

英 語

(問 題)

2018年度

〈2018 H30120015 (英語)〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

| | | | |
|---------|-------------------------------------|--------------------------|--------------------------|
| マークする時 | <input checked="" type="radio"/> 良い | <input type="radio"/> 悪い | <input type="radio"/> 悪い |
| マークを消す時 | <input type="radio"/> 良い | <input type="radio"/> 悪い | <input type="radio"/> 悪い |

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題冊子は持ち帰ること。

I. 次の英文を読み、設問（ア）（イ）に答えよ。本文には7個の段落がある。各段落の出だしは記号¶によって示した。

¶ We live in the Information Age. Computers that are connected to the Internet allow us to gather information quickly about almost anything. One or two keystrokes will bring up the latest news, biographies of famous and not-so-famous people, details of historical events, sources of quotations, and instructions for cooking food or building furniture. Locating consumer goods and reviews of them is simple. We now take for granted the easy access to information that in the past was difficult to acquire, even for those who had government archives or the finest university library at their disposal.

¶ A

¶ All this information, if it is to be useful to us, must be processed—understood, ⁽¹⁾sorted for relevance, checked for accuracy and completeness, ⁽²⁾balanced against competing information, organized coherently, and analyzed for its implications. If we plan to act on information, we also need to consider how our actions will affect others.

¶ B

¶ Logic and critical thinking are not new to you. You could hardly have come this far in life ⁽³⁾without them. Many of the most important logical principles are embedded in language, and you learn them when you learn how to use such terms as *and*, *or*, and *not*. You use logic and critical thinking when you organize materials to write term papers, try to ⁽⁴⁾persuade others to share your beliefs, convince friends to see one movie rather than another, and defend your words and actions against critics. You are using critical thinking when you recognize that many Internet postings are unbelievable nonsense. Some Internet observers say that without editorial filtering of content, 95 percent of what is offered as information on the Internet is garbage. You also recognize that opinions, rumors, and fantasies can slip through editorial filters even when the media are behaving responsibly. You are aware that the source of information matters, and you are cautious about accepting the self-interested statements of politicians and advertisers.

¶ Do you enjoy reading police procedural novels or watching movies based on them, such as *The Girl with the Dragon Tattoo*? Do you watch television programs about investigations of crime scenes?

C

¶ You probably also apply your critical thinking skills when you look at photographs in newspapers or on the Internet. Pictures, when they are used to convey information, need critical examination. Photoshopping can digitally enhance and change pictures ⁽⁵⁾in deceptive ways. People used to say “pictures don’t lie,” but ⁽⁶⁾that was not strictly true even before the days of photoshopping. Photos could always be retouched, cut, and pasted to create an illusion. Moreover, any photograph, like any story—even a true one—begins from a point of view, establishes a context, and ignores some aspects of a setting to focus on others. D

（ア） 下線部（1）～（6）の内容を説明したものとして最もふさわしいものを a～e から一つずつ選べ。

- （1）
- a. classified on the basis of the degree of importance
 - b. considered more significant than ordinary people might think
 - c. deleted altogether for the sake of conciseness
 - d. related to information obtained elsewhere
 - e. requested in view of the reader’s demands

- (2) a. compared with other, conflicting information
 b. considered for entering a contest for journalists
 c. measured so that the information is treated equally
 d. opposed and rejected for being too competitive
 e. regarded as different in terms of completeness
- (3) a. If you did not have friends, your life would be much less active.
 b. If you could not use logic and critical thinking, you would not have been able to live your life so well.
 c. It must have been difficult for you to find a place where you could feel comfortable.
 d. Regardless of whether you use logic and critical thinking, there would be no major changes in your life.
 e. You would have lost your ability to travel a long time ago.
- (4) a. find out what others truly believe
 b. divide the work of term paper writing between classmates
 c. give some of the information that you have to others
 d. make others come to have the same opinions as you have
 e. understand what others are thinking and believe them
- (5) a. in ways in which the feelings of those looking at the photographs are respected
 b. in ways in which the level of accuracy is raised
 c. in ways that encourage viewers to criticize the intention behind the photographs
 d. in ways that give an impression that the objects shown are less beautiful than they really are
 e. in ways that make one believe what is not true
- (6) a. digital data were often difficult to process
 b. people did not say anything about pictures
 c. severe restrictions were imposed on the use of pictures
 d. stories about the use of pictures were sometimes false
 e. pictures could fail to show us what something was really like

