

2008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 2008

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 () hard work and determination, he has made his dreams come true.

A Though B Through C Without D Because

2 The water in this river is not as clear as it () to be.

A was B is C used D came

3 We would like you to come to our barbecue () you have some other plans for Saturday.

A if B when C for D unless

4 I will tell them () I've made up my mind to do.

A that B what C where D who

5 This textbook is specially intended for students () native tongue is not English.

A whose B who C which D of which

6 We must keep () the lines until we know them by heart.

A to repeat B repetition C repeating D repeat

7 The couple () for a box of chocolates to be presented to each neighbor.

A gave B brought C arranged D took

- 8 She decided to become independent and to set () a new business on her own.
 A at B down C in D up
- 9 The child, () at the sight of many strangers, burst into tears.
 A frighten B frightened C to frighten D be frightened
- 10 These charms served the purpose of giving him bravery () confronted with danger.
 A when B for C since D in

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

- 1 () a seatbelt, he probably wouldn't have survived.
 A Was he not wearing B Through wearing
 C Hadn't he been wearing D Had he not been wearing
- 2 It () which party will win the next election.
 A remains to see B is remained to see
 C remains to be seen D is remained to be seen
- 3 () allegations of corruption, the minister resigned.
 A Facing to B Faced towards
 C Facing with D Faced with
- 4 Three new books on the environment have been published ().
 A for a week B just this week
 C a week ago D just that week
- 5 She doesn't () on the dining table.
 A make her cat to sit B let her cat sit
 C let her cat to sit D allow her cat sit

- 6 () if the strategy has been successful.
- A Just time will know B Only time will see
C Only time tells D Only time will tell
- 7 It takes generations for radical new ideas () in society.
- A to make root B to put root
C to take root D to put down root
- 8 () patience needed more than in diplomacy.
- A Is not B What is
C Nowhere is D Nowhere be
- 9 Tabloid newspapers love () about celebrities.
- A to make mischief B to make a mischief
C to cause mischief D to cause a mischief
- 10 The remark was only insulting when () .
- A reading out of context B reading by context
C read by context D read out of context

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

- 1 Today many Americans use “cruelty-free language” — language that does not hurt or offend other people. Perhaps these Americans are reacting against^A the violent language that they hear, especially in the media. Perhaps they are^B rejecting the vulgarity that is so common in an every day speech. Whatever the reason, Americans are creating new euphemisms. “Old” has become a bad^C word, because it sends a negative message. It has been replaced by a variety^D of euphemistic expressions.

2 Archimedes was supposed to find out if a certain gold crown contained silver or copper without damaging it. He was puzzled. Copper and silver were less dense than gold. If they had been added to the crown they would take up more space than would an equal weight of gold. If he knew the volume of the crown, he could tell at once if it was too great for the weight. But how could he to determine the volume of the crown without beating it into a solid mass?

3 Good health is not simply a physical condition. We must take care of our bodies, but we must also listen to the messages from our heart. These messages record our spiritual health. We are spiritually healthy when our hearts respond to pleasure and pain, to joy and sorrow, to success and failure. As human beings, we are supposed to have feelings. When our hearts stop to send us messages, then we must worry.

4 There was a time when the “oil shocks” of 1973–74 and 1979–80 prompted speculation that oil was about to become “yesterday’s fuel.” Yet in the years since the late 1980s, gyrating oil prices — with the exception of a brief spike during the Gulf War — have become a thing of the past. Instead, an industry once known for its shock quality is today characterized by steady growth, both in consumption and production. “Yesterday’s fuel” remains an important commodity, and while there is a growing consensus that oil demand will continue to grow, the only uncertainty is by how much.

5 Caffeine occurs naturally in tea and coffee, and small amounts are found in cola nuts and cacao. Caffeine is the most popularly drunk stimulant, mainly in the form of coffee and has many myths about it. Even scientists are not always on agreement. It is similar in structure to adenosine, a chemical found in the brain which slows down its activity. Since the two compete, the more caffeine one drinks, the less adenosine becomes available to the brain. Smokers remove caffeine from their blood twice as fast as non-smokers, according to scientists.

6 The ancient Egyptians seemed to center their lives about death. It was important for a dead body to remain as nearly intact as possible in order that it might enter to the afterlife. To keep the body safe, it was enclosed in a well-made tomb. This was particularly important in the case of the monarch (or, as he was eventually called, the Pharaoh) for he represented the entire nation and on his welfare the welfare of all Egypt depended.

