

英 語

注 意

1. 問題は全部で9ページである。解答用紙は全部で4枚である。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。(裏面に記入しても採点の対象としない。)
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読んで、設問に答えなさい。

Computer modeling may make existing roads more efficient, and thus diminish the need for new ones, but road-builders are likely to be in business for a while yet. Minimizing the environmental damage that new roads cause is generally regarded as a good thing. But to do that, it helps to understand just how roads cause the damage of which they are accused.

In a recent issue of *Science* magazine, a group of researchers led by Andrew Gonzalez, of Britain's Natural Environment Research Council, has published the results of an experiment that has a bearing on the question. It also shows what ecologists have long suspected, but have never been able to prove: that migration is good for the health of animal populations.

A road destroys only a small part of the habitat it goes through, and thus destroys just a few local populations of creatures. So the argument that road-building itself (as opposed to the consequences of road-building, such as the building of other things) is bad for biological diversity is not necessarily correct. Those who nevertheless hold the view that new roads are bad for animal populations usually point to a piece of ecological theory called "meta-population dynamics." This says that apparently separate local populations of animals are, in fact, parts of much larger populations connected by migration.

According to this theory, when a local population decreases — because of an epidemic, for example — individuals from neighboring communities can fill the gaps. So the more such communities there are, the better the chance of a given local population remaining healthy.

The implications of the theory for conservation are straightforward. Cut local populations off from each other and each is more likely to disappear. And roads are good at doing just that. Testing the theory with experimental roads, however, would be expensive. Dr. Gonzalez's idea was to do the whole thing on a much smaller scale.

Instead of studying, say, a forest, the team looked at moss-covered rocks. These support diverse populations of tiny insects and other small bugs. On some rocks the researchers left the moss untouched: on others they scraped “roadways” across to leave isolated “islands.” After waiting six months, they found that in the disturbed habitats nearly all the populations had declined compared with the undisturbed moss, and 40% of the species had become extinct.

The real test of the meta-population hypothesis came in the second part of the experiment. In this the researchers scraped away moss much as before, but they left narrow moss paths to bridge the land between islands. These connected patches were still not as healthy after six months as the undisturbed areas, but they did far better than the isolated islands — a result that supports the notion that population exchange is necessary to keep an ecosystem healthy.

Whether these results can be translated to larger-scale ecosystems remains uncertain. But if they can, they would cause more, not less, concern about the ecological effects of road-building. On the other hand, they also suggest a way out.

In Britain, tunnels are often built under roads for animals of regular habits, such as foxes, to be able to travel their traditional routes without having to be exposed to the traffic. Extending that principle, perhaps with special bridges that can support local vegetation and thus allow animals the illusion of an uninterrupted habitat, might be a cheap way of letting man and nature get along a bit better.

設問 本文の内容から考えて、下線部の空欄を埋めるのに最も適切なものを1, 2, 3, 4の中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その1)使用。

1. Computer modeling _____.
 1. makes it more difficult to design new roads
 2. may make new roads more dangerous
 3. may lessen the need for new roads
 4. is generally considered bad for animals that try to cross roads

2. Ecologists suspect that _____.
 1. migration is beneficial to animal populations
 2. animal populations are damaged by migration
 3. roads do not hurt as many animals as people think
 4. building roads is a good way to show animals how to survive

3. The idea that road building is bad for biological diversity is _____.
 1. a fact that cannot be argued against
 2. an idea that everyone believes except road builders
 3. an old idea that computer modeling disproved
 4. not necessarily correct

4. People who hold to the theory of meta-population dynamics _____.
 1. are likely to see roads as being bad for animals
 2. believe that roads do not hurt many animals
 3. believe that roads are actually good for animal populations
 4. would like to have more roads built to test the theory of meta-population dynamics

5. The theory of meta-population dynamics holds that similar animals from neighboring communities _____.

1. can help to maintain an animal population suffering from disease or other causes
2. do not help their neighbors in a time of crisis
3. can only come to the aid of neighbors by following new roads
4. are unable to fill the gaps of neighboring animal populations in decline

6. In order to test the impact of roads on animal populations, Dr. Gonzalez decided to _____.

1. study only smaller roads
2. study new roads
3. build a small model road and gather data
4. simulate the effect of roads on a small scale

7. In one part of their experiment, Dr. Gonzalez's team found that _____.

1. a rolling stone gathers no moss
2. 40 % of the species in disturbed habitats became extinct
3. disturbed habitats on islands increased by 40 %
4. there was no difference in the survival of species on isolated islands and islands connected by paths

