

## ICU EAT Script 2019

リベラルアーツ予備校 FORUM-ICU：当塾では国際基督教大学より正規の許可を得て、同大学の入試問題を公開・利用しています。なお本リスニング問題のSCRIPTは大学からは公開されませんでしたので、当塾にて独自に作成しました。よって誤植や誤記等を含む誤りがあった場合、その責は、国際基督教大学に帰されるべきものではないことをご理解の上、このSCRIPTをご利用ください。

### Part I

Now let's begin.

#01

M: I've got to go now.

W: What class do you have?

M: Not a class. I help Professor Houston with her research on Monday afternoons. I'm working my way through college.

#02

W: How can I help you?

M: Ah, I only have 3 days left to register, and I still have no idea which courses to take.

W: OK. That's a common problem for many students. Don't worry. We can figure it out. First, do you have any idea about your future major?

M: Yeah. I'm thinking of Biology or Media Studies.

#03

W: Do you get nervous when you give a presentation?

M: Not so much. I find that if I practice doing it in front of the classmates, it is not so stressful when I have to give it to the whole class.

W: That's a good idea. I usually just read my notes a few times. I think I'll try your way instead.

#04

W: Do you think Professor Keller will mind if I hand my essay in late?

M: Yeah. I think he will. Why don't you ask him for an extension? Better to ask for more time than miss the deadline.

W: Do you think he'll give me one?

M: I think so. After all, he knows you've been sick this week.

#05

M: Hi, Sarah. Have you decided on your research topic yet?

W: Yes. I'm going to look into deforestation.

M: Deforestation? Why? Is that a big problem?

W: Ken, are you serious? Don't you read the news?

#06

W: Hey, John. I heard you've started a new part time job.

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M: Yeah. I'm working at the campus library.

W: Oh. Do they pay well?

M: Not really. But I'm allowed to study when we're not busy.

W: Really? Do they need anyone else?

#07

M: Excuse me. Do you know where I can get information about withdrawing from a class?

W: What's the name of the course? Each department has its own procedures for withdrawing.

M: Human Physiology. I guess that's the Biology Department.

W: Actually, it's a Sports Science course. You'll need to fill out these documents and schedule an appointment with, ah, Doctor Adams. Are you available tomorrow?

#08

M: Excuse me. Are you Professor Smith's teaching assistant?

W: Yes.

M: I have a question about this course, Introduction To Linguistics.

W: OK. What's your question?

M: I know that we have to write a paper by the end of the term, but I was wondering if we're going to have a final exam for this course.

W: No. There's no final exam. I think you're going to have a midterm exam, but I'm not sure.

#09

W: Did you hear there's going to be a special lecture about the history of this campus on Tuesday?

M: Yes. It sounds very interesting. But I don't think I can go. I haven't finished my American History paper due the following day.

W: You should finish the paper tomorrow, so you can go to the lecture.

M: Yeah. But, actually, I have to write another paper for American Literature by Thursday and go to soccer practice on Friday.

#10

M: Mayumi, are you still thinking about becoming a junior high school English teacher?

W: Well, I'd like to get a teaching license for elementary school. I teach elementary school kids at my part time job. It's so much fun.

M: You're so good with kids, but our university doesn't offer that license. What are you going to do?

W: I'm not sure. I need some advice.

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### Part II

#### Questions 11 to 12

W: Chris, can I talk to you for a minute. I'm so nervous about studying abroad. I'm worried I won't be able to communicate with anyone.

M: You worry too much, Hana. You speak English well.

W: Yeah, but some Americans speak so fast. I don't know if I'll be able to understand them.

M: But you can understand me, can't you?

W: Yeah, but you speak very clearly. I don't think everyone is as easy to understand as you.

M: Well, I'm having lunch with a couple of friends from New York tomorrow. Why don't you join us? You can practice with us.

W: Really? Thanks, Chris. That will make me feel better.

M: Sure. Meet us in the cafeteria at lunchtime.

W: I'll be there. Thank you.

#### Questions 13 to 15

M: Lisa, got a minute?

W: Sure, Justin. What's going on?

M: Not much. I wanted to ask you about the new meal plan that the cafeteria is offering. Greg told me that you're on it now.

W: Yes. I started it a month ago when it was first offered.

M: What do you think about it? Is it better than the one you were on before?

W: Well, it depends on how often you eat.

M: What do you mean?

W: The new meal plan doesn't cover breakfast and weekends. That's why this option is about 15,000 yen cheaper every month. I realized that it was getting up too late to eat breakfast. I also often go home on the weekends to go to my part time job and see my family.