7 John Case came home one summer evening to find his wife huddled in the corner of the sofa with the sitting-room curtains drawn. She said there was a black dog in the garden, looking at her through the window. Her husband put his briefcase in the hall and went outside. There was no dog; a blackbird fled shrieking across the lawn and someone was using a mower. He did not see how any dog could get into the garden; the fences at either sides were five feet high and there was a wall at the far end.

8 Perfection, — as culture, from a thorough disinterested study of human nature and human experience, learns to conceive it, — is a harmonious expansion of all the powers which make the worth and beauty of human nature, and is consistent with the overdevelopment of one power at the expense of the rest. Here culture goes beyond religion, as religion is generally conceived by us. If culture is a study of perfection which consists in becoming something rather than in having something, it is clear that culture, instead of being the frivolous and useless thing that some are apt to call it, has a very important function for mankind.

9 Could we choose our environment, and were desire in human undertakings synonymous with endowment, all men would be optimists. Optimism is the faith that leads to achievement; nothing can be done without hope. It is significant that the foundation of the English common law is optimistic. In Latin countries the court proceeds with a pessimistic bias. In England and the

United States there is an optimistic presumption that the accused is innocent until it is no longer possible to deny his guilt. Under this system, it is said, many criminals are acquitted; but it is surely better so than that many innocent persons should suffer.

10 It is no wonder that conflict should be at the center of fiction, for conflict is at the center of life. But why should we, who have the constant and often painful experience of conflict in life and who yearn for inner peace and harmonious relation with the outer world, turn to fiction, which is the image of conflict? The fact is that our attitude toward conflict is ambivalent. If we do find a totally satisfactory adjustment in life, we tend to sink into the drowse of the accustomed. Only when our surroundings — or we ourselves — become problematic again do we wake up and feel that surge of energy which is life. And life more abundantly lived is that we seek.

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

Of course we need to use our (1) resources. How else do we keep the lights on, build our homes, cook our food, heat our schools and companies? But we're using these resources thousands of times faster than nature can (2) them. How to balance using some now, and (3) some for the future, is an especially difficult problem.

(4) one thing, the countries that use the most of them tend to be the ones that have the (5) of them. Japan, for example, imports virtually all of its oil, and much of its gas. It also imports most of its iron-ore, timber, and other raw (6). Countries with the highest economic growth and the highest standards of living have the highest energy use per person. About one-fifth of the world's countries use 58% of the world's total energy. The top 15 users (7) about 75% of the total.

There are alternative energy sources. Nuclear energy for example. America gets about one-fifth of its electricity from nuclear generating (8). Japan gets about one-third. France uses nuclear energy for about 70% of its electricity, the most of any country. But nuclear generation can also be very dangerous if there is an accident. (9), most other energy alternatives, such as solar energy or alternative-fuel cars, are (10) too expensive or not yet efficient enough for practical use.

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|----|---------------|---------------|---------------|-------------|
| 1 | A artificial | B superficial | C natural | D rational |
| 2 | A place | B replace | C display | D replay |
| 3 | A preserving | B proposing | C requiring | D resisting |
| 4 | A At | B By | C For | D On |
| 5 | A best | B most | C fewer | D least |
| 6 | A fish | B materials | C vegetables | D rubber |
| 7 | A consume | B export | C produce | D transport |
| 8 | A farms | B halls | C ports | D stations |
| 9 | A By contrary | B By compare | C In addition | D In short |
| 10 | A both | B either | C neither | D other |

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

To think of it — a real librarian, in our garden, sitting over a cup of tea! What could I say to him? There was an uncomfortable silence as I searched my mind for topics. Mozart was my latest passion, and eventually I asked the librarian if he knew *Don Giovanni*. He looked at me for a moment, eyes wavering, neck wobbling, hands clutching his knees. Then suddenly he began to speak.

“Of course it’s a conundrum, isn’t it — such a perfect work of art, not a note or a word out of place, and yet Mozart feels free to add two arias, just like that, because the tenor asks for them! Purists would cut these arias: they hold up the ac-

tion, destroy the artistic integrity. But music like “Dalla sua pace” — would you remove such a jewel?”

Having delivered himself of this weighty utterance he stared down sadly into his teacup until his parents emerged from the house. I was stunned by his words. Nothing stirred me more deeply than “Dalla sua pace”, and the thought that something so beautiful could also be a problem filled me with an astonished sense of the sheer holiness of art. As they were leaving he turned to me and said

“I hope you enjoy Marlow library. I worked hard on it.”

“And will you still be there?” I asked, astonished to have met not only a librarian, but a *town* librarian.

He gave me a frightened look.

