

# TEAP CBT サンプル問題集 Reading Section

## **Part 1 語彙**

This study finds that information on food labels may be ( ). As a result, consumers cannot make informed decisions about their purchases.

- 1: sufficient
- 2: inaccurate
- 3: inevitable
- 4: effective

## **Part 2 大学で扱う書類やポスターなどの読解（短い英文）**

You are reading a handout about your English literature course.

This course has online discussions about the reading assignments.  
Please do the following to participate:

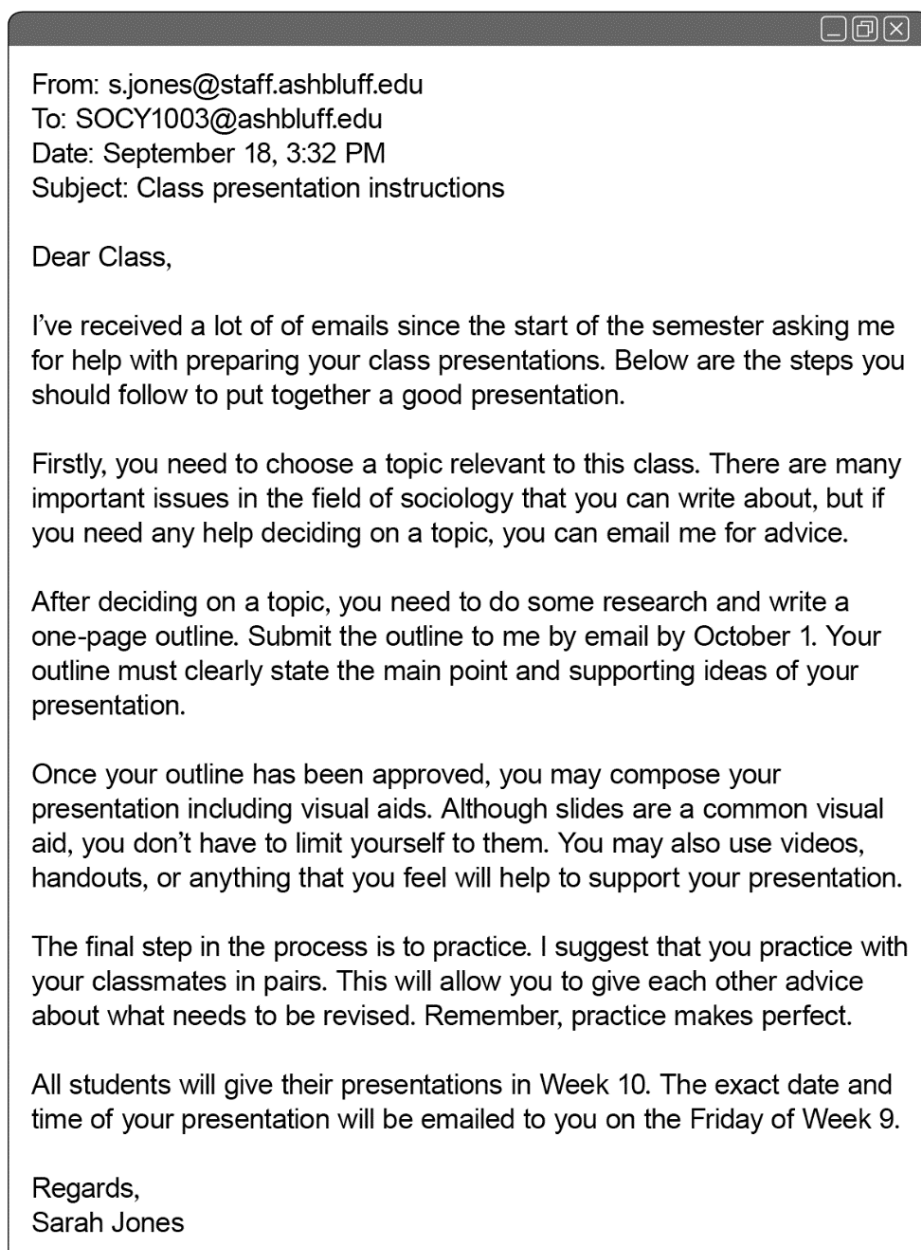
Answer three questions from the discussion board on the course web page every week. First, read the discussion questions posted by your classmates. You should answer questions without responses from your classmates first. If all questions have responses, you may respond to any question. After that, post a question for other students. You may not post a question that has been asked before.

What is true of the course's discussion board?

- 1: Questions will be answered by the professor.
- 2: Questions can only be answered once.
- 3: Students must post a question weekly.
- 4: Students must check it every day.

## Part 2 大学で扱う書類やポスターなどの読解（長い英文）

You are reading an email about planning your class presentation.



From: s.jones@staff.ashbluff.edu  
To: SOCY1003@ashbluff.edu  
Date: September 18, 3:32 PM  
Subject: Class presentation instructions

Dear Class,

I've received a lot of of emails since the start of the semester asking me for help with preparing your class presentations. Below are the steps you should follow to put together a good presentation.

Firstly, you need to choose a topic relevant to this class. There are many important issues in the field of sociology that you can write about, but if you need any help deciding on a topic, you can email me for advice.

After deciding on a topic, you need to do some research and write a one-page outline. Submit the outline to me by email by October 1. Your outline must clearly state the main point and supporting ideas of your presentation.

Once your outline has been approved, you may compose your presentation including visual aids. Although slides are a common visual aid, you don't have to limit yourself to them. You may also use videos, handouts, or anything that you feel will help to support your presentation.

The final step in the process is to practice. I suggest that you practice with your classmates in pairs. This will allow you to give each other advice about what needs to be revised. Remember, practice makes perfect.

