

SAMPLE
Japan University Examination
English

(90 min)

Do not open the examination booklet until the starting signal for the exam is given.
Please read the following instructions carefully.
Please fill in the examinee no. and name below.

Instructions

1. The booklet contains 27 pages.
2. The answer sheet is printed both-sided.
3. In the case that you notice there are parts in the booklet where the print is not clear or there are missing pages or misplaced pages, or the answer sheet is soiled, raise your hand to report to the invigilator.
4. There are 8 questions to be answered.
5. Fill the examinee no. and name in the answer sheet.
6. Use black pencil to write answers in the designated section in the answer sheet.
7. Memos and calculations can be written on the examination booklet.
8. When the signal to end the exam is given, check again to see that the examinee no. and name is filled in and submit the answer sheet and the examination booklet according to the invigilator's instructions.

Examinee'sNo.	Name

English (Listening)
(Question Number ~)

Part 1

Part 1 consists of 6 questions numbered 1 to 6. Listen to each conversation and choose the best answer from choices (①~④).

Question 1 What time will the test begin ?

- ① 8 : 40 ② 8 : 45 ③ 8 : 50 ④ 9 : 00

Question 2 Which jacket does the man probably like?

①



②



③



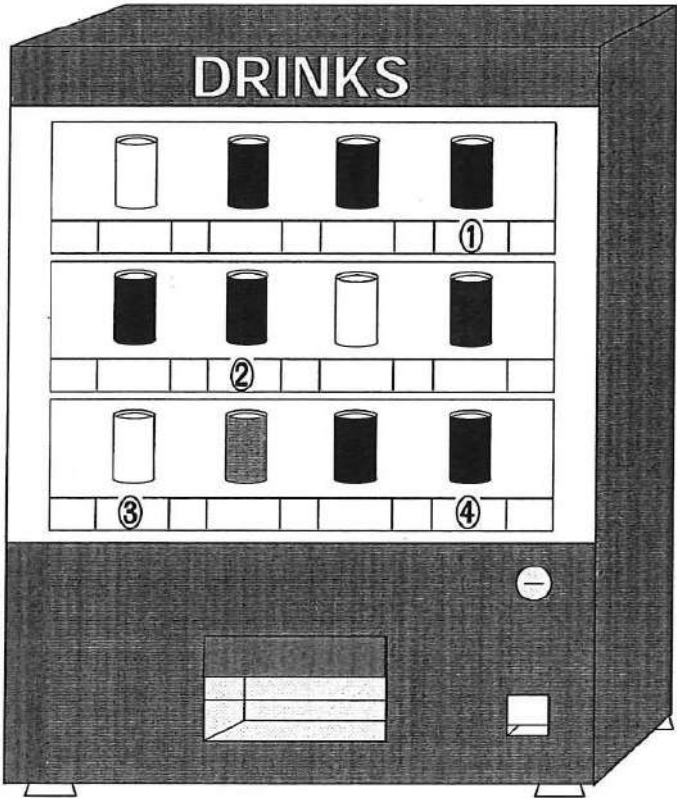
④



Question 3 What is the weather like?



Question 4 Which button will the man push?



Question 5 What will the setup of the table and chairs look like?

①



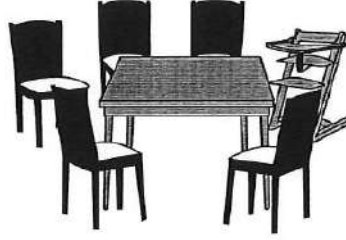
②



③



④



Question 6 How many pages does the man have to read?

- ① 327 pages ② 357 pages ③ 375 pages ④ 387 pages

This is the end of Part 1.

Part 2

Part 2 consists of 7 questions numbered 7 to 13. Listen to each conversation and choose the best response from choices (①~④).

Question 7

7

- ① No way! Three days is not enough time.
- ② Please accept it ! This will never happen again.
- ③ What? Has it been changed to Thursday then?
- ④ What a relief ! Thank you for accepting it.

Question 8

8

- ① Everyone seems to have caught it.
- ② I'm sorry to hear that.
- ③ I'm supposed to make a speech today.
- ④ The teacher wants to talk to you.