“Oh, no. I shall be going with my parents to Canada.”

“Come along, Ivor,” his mother shouted. She was a large, formidable-looking lady, with permed grey hair. The librarian disappeared into the back of the family car, and that was the last I saw of him.

But it was not the last of his influence. In those days immigration from Britain was encouraged by the Canadian government, which subsidized the cost. Ivor’s mother was able to take her furniture and knick-knacks, down to the last Bambi on the mantelpiece. But, as she explained to my mother, Ivor’s books would cause them to go over the weight limit. So would we mind if they were left behind? If we had no use for them they could always be given to charity.

1 The author felt

- A superior to such a person as a librarian.
- B shy in front of a librarian.
- C *Don Giovanni* was too long.
- D the librarian would know nothing about Mozart.

- 2 According to Ivor, Mozart added two arias to *Don Giovanni* because
- A he wasn't a true artist.
 - B a certain performer asked him to.
 - C he was convinced they were jewels.
 - D he felt free to do what he liked.
- 3 Ivor was
- A the founder of Marlow library.
 - B employed by Marlow to build a library.
 - C going to supervise a new library in Canada.
 - D chief librarian in a town called Marlow.
- 4 Ivor seems to have been
- A rebellious in his family.
 - B the only intellectual in his family.
 - C keen to start a new life in Canada.
 - D dominated by his mother.
- 5 The author and his family
- A received some ornaments that could not be taken to Canada.
 - B were under the influence of Ivor and his family.
 - C were given all of Ivor's books.
 - D gave some of Ivor's mother's things to charity.

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

Although there were some reservations among Hoyle's colleagues about his administrative abilities — one remark, attributed to a close and loyal friend, that was circulating at the time was that Hoyle should not be trusted to run a fish and chip shop — his scientific vision for the Institute was very attractive. Many of his

young staff had had other offers, and despite their enthusiasm for the Institute both Faulkner and Strittmatter told Hoyle that he had competition for their services. Eventually they received written offers — written by hand from Hoyle's home, with salaries that appeared to them to reflect Hoyle's vague recollections of what junior staff might expect to be paid. The jobs were to start in September 1966, but when they arrived for their first day at work, Faulkner and Strittmatter found that “(a) the Institute was five courses of bricks high, and (b) little practical details like salaries for the intending staff had not yet been arranged.” The two did not see a salary cheque until January 1967. Faulkner recalls that Hoyle explained the situation to him, and “not with the embarrassment I should have thought he ought to have had”, as follows :

“. . . the way the university works is that certain decisions have to be made in the order A-B-C, and these decisions have to be made by a sequence of committees that meet once a quarter in the order C-B-A.”

Faulkner and Strittmatter knew that new appointees to the University of Cambridge could claim relocation expenses, so they went along to the administrative centre and asked how they should go about applying for the cost of their move from California. The administrator could not see how they qualified: they had arrived in Cambridge in September, when the Institute did not exist. It would come into existence of 1 January, which is when they would take up their appointments. By this time they would already be in Cambridge, and so would not be entitled to relocation expenses. Faulkner recalls :

“Neither of us was sufficiently confident about our position. We didn't go to Fred — we were sufficiently intimidated by the aura of Fred that we couldn't go to him and say, ‘Excuse me, Professor Hoyle, we have gone without salary for the last three months having been brought here by you, now we are being told that the travel expenses aren't payable.’ So we just let it slide. But it rankled a bit.”

- 1 A close friend seems to have thought that Hoyle
 - A had an attractive scientific vision.
 - B was circulating gossip.
 - C should run a fish and chip shop.
 - D was not a very good organiser.

- 2 Hoyle
 - A knew exactly how much junior staff should be paid.
 - B had only a rough idea about salary scales.
 - C was angry that some staff had had other offers.
 - D did not have a typewriter at home.

- 3 When Faulkner and Strittmatter first arrived,
 - A the Institute building was only partially constructed.
 - B they were paid in cash rather than by cheque.
 - C the staff knew nothing about practical details.
 - D Hoyle felt embarrassed about their problems.

- 4 Faulkner and Strittmatter did not receive relocation expenses because
 - A California was too distant.
 - B Hoyle thought they were not qualified enough.
 - C the administrator was incompetent.
 - D they had arrived before their contracts were due to begin.

- 5 Faulkner and Strittmatter
 - A tackled Hoyle about their financial problems.
 - B always felt rather aggrieved at Hoyle's behaviour towards them.
 - C were not allowed to speak to Hoyle.
 - D refused to accept Hoyle's aura.