All students will give their presentations in Week 10. The exact date and time of your presentation will be emailed to you on the Friday of Week 9.

Regards,  
Sarah Jones

(1) According to the email, what should you do to get approval from the professor?

- 1: Discuss how your topic is relevant to the class.
- 2: Create one slide for your outline.
- 3: List research sources you will use.
- 4: Summarize your main idea and supporting details.

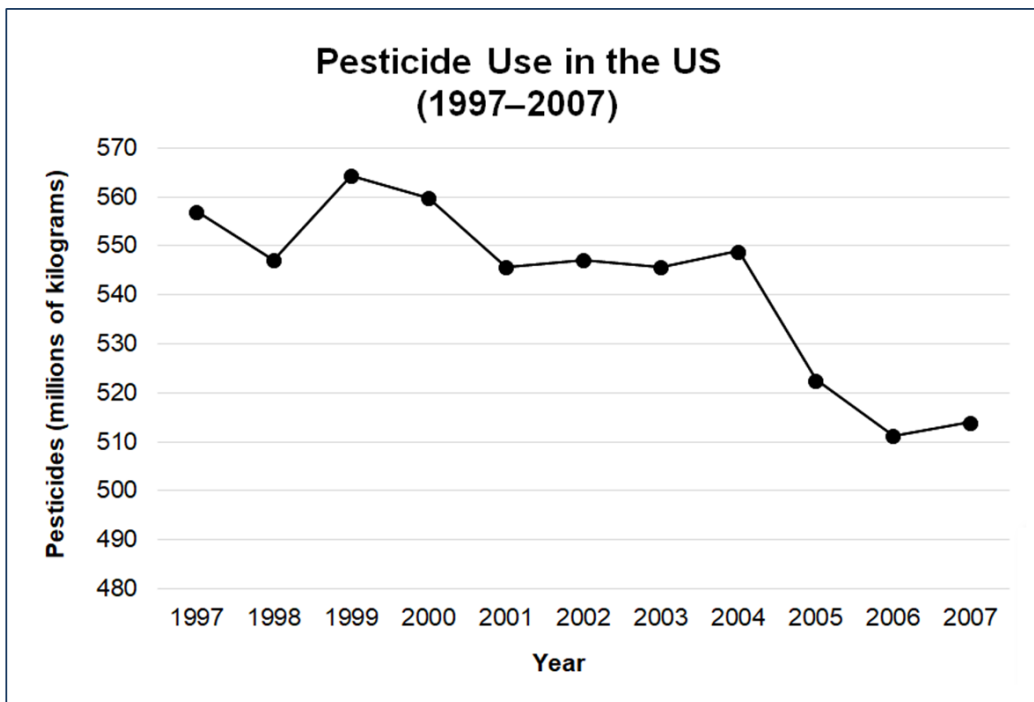
(2) What is the next thing you should do after getting approval?

- 1: Find your partner and then revise the visual aids.
- 2: Organize your presentation and then practice in pairs.
- 3: Create visual aids and then submit them to your professor.
- 4: Revise your outline and then show it to a classmate.

### Part 3 図表の読み取り

You are reading an article on a website about farming.

Pesticides are chemicals used to kill insects that are harmful to crops. In 1996, the US government made a new law that required farmers to reduce pesticide use. In 2003, stricter regulations required pesticide makers to pay increased fees. Data shows that ( ). This indicates that the US government's attempts to reduce pesticide use through regulation were effective during that time.



- 1: pesticide use increased from 2001 to 2002
- 2: there was less pesticide used each year between 1997 and 2004
- 3: farmers increased their use of pesticides every year between 2003 and 2007
- 4: there was an overall decrease in pesticide use from 1997 to 2007

### Part 3 教科書や文献の読解 (長い英文)

You are reading a textbook about languages.

This chapter will examine two types of languages: pidgins and creoles. These types of languages are similar but have unique characteristics that linguists use to distinguish between the two.

A pidgin is formed when people who do not speak the same language come in contact with each other for an extended period of time. For example, suppose a group of English-speaking people visited an island where people did not speak English and decided to live there with the local people. Both groups would not speak each other's languages. So, they might mix vocabulary from the other group's language with their own language's grammatical structure. If both groups did this, they might be able to communicate with each other despite not knowing how to speak the other group's language. Typically, pidgins have a low level of complexity.

One example of a pidgin is one that formed in Hawaii in the mid-19th century. North American religious missionaries moved to Hawaii to spread Christianity, which paved the way for other groups to come. Many sugar plantations in Hawaii were owned by North Americans who exported sugar back to the mainland on ships. Workers for these plantations came from Japan, China, Portugal, and many other nations. These workers formed a pidgin to communicate with each other.

The pidgin formed in Hawaii is actually a creole now. How did this happen? When a pidgin is spoken over generations, it takes over other languages and becomes the primary language spoken in that region, which is then called a creole. Children grow up hearing their parents speak a pidgin and they use the language at school as well. As a pidgin becomes a creole, vocabulary expands, which allows speakers to engage in more complex communication.

(1) What does the second paragraph say about pidgins?

- 1: They are composed of an English dialect and another language.
- 2: They have complicated grammar created from more than one language.
- 3: They are special languages that are spoken in island countries.
- 4: They are used as communication by people who speak different languages.

(2) Why was the 19th-century Hawaiian pidgin formed?

- 1: People from various regions came to work on plantations.
- 2: Many countries considered exporting products to Hawaii.
- 3: Sailors stayed at ports in Hawaii on the way to other islands.
- 4: People wanted to learn about the native Hawaiians' religion.

(3) What can be inferred about creoles from the text?

- 1: They are understood by only one particular generation.
- 2: They are spoken as someone's mother tongue.
- 3: They are used primarily for educational purposes.
- 4: They are made up of very limited vocabularies.