Question 9

9

- ① I eat fast food, too.
- ② Is that all you do?
- ③ Say when?
- ④ Yes, I walk every day.

Question 10 10

- ① Don't let them go.
- ② I should have put them back in their place.
- ③ Oh, that is Cheryl's desk, not mine.
- ④ You can't miss them.

Question 11 11

- ① I gained three kilos.
- ② Its' too far to walk.
- ③ Oh, I work full-time here.
- ④ They're OK so far.

Question 12 12

- ① All right then. I'll go and tell him.
- ② I see. You had your hair cut.
- ③ That's nice. Who did you meet there?
- ④ That's why you've got a nice tan.

Question 13 13

- ① Don't worry. He'll do the front yard, too.
- ② Don't worry. I cooked his favorite dish.
- ③ Yes. Otherwise, he'd be disappointed.
- ④ Yes. Tell him to change the channel.

This is the end of Part 2.

Part 3

Part 3 is divided into section A and B.

A Part 3A consists of 3 questions numbered 14 to 16. Listen to each conversation and choose the best answer from choices (①~④).

Question 14 What did the man come to this place to do? 14

- ① Buy some jazz CDs.
- ② Listen to a live musical performance.
- ③ Meet the woman for a date.
- ④ Perform on stage with his band.

Question 15 What was the man doing before the woman came? 15

- ① Buying a ticket.
- ② Looking at a motorcycle.
- ③ Parking his car.
- ④ Reading a notice.

Question 16 What does the man say? 16

- ① He can cater lunch on Wednesday.
- ② He can cater lunch on Wednesday and dinner on Friday.
- ③ He cannot cater this week because they are booked.
- ④ He should make a request for catering a little earlier.

This is the end of Part 3A.

- B** Part 3B consists of 3 questions numbered 17 to 19. Listen to the long conversation and choose the best answer from choices (①~⑥) .

Conversation

Your two friends are talking about the performance that will be performed in farewell party.

Question

Which of the following parts are appropriate for the blank of ~ ?

Question 17 Question 18 Question 19

NAME	PART
Cathy	17
Charlie	
Frank	
Julie	18
Rick	19
Tommy	

① flute

② guitar

③ harmonica

④ piano

⑤ singing

⑥ violin

This is the end of Part 3B.

Part 4

Part 4 is divided into section A and B.

A Part 4A consists of 3 questions numbered 20 to 22. Listen to each recording and choose the best answer from choices (①~④) .

Question 20 What did the guest speaker do recently? 20

- ① He caught a whale that was five meters long.
- ② He gave a lecture about blue whales at a college.
- ③ He saw a movie of a blue whale in the ocean.
- ④ He took some film of a whale from up close underwater.

Question 21 How does the speaker feel when she sees foreign foods ? 21

- ① She feels sentimental.
- ② She feels sick.
- ③ She feels surprised.
- ④ She finds them strange.

Question 22 What does the speaker want students to do ? 22

- ① To become pen pals with the visitors.
- ② To communicate with the visitors in English.
- ③ To invite a student to spend a night at their house.
- ④ To join a bus tour on the weekend.

This is the end of Part 4A.

B Part 4B consists of 3 questions numbered 23 to 25. Listen to each recording and choose the best answer from choices (①~④) .

Question 23 Who is the speaker? 23

- ① A person who creates news webcasts.
- ② A student giving a speech at a model UN.
- ③ A victim of the earthquake in Pakistan.
- ④ Someone who works for the UN.

Question 24 Why is webcasting an important tool for the UN ? 24

- ① It allows people to see what the UN is doing.
- ② It allows us to contact people working at the UN 24 hours a day.
- ③ It makes it easier for people from different cultures to communicate.
- ④ It makes it easier for us to visit the UN.

Question 25 What is the main point of the story? 25

- ① More people may become interested in helping UN efforts after seeing its webcasts.
- ② More people need to become involved in the relief effort in Pakistan.
- ③ The UN is working hard to help people all over the world.
- ④ Webcasting is a new and powerful tool that makes our lives easier.

This is the end of Part 4B.

English (Reading)
(Question Number 26 ~ 62)

Part 5 Answer the questions of section A and B.

