

次の英文を読んで、設問に答えなさい。

Humans have long conceived (1a) sentiments about sleep. We want it, enjoy it and despair when we can't get enough of it. Yet we also have a fear of getting too much. Napoleon recommended six hours of sleep each night for a man, seven for a woman and eight for a fool.

5 (2) Why do we need sleep, and how much of it should we get? Scientists are beginning to answer the questions, and believe that humans sleep for different reasons than other animals. In experiments, mice have been shown to suffer physically from lack of sleep. After a few days, they begin to lose weight, although they eat a lot. After 14 days, they die.

10 Humans, on the other hand, usually show few (1b) problems from lack of sleep. A bad night's sleep will cause little reduction in strength, *coordination or stamina. Yet (3) *cognitive function suffers sharply. Our vocabulary drops measurably; we are unable to concentrate for long periods; our speech may become unclear.

Why the difference between humans and other animals? Scientists reason that 15 humans have learned to rest their bodies even in a waking state. The difference in *metabolic rate between a person lying down and one who is asleep may be as little as 5 percent. Yet our brains, it seems, very much need the rest that sleep provides.

The recommended amount of sleep has been disputed in recent years. 20 Humans have strange sleep patterns, usually getting six to eight hours a night during the working week, and up to 10 on weekends. (4) [is / that / of us / why / more sleep / most / want / it] if we can get it?

(5a) American researchers now argue that humans need a minimum of nine hours' sleep each night. These scientists theorize that we are deprived of sleep 25 most of the time. As proof, they cite the drowsiness most of us feel at some point during the day.

(5b) European researchers challenge this notion, asserting that there is such a thing as sleep *gluttony. The fact that we like sleep does not mean we need it.

Studies support the European view. If people are given the opportunity to

sleep longer, for instance, they may not feel tired until a later hour the next day. 30 The extra hour in bed may do nothing more than adjust our daily rhythm.

Experts say the drowsiness many of us feel during the day may not be because we had too little sleep at night, but because we need an early afternoon nap. (6) Humans were made to sleep not once, but twice, and a 10-minute nap after lunch will make most of us feel better. This is the reason so many cultures 35 keep the siesta hour.

(注) coordination : (筋肉等の)調整能力 cognitive : 認識 metabolic rate : 代謝率
gluttony : 大食い

(福島大)

問1 空所(1a)(1b)に入れるのに最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

(1a) ア. positive イ. negative ウ. conflicting エ. thoughtful
(1b) ア. mental イ. physical ウ. scientific エ. different

問2 下線部(2)に対する答えとして最も適当なものを、次のア～エから1つ選びなさい。

ア. 肉体的機能が落ちるから。
イ. 脳に休息が必要だから。
ウ. 睡眠不足がひどくなると死ぬから。
エ. 睡眠をとらないと体重が減るから。

問3 下線部(3)の具体的な内容を、日本語で3つ簡潔に述べなさい。

問4 下線部(4)の語(句)を文意が通るように並べ換えなさい。ただし、文頭にくるべき語も小文字で始められている。

問5 下線部(5a)(5b)の考え方として最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

ア. We should take a 10-minute nap during the day.
イ. Most people need to sleep more hours a night than they actually do.
ウ. We should sleep as many hours as we like.
エ. Just because we like sleep, it doesn't mean we need to sleep.

問6 下線部(6)を日本語に訳しなさい。

次の英文を読んで、設問に答えなさい。

“Don’t look at the world with your hands in your pockets,” Mark Twain once told an aspiring young author. “To write about it you have to reach out and touch it.”

I thought of ⁽¹⁾ this advice when I visited Robert Barnett, former executive director of the American Foundation for the Blind. Barnett was blinded at the age of 14 in an accident. As we chatted, he noticed, I don’t know how, that I was gazing at a life-size bronze head of Helen Keller, which he keeps near his desk.

“Feel it with your hands,” he told me. I ran my fingers over the cool metal. “Now does it look any different?” Barnett asked.

⁽²⁾ The difference was surprising. The sculpture now had weight, depth, shape and character which had escaped my eyes.

“Touch is more than a substitute for vision,” Barnett said. “It reveals qualities other senses can’t even suggest. One of the greatest mistakes people make is thinking you have to be blind to enjoy it.” Learning to develop the sense of touch is something like making your other senses secondary. ⁽³⁾ In seeing with the eyes alone we are limited to what is immediately in front of us. Touch along with vision enables us to see something as a whole.

