

2015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 2015

学科試験 問題

EXAMINATION QUESTIONS

(専修学校留学生)

SPECIAL TRAINING COLLEGE STUDENTS

英 語

ENGLISH

注意☆試験時間は60分。

PLEASE NOTE : THE TEST PERIOD IS 60 MINUTES.

ENGLISH
(2015)

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

Marks	
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I Select the word that best completes each sentence from 1, 2, 3 or 4.

* Note that all the answers should be written on the answer sheet with numbers.

- The friend did not () me of the conference.
1. give 2. introduce 3. inform 4. take
- I () go to the museum today. I have had enough of the movie theater.
1. prefer 2. would prefer 3. would rather 4. rather
- () I may go, I can keep in touch with you.
1. Whatever 2. However 3. Whenever 4. Wherever
- He does not know () the students in his school, he knows only some of them.
1. none 2. both 3. all 4. any
- There's little hope, (), that I will meet him by next month.
1. if only 2. if any 3. if ever 4. if not
- To teach is one thing, and to learn is ().
1. another 2. other 3. the other 4. the one

7. Go back to your () houses.
1. respectful 2. respective 3. respectable 4. respecting
8. There were so many customers in the room that I could () sit down there.
1. no hardly 2. hard 3. not hard to 4. hardly
9. A: I thought you were going to attend the evening party.
B: I had every () of going, but I had stomachache and went to the hospital.
1. satisfaction 2. suggestion 3. intention 4. emotion
10. It would be nice if we () a bit more room.
1. have 2. would have 3. had 4. have had
11. Nobody phoned, did ()?
1. it 2. he or she 3. anybody 4. they
12. It's time you () home, but I'd rather you stayed.
1. go 2. to go 3. went 4. going
13. Tim keeps tapping his fingers, () gets on my nerves.
1. which 2. that which 3. what 4. where
14. Can you finish the job () next week?
1. on 2. by 3. until 4. till
15. There's a bank () his house.
1. beside of 2. besides 3. beside 4. beside to

II Select the word or phrase that best completes each sentence from 1, 2, 3, or 4.

* Note that all the answers should be written on the answer sheet with numbers.

1. When I arrived at the theater, the play ().
 1. had have already begun
 2. will have already begun
 3. have already begun
 4. had already begun

2. Mike lost his bag the day before yesterday. He () it in the bus.
 1. must have dropped
 2. must have been dropped
 3. must dorp
 4. must be dropping

3. The cloth I ordered () next Tuesday.
 1. will deliver
 2. is delivering
 3. is being delivered
 4. was to delivered

4. Kate is only fourteen. She is () to get these kinds of licenses.
 1. too old
 2. young enough
 3. not too young
 4. not old enough

5. We are not allowed to eat food in this room, so () any kind of snack.
 1. there's no point in bringing
 2. there's no point to bring
 3. it's no point in bringing
 4. it's no point to bring

6. A: Did Nancy go to the National Park last weekend?
B: () I know, she went there with her friends.
 1. As long as
 2. As soon as
 3. As much as
 4. As far as

7. () what to do, I remained standing there.
1. Not known
 2. Not knowing
 3. Knowing nothing
 4. To know
8. All my colleagues criticized me, but I did what ().
1. I thought was right
 2. I was thought right
 3. I thought I was right
 4. I thought it was right
9. I have no words to express my gratitude. I () that problem by myself.
1. can't have dealt with
 2. can't dealt with
 3. couldn't have dealt with
 4. couldn't dealt with
10. I didn't attend the swimming class and ().
1. Mary did neither
 2. either was Mary
 3. neither was Mary
 4. neither did Mary
11. The highest tower in Tokyo is () Mt X.
1. nearly high as a third as
 2. nearly a third as high as
 3. a third as nearly high as
 4. as nearly a third high as
12. () home when it began to rain.
1. Hardly I have left
 2. Hardly had I left
 3. Hardly I had left
 4. Hardly have I left
13. () his information, there was an accident in that company.
1. Because of
 2. Owing to
 3. As to
 4. According to

14. They talked () what they ought to do.

1. each other about
2. with each other
3. with each other about
4. each other

15. This is a library. () that pets are not allowed.

1. Need I say more
2. It goes without saying
3. Regardless of saying
4. One cannot but saying

III a Read the following conversation. Choose the best word to fill each blank.

