

2016年度  
**英 語**  
(問 題)

〈 H28100018 〉

**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・乱丁およ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、試験開始後、解答用紙の氏名欄に氏名を正確に丁寧に記入すること。
  - (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（砂消しゴムは使用しないこと）。

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1～10について、誤った英語表現を含んだ部分がある場合には a～d の中から誤りを1つ選び、誤りがない場合には e を選んでマーク解答用紙にマークせよ。

1. The origins of monasticism were very far from anything like the ordered, disciplined, quiet life which we think as typical of monks today. NO ERROR  
a  
b c d e
2. Few of Thomas Jefferson's phrases appear to have had more significance for the law and life of the United States than those in that he expressed his hope for a separation of church and state. NO ERROR  
a b c d
3. Looking at the social systems that prevail in the modern world, I can't see them as anything but a conspiracy of the rich to advance their own interests under the pretext of organizing society. NO ERROR  
a b c d e
4. Atmospheric gases, especially carbon dioxide, are already generating the extreme weather conditions, included powerful hurricanes and floods, which have recently affected the Western Balkans. NO ERROR  
a b c d e
5. There has been a growing prominence of religion in politics in recent decades, and the debate over what role faith should play in government and over how it means to be a Christian has continued to be a core issue in the American political process. NO ERROR  
a b c d e
6. The leaders of Iran demanded that most sanctions lift before they dismantle part of their nuclear infrastructure and before international inspectors verify that the country is beginning to meet its commitments. NO ERROR  
a b c d e
7. Despite the growth of the economy, or perhaps in part because of it, and because for the vast rural exodus owing to both population growth and increasing agricultural productivity, workers crowded into urban slums. NO ERROR  
a b c d e
8. In 1945 the English poet W. H. Auden remarked that Franz Kafka stands in the same relation to his century as Shakespeare stood to him—he is its representative, the poet who gives it shape and form. NO ERROR  
a b c d e
9. The delegates of the thirteen states of the newly independent United States came to the Constitutional Convention in May of 1787, but not until September did they come up with a written document they could agree on and sign their names. NO ERROR  
a b c d e
10. The exponential growth in computing power, storage, networking, sensors and so on allows us to both gather massive amounts of data and applying software to that data to see patterns at a speed and scope unknown before. NO ERROR  
a b c d e

II

次の英文の空所 1～10に入るべき最も適切なものを a～e の中から 1 つ選び、マーク解答用紙にマークせよ。

In the vast, lucrative and 1 of wildlife trafficking, it is usually the rhinoceros horn and the elephant ivory that get the most attention. That is 2, given the cruel destruction of those magnificent animals to satisfy the vanity and medical illusions of humans. But the problem goes far beyond the fates of those two poster animals; huge numbers of wild creatures that most of the world has never even heard of are threatened 3 by illegal trade as exotic pets or for their meat, shells, skins and purported medicinal properties.

4 the anteater, whose sad plight was chronicled last month in *The New York Times*. This small denizen of the tropics hardly ranks among the royalty, or even nobility, of the wilderness. A solitary, nearsighted and largely nocturnal mammal with a taste for ants and termites, the anteater is covered with large scales and rolls up into a giant artichoke-like ball when threatened. Alas, the flesh of the anteater 5 a delicacy in parts of China, and its scales are used in folk medicine to treat most anything that ails you.

6, it is among the most trafficked animals in the world; all eight varieties are included on the International Union for Conservation of Nature's Red List of Threatened Species. An anteater can fetch \$1,000 on the Asian market. That kind of money is 7 for poor people to poach or trap animals, especially in countries like Vietnam where enforcement of laws against wildlife trafficking is weak and penalties are paltry.

8 There are plenty of international conventions, coalitions and nongovernmental organizations dedicated to combating wildlife trafficking. But 9 and the loopholes plentiful, so traffickers in China, the United States, Europe and Japan, which are the major culprits, have a 90 percent chance of not getting caught. A decade or so ago, saving the anteater would have been a challenge of awareness and conservation. Today it is a battle 10 for wild animals, dead and alive, that is spawning a global criminal network and threatening innumerable species with annihilation.

