

1 次の英文を読んで、設問に答えなさい。

I have been (1) love with books ever (2) I can remember. At first, my parents read (3) me a lot — an unusual practice in America at the time, because the prevailing “wisdom” of the 1940s was that a child who is exposed (4) intellectual things at an early age will be bored later when entering school. Thanks (5) my parents, I became at age four the youngest member of the Book Worm Club at the Milwaukee Public Library.

That early experience with books is probably responsible (6) the fact that I don't remember ever being bored, throughout my education. In fact, I think contemporary society is all mixed (7) in its concept of “boredom”: People often say to each other that they are bored, but to me this is almost a shocking, shameful admission.^(A) Why should it be somebody else's duty to entertain us? People who can't find anything (8) interest in what they are doing, who constantly need external sources of stimulation and amusement, are missing most of life's pleasures.

With me it has always been the opposite: I tend to err in the other direction. I often get so interested (9) Chapter 1 of the books that I'm reading or studying, I don't have much time to read the final chapters.

Once, when I was five years old, my parents let me take the streetcar to the downtown library (10) myself, and I was absolutely fascinated by the children's books. When I didn't come home on time, my parents worried and phoned the library. One of the night staff went looking and found me in the stacks, reading happily — I had no idea that the library was closed and that everyone else had gone home! Even today my wife knows that when I go into a library, I'll come home late.

(From *Digital Typography* by D. E. Knuth)

(注) boredom 退屈 stimulation 刺激 fascinate 魅了する

設問 1 (1)から(10)に, それぞれ適当な単語を1語入れなさい。

設問 2 なぜ下線部(A)のように考えたかを, 本文にそって日本語で説明しなさい。

設問 3 なぜ下線部(B)のようになっていたかを, 本文にそって日本語で説明しなさい。

2 次の英文を読んで、設問に答えなさい。

Professor Jones teaches English at Hirosaki University. He is having a discussion in his office with Yoshihiko Narita, one of his students.

Yoshihiko : Good afternoon, Professor Jones, (in, do, come, if, I, you)?
(1)

Prof. Jones : Of course not, Yoshihiko. (you, is, to, it, always, a, see).
(2)

Yoshihiko : I would like to talk to you about our Wednesday class.

Prof. Jones : OK, (me, would, to, what, you, ask)?
(3)

Yoshihiko : I was wondering if you could postpone the test by one week.

Prof. Jones : Why is that?

Yoshihiko : (have, we, week, already, so, other, that, tests).
(4)

Prof. Jones : I see. Well, it's all right with me, but first (teachers, must, the, it,
(5)
other, I, with).

Yoshihiko : Thank you. Please let us know soon if it's possible.

Prof. Jones : Yoshihiko, can you tell me (なぜ授業で学生に英語で質問させるの
(A)
にとっても苦勞するのか)?

Yoshihiko : Well, our English is not very good, and (同級生の前で間違えるの
(B)
はばつが悪い).

Prof. Jones : Oh, but you and several of the others speak very good English!

Yoshihiko : Thank you, but if we speak out in class, everyone will think we are showing off.

Prof. Jones : I see. But you know, one of my foreign colleagues here teaches American History, and he complains of the same problem. (学生達
(C)
は決して議論に参加しないようです).

Yoshihiko : I guess that is just the Japanese way. In a traditional Japanese classroom, it is impolite to ask questions. And (学生が自分の意見
(D)
を述べるのを耳にすることはめったにありません).

Prof. Jones : In America, the professor and his students are more equal. The professor is usually older and better informed than his students are, but (彼は、学生に教えると同時に、学生からも学ぼうとしていま^(E)す).

設問 1 (1)から(5)の括弧内の単語を並べ替え、単語を1個補って、適切な英文に
しなさい。

設問 2 (A)から(E)の括弧内の日本語を、解答欄の表現の後に続くように、適切な
英文に直しなさい。

3

次の英文を読んで、質問に答えなさい。

While the local and national damage inflicted by acid rain, overgrazing, and water depletion is serious enough, concerned environmentalists nowadays point to what may be the most profound threat of all over the long term: the prospect that human economic activities are creating a dangerous “greenhouse effect” of global warming, with consequences for the earth’s entire ecosystem and for the way of life of rich and poor societies alike. If true, then precisely because that⁽¹⁾ sort of damage is no longer local, it would inevitably concern Wisconsin and Jutland as well as Bombay and Amazonia.

The scientific theory behind global warming is relatively straightforward and relates to that thin “film of matter” which clothes our planet. In thermodynamic terms, the earth is a closed system,⁽²⁾ meaning that no material enters or leaves it except for the sun’s radiant energy; and the only processes that can occur are those in which material is changed from one form to another. For example, burning autumn’s fall of leaves or using up a tank full of gasoline on a lengthy car journey does not eliminate that material, it merely transfers it elsewhere in a different form. If this closed system is to run indefinitely, therefore, the transformation process must ultimately constitute a closed cycle, in which material returns to its original form: new resource becomes useful matter which becomes waste which is then absorbed back into the ecosystem to become future raw material. When functioning properly, it is a beautiful and wonderful self-sustaining cycle of life.

It doesn’t function properly when one or more of the sequential steps in the⁽³⁾ cycle is out of balance, thus producing a bottleneck. In earlier centuries, bottlenecks usually occurred in the conversion of raw material to useful matter: population and demand for fresh resources were growing, but the inhabitants of the system were unable to meet that demand. Later, technological breakthroughs in consequence of the scientific and industrial revolutions

produced new forms of conversion—the steam engine, internal combustion, electricity—and solved that bottleneck to a large degree. It also contributed to the gathering pace of global population growth after 1750, which in turn produced our present dilemma. ⁽⁴⁾For the more people you need to support on earth and the better you want them to live, the faster you have to drive the transforming system: hence the enormous growth of world economic activity in recent decades, and the corresponding increase in changing raw resources into useful matter. The problem is that as we have run the ecosystem faster and faster, driven by need and helped by technology, the bottleneck appears to have shifted to the waste-disposal step.

(From *Preparing for the Twenty-First Century* by Paul Kennedy)

(注) acid rain	酸性雨	overgrazing	過度の放牧
depletion	枯 渴	concerned	気づかっている
environmentalist	環境保護論者	ecosystem	生態系
thermodynamic	熱力学的	transformation	変 換
self-sustaining	自給自足の	sequential	連続して起こる
bottleneck	障 害	breakthrough	躍 進
internal combustion	内燃機関	dilemma	ジレンマ

設問 1 下線部(1)が指していることを日本語で説明しなさい。

設問 2 下線部(2)が表していることを、本文にそった具体的な例を挙げ日本語で説明しなさい。

設問 3 下線部(3)の sequential step に該当する部分を本文中から三つ抜き出し、それぞれ日本語で書き出しなさい。

設問 4 下線部(4)の it が指していることを日本語で説明しなさい。

設問 5 下線部(5)を日本語に訳しなさい。