* Note that all answers should be written on the answer sheet with numbers.

“Why don’t you ___[A]___ a steady job and a normal haircut? Sooner or later you’re going ___[B]___ to get some ___[C]___ , find a good job, and ___[D]___ down.”

“I don’t need those kinds of things. I want to be with people who are ___[E]___ and artistic, and who ___[F]___ afraid to be different. I get bored when I’m with people who do the ___[G]___ thing every day or just want to be ___[H]___ everybody else. I think it’s important for ___[I]___ of us to be ourselves and not just ___[J]___ the crowd.”

- | | | | | |
|-------------|-------------------|-------------|----------|----------|
| 1. make | 2. qualifications | 3. get | 4. lead | 5. lose |
| 6. settle | 7. aren’t | 8. creative | 9. like | 10. some |
| 11. to have | 12. follow | 13. each | 14. same | |

Adapted from *Communication Strategies*. D. Paul. Heinle, 2003

III b Read the following passage. Choose the best word to fill each blank.

* Note that all answers should be written on the answer sheet with numbers.

Everyone is afraid of snakes right?

An old theory says that fear of things like snakes and fire is _____ [A] _____ into our brain, because animals that are afraid of dangerous things live longer and have more _____ [B] _____. But some scientists have done _____ [C] _____ that shows that we might actually learn to be afraid of things.

Scientists did an interesting _____ [D] _____ with monkeys to see if this is true. They _____ [E] _____ two groups of monkeys. One group of monkeys was born in the jungle, and the other group was born in a _____ [F] _____ at the university. They put the two groups of monkeys together, and showed them videos of snakes. At first, the jungle monkeys were afraid of the snake videos, but the laboratory monkeys were not. Then the lab monkeys saw that the jungle monkeys were afraid of snakes, and they showed fear too. These _____ [G] _____ show that monkeys learned about fear and dangerous things from watching other monkeys. The researchers' _____ [H] _____ was that fear is partly built into monkeys' brains, but it is _____ [I] _____ by watching other monkeys.

Scientists think that people could develop a fear of snakes in the same way, since babies are not afraid of them. In any case, the fear of snakes is very powerful. In one _____ [J] _____ 51 percent of people said that snakes are their greatest fear.

- | | | | | |
|------------|----------------|----------------|---------------|--------------|
| 1. made | 2. research | 3. laboratory | 4. built | 5. offspring |
| 6. weighed | 7. results | 8. ideas | 9. observed | 10. decision |
| 11. survey | 12. conclusion | 13. experiment | 14. activated | |

Adapted from *World English*. K. Johannsen, R. Tarver Chase. Heinle, Cengage Learning 2010

IV Read the following passage and answer the questions.

* Note that all the answers should be written on the answer sheet with numbers.

For centuries, *astronomers* looking at the moon, the planets, and the stars have faced a basic problem: the earth's atmosphere. [A] it provides the air we breathe and protection from the sun, the atmosphere interferes with astronomers' ability to see into space even with the largest and most sophisticated telescopes.

Then came Lyman Spitzer, an astrophysicist with a remarkable idea: put a large telescope in orbit around the earth, *outside* of the earth's atmosphere. Spitzer proposed this idea in 1946, 11 years before Russia launched the world's first man-made satellite and long before technology such as microprocessors, digital imaging, or the space shuttle existed. Spitzer claimed the telescope would serve not just to test and refine existing ideas, but also to spark entirely new ones. "The chief contribution of such a radically new and more powerful instrument," he predicted, "would be, not to supplement our present ideas of the universe we live in, but rather to uncover new phenomena not yet imagined, and perhaps to modify profoundly our basic concepts of space and time."