(Adapted from *The New York Times*)

1.

- a. fully detailed mention
- b. rapidly spreading menace
- c. rarely criticized practice
- d. slowly recognized problem
- e. commonly discussed program

2.

- a. largely so
- b. formally so
- c. properly so
- d. generally so
- e. unfortunately so

3.

- a. with extinction
- b. with sanctions
- c. with protests
- d. from tourists
- e. from governments

- 4.
- a. Regret
  - b. Discuss
  - c. Think
  - d. Consider
  - e. Check
- 5.
- a. is killed for
  - b. is regarded as
  - c. is named as
  - d. is provided for
  - e. is criticized as
- 6.
- a. In addition
  - b. In other words
  - c. For the most part
  - d. So to speak
  - e. As a result
- 7.
- a. a dangerous choice
  - b. a rare occurrence
  - c. an unexpected bribe
  - d. an obvious chance
  - e. an irresistible temptation
- 8.
- a. The problem is not with lack of laws or education.
  - b. The difficulty is not one that is possible to solve.
  - c. The dilemma needs to be discussed more openly.
  - d. The solution is clear enough for anyone to see.
  - e. The issue is not one that can be easily hidden.
- 9.
- a. help is only rarely offered
  - b. discussion is commonly avoided
  - c. enforcement is universally weak
  - d. prevention is a neglected topic
  - e. concern is far from overwhelming
- 10.
- a. for the immediate future
  - b. in many geographical areas
  - c. with many various groups
  - d. against a rapidly expanding demand
  - e. at this late and dangerous stage

III

次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

The world's elite speaks English, so universities around the world are not only teaching English, but increasingly, teaching in English. A new report from the British Council and Oxford University's department of education highlights the trend and unsurprisingly finds that English as a Medium of Instruction (EMI) is on the rise at all levels of education. But it is most pronounced at the post-secondary level.

Those who want to study in English (outside the English-speaking world) have many options. There are traditional foreign-founded universities like the American

University in Cairo, as well as modern, local universities and colleges like the King Abdullah University of Science and Technology in Saudi Arabia or ESMT, a business school in Berlin. A growing third option are the satellites of American universities, whether the University of Florida's campus in Panama or New York University's in Abu Dhabi.

Even traditional institutions are increasingly teaching in English, especially at the graduate level. Students are particularly keen on English in inherently global subjects, including science and business. It is possible to get a master's degree or even a PhD in some subjects at, say, the University of Copenhagen, Denmark's most prestigious institution, without knowing a lick of the language of Kierkegaard. (Undergraduate classes, however, remain mostly in Danish.) In 2011 Sofie Carsten Nielsen, then an opposition member of parliament, argued that universities should do even their internal business in English, to encourage foreign scholars resident there to take a bigger role in the university.

But not everyone is keen on the idea. Ms Carsten Nielsen told *The Economist* in 2012 that she was surprised by a vociferous public push-back against her idea. (The populist-nationalist Danish People's Party was particularly shocked.) Ms Carsten Nielsen became education minister in February—but when asked about her old pro-English stance, she retreated, saying “I think it is important to have a vision and start a debate about how we can survive global competition. But that suggestion isn't a goal I'm going to be working on soon here.”

Outside Europe, the picture is mixed: English-medium education hasn't gone far in Latin America. Anti-American Venezuela has explicitly anti-English-medium policies, according to the British Council/Oxford report, but interestingly, so does Israel, an American ally. Some South Asian universities, by contrast, are dominated by English. Modernising Arab countries like Qatar have pushed EMI heavily. China too has promoted university programmes taught entirely in English. It has perhaps over-promoted them: many students have come from Africa or South Asia drawn by the promise of an English education, only to find they could not understand their teachers. But the quality of English in China is improving fast. Chinese scientists get big bonuses and swell with pride when their papers are published in the best international—English-language—journals.

Geoff Pullum, writing in the *Lingua Franca* blog, is right to say that this is all very lucky for English, which just happened to be on top of the global pile of languages when mass communications technology (and then cheap travel, mass tourism and the internet) came on the scene. Had all of this happened two hundred years ago, universities the world over would be rushing to offer master's programmes in French. The success of English has nothing to do with it being particularly flexible, practical, easy, logical, or any of the other old stereotypical characteristics ascribed to it. English was just in the right place at the right time.