M: I see. The new plan definitely suits your lifestyle. I think I'll stick with the one I'm on, though. I rarely go home now, and I need to get up early for practice anyway. I can't skip breakfast, or I'll be starving in my morning classes.

W: Sounds like a smart choice.

### Part III

#### Lecture I

Questions 16 to 20. Listen to the lecture.

Averages are commonly used in education. Whether I like it or not, as a teacher, I have to deal with numbers, such as average test scores and GPA's. Today I would like to talk about averages. In this

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lecture, the word average is used to refer to the arithmetic mean. Are you interested in averages? As a student, you probably are. For example, after a midterm test you may be interested when your teacher announces the average score.

Aside from curiosity, knowing the average is sometimes useful, too. A few months ago, I downloaded an application to my smart phone which scores how well I drive. After using the software for about one month, the report was sent to me, and according to the report, I was an average driver. The national average score is 81, and my first monthly score was also 81. I didn't like the idea that I was only an average driver. I thought I was a good driver. So, I drove very carefully the next month, and when I found my score improved to 84 in the second report, I felt really happy. But we should also know that we must not count on average is too much. Many people think averages are extremely useful, but it has been found that this is not always the case. The use of averages is sometimes flawed.

The shortcomings of using averages can be seen in the design of aircraft. In the 1920s, when the United States Air Force started designing cockpits for its planes, the engineers measured the physical dimensions of hundreds of pilots. For about 30 years, the average sizes obtained were used to design its warplanes. Then, in the 1950s, the US Air Force updated their information by measuring the physical features of 4063 pilots. With the help of a young Harvard graduate, Gilbert Daniels, they measured 140 physical characteristics. Daniels used the data to revolutionize aircraft cockpit design. Daniels was doubtful about using averages because he thought there would not be so many average pilots. He decided to count the number of pilots who had the average size in 10 physical dimensions relevant to the design of a cockpit, such as height and arm length. He defined an average pilot as someone whose measurements were within the middle 30% of the range of values for each dimension. How many average pilots do you think he found among the 4063 pilots? The answer was zero. No one was average in all ten measurements. This finding led to a radical change in the concept of designing aircraft. Rather than looking for pilots who had many average physical dimensions, the military developed seats foot pedals and helmets that were adjustable to the pilot. Now this technology is applied to every plane in the world, and also to car seats. That's why you can sit comfortably in your car.

How does this relate to education? Doctor Rose, lecturer on education at Harvard University, says that we should do away with the idea of using averages to measure how well students perform, and instead design education to fit individual needs. He says that every child has different patterns of development. Some students make great progress in one subject, but not much in another; other students may not study effectively this year but advance quickly next year. Doctor Rose is a good example. Though he dropped out of high school with a 0.9 GPA, he later received a doctorate degree and now lectures at Harvard. With the development of technology, such as the Internet and computer software, it has become possible to almost all individual requirements. A pilot sitting uncomfortably in a cockpit, or a child struggling in a class, may both be results of using averages inappropriately. So, we should be careful how we use them.

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### Lecture II

Questions 21 to 25. Listen to the lecture.

“Do you wanna hear a story?” This question often creates an anticipation of wonder and excitement. As children, many of us enjoyed picture books with our parents before bed. For most people, a love of stories doesn't fade as we grow older. Storytelling is an important part of human culture. Stories are commonly shared with words, but visual aids help bring them to life. Children's author Deborah Wiles emphasizes this idea by saying the art and text stand alone, but together, they create something even better. Advances in visual technology through the ages have helped storytellers find new ways of using images to share their tales.

Today, I like to introduce several examples of these advances in visual aids, and how they have contributed to storytelling. Let's start by looking back thousands of years. The earliest evidence of human art can be found in prehistoric cave paintings. This art was created using rudimentary tools made from materials, such as sticks, stones, bones and shells, along with the color palette, generally consisting of black, yellow and red, made from plants and minerals. Common subjects of the art were local animals and abstract images. Researchers have several theories as to how this art was used, such as information exchange about hunting and exploring spirituality. The purpose of this art is widely debated, but here, we can perhaps see an early glimpse of visual storytelling. We can easily imagine people sitting around fires, enjoying tales told with the aid of the art they work so hard to produce.