(イ) 空所

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| A |
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|---|
| D |
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 に入れるのに最もふさわしいものを a ~ e から一つずつ選べ。a ~ e の各選択肢とも、2 回以上使わないこと。なお、不要な選択肢が一つある。

- a. Critical thinking is virtually impossible as people's thinking is always influenced by such factors as love, hatred, sadness, and ulterior motives.
- b. Critical thinkers who are aware of this can use their knowledge both to avoid being deceived and to appreciate better the artistry of storytelling and photography.
- c. Moreover, the Internet is not our only source of information. We still read newspapers, books, and magazines. We attend lectures, watch television, listen to the radio, and talk with friends off-line.
- d. This is where logic and critical thinking come in. They are tools that allow us to navigate the flow of information, to sort out the good from the bad, to find patterns, to combine apparently unrelated bits, and to figure out how information can enrich our intellectual lives and help us manage our practical affairs.
- e. Using logic and critical thinking to figure out these stories is important to your enjoyment of them. You examine the evidence along with the investigator, follow the questioning of witnesses, notice when something that at first seemed insignificant turns out to be relevant, and finally put all the clues together to solve the crime.

II. 次の英文を読み、設問 1～10に答えよ。答えは a～e から一つずつ選べ。

“Everyone who matters speaks English.” So say many in Britain and America. In fact, a lot of people do not. But in some domains, ⁽¹⁾this crude approximation is true: in globalised enterprises the world’s single scholarly language is increasingly indispensable. Among those global enterprises is science, in which more and more work is being done in English. This is not always good.

A scientific lingua franca* has advantages. A few moments* imagining scientists toiling away in different countries unaware of each other’s successes and failures is enough to show that. For centuries, Latin allowed the Copernicuses, Keplers and Newtons of Europe ⁽²⁾to stand, in Newton’s words, “on the shoulders of giants” who had preceded them. With the rise of European vernaculars* as “serious” languages, an educated person was expected to read several; German was a leading language of science.

Now, non-Anglophone* scientists learn English; English-speaking scientists hardly bother with other languages at all. The rise in perceived need for more STEM subjects (science, technology, engineering and maths) has made ⁽³⁾schools squeeze anything that looks dispensable, and in the English-speaking world that includes foreign languages. Legislators in Florida have even proposed letting schoolchildren learn a computer language to satisfy schools’ foreign-language requirements.

Three scientists have raised an alarm about English-only science in a paper in *PLOS Biology*, a journal. Tatsuya Amano, Juan González-Varo and William Sutherland looked at ⁽⁴⁾fields where local knowledge matters, such as ecology and conservation. They found that 64.4% of papers on Google Scholar mentioning “conservation” or “biodiversity” were in English. The second most common language, Spanish, was far behind, with 12.6%.

Monolingual ghettos are bad for science. In 2004, work on the transfer of H5N1 flu from birds to pigs languished unread in Chinese while critical time was lost. In the study’s sample, only half of Spanish-language papers and a third of those in Japanese even had abstracts in English. Those that did, unsurprisingly, were more likely to be published in prestigious, peer-reviewed journals. But ⁽⁵⁾the bird-flu case shows that that hardly includes all the science that matters. Some good scientists still can’t write in English.

The solution is not to replace English, but to encourage multilingualism wherever practical, and require it when needed. This can be an advantage for non-native English-speakers. Studies have shown that writing and thinking in a second language can encourage a ⁽⁶⁾deliberate mode of thinking. Working in your native language encourages the fluid kind. A bilingual person can have the best of both.

Multilingualism is needed in other ways. In disciplines including psychology, biology and medicine, university-based researchers will work with subjects (patients, for example) and data-gatherers (say, remote experts in local flora and fauna*) in other languages. The bilingual scientist who can later write all this up in English has a competitive advantage.

More and more young scientists will speak English as a matter of course. They should [A] that clear English abstracts and keywords from their papers are available; this may be more important than the original abstract itself. But Anglophone scholars and institutions can [B] play a role. Where work is of particular importance to a particular country or region, they too should make sure that abstracts and keywords are available in relevant languages. Groups of scholars can share the cost of full high-quality translations.

Changing practices takes time. Until then, some technological tools can help. Machine translation (MT) has improved in recent years. And specialised MT systems — say, those designed specifically to handle texts in a field like ecology — are far more accurate than [C] systems that are designed for all kinds of text (like those that are free online). Building such systems is getting cheaper and easier. If scientists could support the development of such MT systems for their fields, they could increasingly get usable gists of abstracts instantly, and find out which work might be worth full translation.