8. The findings of Dr. Gonzalez's team support the idea that _____.
1. roadways have little impact on animal populations
 2. exchange between neighboring animal communities keeps the ecosystem healthy
 3. roadways actually increase the exchange between neighboring animal communities
 4. smaller insect populations are more damaged by roadways than larger animal populations
9. What is uncertain about the findings of Dr. Gonzalez's team is whether _____.
1. large-scale ecosystems are affected by roads in the same way as small-scale ecosystems
 2. small-scale ecosystems are affected by epidemics
 3. bugs are more damaged by roads than bridges
 4. foxes are more damaged by roads than bridges
10. Building tunnels under roads _____.
1. does not help the fox population
 2. actually damages the large-scale ecosystem
 3. helps all ecosystems in much the same way
 4. helps animals like foxes connect with neighboring communities

問題Ⅱ 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)使用。

To many people, television is just flickering wallpaper, moving pictures in the corner of the room. As a medium, television is infamously easy to watch without, apparently, requiring a great deal of effort from the viewer. While it is easy to watch television, however, it is hard to write analytically about it. If you are studying communications, media studies, social studies, humanities or English, you will probably need either to write about a television programme, or prepare and present a project about television at some point in the course of your studies. Most students find this very difficult. Precisely because television is so easy to watch it seems to resist our effort to analyze it critically.

This problem can sometimes be made much worse by the mass of theory which surrounds the study of television. Some critics concentrate on the effects of the media on audiences, in an attempt to identify links between, for example, violence and television. Others concentrate on the importance of the director as the author or creator of the finished product. Others still focus on the way in which social groups or classes are represented by the media, and on how this reinforces stereotyping of people, such as the young and the elderly, women, and the working classes.

Even if you have managed to find your way through the complexities of the theory surrounding television studies, you can still feel confused by the complicated production process itself. Added to this, you probably feel that while you have plenty to say about what you liked or did not like about a particular TV programme, you cannot see how to fit it into an analysis of the programme. Part of the problem, then, is that television can overwhelm the student simply by its quantity and complexity once we start to analyze it. Commonly, the student just does not know where to begin. But this is where you can start to establish a method. Indeed, without a clear method from which to work, you probably will not have anything very coherent to say about a television programme at all.

問題Ⅲ 次の設問に答えなさい。解答用紙(その3)を使用。

(1) 次の文を英語に訳しなさい。

良い本は、孤独に苦しむ人を他者への共感に向かわせたり、将来に不安を感じている人に希望を与えると私は思う。

(2) ()内の語の順序を入れ替えて、それぞれ最も適切な英文を作りなさい。ただし、全ての語または語句を一度ずつ使うこと。

1. She looks all the (something / in / her kimono / knowing / for / better / about) the tea ceremony.
2. On (to / hotel / arriving / at / the / I / glad / was) see my friend waiting for me in the lobby.
3. If the (complain / so / to / bad / why / didn't / service / was / you) the manager?
4. That (so many / a tragedy / destroyed / homes / is / the typhoon).

問題Ⅳ 次の設問について、50語程度の英文を書きなさい。解答用紙(その4)使用。

Aside from Japanese and English, what other language do you think would be best to study and why?

問題 V 各文の括弧に入る最も適切なものを 1, 2, 3, 4 の中から一つ選んで、
解答欄のその記号をマークしなさい。解答用紙(その 1)を使用。

11. "Are Mary and Tom still living in Tokyo?"

"No. They () to Beijing."

- | | |
|--------------------|-------------------|
| 1. are just moved | 2. had just moved |
| 3. have just moved | 4. will just move |

12. "I thought we were buying hamburgers for the barbecue."

"Some people insisted () chicken, too."

- | | | | |
|-------|-------|---------|----------|
| 1. on | 2. to | 3. with | 4. about |
|-------|-------|---------|----------|

13. When I was young, I () my grandparents on their farm.

- | | |
|----------------------|-------------------------|
| 1. would visit | 2. used to visited |
| 3. will have visited | 4. used to have visited |

14. "Do you think Margaret will take one of your new kittens?"

"I don't know. She seemed () in them, however."

- | | |
|-------------------|------------------|
| 1. to be interest | 2. interesting |
| 3. interested | 4. interestingly |

15. He is lucky () that he has never experienced failure.

- | | | | |
|-------|-------|-------|-------|
| 1. at | 2. on | 3. of | 4. in |
|-------|-------|-------|-------|

16. I was afraid () I should make the same mistake again.

- | | | | |
|---------|-----------|--------------|-------|
| 1. lest | 2. unless | 3. otherwise | 4. if |
|---------|-----------|--------------|-------|

17. () that you have more time, you should read more books.

- | | | | |
|-------|---------|-------|--------|
| 1. On | 2. Even | 3. As | 4. Now |
|-------|---------|-------|--------|

18. We visited our friends in India () 20 years ago.

1. some 2. any 3. other 4. more

19. The number of students who can swim () rising.

1. is 2. are 3. to be 4. were

20. Do you know () of the two girls Tom's sister is?

1. which 2. who 3. how 4. that