Spitzer was right. In 1993, NASA released the first images from the Hubble telescope. Since then, scientists have used Hubble to follow the impact of the 1994 comet Shoemaker-Levy 9 into the atmosphere of the giant planet Jupiter. They have produced images of the astonishing and unique beauty of planetary nebulae—the shells of gas produced by unstable, dying stars. They have proved the existence of black holes at the centers of galaxies. And just as Spitzer predicted, Hubble has provided new information that changes our ideas about the universe.

Astronomers already knew that the universe was expanding, but they expected this expansion to be slowing due to the gravity of all the matter in the universe, just as a ball thrown into the air falls back to the ground. Instead, astronomers discovered that cosmic expansion is not slowing at all—totally to the

contrary. It is as if a ball, thrown into the air, at first slowed, but then sped up and simply flew away! No natural force on Earth can do this, but some kind of energy must be causing this acceleration.

Scientists are calling this unknown force *dark energy* and are working to learn more about it. However, Hubble is getting old, and its final scheduled service mission was completed in 2008. Fortunately, other orbiting telescopes such as the Spitzer Space Telescope and the Chandra X-ray Observatory are sending information to earth, and the gigantic James Webb Space Telescope is scheduled for launch in 2013. Webb will gather infrared light with a mirror over 21 feet (6.4 meters) in diameter! Together with a growing network of ground-based telescopes and detectors, these space observatories promise, as Lyman Spitzer noted back in 1946, to alter not only what we know, but how we learn.

From: *World English*. K. Johannsen, R. Tarver Chase. Heinle, Cengage Learning 2010

Answer the following questions by choosing the correct number:

Q1. Which of the following words is closest in meaning to *astronomers*?

1. scientists
2. astrologers
3. professionals
4. experts

Q2. The missing word in [A] is

1. When
2. If
3. Although
4. Then

Q3. All of the following are true about the universe EXCEPT:

1. The universe is constantly expanding.
2. The earth's atmosphere restricts visibility into space.
3. Dark energy is something modern scientists do not understand.
4. Russia launched the first satellite before Spitzer proposed the idea of a space telescope.

Q4. Which of the following is NOT supported by the passage?

1. Lyman Spitzer was a great thinker and scientist.
2. Modern science and our current knowledge of the universe owe a lot to Spitzer's ideas.
3. Spitzer's idea of a space telescope was based on his knowledge of modern space technology.
4. Dark energy might be the opposite of gravity.

Q5. According to the passage, what is the most important discovery made based on information from the Hubble telescope?

1. The atmosphere interferes with astronomers' ability to see into space.
2. The universe is expanding more and more.
3. The Hubble telescope has given us information about dying stars and proved the existence of black holes.
4. The information from Hubble supplemented our current understanding of the universe.

V Read the following passage and answer the questions.

*** Note that all the answers should be written on the answer sheet with numbers.**

According to a new study, when opponents in a match are equally skilled, the team dressed in red is more likely to win. [1]

British anthropologists Russell Hill and Robert Barton of the University of Durham reached that conclusion by studying the outcomes of boxing, tae kwon do, Greco-Roman wrestling and freestyle wrestling matches at the 2004 Summer Olympics in Athens, Greece.

In each event, Olympic staff randomly assigned red or blue uniforms or body protection to competitors. When competitors were equally matched with their opponent in fitness and skill, the athletes wearing red were more likely to win.

“Where there was a large point difference, presumably because one athlete was far superior to the other, color had no effect on the outcome,” Barton said. “Where there was a small point difference, the [2] of color was sufficient to tip the balance.” [3]

Joanna Setchell, a primate researcher at the University of Cambridge, has found similar results in nature. Her work with the large African monkeys known as mandrills shows that red coloration gives males an advantage when it comes to mating. The finding that red also has an advantage in human sporting events does not surprise her, and she adds that “the idea of the study is very clever.”

Hill and Barton got the idea for their study from a mutual interest in primates “red seems to be the color, across species, that signals male dominance,” Barton said. For example, studies by Setchell show that dominant male mandrills have increased red coloration in their faces and rumps. In another study, scientists put red plastic rings on the legs of male zebra finches, which increased the birds’ success in finding a mate.

