

#### 読解力考査の指示

1. 読解力の考査は、PART 1 と PART 2 からなっています。
2. PART 1 には 2 つのテキストとそれに関する 19 の問い (46 - 64) があります。各テキストをよく読んで問いに答えてください。テキストはくりかえし読んでもさしつかえありません。
3. PART 2 はテキストの空欄を埋めて完成する考査で、20 の問い (65 - 84) からなっています。PART 2 に指示が書いてありますから、それに従ってください。
4. 解答のための時間は、PART 1, PART 2 を通して全部で 60 分です。どの問いから始めてもさしつかえありません。
5. 各問いには 4 つの答えが与えられています。テキストの内容にもとづいて最も適切と思うものを 1 つ選び、解答用カードの相当欄を鉛筆でぬってください。
6. 「考査やめ」の合図があったら直ちにやめて、考査用紙と解答用カードを係が集め終わるまで待っていてください。

PART 1

Text 1

Almost everyone has seen how, when the smooth surface of a pond or a quiet pool is struck by a gust of wind, the surface immediately is transformed into a regular pattern of ripples that travels across the water in the direction of the wind. The waves we watch come rolling into shore on windy days are, in most cases, products of just such wind pressure on the water far out at sea. There are other waves, of course, such as the waves set in motion when a glacier breaks up and pushes icebergs out to sea, or the so-called tidal waves, or tsunami, which have nothing to do with the tide but are caused by sudden movements of the ocean floor. Such waves, however, are not continually formed as are wind-created waves.

Oceanographers have several terms they apply to waves at sea. They speak of the "fetch," which is the distance a wave travels from the place it originates to where it meets its first obstacle. This may be thousands of miles. The wave's "height" is measured from its lowest trough to its highest crest; its "length" is the distance from its crest to that of the next wave. Up to a certain point waves grow in height according to the strength of the wind that produces them, but when a wave becomes about one-seventh as high from trough to crest as it is from crest to crest of the next wave, it will topple and make what is called a "whitecap."

A wave fortunately is not a moving wall of water advancing across the ocean. If it were, no ship could stand up against it, and very few coasts would be safe. Instead, the wave is an invisible force-like an electromagnetic field-which itself moves and simply lifts the water as it passes along. Of course, the movement of the water is not straight up and down. Each drop of water in a wave travels in a circular or elliptical orbit, but it ends up at almost the same place it started.

Today we know that the ease with which a ship rides the waves is largely determined by the shape and length of the craft. Ocean-going freighters and cruise ships are now constructed with flat bottoms rather than v-shaped bottoms so that they roll less violently when caught in rough seas. Moreover, since they span several waves, such modern ocean-liners are extremely steady at sea. What is surprising, however, is that small boats also fare well in heavy seas. This is because a little boat can ride up and down the individual waves like a sea-bird bobbing on the tide. Such vessels may not be as comfortable as the ocean-liners but they are nearly as stable. It is the mid-size ships which are most prone to danger in heavy seas, since if they span exactly two waves the unsupported middle of the ship may possibly break, sending it and its crew and passengers to the ocean bottom.

46. In the first paragraph, why does the writer mention the wind creating ripples on the surface of the water?

- a. To contrast waves on ponds with waves in the ocean.
- b. To compare wind-generated waves with those caused by tides.
- c. To illustrate the beauty that can be seen in waves.
- d. To explain the basic dynamics of most wave creation.

47. What is the main purpose of the second paragraph?

- a. To define specific vocabulary related to waves.
- b. To introduce examples of different kinds of waves.
- c. To describe the maximum size a wave can reach.
- d. To indicate how far waves can actually travel.

48. In paragraph 2, the underlined word "topple" is closest in meaning to which of the following?

- a. fall over
- b. disappear
- c. spread out
- d. surge ahead

49. Which of the following is most similar to a wave?

- a. an advancing wall
- b. an energy pulse
- c. a moving elevator
- d. a spinning top

50. Which diagram best describes the movement of water in a wave as described in the passage?

- a.
- b.
- c.
- d.