Awareness of touch can bring a new feeling to the most (4) experiences. “I have just touched my dog,” wrote the young Helen Keller in her diary. “He was rolling on the grass with pleasure in every muscle and limb. I wanted to catch a picture of him in my fingers, and I touched him lightly as I would cobwebs. But, to my surprise, his body turned towards me and moved into a sitting position, and his tongue gave my hand a lick. He pressed close to me as if he intended to put himself into my hand. He loved it with his tail, with his paw, with his tongue. If he could speak I believe he would say with me that paradise is attained by touch.”

The sense of touch is capable of (5). Expert millers can recognize any grade of flour by rubbing a little between thumb and forefinger. A cloth expert

can identify the coloring used in a cloth by the difference it makes in the texture. The blind botanist, John Grimshaw Wilkinson, learned to distinguish more than 5,000 species of plants by touching them lightly with his tongue.

⁽⁶⁾ We are aware today of how important touch is to complete understanding of anything, and there are now museums that, instead of the old “Don’t Touch” signs, offer children the chance to touch—to feel the roundness of a sculpture, the beautiful balance of an Inca pitcher, and the rough iron of an early New England kettle. Visitors to the Brooklyn Children’s Museum are encouraged to pick up and handle the objects on display in every exhibit. “If they can’t touch the things,” says Michael Cohn, the museum’s senior instructor of anthropology, “it is no different from watching a movie or TV show.”

Maybe, as we all aim to enlarge the range of our impressions, our motto should be: (7)!

(岩手大)

問1 下線部(1)の内容を40字以内の日本語で述べなさい。

問2 下線部(2)の内容を50字以内の日本語で述べなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所(4)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. commonplace イ. exciting ウ. dangerous エ. frightening

問5 空所(5)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. basic distinction イ. extraordinary development
ウ. emotional experience エ. mystical prediction

問6 下線部(6)を日本語に訳しなさい。

問7 空所(7)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. Feel free イ. Look before you leap
ウ. Never give up エ. Do touch

次の英文を読んで、設問に答えなさい。

All of us, almost daily, experience the mobility of our world: we could be in Tibet tomorrow. And not only our bodies, but also our minds are traveling at the speed of light. Global communications have made us all (1a) neighbors and taught us tolerance. Two generations ago, there were no roads in Nepal; 5 now the information superhighway and English language paths run through the teahouses of the Himalayas.

Yet even as we enjoy the opportunities of the borderless economy and the varieties of world music and our ability to appreciate the cultures of the world in our living rooms, we fail sometimes to consider where we are going or what we 10 might be losing. "To be rooted," wrote the philosopher Simone Weil, "is perhaps the most important and least recognized need of the human soul." And in our dawning age of rootlessness, we tend to speed into the future (2) without counting the bends in the road.

One problem, of course, is that everything is happening so quickly. Five years 15 ago is ancient history now, and yesterday scarcely prepares us for today. We have no (1b) examples to guide us. The classical poets Homer and Virgil sang of travelers, but not ones crossing 11 time zones before noon. And *nomads have always traveled across the earth, but on foot and in tune with the rhythm of the seasons and tradition. A new age of mobility means a new age of 20 homesickness — and that is for those of us lucky enough to have a home.

All of us are (3) travelers now, able to fly in less than a day from the 21st century (downtown Tokyo, for example) to the 13th (Bhutan, where costumes, houses and customs are maintained in strict medieval style). Tonight we can fly into the depths of the (1c) season — or into the arms of a family 25 we have not seen for 20 years. And the shrinking of distances in space may blind us to (4) the more significant distances that remain: flying from Beirut to Beijing to Bogota on successive days — and finding the same services in each — we may underestimate the differences in values and assumptions. The truths of the village square do not extend across the global village.

Thus traveling today can be like watching TV, channel surfing through a mass 30 of images too fast to read and too various to sort. And traveling tomorrow, for those of us without a firm sense of neighborhood or community or home, may involve an even stronger sense of (1d) confusion. Our values like our bodies may be up in the air or lost in space. The only thing that can support the burden of our movement, after all, is a steadying sense of stillness. "Though we 35 travel the world over to find the beautiful, we must carry it with us or we find it not," wrote the philosopher Emerson, who considered travel a "fool's paradise." The same is even truer of our sense of destination or home: (5) whatever we find when we travel is only what we had inside us all along.