But there is a self-fulfilling prophecy at work, one that nationalist opponents of English have a fair point in highlighting. English is not especially suited to higher education by its inherent properties. But the more the world's academics and students are reading and writing and researching in English, the richer English becomes with the vocabulary and style needed for academic work, as a matter of course. Other languages suffer the reverse problem: what linguists call “domain loss”, or a retreat from certain areas and survival in smaller circles, for example, the home and the pub rather than the lecture hall. A financial incentive accelerates the process: universities that do not offer English programmes risk losing students.

A single language for global communication is a wonderful thing, particularly well suited to universal topics like mathematics. But it comes with a cost. That cost cannot be wished away, but needs a clear-eyed analysis from policy-makers at universities and in parliaments. Should a country embrace English, as Denmark does, or fight for the survival of the national language in academic life, as Israel does? The choice is not an easy one.

(Adapted from *The Economist*)

1. Which one of the following best explains what the phrase a self-fulfilling prophecy refers to?
  - a. If universities start English-based programmes, the number of applicants increases and the universities become more financially successful.
  - b. Even though nationalist opposition to English makes sense, an increasing number of people are using English in the academic world.
  - c. Because English is appropriate for higher education in many linguistic aspects, it is widely used to teach undergraduate and graduate courses.
  - d. As English is more frequently used in education and research, it becomes more suitable and useful for students and scholars.
  - e. The more universities develop English-only programmes and students use English, the more difficult it becomes for them to offer a wide variety of courses.
  
2. Which one of the following is TRUE concerning Ms Carsten Nielsen and her views?
  - a. She believes undergraduate students should be able to graduate taking courses conducted only in English.
  - b. She wants to immediately increase the number of international students at universities.
  - c. She is optimistic about the success and popularity of her pro-English programme.
  - d. People strongly support her idea to help Denmark survive competition in the global age.
  - e. A decision about her proposal for the expanded use of English is not expected in the near future.
  
3. Which one of the following does NOT agree with what the passage suggests?
  - a. Using English as the sole language for higher education has its ~~pros and cons~~.
  - b. Teaching courses entirely in English is not only an educational issue but is sometimes also a political issue.
  - c. English has become the ideal language for education because of its practical and logical features.
  - d. It is important to give careful thought when choosing a language for higher education.
  - e. One way for universities to survive in the age of globalization is to have English-based programmes.
  
4. According to this passage, which TWO of the following can be said about English-medium education in the world?
  - a. It is best for students to study at educational institutions in English-speaking countries.
  - b. Some fields are more suitable than other fields for being taught in English.
  - c. Arab countries try to maintain traditional education, which makes it difficult to teach in English in those places.
  - d. Israel is active in developing English-based programmes because of its close relationship with America.
  - e. China has been very successful because of the big bonuses for the faculty who teach in English.
  - f. Students don't have to learn the local language to earn advanced degrees in some fields at Danish universities.
  - g. There are economic reasons why universities in Venezuela are unable to teach entirely in English.
  - h. Universities in South Asia have a good reputation in terms of the quality of English spoken there.

IV 次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

Food is neither good nor bad in the absolute, though we have been taught to recognize it as such. The organ of taste is not the tongue, but the brain, a culturally (and therefore historically) determined organ through which are transmitted and learned the criteria for evaluations. Therefore, these criteria vary in space and in time. What in one epoch is judged positively, in another can change meaning; what in one locale is considered a tasty morsel, in another can be rejected as disgusting. Definitions of taste belong to the cultural heritage of human society. As there are differing tastes and predilections among different peoples and regions of the world, so do tastes and predilections evolve over the course of centuries.

But how can one presume to reconstruct the “taste” in and of food for eras so distant from our own?