The alternative is a future in which all work is done in English. In such a world, other languages would fail to develop the kinds of technical vocabulary and expressions needed for science. They would be used socially and at home, but not for serious work. That would be a [D].

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*lingua franca：共通語

*A few moments：A few moments' に同じ

*European vernaculars：ラテン語以外のヨーロッパ各国語 *Anglophone：英語を話す

*flora and fauna：動植物相

1. 下線部（1）の内容として最もふさわしいものを選び。
 - a. Everyone who matters speaks English.
 - b. Many people in Britain and America say that everyone who matters speaks English.
 - c. A lot of people who matter don't speak English.
 - d. The world's single scholarly language is increasingly indispensable.
 - e. In science more and more work is being done in English.
2. 下線部（2）（to stand "on the shoulders of giants" who had preceded them）の言い換えとして最もふさわしいものを選び。
 - a. to win a victory over the old strong enemies
 - b. to make new contributions based on the intellectual tradition
 - c. to seem bigger than preceding scholars
 - d. to disregard old superstitions
 - e. to renew their appreciation of old wisdom
3. 下線部（3）の言い換えとして最もふさわしいものを選び。
 - a. schools require lazy students to work diligently
 - b. schools cut their unnecessary budgets
 - c. schools fire well-paid teachers
 - d. schools adopt a computer language as a compulsory subject
 - e. schools drop some subjects which don't seem essential
4. 下線部（4）はどのような分野か。最もふさわしいものを選び。
 - a. 特定地域の情報がカギとなる分野
 - b. 身近な事柄を扱う分野
 - c. 都会よりも地方で研究が進んでいる分野
 - d. 科学以外の要素を含む分野
 - e. 常に問題となっている分野
5. 下線部（5）の問題点として最もふさわしいものを選び。
 - a. 鳥インフルエンザの発生がどの国でも気付かれなかったこと。
 - b. 鳥インフルエンザの論文は特に驚くべきものではなかったこと。
 - c. 鳥インフルエンザの発生は既存の科学知識では説明できなかったこと。
 - d. 鳥インフルエンザの論文が正しく批判されずに読まれたこと。
 - e. 鳥インフルエンザの論文がしかるべき時に読まれなかったこと。
6. 下線部（6）の言い換えとして最もふさわしいものを選び。

| | | |
|-------------------------|----------------|-----------------|
| a. well intended | b. inefficient | c. multilingual |
| d. carefully considered | e. scientific | |
7. [A] に入れるのに最もふさわしいものを選び。

| | | | | |
|---------------|-------------|-----------|------------|--------|
| a. illustrate | b. consider | c. ensure | d. promise | e. say |
|---------------|-------------|-----------|------------|--------|
8. [B] に入れるのに最もふさわしいものを選び。

| | | | | |
|-----------|---------|-------------|---------------|------------|
| a. almost | b. also | c. although | d. altogether | e. already |
|-----------|---------|-------------|---------------|------------|
9. [C] に入れるのに最もふさわしいものを選び。

| | | | | |
|------------|---------|-------------|--------------|------------|
| a. natural | b. best | c. immature | d. developed | e. general |
|------------|---------|-------------|--------------|------------|
10. [D] に入れるのに最もふさわしいものを選び。

| | | | | |
|----------|------------|-----------|----------|------------|
| a. dream | b. mystery | c. future | d. shame | e. success |
|----------|------------|-----------|----------|------------|

Ⅲ. 次の英文を読み、設問 1 ～ 9 に答えよ。設問 1 ～ 8 については、a ～ d から一つずつ答えを選び、設問 9 については、a ～ g から二つ答えを選べ。