(注) nomad: 遊牧民

(立教大)

問1 空所(1a)～(1d)に入れるのに最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

ア. opposite イ. virtual ウ. previous エ. spiritual

問2 下線部(2)の意味として最も適当なものを、次のア～エから1つ選びなさい。

ア. 所要時間など計算しないで
イ. 頼りになる道連れもなく
ウ. 先々のことは考えないで
エ. 金銭的裏づけもないまま

問3 空所(3)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. time イ. space ウ. business エ. fellow

問4 下線部(4)の内容を30字以内の日本語で述べなさい。

問5 下線部(5)を日本語に訳しなさい。

問6 本文の内容と一致するものを、次のア～エから1つ選びなさい。

ア. We can't appreciate the cultures of the world by staying at home.
イ. In this age of borderlessness there are more rootless people.
ウ. When we watch TV, the fast changing images give us a good understanding of the world.
エ. Emerson thought that travel broadens people's minds.

次の英文を読んで、設問に答えなさい。

We know that the two *cerebral hemispheres of the brain have different *cognitive capacities. ⁽¹⁾These can lead to asymmetries in behavior and in the way in which we interpret the world. Many studies suggest that the right hemisphere of the brain is more involved in the perception of emotion and in its
5 expression than the left hemisphere of the brain.

In relation to language, the right hemisphere of the brain is better at interpreting the emotional tone of voice in speech. A typical experiment illustrates this. It uses some sentences with a happy message like "She won a prize" or "The sun is shining." Other sentences are (2a) cheerful; "He lost
10 all his money gambling" or "It is raining very heavily," and yet other sentences are neutral with no particular emotional content. ⁽³⁾They are read in different tones of voice, which are either consistent with the sentence's message or in opposition to it. Although in principle to lose money gambling is unpleasant, if it had happened to a great enemy it might nevertheless induce some sensation of
15 pleasure, and it is possible to read the sentence "He lost all his money gambling" in a cheerful tone of voice. (2b), some Californians have an unusual enthusiasm for rain and it is possible to read the sentence "It is cold and rainy" in a cheerful tone of voice.

⁽⁴⁾Subjects are asked to categorize the emotional content of the sentence both
20 in terms of the message that is conveyed and the tone of voice. Two sentences are presented at the same moment, one played to the right ear and one played to the left ear, in a listening set-up. Since the connections that the left ear makes with the right hemisphere are stronger than the connections the right ear makes with the right hemisphere, ⁽⁵⁾any bias towards superior judgments from the
25 left ear is taken as evidence of increased right-hemisphere involvement in the task. In this kind of experiment, the (6a) ear is better at making judgments about the tone of voice, whereas the (6b) ear is better at judging verbal content.

Brain-damaged patients who have sustained injuries to the (6c) hemisphere

have difficulty in making such interpretations of emotional mood from speech. 30 Their language and communicative systems appear relatively normal, in terms of being able to say roughly what they want to say, but the content of their speech is often emotionally flat, lacking its previous variation and *modulation and sounding rather (2c). In fact, it is suggested that the more creative elements in language are absent. Some of the *connotative associations of 35 language may be influenced by the right hemisphere.

(注) cerebral hemisphere : 大脳半球 cognitive : 認識の modulation : 抑揚
connotative : 言外の意味に関する

(専修大)

問1 下線部(1)を日本語に訳しなさい。

問2 空所(2a)～(2c)に入れるのに最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

- | | | |
|--------|----------------|--------------------|
| (2a) | ア. most | イ. more |
| | ウ. as | エ. less |
| (2b) | ア. However | イ. On the contrary |
| | ウ. Similarly | エ. Therefore |
| (2c) | ア. interesting | イ. dull |
| | ウ. emotional | エ. normal |

問3 下線部(3)の内容として最も適当なものを、次のア～エから1つ選びなさい。

- ア. よい内容の文は明るい調子で、悪い内容の文は暗い調子で読む。
イ. よい内容の文は暗い調子で、悪い内容の文は明るい調子で読む。
ウ. 文の内容に関わらず、明るい調子と暗い調子のどちらかで読む。
エ. 文の内容に関わらず、途中で声の調子を変えながら読む。

問4 下線部(4)を日本語に訳しなさい。

問5 下線部(5)を日本語に訳しなさい。

問6 空所(6a)～(6c)のそれぞれに、left または right のいずれかを入れなさい。

次の英文を読んで、設問に答えなさい。

One of the most remarkable stories I know is about a man called Robertson McQuilken. As a young man, he dreamed of becoming the president of Columbia Bible College in Columbia, South Carolina. He adored his father, who had held this position, and he hoped to take his father's place someday.