51. The underlined word "craft" in the last paragraph could best be replaced with which of the following?

- a. side
- b. vessel
- c. bottom
- d. width

52. The underlined word "stable" in the last paragraph is closest in meaning to which of the following?

- a. strong
- b. popular
- c. fast
- d. balanced

53. Which conclusion is best supported by the last paragraph?

- a. Small vessels sail smoothest in the mid-ocean.
- b. Mid-sized ships may be the least safe in rough seas.
- c. Flat-bottomed ships roll more than sharper-bottomed vessels.
- d. The shape of a ship's bottom is more important than its length.

## Text 2

The modern corporation came to life in the hands of nine men. In *Santa Clara County vs. Southern Pacific Railroad*, an 1886 legal argument over a rail bed, the judges of the US Supreme Court made an historic decision. They determined that, under the Constitution, a private corporation was a "natural person," entitled to all the rights and privileges of a human being. This single legal decision fundamentally changed America. From that moment on, the country's citizens would have to think of corporations differently. Every corporation-- though it was still technically only an idea--nonetheless had its own "life" now, its own "ego." It could compete directly against real people and demand equal treatment under the law. Moreover, because of their extensive financial resources, corporations were now much more powerful than individuals. They could defend and use their rights and freedoms more vigorously than any person. The whole intent of the American Constitution--that all citizens have one vote and exercise an equal voice in public debates--had been undermined.

The birth of the corporate "I" could not have been anticipated in 1600 when Queen Elizabeth I of England chartered, or established, the first corporations of the Anglo-American tradition, essentially to exploit and colonize foreign lands--chief among them, North America. As the New World was colonized, English corporations were there every step of the way, although they were severely limited compared to contemporary corporations. Most corporations during that period had a specified lifetime of 20 years to accomplish their goals. These early corporations were conceived as institutions actually serving the public interest. They were temporary structures given the right to operate for a specific period of time, with specific capital, to achieve specific goals.

Colonial settlers feared these chartered entities of the Crown and recognized that they were used as a means to maintain control over the affairs of the colonies. The 1776 Declaration of Independence freed Americans not only from Britain but also from the control of British corporations, and for 100 years after the document's signing Americans remained deeply suspicious of corporate power. The 200 or so corporations operating in the US by the year 1800 were kept on a short leash. They weren't allowed to participate in the political process, and if one of them acted improperly, the consequences were severe. In 1832, President Andrew Jackson refused to extend the charter of the corrupt Second Bank of the United States, and was widely applauded for doing so. The people--not corporations--were in control.

By the middle of the 19th century, however, the nation's commercial engine was humming, and corporations were becoming an indispensable part of business life. They pushed for and gained extended rights and freedoms in their charters. The final stroke came with the Supreme Court's 1886 *Santa Clara* ruling which gave corporations the ultimate boost they needed--the "natural person" status under the law. It was one of the greatest mistakes in legal history, and it triggered the corporations' hundred-year march

to global power.

54. What is the writer's opinion of the Supreme Court's decision in the Santa Clara County vs. Southern Pacific Railroad case?

- a. It was illegal.
- b. It was overdue.
- c. It was unwise.
- d. It was premature.

55. What function does the second paragraph serve in this passage?

- a. It explains why governments needed to protect corporate investors.
- b. It argues that the corporate "I" was originally conceived in England.
- c. It shows why Americans have always distrusted corporate power.
- d. It provides historical background for the rise of the corporation.

56. Which of the following is NOT mentioned as a characteristic of an early English corporation?

- a. It provided large returns for financial investors.
- b. It was chartered for a particular period of time.
- c. It had specifically defined objectives.
- d. It was supposed to serve the public good.

57. According to the passage, why did Queen Elizabeth I first create corporations?

- a. To raise the standard of living in England.
- b. To encourage rapid domestic industrialization.
- c. To extend England's power overseas.
- d. To promote trade among the English colonies.

58. What does the example of President Andrew Jackson's action toward the Second Bank of the United States illustrate?

- a. The inevitable tendency of corporations to exploit their power.
- b. The unrestricted emergence of the corporation in America.
- c. The restrictions placed on corporations in the early 19th century.
- d. The close cooperation of government and business in early America.