A Choose the best answer from choices ①~④ for questions 1 to 10 (26 ~ 35)

Question 1 Jill's new hairstyle doesn't really 26 her.

- ① fit ② match ③ meet ④ suit

Question 2 "I want to save money efficiently."

"I can show you how you can earn a higher rate of 27 on your savings."

- ① benefit ② interest ③ money ④ profit

Question 3 "Kate had a bad cold. Her voice sounded so strange!"

"Yes, it sounded like 28 of an elderly woman."

- ① it ② that ③ this ④ those

Question 4 "Have you seen that new movie about surfing?"

"Yes, it's a picture that appeals to young and old 29."

- ① alike ② equal ③ same ④ similar

Question 5 "Would you like to come shopping with me?"

"I wish I could, but I've been busy 30, and I've still got things to do."

- ① lately ② nowadays ③ those days ④ two days ago

Question 6 “Excuse me, could you please tell me how to get to the nearest post office?”
“Continue a southerly direction along the street. You can’t miss it.”

- ① from ② in ③ on ④ to

Question 7 “Do you have any special memories of Christmas?”
“I remember my father home a huge Christmas tree.”

- ① bring ② bringing ③ to be brought ④ to bring

Question 8 This car is getting old, so I want the entire engine .

- ① replace ② replaced ③ replacing ④ to replace

Question 9 in my house do I feel safe and secure.

- ① Alone ② Even ③ Just ④ Only

Question 10 He was educated at a local high school, he went on to Harvard University.

- ① where ② which ③ after which ④ in which

B Arrange the choices ①~⑥ for question 1 to 3 to complete the sentence. Pay attention that you should only mark your answer for ~ on the answer sheet.

Question 1 You are supposed to attend an important meeting at the office today. In the morning, however, you feel sick and don't look very well. Your wife would say:

You today.

- | | | |
|----------|------|--------|
| ① better | ② go | ③ had |
| ④ not | ⑤ to | ⑥ work |

Question 2 Lisa is an exchange student from the U.S. She is planning to drive a car here in Japan. You would advise her as follows:

First of all you the left.

- | | | |
|-----------|-------|--------|
| ① driving | ② get | ③ on |
| ④ should | ⑤ to | ⑥ used |

Question 3 Sarah has lived in London for twenty years and is tired of the dull gray weather that is so common in London. She would say to herself :

I would like to live sunshine.

- | | | |
|--------------|---------|---------|
| ① in a place | ② is | ③ of |
| ④ plenty | ⑤ there | ⑥ where |

Part 6 Answer the question of section A to C.

A Read the following passage of question 1 and 2. Infer the meaning of the underlined words and choose the best answer from choices ①~④ for and .

Question 1

Paul: It's interesting that John and Nick don't resemble each other at all even though they're brothers.

Jack: Really? Are they that unlike?

Paul: John is an outstanding athlete but Nick is no good at any sports. On the other hand, Nick is a math genius while John really hates math.

Jack: It's horses for courses, isn't it?

Paul: Yes, exactly.

In this dialog, horses for courses means ".

- ① all brothers have common tastes
- ② animals have obedient attitudes
- ③ different people have different specialties
- ④ people play sports in various places

Question 2

Commensalism is an association between two organisms in which one benefits and the other neither benefits nor harms. The smaller fish which swim along with most of the larger fish usually gain a good example. They live off small scraps of food that float in the water. **Not to disclose due to copyrights reserved.** They are in the dark but the amount they eat is too small to affect the shark, so the shark neither gains nor loses from the association.

In this passage, commensalism means .

- ① a strong tendency on the part of some animals to keep their territory clean
- ② a survival strategy adopted by large fish such as sharks, which eat other fish
- ③ relationships in which one species depends on another without harming it
- ④ special TV programs which feature some of the wonders of nature

- ⑤ The following passage is a part of the discussion between a Japanese student and an international student the discussion is about which subject should Japanese high schools require students to study. world history or Japanese history. Choose the best answer from choice ①-④.  

Teacher: Today, we're going to discuss which subject Japanese high schools should require students to study, world history or Japanese history. Does anyone have any comments on this question? Mary?

