

# A<sub>2</sub> 英語 問題

## 注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。
7. この問題冊子は持ち帰ってください。

### マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しすぎはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

(3と解答する場合)

I. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

In the spring of 2006, a wildlife biologist hiking a little-used trail near Pine Mountain in Warm Springs, Georgia, made a surprising discovery. Not far from the trail he spotted a small stand of American chestnuts—living examples of a tree that had become all but extinct half a century before. The biologist had never seen an American chestnut, but as soon as he spied one among the oaks, he knew at once what he had found. “It was just shining there, almost impossible to miss.” The find made headlines around the country. As one news report pointed out, what the legendary ivory-billed woodpecker is to birdwatchers, the American chestnut is to tree lovers: a rare species that continues to haunt their dreams.

A century ago, the American chestnut was one of the country’s most populous and important trees, a soaring tower of wood that ruled the East Coast forests from Georgia to Maine. Many considered it the “perfect tree,” for chestnut had a value and versatility unmatched by any other hardwood. And nowhere were those qualities better appreciated than in southern Appalachia, where generations of mountain farmers had depended on the chestnut for food, timber, and livelihood. “Chestnut defined the region,” says Charlotte Ross, a folklorist at Appalachian State University, in North Carolina. “If ever a region was associated with a tree, then the chestnut was *our* tree.”

But in the early twentieth century, the chestnut met its perfect enemy: a \*pathogen that came to be known as the chestnut \*\*blight. On its home turf in Asia, the blight \*\*\*fungus is relatively harmless. But after it was accidentally imported to this country, it spread with unprecedented speed. Over the course of a single generation, the blight raced violently across the Atlantic coast, destroying billions of American chestnut trees and devastating communities that had come to rely on them. In the space of two generations, America’s perfect tree was on the edge of extinction. It was one of the worst blows to the continent’s ecosystem since the Ice Age.

You’d think such an environmental and social catastrophe would be as well known as the disappearance of the dodo bird. Yet I had never heard of the chestnut blight until I began researching a magazine article about another potentially

devastating forest disease that was killing thousands of oak trees in the San Francisco Bay Area, where I live. At the time, no one knew how serious sudden oak death might turn out to be. All the experts I talked to shared the same nightmare vision—that this outbreak would be another chestnut blight, a widespread disease with the potential to wipe out an entire species, or even several species. I tried to imagine what the Bay Area's hillsides would be like without those familiar lollipop-shaped clusters of California live oaks. How would their disappearance change the look and feel of this place? What would the impact be on the dozens of animals and insects that depend on various species of oaks for sustenance and shelter? What does it mean when a beloved species vanishes? I began looking into the story of the American chestnut to see how earlier generations had struggled with these questions:

Much to my surprise, I found that outside the scientific literature, relatively little had been written about the chestnut, especially prior to the blight. The American elm, also the victim of a destructive disease, has been the subject of poems and songs for centuries. The extent of post-blight praise makes it clear that the chestnut was a highly esteemed tree, so I didn't understand why so little written documentation of that esteem existed, compared to that for the elm, until I read a perceptive history of the elm tree titled *Republic of Shade: New England and the American Elm*. The elm, as author Thomas Campanella explains, was a town tree; indeed, it was the perfect town tree. Planted in countless New England town squares, elms became a signal part of the middle-class landscape and an ever-present feature in the lives of the people who write history. The chestnut, on the other hand, was a country tree. Its life in the forest and its dramatic end took place in view of relatively few human witnesses. Those who did bear witness to the tree's disappearance—those to whom the chestnut tree was most important—were rural people, whose stories were passed down through oral rather than written accounts. Such stories endure only so long as they are told, one person to another, until they pass into legend... or oblivion.

The chestnut blight arrived at a time when Americans were just starting to recognize that the country's natural resources had limits. The last <sup>\*\*\*\*</sup>passenger pigeons had been shot from the sky, the vast buffalo herds hunted to near extinction. And in 1907—just a few years after the chestnut blight was first reported—President

Theodore Roosevelt declared that as a result of decades of uncontrolled logging, “the country is unquestionably on the verge of a timber famine which will be felt in every household in the land.” These early signs of fragility and loss are the anxious roots of modern environmental consciousness. Chestnut blight, though not the first imported plant pathogen, revealed the seriousness of the problem of invasive species and foreshadowed the rapid decline of biological diversity the planet is witnessing today. The chestnut catastrophe may have passed from public view, but the nightmare of catastrophe increasingly haunts any informed view of industrial civilization and its impact on the world. And so the chestnut can instruct us about the terrible fragility of even the mightiest species, including our own.

Unlike so many environmental stories today, what happened to the chestnut is not simply a tale of loss. A stubborn group of the tree’s devotees has refused to let it go. Successive generations of dedicated scientists and amateurs have fought for nearly a century to save this species so well matched to our own. They have pledged to help the chestnut survive its deadly enemy. Their efforts are no less intense today than they were in the blight’s earliest days, even though none of today’s chestnut crusaders has ever experienced the “perfect tree” in its historical setting. Instead, they draw inspiration from stories handed down, from a desire to right an ecological wrong, and from a powerful, if nameless, affinity for a fellow species.