5 Robertson McQuilken's dream came true. One day he did become the president of Columbia Bible College. (1) When he became the president, he was convinced that he was called by God and was worthy of that position.

Dr. McQuilken served as president of that college for a number of years, and he did very well and was respected and loved by many people.

10 Then one day this man realized he had (2) a tragedy on his hands. His wife began to show the symptoms of Alzheimer's disease. She became worse in a short time, and in a matter of months she was in a terrible situation. She not only lost her memory of much of their life together, but she was unable to even recognize him. She lost all awareness that he was her husband.

15 Robertson McQuilken made his decision. He resigned the presidency of the college so he could give full-time care to his wife. Without hesitation, he walked away from his job as an act of love for her.

There were some realists who told him there was no meaning in (3) what he was doing. Anybody could take care of his poor wife, they told him, but not anybody
20 could be president of the college. And after all, she didn't even recognize him when he came in the room to help her.

Then there were (4) some religious people who said he was walking away from what God called him to do. He was letting his personal concern for his wife (5) his more important social responsibility, they said.

25 The man's answers were magnificent. To the realists he admitted that his wife didn't know who he was. But that wasn't important, he told them. The really important thing was that he still knew who she was and, furthermore, (6) he let them know that he recognized in her now-forgotten self the same lovely woman he had married those many years ago.

Then he turned to the religious people. His words to them were even more 30 profound: "There is only one thing more important than your job. And that is a promise. And I promised to be there for *until death do us part."

(注) until death do us part: 死が二人を分かちまで (結婚式での誓いの言葉)

(大阪電通大)

問1 下線部(1)を日本語に訳しなさい。

問2 下線部(2)の内容を25字以内の日本語で述べなさい。

問3 下線部(3)の内容を20字以内の日本語で述べなさい。

問4 下線部(4)に対する Robertson McQuilken の答えを、20字以内の日本語で述べなさい。

問5 空所(5)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. concentrate on

イ. interfere with

ウ. make for

エ. take up

問6 下線部(6)を them の内容を明らかにして日本語に訳しなさい。

問7 本文の内容と一致するものを、次のア～エから1つ選びなさい。

ア. Robertson was successful in realizing his dream of becoming the president of the college.

イ. Robertson had a dream that he would resign at an early age and his dream came true.

ウ. Robertson McQuilken quit his job because he became seriously ill.

エ. Realists said that Robertson McQuilken was irresponsible and selfish.

次の英文を読んで、設問に答えなさい。

“Live simply so that others may simply live.” Perhaps you have seen these words on a bumper sticker, or maybe you have heard someone speak them aloud. These words are the essence of living sustainably. It may seem that to have a sustainable lifestyle, you would have to change your life completely. ⁽¹⁾Yet ⁵this is not true. You can begin to create a sustainable lifestyle very easily. You can choose a simpler lifestyle by reducing your energy and material consumption.

Probably one of the easiest ways to reduce your energy consumption is to recycle. The amount of energy saved by recycling one glass bottle would light a 100-watt light bulb for 4 hours. Not ⁽²⁾[does / save / only / recycling / energy] ¹⁰because new bottles need not be manufactured, but it also saves natural resources and reduces the amount of garbage that must be carried and dumped into *landfills. You can recycle many materials including glass, most plastics, cardboard, white paper, newspaper, aluminum cans, tin cans, grocery bags, and magazines. Many cities have organized *curbside pickup for recycling. If this ¹⁵program does not exist in your area, you can take your recyclable materials to recycling centers.

⁽³⁾Buying products made from recycled materials is as important as recycling wastes. Some products made from recycled wastes include writing paper, greeting cards, packaging materials, tissue, boxes, and plastic containers. By ²⁰choosing products made from recycled materials, you have completed the recycling cycle.

Sustainable living also includes your choice for a mode of transportation. Choose to take public transportation, ride a bike, or *car-pool as your main method of transportation. Now is the time to develop an environmentally ²⁵conscious approach to transportation that may establish a lifelong pattern. Alternative transportation will not only save energy, but it will also reduce the amount of pollution released into the atmosphere and (4).

The food you choose to eat can also reduce energy use and material impact on the environment. If you choose to eat foods that are lower on the food chain,

you decrease the energy cost of producing the foods. You may decide to eat 30 less meat or to eat more foods grown organically.