Mary: I think the purpose of studying history is to examine the experiences of people in the past and learn a lesson of the future by learning lessons from them. In an increasingly globalized world, young people will have more opportunities to meet people from various countries and work with them, not just overseas but at home too. Unless they understand the histories and the cultures of other countries, young Japanese people will not be able to communicate with people from other countries effectively. Also, many problems, such as global warming, affect everyone in the world. Unless we work together on a global level, we cannot hope to find solutions to them. I think that high school students should study world history in order to prepare them for dealing with global issues in the future.

Teacher: All right. Mary thinks that .

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- ① if you have a lot about world history, you will be promoted to great company
- ② internationally-minded people don't need a knowledge of Japanese history
- ③ world history is clearly much more difficult to study than Japanese history
- ④ young people should develop a global viewpoint by studying world history

Teacher: Do you have any other ideas? Another?

Another: I studied both Japanese history and world history in high school, and I think it would be ideal for students to study both of them. I had great difficulty passing both courses at once, but now I am sure the experience was beneficial. However, under the current education system in Japan, it seems impossible to require students to study both. If that's so, in my opinion, students should study Japanese history. When studying abroad, I was asked a lot of questions about Japan, but I could not give satisfactory answers even though I had studied Japanese history. I wished I had studied it much better. My foreign friends wondered why I knew so little about my own country. Even then, I have always felt that people who want to be able to play a positive role in society should learn about their own country.

Teacher: Thank you, Another. You mean that .

- ① both world history and Japanese history can easily be studied in high school
- ② it is a shame not to be able to answer questions about world history
- ③ people should learn as much as possible about their own country
- ④ when abroad you will really have to answer questions about your country

Teacher: Any other comments on the question, James?

James: The other day I was really interested to discover that in Japanese high school world history, not Japanese history, is a compulsory subject. In my country, however, students have to take world or American history to graduate. There are many colleges which even require exchange students to learn it. I think education is the period when people try to establish their identities. They really want to know who they are. Is it possible for them to do so without learning about the origins and development of their own country, what their ancestors were like or what work they have? I think it is also important to learn about **Not to disclose due to copyrights reserved.** However they are familiar with the rules of their own society, it is comparatively easy to grapple with the history of their own country and to find their identities by learning it.

Teacher: Thank you for giving us your opinion, James. What you emphasize is that



- Ⓐ a knowledge of world history is essential for young Japanese
- Ⓑ American history should be studied more in Japanese high schools
- Ⓒ Japanese students should study Japanese history in order to know who they are
- Ⓓ people's identities have nothing to do with the traditions of their society

C. Choose the best answer from choices (1-4) to fill in the blank. (1) (2)

The Vikings were explorers who lived in the region that is now Denmark, Norway, and Sweden. They often are called the Norse people. Although their first settlements were less than 1,000 years ago, the name lives on in legend. Stories tell of the violent voyages to new lands and of their raids - sudden, unexpected attacks during which they killed people, seized what they could and partly left. Two types of the Vikings have emerged from these accounts. One type is of the Vikings who led warriors who led many attacks. The other type is of them as noble explorers who embarked on voyages of exploration. Both types are true. **Not to disclose due to copyrights reserved.**

In their travels, the Vikings reached Europe, Russia, North Africa, and North America. Along the way, they often attacked the lands they passed through. Their attacks and battles were violent and wherever they went. During a raid, the Vikings would seize whatever loot and captured slaves they could fit on their ships. (1) The women, women, Freydis, led an attack on North America. When the men in her boat failed to follow her brutal orders, Freydis ordered them not to follow.

Despite the Vikings' status as raiders, not all Viking voyages were violent. Trade was central to their voyages. Although they might attack one town, (2) a group of Viking traders reached America by way of explorers and and more. The group settled peacefully in the long island. In fact, some believe that North, the leader, was the best of what became the American people.

Settlements were a common result of Viking voyages. Some Vikings took colonies by the sword, others settled peacefully. In many cases, (3) although they were seen as violent raiders, the Vikings had great respect for law. They called meetings in which local people acted as judge and jury. Their traditional meetings to make government decisions began among Vikings in Iceland in 930. These were the first assemblies of their kind. The system of law in England and the United States today is rooted in the Viking system.