The question in reality hearkens back to two distinct meanings of the term *taste*. One of these is taste understood as flavor, as the individual sensation of the tongue and palate — an experience that is by definition subjective, fleeting, and ineffable. From this point of view the historical experience of food is irretrievably lost. But taste can also mean knowledge: it is the sensorial assessment of what is good or bad, pleasing or displeasing. And this evaluation, as we have said, begins in the brain before it reaches the palate.

From this perspective, taste is not in fact subjective and incommunicable, but rather collective and eminently communicative. It is a cultural experience transmitted to us from birth, along with other variables that together define the “values” of a society. Jean-Louis Flandrin coined the expression “structures of taste” as suitable for emphasizing the collective and shared “values” of this experience. And it is clear that this second dimension of the problem, which does not coincide with the first but in large measure conditions it, can be investigated historically by examining the memoirs and the archeological finds constituting the traces that every past society has left behind.

Let us take medieval and Renaissance society. What are we able to learn from the documents surrounding the patterns of taste and food consumption from a thousand or even five hundred years ago? What variants stand out in comparison to today?

To a retrospective investigation moving from today in quest of the medieval, it seems suddenly clear that our concept of cuisine and the system of tastes that seem to us so “naturally” preferable are very different from those that for a long time (and not only in the Middle Ages but as recently as two centuries ago) were judged as good and therefore to be sought out.

Today’s Italian and European cuisine has a predominantly analytical character. By that I mean that it tends to differentiate tastes: sweet, salty, bitter, sour, and spicy, reserving for each of these an autonomous space, either in a specific food or in the sequence of the meal.

Tied to this is the notion that insofar as possible, cuisine must respect the natural flavor of each food component. The quest is for a flavor that is different each time and unique, thanks to its having been maintained as specifically distinct from others. But these simple rules do not constitute a global archetype of an “Ur-cuisine,” always extant and consistent unto itself. These rules are the fruit of a minor revolution that took place in France between the seventeenth and eighteenth centuries.

“Cabbage soup should taste of cabbage, leeks of leek, turnips of turnip,” Nicola de Bonnfons suggested in his *Letters to Household Managers* (mid-seventeenth century). In appearance it is an innocent enough declaration, disconcerting in its banality, but in fact this notion overturned ways of thinking and eating that had been firmly held for centuries.

Renaissance taste, as well as medieval taste, and going back even further, that of ancient Rome, had indeed developed a model of cuisine based principally on the idea of artifice and on the blending of flavors. Both the preparation of individual foods and their placement within the meal answered to a logic more synthesizing than analytical: to bind together more than to separate. This also corresponded to the rules of dietetic science, which considered a “balanced” food as that which contained in itself all the nutritional qualities, each displayed in turn, rendered by perceptibly distinct flavors. The perfect food was considered that in which all the tastes (therefore all the virtues) would be simultaneously present. Specific to this end, the cook was obliged to alter the products, changing their characteristics in a more or less radical fashion.

(Adapted from *Food Is Culture*)

1. Which one of the following is closest in meaning to the phrase the criteria for evaluations?
  - a. the background for conclusions
  - b. the standards for judging
  - c. the opinions for discussion
  - d. the reason for analyzing
  - e. the rules for consideration
  
2. Which one of the following is closest in meaning to the phrase hearkens back to?
  - a. fails to recognize
  - b. gets directions to
  - c. makes sense of
  - d. brings to mind
  - e. makes a reduction in
  
3. Which one of the following best describes a predominantly analytical character?
  - a. It can be expressed using the words of Nicola de Bonnfons: "Cabbage soup should taste of cabbage, leeks of leek, turnips of turnip."
  - b. It has established simple rules, which make up a global archetype of an "Ur-cuisine," always extant and consistent unto itself.
  - c. It tends to transform each taste into an indiscriminate sensation whether it is an individual food or a complete course.
  - d. It is seen as a novel and unknown flavor which creates a new kind of experience as a part of the heritage of human society.
  - e. It values the artful way of blending different flavors in the preparation of individual foods and their placement within the meal.
  