※この問題は、著作権の関係により掲載できません。

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*poultry：家禽・鳥類の肉

*pertinent：妥当な

*carnivore：肉食獣

*snare：わな（にかける）

*depleting：枯渇させる

*ranching：牧場経営

1. According to the first paragraph, poultry farming
 - a. is often associated with environmental damage.
 - b. may resolve food shortage in developing countries.
 - c. is usually known for overuse of medications.
 - d. might help people with low income and poor health.
2. According to the second paragraph, for people in developing areas
 - a. chicken is their first choice because it is more affordable than bushmeat.
 - b. mass production farming can increase the availability of chicken.
 - c. hunted wildlife, not chicken, is often the main source of meat.
 - d. chickens provide a cheap source of protein compared to other meats.
3. What does underline (1) indicate in this passage?
 - a. A number of wildlife species have been hunted to near extinction.
 - b. Bushmeat hunting has become violent due to competition among hunters.
 - c. There has been a large loss in human population due to bushmeat hunting.
 - d. Hunting wild animals has threatened the natural habitats of animals.
4. According to the passage, in rapidly developing regions near to the sources of bushmeat,
 - a. people quickly develop access to commercial food supply chains.
 - b. people can face a serious problem of securing a source of protein.
 - c. people may prefer chicken because it is part of their cultural identity.
 - d. people are susceptible to illness due to heavy consumption of bushmeat.
5. Why did wildlife ranching fail?
 - a. The animals needed specific food which was not available as livestock feed.
 - b. The animals were too dangerous for local people to keep.
 - c. The animals needed to be restocked from the wild to maintain their health.
 - d. The animals were difficult to breed in a controlled environment.
6. The most appropriate choice to fill blank [A] is
 - a. Subjecting
 - b. Reflecting
 - c. Accounting
 - d. Assuming
7. The most appropriate choice to fill blank [B] is
 - a. subject to
 - b. required to
 - c. accounting for
 - d. studied for
8. Which of the following best describes the author's assertion?
 - a. Large-scale chicken farming can provide people with the resources for social mobility.
 - b. Helping village women to keep chickens can provide people with reliable sources of protein.
 - c. Many countries are reluctant to enforce laws against the hunting and selling of bushmeat.
 - d. Local production of chicken allows families to start their own family farming business.
9. Select two of the following statements which best match the content of the passage.
 - a. Predator animals are left without prey animals to eat in their habitat due to bushmeat hunting.
 - b. Predator animals with injuries are usually the target of bushmeat hunting.
 - c. Predator animals in protected areas are often the target of bushmeat hunting.
 - d. Predator animals often find prey at wire snares set up for bushmeat hunting.
 - e. Predator animals often get injured by being caught in a trap for bushmeat hunting.
 - f. Predator animals such as lions are relocated to protected areas to avoid bushmeat hunting.
 - g. Predator animals are now categorized as 'endangered' because of bushmeat hunting.

IV. 次の文は、Steven Sloman と Philip Fernbach の書いた本 (“The Knowledge Illusion”) を、ある批評家 (reviewer) が論評したものである。これを読み、設問 1～10 に答えよ。答えは a～d より一つずつ選べ。

Do you know how a toilet works? What about a bicycle, or a zipper? Most people can provide half answers at best. They struggle to explain basic inventions, let alone more complex and abstract ones. Yet somehow, in spite of people’s ignorance, they created and navigate the modern world. A new book, “The Knowledge Illusion” sets out to tackle this apparent paradox: (1) how can human thinking be so powerful, yet so shallow?

Steven Sloman and Philip Fernbach, two cognitive scientists, draw on evolutionary theory and psychology. They argue that the mind has evolved to do the bare minimum that improves the fitness of its host. Because humans are a social species and evolved in the context of collaboration, wherever possible, abilities have been outsourced. As a result, people are individually rather limited thinkers and store little information in their own heads. Much knowledge is instead spread through the community — whose members do not often realise that this is the case.

The authors call this the illusion of understanding, and they demonstrate it with (2) a simple experiment. Subjects are asked to rate their understanding of something, then to write a detailed account of it, and finally to rate their understanding again. The self-assessments almost invariably drop. The authors see this effect everywhere, from toilets and bicycles to complex policy issues. The illusion exists, they argue, because humans evolved as part of a hive mind, and are so intuitively adept at co-operation that the lines between minds become blurred. Economists and psychologists talk about the (3) “curse of knowledge”: people who know something have a hard time imagining someone else who does not. The illusion of knowledge works the other way round: people think they know something because others know it.

The hive mind, with its seamless interdependence and expertise-sharing, once helped humans hunt mammoths and now sends them into space. But in politics it causes problems. Using a toilet without understanding it is harmless, but changing the health-care system without understanding it is not. Yet people often have strong opinions about issues they understand little about. And on social media, surrounded by like-minded friends and followers, opinions are reinforced and become more extreme. It is hard to reason with someone under the illusion that their beliefs are thought through, and simply presenting facts is unlikely to change beliefs when those beliefs are rooted in the values and groupthink of a community.