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- ① Suddenly they stopped attacking and settle down.
- ② The Vikings were good at counting and measuring.
- ③ They used weapons made of stone when they attacked.
- ④ Women, too, took part in the raids when needed.

48

- ① they didn't begin to trade with other countries
- ② they often chose to destroy a town and run away
- ③ they would also burn down another town by the sea
- ④ they would approach another in peace to trade goods

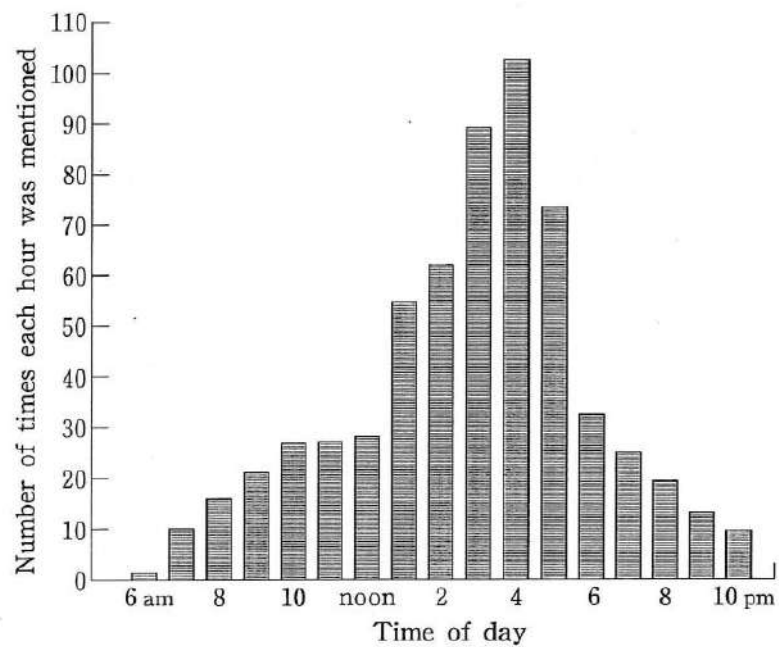
49

- ① the Vikings brought with them their system of law
- ② there were large groups of boats being rowed
- ③ they kept the rate of exchange as low as possible
- ④ they wanted to get a lot of raw material cheaply

Part 7 Answer the questions of section A and B.

A Read the following passage and table, then choose the best answer from choices ①~④ to answer questions 1 to 3 50 ~ 52.

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North Americans seem to be cutting down on the number of hours they sleep. The number of people who work for 12-13 hours a day is increasing. On average, North Americans are only getting about 6-8 hours of sleep a day, although most adults need about 7-10 hours of sleep. In fact, over the past century, North Americans have reduced their nightly sleeping hours by about two-thirds. These lost hours of sleep have been replaced mostly by work and work-related activities.

Some experts are worried that long workdays are becoming a danger to the workplace. A good worker is **Not to disclose due to copyrights reserved.** Studies related to working hours indicate, however, that excessive work hours are directly or indirectly a cause of the most accidents in industry, such as the nuclear accident at Three Mile Island and the explosion of the space shuttle, Challenger.

Studies have also shown that an afternoon nap can significantly increase mental abilities and improve mood. Researchers at NASA have studied the effects of taking forty-minute naps on pilots on overseas international flights. They found that when pilots napped, they were more alert, alertness and mood had improved. Their reactions were quicker than before than those of some members who hadn't napped.

Question 1 The information in the graph suggests that as many people feel sleepy at 4:00 pm as at noon.

- ① at most one-third
- ② one and a half times
- ③ less than twice
- ④ almost four times

Question 2 According to the passage, .

- ① everyone should average at least ten hours' sleep a day
- ② North Americans used to work about 20% longer than they do today
- ③ the accident at Three Mile Island was probably due to fatigue
- ④ major accidents are not connected to the amount of sleep

Question 3 According to the passage, researchers at NASA found that .

- ① a great number of accidents have been caused by napping pilots
- ② even a nap of 40 minutes can improve pilots' mental abilities
- ③ on international flights pilots need to sleep at least ten hours a day
- ④ pilots who have just had a nap tend to react much more slowly

B Answer question 1 to 3.