4. Which one of the following best explains the phrase ways of thinking and eating that had been firmly held for centuries?
  - a. Taste is a cultural experience passed down to us from birth, together with other elements that have shaped the values of society.
  - b. A certain cuisine can develop cooking methods that challenge the rules of dietetic science, which are based on the idea of a "balanced" food.
  - c. In the end, the cook is compelled to use the characteristics of the products in order to invent new types of cuisine.
  - d. Ideally food should contain in itself not only all the nutritional qualities but also all the tastes at the same time, in other words, all the virtues.
  - e. Whenever it is possible, cuisine must have high regard for the natural flavor of each food component.
  
5. Which TWO of the following agree with what the passage suggests?
  - a. The expression "structures of taste" is appropriate for emphasizing the collective and shared "values" of the way in which taste is transmitted to us.
  - b. We have been taught that food should be judged without exception as either good or bad according to certain standards.
  - c. As long as taste is defined as a personal matter, it is possible to discover whether food was judged delicious or not in the past.
  - d. Judgements about taste have not evolved over the course of centuries, because definitions of taste are determined by the cultural heritage of each society.
  - e. One way to reconstruct the "taste" of food for eras so distant from our own is to investigate the individual sensation of the tongue and palate.
  - f. Taste has two meanings: on the one hand, it can be subjective and incommunicable; and on the other hand, collective and eminently communicative.
  - g. Our concept of naturally preferable foods has little to do with what was popular in the past, but it nevertheless still has to be carefully considered.
  - h. The rules of cuisine were mostly borne out of a minor revolution that took place in France between the seventeenth and eighteenth centuries.



Warnings about dirty air come so often that only the most severe seem to catch anyone's attention. The last major episode to grab the headlines came a year ago when many areas of Britain were blanketed in a noxious brew that turned the skies grey-brown for several days. At the time, all eyes were focused on the most exotic-sounding ingredient — dust that had been blown up from the Sahara. Tiny grains from the desert had indeed made the long airborne trek from the desert, but most of the problem was caused by a nasty mix of pollutants created here and abroad.

Britain frequently finds itself on the receiving-end of pollution blown in from the Continent, and more of that is forecast tomorrow with a current of air circling from central Europe across southern France and over the English Channel. A computer model from the American weather agency NOAA calculates where the air that will be over London tomorrow has come from. A so-called “back-trajectory” plots the position of a single parcel of air every six hours so you can see its path over the past four days. The chart also shows that the pollution cloud will generally remain below 500m in altitude, which means it is concentrated in a relatively small air space and therefore packs more of a punch. As often happens, this shows that much of the contamination comes from the industrial sites and major cities of northwest Europe. But farmers in those regions may also be to blame. April often sees them spreading fertilizer on their fields which releases clouds of ammonia that are lifted into the atmosphere and carried on the air currents. How much of this stuff actually reaches Britain all depends on the precise pattern of the winds — a slight shift in one direction can dispatch it all over the ocean, a slight change the other way could see it heading our way.

But continental pollution is only one part of the story. A major and awkward factor behind dirty British air is Britain itself: in other words, home grown pollution from our factories and power stations and traffic. City dwellers in China often have to cope with far greater levels of pollution. Scientists have an array of instruments to discover the different sources of pollution — an investigation that can pick out where the dirt has come from. The tiniest particles are known as PM2.5 because they're smaller than 2.5 microns across. If these are more than a few days old, they are known as “aged particulates” and were produced across the Channel before being sent our way. If they are identified as sulphates they will have been emitted from industries; nitrates on this scale come from the exhaust fumes of traffic. Taking a breath of these “aged particulates” means you may well be inhaling a blast of pollution generated when someone accelerated away from traffic lights in northern France. Dirty air knows no boundaries. But the same techniques can accurately determine which pollution has been produced here. “Fresh” or “primary” particulates, only several hours old, serve as a smoking gun to identify sources in Britain. And research indicates an ugly truth: that we export more air pollution than we receive. An infamous “London cloud” of contaminated air frequently stretches eastwards to northern France. This clearly showed up in instruments deployed by a pollution research plane used during the London Olympics in 2012.