The authors tentatively suggest that making people confront the illusion of understanding will (4) temper their opinions, but (5) this could have the opposite effect — people respond badly to feeling foolish. Messrs* Sloman and Fernbach show how deep the problem runs, but (6) are short on ideas to fix it.

“The Knowledge Illusion” is at once both obvious and profound: the limitations of the mind are no surprise, but the problem is that people so rarely think about them. However, while the illusion certainly exists, its significance is overstated. The authors are Ptolemaic* in their efforts to make it central to human psychology, when really the answer to their first question — how can human thought be so powerful, yet so shallow? — is the hive mind. Human ignorance is more fundamental and more consequential than the illusion of understanding. But still, the book profits from its timing. In the context of partisan bubbles and fake news, the authors bring a necessary shot of humility: be sceptical* of your own knowledge, and the wisdom of your crowd.

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*Messrs : Mr. の複数形

*Ptolemaic : attempting to set something incorrectly at the center of everything

*sceptical : skeptical に同じ

1. The reviewer cites the examples of toilet, bicycle, and zipper in the first paragraph to show
 - a. how complex and abstract these items are.
 - b. how the knowledge illusion works in our daily lives.
 - c. how much progress human kind has made in history.
 - d. how important evolutionary theory and psychology are.
2. Which of the following best describes the book's answer to the underlined question (1)?
 - a. Through communal evolution, cooperation and shared thinking has become nearly automatic for humans, while they know little individually.
 - b. Evolution has made it difficult for humans to understand the minds of others and empathize with them.
 - c. Humans are poor at solving problems individually, and evolution improved thinking by forcing people to compete with each other.
 - d. Evolution makes people develop their own specialized abilities according to group needs.
3. Which of the following is NOT implied in the second paragraph?
 - a. The human mind tends to do things as minimally as possible in the collaboration process.
 - b. People are individually limited thinkers and store little information in their heads.
 - c. Humans have a hard time collaborating because of their lack of abilities to outsource.
 - d. Without being aware of it, we pass on knowledge and share it through the community.
4. Which best describes the purpose of the "experiment" in underline (2)?
 - a. To clarify how human understanding is incomplete.
 - b. To show that self-assessments change after observing others.
 - c. To demonstrate the complexity of social and political issues.
 - d. To see the effectiveness of the method of the human mind and cooperation.
5. The reviewer uses the underlined expression (3) to show
 - a. how adaptable people are at co-operation whenever it is needed in society.
 - b. that the lines between minds become blurred as technology progresses.
 - c. that it is not easy for people to imagine someone without the same understanding.
 - d. people think they know something when others accept it.
6. According to the passage, "the hive mind" can be harmful, in that
 - a. using devices without understanding them can be dangerous.
 - b. people are unlikely to have strong opinions about problems they understand little.
 - c. people do not agree with others when their own beliefs are well thought out.
 - d. among like-minded people, opinions grow stronger and more extreme.
7. The verb "temper" in underline (4) is closest in meaning to
 - a. ease
 - b. sadden
 - c. humiliate
 - d. boost
8. Which best corresponds to the word "this" in underline (5)?
 - a. people respond badly to feeling foolish
 - b. Messrs Sloman and Fernbach show how deep the problem runs
 - c. the importance of understanding people's opinions
 - d. making people confront the illusion of understanding
9. The expression in underline (6) is closest in meaning to:
 - a. do not provide sufficient solution.
 - b. are not long enough to fix it.
 - c. deprive us of chances to repair it.
 - d. are armed with almost enough materials.
10. Which best agrees with the attitude of the reviewer toward the book?
 - a. The reviewer believes this book is too shallow and not worth reading.
 - b. The reviewer denies the details depicted in the book because they are overstated.
 - c. The reviewer believes the book is timely and offers a useful warning.
 - d. The reviewer agrees with the proposal of the book because it is well researched.

V. 次の会話を読み、設問 1～10に答えよ。答えは a～d から一つずつ選べ。

The dialog below is a conversation between a radio interviewer and a well-known scientist.