You probably cannot immediately implement most of ⁽⁵⁾the steps outlined above. However, this you can do right now. Look around the area where you are currently sitting. ⁽⁶⁾Notice how much energy is being wasted on lights or other appliances that may be running needlessly. What can you do about it? ³⁵Remember to turn off electrical appliances and lights that are not in use.

(注) landfill：ごみ処理場 curbside：道路わき

car-pool：(通勤のため)車に相乗りする

(茨城大)

問1 下線部(1)を this の内容を明らかにして日本語に訳しなさい。

問2 下線部(2)の語を文意が通るように並べ換えなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所(4)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. increase car production

イ. encourage car travel

ウ. cause more traffic jams

エ. relieve traffic congestion

問5 下線部(5)の内容として正しくないものを、次のア～エから1つ選びなさい。

ア. 天然資源をリサイクルすること。

イ. リサイクル製品を買うこと。

ウ. 公共交通機関の代わりに自転車を使うこと。

エ. 肉の摂取量を減らし、有機栽培された食物を食べること。

問6 下線部(6)を日本語に訳しなさい。

次の英文を読んで、設問に答えなさい。

Starting about one million years ago, there was an increase in the growth of the human brain. It expanded at first at the rate of *one cubic inch every hundred thousand years; then the growth rate doubled; it doubled again; and finally it doubled once more. Five hundred thousand years ago the rate of growth hit its peak. At that time the brain was expanding at a rate of ten cubic inches every hundred thousand years. (1) No other organ in the history of life is known to have grown as fast.

What pressures generated the explosive growth of the human brain? (2) may supply part of the answer. At that time the world began to enter into a great Ice Age, the first on the planet in hundreds of millions of years. The trend toward colder weather set in slowly at first, but after a million years areas of ice began to form in the north. They thickened into glaciers as more snow fell, and then the glaciers joined together into great sheets of ice, as much as two miles thick. When the ice sheets reached their maximum extent, they covered two-thirds of the North American continent, all of Britain and a large part of Europe. Many mountain ranges were buried entirely. (3) So much water was locked up on the land in the form of ice that the level of the earth's oceans dropped by three hundred feet.

These events occurred precisely at the same time as the period of most rapid expansion of the human brain. Is this significant, or is it accidental?

The movements of humans in the last million years provide a clue to the answer. At the beginning of the Ice Age, humans lived near the equator, where the climate was mild and pleasant. Later they moved northward. From their birthplace in Africa they moved up across Arabia and then turned to the north and west into Europe, as well as eastward into Asia.

When (4) these early movements took place, the ice still only covered the lands in the far north; but eight hundred thousand years ago, the ice moved southward until it covered large parts of Europe and Asia. Then, for the first time, humans encountered the bone-chilling, freezing winds from the cakes of ice in the north.

The climate in southern Europe had a Siberian coldness then, and summers were nearly as cold as European winters are today.

In those difficult times, resourcefulness and inventiveness must have been of great value. Which individual first thought of stripping the fur from dead animals to wrap around his body? Only by (5) [human beings / imaginative acts / could / such inventive / survive / and] a cold climate. In every generation, the individuals with strength, courage, and creativity were the ones more likely to survive the Ice Age; those who were less resourceful fell victim to the climate and their numbers were reduced.

The Ice Age winter was the greatest challenge that humans had ever faced. They were naked and defenseless against the cold, as some little mammals had been defenseless against the dinosaurs one hundred million years before. Facing the pressures of a hostile world, both those mammals and humans were forced to live by their wits; and both became, in their time, the most intelligent animals of the day.

(注) one cubic inch : 1立方インチ

(立教大)

問1 下線部(1)を日本語に訳しなさい。

問2 空所(2)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. The custom of wearing clothes that took root in the first ice age
- イ. The fact that human beings had to fight against dinosaurs
- ウ. The invention of language and the use of tools
- エ. A change of climate that set in about two million years ago

問3 下線部(3)を日本語に訳しなさい。

問4 下線部(4)の内容を50字以内の日本語で述べなさい。

問5 下線部(5)の語(句)を文意が通るように並べ換えなさい。

問6 本文の内容と一致しないものを、次のア～エから1つ選びなさい。

- ア. The growth rate of the human brain hit its peak about 500,000 years ago.
- イ. After the Ice Age began two million years ago, it took about one million years to form large areas of ice in the north.
- ウ. Those with less resourcefulness and inventiveness couldn't survive the

Ice Age.