Now, let's move forward in time. Another form of visual storytelling can be seen on buildings. As technology developed, artists began to create a wider palette of colors. They also began adding sculptures to their buildings. These architectural sculptures can be seen at different times in history, such as in ancient Egypt and medieval Europe. Various uses have been theorized for this art. For example, ancient Egyptian tombs, this art help describe the stories of the deceased persons' life and their achievements. And on European churches, these works of art depicted stories from both the Old and New Testament of the Bible, such as Noah's Ark or scenes from Christ birth and death. These decorated churches can be thought of as television for our ancestors, an exciting form of visual storytelling with familiar images and stories that could be shared by many.

Finally, let's talk about a few more recent developments. Movies, photography and television provide new ways for storytellers to reach a wider audience. Filmmakers have been trying to draw us into their stories with 3D technology. Role playing video games allow us to be the main character, giving us more control over the story that developers want to share. Recent developments in virtual reality technology are encouraging video game developers to create games that let us experience a more immersive interaction with our stories. And now smartphones and streaming services have given many of us the means to create and share our own visual stories. Each jump in technology brings different ways to share our stories. Storytelling is a large part of our lives. Sure. Hearing or reading words crafted by an excellent writer can

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help us to create entire worlds in our minds. But with the addition of visual aids to storytelling, human culture has developed an amazing variety of ways to tell stories

### Lecture III

Questions 26 to 30. Listen to the lecture.

Is the tendency to wage war innate in humans? Studying primates in their natural environment may help answer this question concerning human nature. Jane Goodall, one of the world's foremost primatologists, spent much of her working life studying the behavior of humans' closest cousin, the common chimpanzee.

Goodall studied a troop of chimpanzees in Gombe National Park, Tanzania, for over a decade. She reported that chimpanzees were peaceful creatures, living in harmony with their environments. Her research went on to describe complex social hierarchies, where the dominant Alpha male leader and alliances between other members of the troop. She also found that they were far more intelligent than previously thought, able to make simple tools for cracking nuts and fishing for termites, and even selecting plants with medicinal properties when needed.

However, none of these findings could have prepared Goodall for the shocking discovery she made in January 1974. When the troops Alpha male, whom Goodall had named Leaky, died, leadership passed to another large adult male, named Humphrey. Humphrey didn't have a large network of alliances that Leaky had, and before long, his position was challenged by two brothers, named Charlie and Hugh. Two factions emerged: one led by Humphrey referred to as the Kasakela troop, and the other led by Charlie and Hugh referred to as the Kahama troop. The Kasakelas remained in the northern part of the territory, while the Kahamas moved to the South. For the next four years, the two rival troops waged a fierce war. Young males roamed the edge of their territory and brutally beat to death any member of the rival troupe they found alone. The Kasakelas emerged victorious. They killed all the Kahama males, kidnapped the surviving females, and moved into the southern territory.

For Goodall, observing such savage behavior from her beloved chimpanzees was devastating. Her anguish is clear in her memoirs. She wrote, "for several years, I struggled to come to terms with this new knowledge. Often, when I woke in the night, horrific pictures sprang unbidden to my mind." Her new knowledge stood in stark contrast to her image of chimpanzees as nature's peaceful children. She hesitated to publish her findings, because she resisted the conclusion that inter-troop violence is an inherent part of chimpanzee society.

Eventually, Goodall published her work, and the scientific community was astonished. Some argued that it proved that intergroup conflict is not unique to humans but an innate instinct in all primates. Others reacted in disbelief, suggesting that Goodall's methods were too intrusive, because her feeding stations and observation camps may have created an unnatural environment, which led to the conflict. The controversy prompted further research. Other primatologists, using non-intrusive methods, began to report

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other cases of violence between rival troupes of chimpanzees. In addition, researchers published studies which described similar inter-troop violence in other primate species, often when resources were scarce or when there was a lack of available adult females.

However, a close cousin of the common chimpanzee, the Bonobo, appears to be far less aggressive. Encounters between different troops are mostly avoided, but when they do occur, they tend to consist of peaceful mixing, bragging displays, and only occasional nonlethal fighting. The reason for this is unclear, but researchers speculate that it could be because of their unusual societal structure. Dominant females, rather than males, lead Bonobo troops. It has been suggested that females trick the males by falsely advertising their fertility, causing the males to spend more time grooming themselves to attract a mate than fighting rivals.

To conclude, Goodall's observation of intergroup conflict in primate species suggests violent tendencies towards other groups may be innate in humans. This is a distressing conclusion. However, observations of peaceful Bonobo societies suggest war is not inevitable. A deeper understanding of our nature and the circumstances that stimulate our violent impulses may help us find ways to create more peaceful societies, ones which cultivate our [? inaudible] gentler and more loving inclinations.