- Terry: Welcome back to Campus Talk, streaming live on WSES 97.5, and on our regular Internet feed. We're here today with Dr. Nelson Dubois. Doc Dubois, I really want to thank you for agreeing to this interview. We at the station know that you're a busy man, and don't always have time for smaller venues like ours.
- Dr. Dubois: Terry, I'm happy to do it. I've said this before, but science is about sharing knowledge with anyone who's willing to listen. Besides, I always think it's important to support local college radio stations.
- Terry: It's an honor to have you, even if your office is just on the other side of campus. Would it be all right to have you talk a bit about your upcoming TV mini-series?
- Dr. Dubois: Sure thing—That's what I'm here for! The show is called *Space: What if?*, and we've designed it around questions that ordinary people have about traveling in space.
- Terry: So what kinds of questions do people have about space travel?
- Dr. Dubois: You know, I get some really amazing questions from people all the time, and I thought I'd try to answer them. I go to lunch and someone will ask me, "So Doc, what would happen if I went out in the vacuum of space without a spacesuit on? Would I really explode like in the movies?"
- Terry: People ask that question at lunch?
- Dr. Dubois: Amazingly, it doesn't ⁽¹⁾put them off their food.
- Terry: So what's the answer? What do you tell them?
- Dr. Dubois: I won't give anything away, Terry. You'll have to [A] to the program to get the answer—and all the science behind it.
- Terry: So what other topics will you be covering on the show?
- Dr. Dubois: Well, I have to say, we have a really interesting line-up. We'll be talking about what might happen if the Moon exploded, or what life might be like here on Earth if the Sun were a giant red star. Our last episode is an analysis of what kind of life we might expect to find on some of the other planets in our solar system.
- Terry: Do you really think there might be life on places like Mars and Venus?
- Dr. Dubois: Oh, it's definitely possible. You know, we find life down in volcanic craters at the bottom of the ocean. The temperature there can alternate between close to boiling and close to freezing. ⁽²⁾It's amazing what life can do.
- Terry: ⁽²⁾That does sound like an inspiring talk. It always makes me wonder if there isn't a higher power out there directing things.
- Dr. Dubois: I always reserve judgement on that one, Terry. As a scientist, I have to remain [B]. ⁽³⁾We can theorize what might be or what may be all we want; that's what the show is about, after all. ⁽⁴⁾At the end of the day, we really have to be careful about the claims we make.
- Terry: ⁽⁴⁾So science doesn't make claims about the existence of any kind of higher power?
- Dr. Dubois: Let me put it this way, Terry. ⁽⁵⁾Science deals with evidence, always. As a scientist, we shouldn't be personally [C] any theory, because any theory can be proven wrong. Science can't make claims as to the truth of anything, its main job is to indicate what is probably true by showing what is clearly not true. The root of science really is cutting away what we know doesn't work.

1. From the dialog, where should we infer the conversation is most likely taking place?
 - a. On a university campus.
 - b. At a major media center.
 - c. At an Internet café.
 - d. On the International Space Station.
2. Choose an item which is closest in meaning to underline (1).
 - a. make them wait for a meal
 - b. give them a large appetite
 - c. make them lose their appetite
 - d. give them a reason to be hungry
3. Why is Dr. Dubois appearing on this radio program?
 - a. To answer common questions about space travel.
 - b. To meet Terry and give him an interview test.
 - c. To promote his new television program.
 - d. To teach an online lecture course.
4. Which phrase would best fit in blank [A]?
 - a. show up
 - b. take in
 - c. tune in
 - d. turn on
5. What idea is Dr. Dubois referring to in underline (2)?
 - a. The fact that people can live in space without spacesuits.
 - b. The fact that plants and animals can exist in various conditions.
 - c. The fact that living things are extremely interested in food.
 - d. The fact that human beings can go to outer space.
6. Which word would best fit in blank [B]?
 - a. skeptical
 - b. hopeful
 - c. alert
 - d. convinced
7. Underline (3) is referring to:
 - a. Dr. Dubois and Terry
 - b. Dr. Dubois and his students
 - c. Dr. Dubois and all scientists
 - d. Dr. Dubois and his TV program
8. Underline (4) is closest in meaning to:
 - a. when we have absolutely no other choice
 - b. after thinking about it, my conclusion is
 - c. if you work or study for a long time
 - d. at the very last minute
9. What does underline (5) mean?
 - a. Scientists all have evidence of a higher power.
 - b. Traveling to outer space gives us lots of new evidence.
 - c. Theory is more important than evidence.
 - d. Good scientists use evidence to support their ideas.
10. Which phrase would best fit in blank [C]?

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| a. invested in | b. indicated by |
| c. equipped with | d. informed of |

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