\* pathogen : 病原菌

\*\* blight : 胴枯病

\*\*\* fungus : 菌

\*\*\*\* passenger pigeons : リョコウバト

1. The author compares the American chestnut to the ivory-billed woodpecker because the woodpecker
  - イ. was originally discovered by a biologist in a remote forest.
  - ロ. depends on the American chestnut for its survival.
  - ハ. still fascinates people long after its supposed disappearance.
  - ニ. was discovered together with the American chestnut.

2. The American chestnut was called the “perfect tree” because it
- ㄱ. influenced all aspects of the forest habitat.
  - ㄴ. could be used in many different ways.
  - ㄷ. was tall and majestic in appearance.
  - ㄹ. grew in a variety of places.
3. The chestnut blight
- ㄱ. came to America after it had wiped out chestnut trees in parts of Asia.
  - ㄴ. is now threatening oak trees in the area where the author lives.
  - ㄷ. spread rapidly from the eastern to the western part of America.
  - ㄹ. is not well known despite its great ecological impact.
4. One reason the author could not find many descriptions of the American chestnut written prior to the chestnut blight was that
- ㄱ. the people who valued the chestnut tree were not writers.
  - ㄴ. the chestnut tree was not as easy to describe as the elm tree.
  - ㄷ. writing about trees was not common in the 19th century.
  - ㄹ. the chestnut tree was ignored until the blight occurred.
5. The underlined word “oblivion” (paragraph 5) is closest in meaning to
- ㄱ. belief.
  - ㄴ. disregard.
  - ㄷ. literature.
  - ㄹ. time.
6. The author includes the quote by President Theodore Roosevelt to suggest that
- ㄱ. people could have stopped the chestnut blight but did nothing.
  - ㄴ. the chestnut blight was blamed for the crisis of American forests.
  - ㄷ. people were starting to think about environmental issues at that time.
  - ㄹ. deforestation was one of the main causes of the chestnut blight.

7. According to the last paragraph, the people devoted to saving the American chestnut
- ㄱ. are working to help the tree cope with chestnut blight.
  - ㅋ. are not part of the modern environmental movement.
  - ㆁ. hope to restore the tree's population to earlier levels.
  - ㄴ. feel personally responsible for the tree's decline.
8. The underlined word "affinity" (last paragraph) is closest in meaning to
- ㄱ. aim.
  - ㅋ. chance.
  - ㆁ. demand.
  - ㄴ. liking.
9. The author would most likely agree that the story of the American chestnut
- ㄱ. is less important than the story of the American elm.
  - ㅋ. offers useful lessons about the loss of biological diversity.
  - ㆁ. is difficult for ordinary people to understand.
  - ㄴ. has little relevance to the survival of the human species.
10. The most appropriate title for this passage is
- ㄱ. American Trees and Environmental Awareness.
  - ㅋ. How to Save the American Chestnut.
  - ㆁ. The American Chestnut: A Living Legend.
  - ㄴ. The Mysterious Disappearance of the American Chestnut.

Ⅱ. 次の1～8それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. There was nothing to show ( ) her efforts.

イ. by                      ロ. for                      ハ. in                      ニ. up

2. A thief was ( ) sneaking around the neighborhood at night.

イ. caught                      ロ. escaped                      ハ. got                      ニ. hidden

3. His sales performance, though better than before, still does not ( ) our company's standard.

イ. build                      ロ. carry                      ハ. collect                      ニ. meet

4. I was ( ) southward for New Orleans when I saw someone standing by the road.

イ. directing                      ロ. heading                      ハ. making                      ニ. taking

5. Today only, everything is 20% off the regular price, unless otherwise ( ).

イ. noted                      ロ. pointed                      ハ. seen                      ニ. told

6. I am wondering how you ( ) up with the idea of this innovative business.

イ. came                      ロ. held                      ハ. stood                      ニ. went

7. She ( ) out a cry when she heard the news of his sudden illness.

イ. found                      ロ. let                      ハ. sent                      ニ. took

8. ( ) what you are telling me, I think you have a good chance.

イ. Based on    ロ. Having based

ハ. On basing    ニ. The basis of

Ⅲ. 次の空所(1)～(8)を補うのもっとも適当なものを、それぞれ対応する各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

In medicine, an inactive substance (such as sugar) used in place of an active drug is known as a placebo. The word placebo is a Latin term meaning “I will please.” An active placebo is one that contains some medicinal ingredients, but these ingredients have properties ( 1 ) to the patient’s condition and should have no effect on it. Placebos are used in several ways: to satisfy some patients’ desire for drug therapy, in incurable cases or cases for which there is no known treatment, and in controlled studies to ( 2 ) test the effectiveness of new drugs.