According to Dr. Ben Barratt of King's College London, the problem is worst in urban areas and is both chronic and serious. “We can't solve the problem merely by reacting to every episode; we need to change our behavior every day because it's the long-term exposure that matters for your health.” All this comes as the British government faces another stage in a long legal battle for violating European Union standards on nitrogen dioxide, one form of air pollution. An environmental campaign group, Client Earth, has brought a series of challenges. Next Thursday, the Supreme Court will hold a hearing on whether the government should be ordered to produce a more radical pollution reduction plan than already outlined. Under current proposals, Britain will meet EU standards by 2030, with the conurbations of London, the West Midlands and North West England forecast to be the last to fall into line. None of this is remotely on the scale of what Chinese city-dwellers have to put up with. Most people

have heard how grim the situation can be in China and what the authorities are now trying to do. But nothing attracts attention like your own skies turning a slightly funny color, and yet again hearing the health warnings to the aged, the asthmatic and the ill to keep out of harm's way.

(Adapted from BBC News)

1. Which one of the following is closest in meaning to the phrase a noxious brew?
  - a. an unpleasant smell
  - b. a deadly substance
  - c. a sky of dark clouds
  - d. a harmful mixture
  - e. an unknown combination
  
2. Which one of the following is closest in meaning to the phrase packs more of a punch?
  - a. has a greater impact
  - b. has a wider scope
  - c. exerts sufficient power
  - d. contains more pollution
  - e. provides a striking contrast
  
3. Which one of the following is closest in meaning to the phrase a smoking gun?
  - a. uncertain means
  - b. dangerous indicators
  - c. obvious problems
  - d. minimal proof
  - e. conclusive evidence
  
4. Which one of the following best explains the phrase to fall into line?
  - a. to consider the new plan
  - b. to contest the new plan
  - c. to agree to the new plan
  - d. to change the new plan
  - e. to delay the new plan
  
5. According to this article, which THREE of the following are true?
  - a. People are generally immune to reports concerning air pollution unless the levels of pollution become extremely high.
  - b. Britain is for the most part unaffected by the pollution problems that originate in various parts of Europe.
  - c. It appears that Britain's pollution problems are caused not only by the industries but also by the farms spread across Europe.
  - d. It is inaccurate to say that Britain itself is more than a little responsible for the country's pollution problems.
  - e. The type of pollution known as "aged particulates" is mainly generated from a number of sources within Britain.
  - f. Recent experiments have shown that the pollution problem has spread equally throughout most parts of Britain.
  - g. One authority believes that people must change how they live their lives on a day-to-day basis in order to overcome the pollution problem.
  - h. At the present time Britain has fulfilled all of its obligations as a member of the EU concerning pollution control standards.
  - i. It is rapidly becoming clear that Britain's pollution problems are equal to, if not greater than, those of China.
  - j. Most people in Britain became more worried about pollution after hearing the grim news concerning the dirty air in Chinese cities.

6. According to this article, which one of the following is NOT contributing to the pollution problem in Britain?
- fertilizers
  - EU standards
  - vehicle exhausts
  - foreign countries
  - domestic negligence
7. Which one of the following best describes the tone of this article?
- Interested and pessimistic.
  - Worried and deeply resigned.
  - Optimistic but slightly worried.
  - Concerned but not unreasonably so.
  - All of the above.
8. Which one of the following best describes the main point of this article?
- Britain has a serious pollution problem caused by various factors originating both inside and outside the country.
  - Britain has a big problem with pollution, the causes of which are still not known or discussed much in the country.
  - Britain is faced with the problem of polluted air, and there aren't any good solutions available at the present time.
  - Britain has finally realized that its pollution problem is enormous and that the country's future depends on finding a solution.
  - Britain is suffering from pollution, but unfortunately there is little that can be done to alleviate that problem right now.
9. Which one of the following can we infer from this article?
- Britain will deal with the pollution problem in its own way and will not be overly concerned with Europe's reaction.
  - Britain will find ways to control pollution and in the process educate people about the dangers of pollution.
  - Britain will be able to limit the ill effects of pollution only after discussing the problem with its EU neighbors.
  - Britain will suffer from pollution but it will probably not be so serious that major changes will be required.
  - Britain will be able to solve the pollution problem only after people come to realize the ill effects resulting from that pollution.

[以下余白]