference to purpose. If the questioner understands the nature of this purpose and is familiar with the mental characteristics of the electorate, the explanation will be complete. We are so familiar with purposive action that an explanation in terms of purpose is always acceptable, whilst the appeal to the value inherent in the purpose is recognised as final. It was for this reason that the medieval conception of teleological order had such explanatory power that it tended to check further enquiry. From this point of view explanation answers the question *why* and finds its natural termination in the statement of purpose. Where we are not seeking purpose, explanation takes the form of exhibiting connections and terminates in the widest coordination of facts possible at the given stage of knowledge.

1 The author believes that

- A facts are ultimately unintelligible.
- B single, unconnected facts are often unintelligible.
- C likeness is a connected fact.
- D explanations are irreducible to facts.

2 Young voters may be

- A happy that politicians criticise their opponents.
- B content with an isolated, unintelligible fact.
- C content with an explanation that relates individual behaviour to the general behaviour of politicians.
- D satisfied to ask a particular politician about the opinions of his opponents.

- 3 People listening to election speeches
- A often lack confidence in themselves.
 - B decry the politician giving the speech.
 - C generally distrust the speech maker and vote for an opponent.
 - D may decide to vote for the speaker because he has made them distrust his opponents.
- 4 In medieval times
- A only teleological explanations were acceptable.
 - B people were often completely satisfied with an explanation involving purpose.
 - C people were kept in check by teleology.
 - D people were not so familiar with purposive action.
- 5 Explanation not involving purpose
- A cannot advance knowledge.
 - B connects as many disparate facts as possible.
 - C is a coordinated exhibition.
 - D can only be brought to an inconclusive end.

V *Part II Read the following passage and select the best answer to each question listed below it.*

Shortly before the war we drew up a detailed plan based on joint discussion, chiefly in English country pubs during the course of a motor trip from Aberdeen to London via the Yorkshire moors, back again by way of the Lake District. There, as I expected, my job as editor finished, at least until I read the page proofs. In reality, collaboration has been closer, and the author has urged me to explain the extent of it. During the writing of the book Dr Bodmer lived in a small croft which I used to rent on Deeside, so I saw him during the weekends continuously. I read the first

drafts of each chapter, and was able to suggest how to get round difficulties of ordinary people who are like myself poor linguists. I shall always be grateful for what was a highly educative experience and one which kept me intellectually alive during a period of somewhat curtailed opportunities for my own research.

As time passed the task became more and more a cooperative effort in which I acted as a sieve, or, if you like it, as a bit of litmus paper. Dr Bodmer submitted suggestions for the benefit of readers who find languages as formidable as I do with more readiness than those of us who have a modicum of egoism and a less developed social conscience. When the rising cost of paper forced us to curtail the scope to some extent, I took a hand in the job of condensing and rewriting some sections. Consequently I have had the greatest difficulty in preventing Dr Bodmer from refusing to publish the book without my name as co-author on the cover. I have got him to see that limitations which vindicate my editorial qualifications for recognising the difficulties of ordinary people would make me a laughing stock in the capacity of joint author. So we have compromised on the understanding that I make clear the extent of my contribution in a foreword.

The motif of this book is social and its bias is practical. It does not touch on the *aesthetic* aspects of language. What aesthetic merits some people find, and—we may hope—will continue to find, in their home languages have little to do with difficulties which beset the beginner learning a new one, or with technical problems of devising ways and means of communication on a planetary scale in an age of potential plenty.

- 1 The writer of this passage
 - A co-authored a book with Dr Bodmer.
 - B employed Dr Bodmer as a crofter.
 - C is a sieve.
 - D assisted Dr Bodmer as an editor.

- 2 The writer
- A is an expert on languages.
 - B has difficulties as a person.
 - C is not very good at learning languages.
 - D is a very egoistical person.
- 3 While the book was being written, the writer of this passage
- A was doing his own research at weekends.
 - B was living on Deeside.
 - C was preparing drafts of each chapter.
 - D was having difficulties with his own research.
- 4 If the writer had been named as co-author,
- A Dr Bodmer would have removed his own name.
 - B language experts would have laughed.
 - C his qualifications would have been vindicated.
 - D there would have been no compromise.
- 5 The writer believes that
- A languages are unaesthetic.
 - B beginners find aesthetics difficult.
 - C human needs may largely be met in the future.
 - D planet wide communication is technically impossible.