59. What was the American public's response to Jackson's actions against the Second Bank of the United States?

- a. It supported the president's actions.
- b. It believed the president acted improperly.
- c. It resented the financial consequences of the action.

d. It was surprised that the corporation was dissolved.

60. Which of the following statements about corporations would the writer most likely agree with?

- a. They have played a positive role in modern history.
- b. They are like people--they have good and bad qualities.
- c. They have been granted too many rights and have too much power.
- d. They are needed to balance the power of a strong government.

61. The underlined word "they" in the first sentence of paragraph 3 refers to which of the following?

- a. Colonial settlers
- b. chartered entities
- c. round-about means
- d. affairs of the colonies

62. The underlined phrase "kept on a short leash" in paragraph 3 could best be replaced by which of the following?

- a. treated like dogs
- b. unfairly punished
- c. difficult to control
- d. tightly restricted

63. The underlined word "triggered" in the last paragraph could best be replaced with which of the following?

- a. accepted
- b. limited
- c. started
- d. fired

64. What would be the best title for this passage?

- a. Santa Clara vs. Southern Pacific Railroad
- b. Birth of the Corporate "I"
- c. British Corporations and The Colonization of America
- d. Power Corrupts: Absolute Power Corrupts Absolutely

PART 2

次のテキストには20の空欄(65—84)があり、18ページに各空欄に対する4つの選択肢が与えられています。最初にテキストを通読して、全体の意味を把握するようにつとめてください。その後、各空欄に最も適当と思われる選択肢を1つ選び、解答用カードの相当欄を鉛筆でぬってください。

Our visions of the future usually contain an interesting contradiction. In the novels, movies or essays (65) how we will live a few hundred years (66) the technology (67) to be very sophisticated and advanced Spaceships hop from galaxy to galaxy (68) the speed of light, cities float in the air or (69) in bubbles under the sea. (70) part, the technological dimension of these (71) tend to be utopian, for it is (72) that the material conditions of life will become easier and more efficient. (73) the vision of the human dimension in these glimpses into the (74) has generally been less bright. (75) it either projects the quality of personal life and the quality of relationships between individuals (76) being the same as today, or it portrays them as deteriorating. It seems that it is easier for us to (77) ourselves living among better appliances than among better human beings.

Why might this be? Some (78) that human relationships were better, family ties stronger, and people happier before the (79) explosion of the 20th century. It might follow from this that (80) technology is advancing, the quality of life is moving in the (81) direction. (82) into the future, this trend would lead to darker images of the human dimension of life. Yet we ought not surrender to the cliché that the quality of life has been much better (83) the past, and is just recently growing worse. One need but read the depressing accounts of how people lived in London and other large British cities early in the 20th century to be grateful that the "good old days" are past. If one keeps this historical reality in mind, it shouldn't (84) too much imagination to picture "good new days" ahead .

65. a. predict  
b. predicted  
c. predicting  
d. predictions

66. a. after  
b. beyond  
c. from now  
d. future

67. a. exacts  
b. expects  
c. finds  
d. tends

68. a. at  
b. by  
c. in  
d. on

69. a. are resting  
b. rest  
c. rested  
d. resting

70. a. For the most  
b. In the large  
c. On the whole  
d. With the main

71. a. buildings  
b. imaginations  
c. movies  
d. visions

72. a. assume  
b. assumed  
c. assuring  
d. assumption

73. a. At the same time  
b. In the same way  
c. In this regard  
d. On the one hand

74. a. future  
b. prior  
c. temporal  
d. utopia

75. a. By the way  
b. Even so  
c. In other words  
d. On the other hand

76. a. as  
b. by  
c. for  
d. were

77. a. imagine  
b. improve  
c. inspect  
d. integrate

78. a. arguing  
b. had argued  
c. will be arguing  
d. would argue

79. a. technicality  
b. technician  
c. technique  
d. technological

80. a. after  
b. before  
c. during  
d. while

81. a. different  
b. larger  
c. opposite  
d. stronger

82. a. Imaging  
b. Projecting  
c. Shaping  
d. Trending

83. a. for  
b. in  
c. of  
d. to

84. a. give  
b. lack  
c. make  
d. take