Question 1 Choose the best description for the following picture from choices ①~④.

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- ① Usually, the term "yogi" refers to traditional physical and mental disciplines emphasizing self-discipline, or spirituality in India. However, no form of yoga are that stylized exercise. In the picture, a woman with long hair, who is wearing a T-shirt and leggings, is sitting on a mat, with her hands on her knees, and her legs crossed. She is looking down at her hands with her eyes open, looking straight forward. She is **Not to disclose due to copyrights reserved.**
- ② Yoga, which has its origin in Brahmins and Hinduism, is associated with a combination of breathing exercises, physical postures, and meditation. The picture illustrates one of the most popular Yogasanas. A short-haired woman, each of her feet firmly placed over the other leg, has her palms facing upward. She is relaxed, with her eyes half-closed and her lips closed so that she breathes through her nose.

- ⑤ Toga is viewed as a spiritual practice in Thailand, which is the Western world, a part of yoga. Toga is a dance, but given popular as a form of physical exercise. The posture (Toga) is a pose, in which a woman without hair is practicing yoga. She has a long hair, something slowly, with her hands crossed in her stomach, her legs stretched out, and her eyes closed.
- ⑥ Toga is now widely regarded simply as a way of keeping fit and healthy but it originates in Thailand. In this posture women a woman with long hair wearing a crown and light sitting in a special posture in a temple and praying for peace. This is one of the most famous traditional poses, with her hands stretched on the knees. She breathes slowly and slowly through her nose, and imagines her spirit floating peacefully in space.

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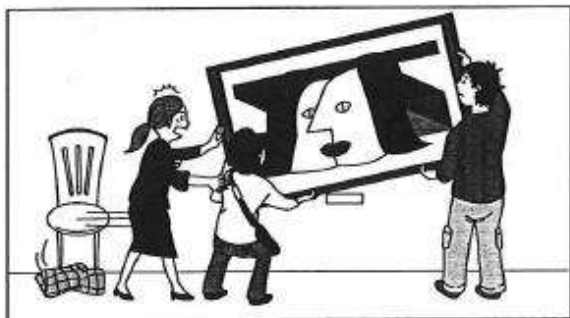
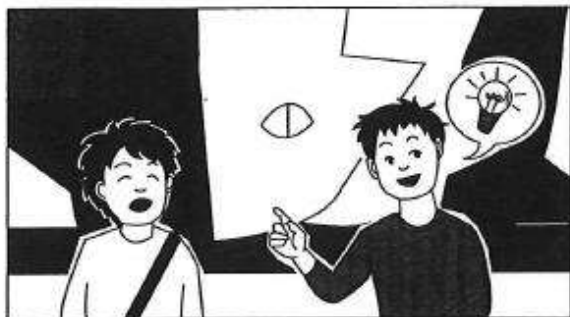
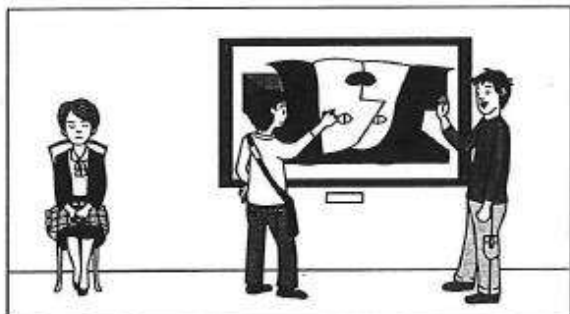
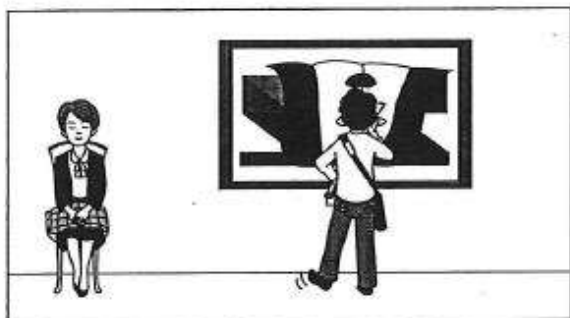
Question 2. Read the following passage and choose the most suitable picture from those given (1-4). (10.)