Barton said he and Hill speculated that “there might be a similar effect in

humans.” [4] Hill and Barton found their answer by observing Olympic competitors in the ring, on the mat, and in the field. “Across a range of sports, we find that wearing red is consistently *associated with* a higher probability of winning,” the researchers write. Barton adds that this discovery of red’s advantage might lead to new regulations governing sports uniforms. [5] In the Olympic matches he studied, it is possible that some medal winners may have had an unintended advantage — the color of their clothing.

From: *World English*. K. Johannsen, R. Tarver Chase. Heinle, Cengage Learning 2010

Q1. According to the article, what is true about the color red?

1. Red is a powerful color.
2. Red helps athletes win no matter what.
3. Red helps athletes win sometimes.
4. Red shows dominance in humans.

Q2. The following question could be put into the article. Where would it best fit?

Should red not be allowed in sports uniforms?

1. [1]
2. [3]
3. [4]
4. [5]

Q3. Which word from the list below means the SAME as “*associated with*”?

1. similar to
2. approximate to
3. connected to
4. correlated to

Q4. The missing word in [2] is

1. result
2. effect
3. outcome
4. change

Q5. Which of the following is NOT supported by the passage?

1. Red improves some birds' mating chances.
2. Red may give athletes a big advantage.
3. Red seems to show male power.
4. Red has some effect on the results of matches.

VI Read the article, then read the following sentences 1 to 10 and write T if the sentence is T, and F if it is False.

***Note that all the answers should be written on the answer sheet with the letter "T" or "F" only.**

Most counterfeit banknotes can be spotted by vigilant retailers, but police warn that some increasingly sophisticated forgeries are circulating. Counterfeit notes produced on a quality photostat machine with special paper look genuine enough, but will not pass careful scrutiny or a check under ultraviolet light.

The counterfeits which police are most concerned about are printed by plate, a very skilful process, and are likely to fool even the most careful bartender or shop owner.

People deliberately passing forgeries will typically try to buy an item of small value with a fake note of reasonably large denomination to get the maximum amount of change in good money.

There are reports that they operate in small gangs, targeting retail areas. When one is able to pass a counterfeit to a bartender or shopkeeper, two or three

others will then visit the same place. Obvious clues to watch for are a missing watermark, the vertical silver thread not appearing as an uninterrupted line when held up to the light, and the quality of the paper.

Cambridge police crime prevention officer, Sgt. Ted Easy, said even the best notes produced on photocopy machines have a sheen which is obvious under a small ultraviolet light machine. But the most sophisticated notes printed by plate will often pass a check under a conventional ultraviolet light machine.

Cranfield Laboratories in Bedfordshire have developed a new machine, utilising a combination of lighting techniques, which they claim will detect even the most state-of-the-art counterfeits.

The developers of the machine, called 'counter fit', are so sure that they are ahead of the fraudsters that they guarantee to reimburse any fake notes which get through. Counterfeiters, however, pay little attention to guarantees and their ever-growing expertise suggests they will eventually outsmart the new machine.

From: *Cambridge Town Crier* as cited in *The Standby Book*. S. Lindstromberg, ed., Cambridge Handbooks for Language Teachers, CUP 1997

According to the article,

- Q1. It is part of a shopkeeper's job to spot fake banknotes.
- Q2. The best counterfeit notes are made on a quality photostat machine.
- Q3. Some counterfeit notes can fool almost anyone.
- Q4. Machines can always show if a banknote is false.
- Q5. Ultraviolet light machines show the watermark.

- Q6. Ultraviolet light machines show if photocopy paper is used.
- Q7. The article says a mix of different kinds of lights can find even the best fake banknotes.
- Q8. The company that makes 'counter fit' will repay any money shopkeepers lose to counterfeiters if their machine does not work properly.
- Q9. People who make fake money are becoming more and more skillful.
- Q10. Counterfeiters always work in gangs because it is safer.