A placebo has no medicinal effect on a patient’s condition, yet, in some cases, it can relieve and even ( 3 ) symptoms. Tension headaches, for example, may be cleared up when the sufferers are given pills that they believe contain medication for their diseases. Even in cases where patients have incurable illnesses, giving them a placebo often will ( 4 ) about a temporary improvement in the patient.

This so-called placebo effect has been a well-known phenomenon for some time, but how and why placebos ( 5 ) remains a mystery. Physicians have observed that the strength of a patient’s faith in the placebo is a critical element in its effectiveness. That is, the more a patient ( 6 ) in the placebo, the more effect it seems to have. One theory suggests that this act of faith in some way releases brain chemicals called endorphins, which are the body’s natural painkillers.

In testing new drugs, placebos are used in blind and double-blind tests to ( 7 ) bias. In blind tests, patients do not know if they are being given the active drug or a placebo by physicians. In a double-blind test neither the patients nor the physicians know ( 8 ) the test is complete which is the real drug and which is the placebo.



- |     |             |               |                 |               |
|-----|-------------|---------------|-----------------|---------------|
| (1) | 1. uncommon | □. unfamiliar | ∧. unfriendly   | ∩. unrelated  |
| (2) | 1. help     | □. observe    | ∧. research     | ∩. try        |
| (3) | 1. clarify  | □. eliminate  | ∧. identify     | ∩. worsen     |
| (4) | 1. ask      | □. bring      | ∧. care         | ∩. turn       |
| (5) | 1. explain  | □. study      | ∧. use          | ∩. work       |
| (6) | 1. believes | □. gives      | ∧. participates | ∩. results    |
| (7) | 1. avoid    | □. classify   | ∧. deceive      | ∩. strengthen |
| (8) | 1. if       | □. until      | ∧. when         | ∩. whenever   |

IV. 次の1～8それぞれの空所を補うのにもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. A: Were you talking with Lucy on the phone?

B: Yes, I was. But she ( ) on me. I don't know what made her upset.

イ. closed down    ロ. cut off    ハ. hung up    ニ. stopped by

2. A: How may I be of ( ), Sir?

B: Thank you. I am looking for the main dining room of this hotel.

イ. assistance    ロ. interest    ハ. partnership    ニ. purchase

3. A: All I did this weekend was write a paper for my English course. How was your weekend?

B: Boring. I was just ( ) in my apartment.

イ. falling behind    ロ. hanging around  
ハ. sending forward    ニ. walking through

4. A: Are you ready to go home now?

B: I'm not ( ) with this job. Looks like it'll take another half hour.

イ. closed    ロ. complete    ハ. done    ニ. over

5. A: I'd like to speak to Mr. John Smith of the Accounting Department.

B: Certainly. May I ( ) your name, please?

イ. have    ロ. hear    ハ. know    ニ. see

6. A: ( ) you didn't meet me at the station?

B: I'm sorry. It slipped my mind.

イ. How about    ロ. How come    ハ. What about    ニ. What made

7. A: How much did the meal cost? Let me pay my share.

B: I'll take care of this. It's my ( ).

イ. award    ロ. deal    ハ. portion    ニ. treat

8. A: Peter, do you hear someone knocking at the door downstairs?

B: Yes, it must be my friend. I'll ( ) it right away.

イ. call

ロ. get

ハ. leave

ニ. take

V. 次の1～7それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. A: When did you get back from your London trip?

B: (       )

- イ. At the earliest, tomorrow.
- ロ. I was away for two weeks.
- ハ. It took more than twelve hours.
- ニ. Just yesterday.

2. A: Which team do you think will win today, the Yankees or the Mets?

B: (       )

- イ. The Yankees, definitely.
- ロ. It's not over yet.
- ハ. Neither—they are both pretty bad this year.
- ニ. Yes, I think they will win.

3. A: Where did you go on your vacation this summer?

B: (       )

- イ. I have gone to Hokkaido.
- ロ. I left early in the morning.
- ハ. Kyoto is someplace I've always wanted to go.
- ニ. Nowhere. I didn't have any money to travel.

4. A: Tell me something about yourself.

B: (       )

- イ. Something is bound to happen.
- ロ. I don't know where to begin.
- ハ. You're right—the same is true of me.
- ニ. Thank you so much.

5. A: Are these seats taken?

B: (      )

ㄱ. No, they're still here.

ㅋ. Yes, they're not reserved.

ㆁ. No, I don't think so.

ㄴ. Yes, they're available.

6. A: Who lives in the apartment next to you?

B: (      )

ㄱ. I have no idea.

ㅋ. My parents live not far away.

ㆁ. Nobody moved out.

ㄴ. Yesterday, he left early.

7. A: Are you familiar with the works of this author?

B: (      )

ㄱ. No, not even if I saw him on the street.

ㅋ. No, I haven't met them yet.

ㆁ. Yes, I read them when I was a child.

ㄴ. Yes, I know he was a hard worker.

【以下余白】