The picture shows the current emblem of a football club with a long history. In the past, there were two lions in the emblem. Each of them stood for a football club, one for a club in the bottom area and the other for a club in the top area. They were used in 1980. At first, players from the two clubs did not get along well, but in 1988 they were friendly united and became supporters of the national football league. They then replaced the two lions with a single one wearing a crown. The crown is one hand made for courage and the lion is the other made for intelligence.



Question 3 Choose the most suitable story for the following picture from choices ①~④.

55



- ⑤ While a man is looking at a painting in a museum, he thinks that something is wrong with it. He notices that it is hung upside down. After a while, a friend of his shows up and says that the man is right. So they make up their minds to hang it in the right position. The museum clerk allows them to do so because the man says they aren't doing anything wrong.
- ⑥ Mark, an art teacher is visiting a museum. He is looking at a painting, when one of his students at college comes up. Mark explains what it's intended to represent and the student seems to be quite impressed with the painting. Then Mark goes on his way and they both work together to take the painting home. The museum clerk notices to stop them.
- ⑦ There is a village where the people are very poor. One day a man is stealing a man who seems to be trying to make a museum something. Then an acquaintance of his appears and says hello. They talk about the museum and the acquaintance reminds him that the museum belongs to a different museum. They try to take the museum back to the other museum with the help of the museum clerk.
- ⑧ Mark is looking at a painting in a museum. He doesn't understand what it represents. Then a friend of his comes up and Mark tells him that something is wrong with the painting. The friend makes a suggestion and Mark agrees to the plan. They remove it from the wall and try to hang it the other way up. The clerk at the museum notices to stop them.

Part 8 Read the following passage and choose the best answer from choices ①~④ for question 1 to 7

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 .

- (1) For ten years Fred Turner had worked as a social worker and community organizer with immigrants in San Antonio and then Tulsa's Lower East Side. He was tired and wanted to get away from New York. In 1940 he moved to Aspen, Colorado. When he couldn't find a job as a social worker, Fred decided to open a coffee house, Greenwich Village style. He brought an old master roaster in New York and learned how to roast his own beans. This was long before the gourmet coffee house, and Fred was depressed he was too far ahead of his time. When the cold dried, he migrated to Mendocino, California. He was the old master and sold his "gourmet coffee" by the pound. From these humble beginnings was born the Theodorizing Coffee Company.
- (2) In these days, Fred didn't realize the coffee the American coffee industry was having on people in other parts of the world. Frederick James Davis, a coffee farmer in Nicaragua, lived with the reality every day. As a founding member of the Specialty Coffee Association of America, Fred asked Frederick to speak to members about "Coffee, human rights, and the Third World Economy." Frederick then asked all 100 members to vote not to Nicaragua fields.
- (3) Fred argued Frederick's position. When he arrived in Nicaragua, it didn't take him long to see things through Frederick's eyes. As they left the airport, hundreds stood behind a line. They were all coffee farmers. They were all looking at him with a mixture of hope and fear. They were all coffee farmers who were overworked. Their land had been taken and redistributed. The only machine was being pushed out of the field. In the corner of one lot, an exhausted, hundred women was rolling.
- (4) Fred took an hour to look at the coffee industry. He was depressed to realize that his company, Theodorizing Coffee, was selling a product that was actually harming rather than helping people. Nicaraguan coffee growers had no choice but to sell to a handful of giant coffee houses, which resulted in coffee prices so low that it was barely worth selling the beans. For every pound of gourmet coffee sold in the United States for six to ten dollars, the farmers received only thirty-five to fifty cents. A coffee picker's family might earn five hundred to six hundred dollars per year, barely enough to buy food and soap. Seeing that the Nicaraguans were in difficulties, he realized that the coffee industry needed to do more than just sell gourmet coffee -- it needed a movement. But what could he do?
- (5) Fred decided that he wanted to give something back to the coffee farmers. After much soul searching, he created the campaign that "social justice" program, "Coffee for Peace." For every pound of coffee sold, he returned fifteen cents to the Nicaraguan coffee farmers' organization to buy a coffee seedling and health clinic. Coffee for Peace was an important first step in promoting coffee, making sure that some of the people who grow it also eventually get to change in the coffee coffee industry.

(15) The paying the farmers a fair price for their coffee wasn't enough. Sustainable growing practices for coffee introduced a host of environmental problems. In the 1970s, some farmers introduced a new kind of high-yield coffee plant, which grew only in the hot sun. To keep up with their world demand, farmers cut down their forests to make way for large coffee plantations. Sadly, the forest was home to thousands of animals and birds, including 100 species of songbirds per acre -- the same delicate songbirds that migrate north to the United States and sing to us in sweetly every spring. Something had to be done before the dense tropical forest, with all its biodiversity, was completely destroyed.

(16) He had decided to offer Fairground Coffee from plants that grew in the forest under large shade trees. **Not to disclose due to copyrights reserved.** The business started by offering information to you too. Thanksgiving Coffee developed a unique marketing strategy aimed at the 40 million tourists in America who regularly spend the second migration. The company created a line of Fairground Coffee and served hot brew everywhere to begin.

(17) Recognizing shade coffee, Paul made the entire industry realize that there's a link between coffee and the environment, between the farmer's quality of life and the quality of their product. Today most specialty coffee are shade-grown, and the open sun coffee used has faded. Over time, many of Paul's "ethical" ideas have become industry standards. Coffee companies are learning from and working with the farmers. A little awareness goes a long way. From low-price drinking coffee, now you're in Paul and Francisco, to "let's get a cup, let's get a cup."

Question 1 After Paul Katzeff left New York, he 56.

- ① couldn't find a job as a social worker in Aspen, so he immediately moved to Mendocino
- ② created his own business and became an industry leader in California
- ③ made a fresh start by launching a cafe in Colorado, but it didn't succeed
- ④ opened a coffee shop chain in Greenwich Village and began to sell coffee roasters

Question 2 Which of the following is true about Francisco Javier Saenz? 57.

- ① He founded the Thanksgiving Coffee Company with Paul Katzeff in Nicaragua.
- ② He heard a speech on the coffee industry in Nicaragua and worked to improve the living standards of farmers there.
- ③ He spoke at the conference of specialty coffee companies as a representative of coffee farmers in Nicaragua.
- ④ He visited Nicaragua as a founding member of Specialty Coffee Association.

Question 3 Paul Katzeff realized that coffee pickers in Nicaragua 58 .

- ① couldn't sell their coffee beans and were very poor
- ② kept up their old traditions and enjoyed a simple life.
- ③ were seeking other jobs to escape from poverty
- ④ were kept poor by giant coffee brokers

Question 4 The "Coffee for Peace" program was based on the idea that 59 .

- ① a cup of aromatic coffee could bring everybody peace of mind and comfort
- ② it was necessary for the farmers' organization to maintain a strict quality control system
- ③ it was possible to connect consumers to the coffee farmers by returning some of the profits
- ④ the coffee traders should donate some of their profits to organizations for world peace

Question 5 The type of coffee plant described in paragraph (6) is different from that mentioned in paragraphs (7) and (8) in that 60 .

- ① it grows in a wide range of conditions and is easier to cultivate
- ② it is higher-yielding but more harmful to the environment
- ③ its beans contain a poisonous substance which could kill some birds
- ④ its beans taste better and today most specialty coffees use them

Question 6 When paragraphs (1) through (8) are divided into four groups according to the topic of each, which grouping is most appropriate? 61 .

	Group 1	Group 2	Group 3	Group 4
①	(1)	(2) (3)	(4) (5)	(6) (7) (8)
②	(1)	(2) (3)	(4) (5) (6)	(7) (8)
③	(1) (2)	(3) (4)	(5) (6) (7)	(8)
④	(1) (2)	(3)	(4) (5) (6)	(7) (8)

Question 7 The phrase “not just a cup, but a just cup” in the paragraph (8) implies

62 .

- ① not a disposable paper cup that is made from trees in tropical forests, but a mug that you have cherished
- ② not just a single cup, but a lot of coffee that helps keep you in good health
- ③ not merely an ordinary cup of coffee, but one that helps bring social and environmental benefits
- ④ not only coffee companies that sell gourmet coffee, but also coffee growers in the Third World