エ. Human beings during the Ice Age had nothing in common with small mammals one hundred million years ago.

18

30 min.
535 words

次の英文を読んで、設問に答えなさい。

Can the Polar Bear Survive?

The rapid shrinking of the Arctic ice cap is threatening the world's polar bear population, scientists have warned. Studies suggest the decline in the thickness and extent of the ice cap is causing the deaths of hundreds of bears a year. The total polar bear population is estimated at only 25,000. Many spend long periods trapped on land, where they find it hard to feed, rather than on ice, while young bears are dying in *dens that melt and collapse.

Research by Dr. Peter Wadhams shows that the summer ice now averages just 9 feet in thickness compared with 16 feet 20 years ago. He predicts that all the polar ice will disappear during the summer months by about 2080. However, the bears will suffer disastrous declines long before then. Around Hudson Bay in Canada the increasing warmth has forced bears onto land when the ice melts from July to October. In recent years, however, the return of the ice has been delayed by up to a month—leaving dozens of underweight and hungry bears roaming on the beaches waiting for its return. The animals cannot easily find food on land, so every day spent ⁽¹⁾waiting means that they consume more fat reserves.

Scott Schliebe said huge changes in the biology of the Arctic were apparent. “The *pack ice is already diminishing every summer and without pack ice I cannot see how the bears would survive. They are not adapted for living on land,” he said. ⁽²⁾The bears live almost entirely on floating ice that packs together to create vast expanses separated by small areas of open water that they swim across. They are superbly adapted for survival in the frozen north, eating mainly *seals. They range across a huge area of ice controlled by Russia, America, Canada, Greenland, and Norway. Adult males reach weights of 1,500 pounds and 25 are among the fiercest and most dangerous of animals.

Bears have long been hunted by humans for meat and fur. The numbers to be destroyed are now strictly controlled by international agreements but hundreds are still killed each year. Humans also present another threat to bears—

30 through pollution of the sea with poisonous chemicals called PCBs, which
accumulate in fat. (3) The huge layers of fat used by bears to survive in the cold
collect PCBs, which then affect their *hormonal systems and can cause sex
changes.

Scientists say the warming of the Arctic is largely due to rising global
35 temperatures. The direct effect is to melt the ice from above — but the indirect
effect is even more destructive. Wadhams' research shows that *the Gulf Stream
and other currents that carry warm water north have become stronger, warming
water beneath the ice cap to melt it from below, too. Another effect of the
melting ice will be to open up the shipping routes between Europe, northern
40 Russia and the Far East and to end the annual winter isolation of Siberia. "In
the next few years we are going to see the opening up of the Arctic Ocean to
year-round traffic," said Wadhams. "Eventually the northwest passage around
Canada may open up, too. It will completely alter our trading patterns — but for
bears the future could be (4)."

(注) den : 巣穴 pack ice : 浮氷群 (流水が寄り集まってできた氷原)
seal : アザラシ hormonal system : 内分泌系
the Gulf Stream : メキシコ湾流

(滋賀県立大)

問1 下線部(1)の waiting について、何が何を待っているのか、日本語で簡潔に述
べなさい。

問2 下線部(2)を日本語に訳しなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所(4)に入れるのに最も適当なものを、次のア～エから1つ選びな
さい。

ア. bright イ. rosy ウ. dark エ. promising

問5 ホッキョクグマの数が減少している原因として本文中で述べられていないもの
を、次のア～エから1つ選びなさい。

ア. 気候の温暖化。

イ. 人間による狩猟。

ウ. 水質汚染。

エ. 他の動物による殺りく。

問6 Wadhams および Schilebe の見解に含まれないものを、次のア～エから1つ

選びなさい。

ア. 数年のうちに、北極海が1年を通じて通行可能となる。

イ. 北極の氷の厚さが20年前に比べてほぼ半分になっている。

ウ. 浮氷群がなくなったとしても、ホッキョクグマは生きていける。

エ. ホッキョクグマの数は、近い将来に壊滅的に減少するだろう。

次の英文を読んで、設問に答えなさい。

Communication is the means by which people create their identity. It underlies our sense of community, our sense of belonging and our sense of difference.

(1) As patterns of communication change, so do the communities with which we identify. The printing press brought about a revolution in the spread of ideas and information. A more far-reaching revolution in communication came about at the end of the nineteenth century with the arrival of electricity and the first experiments in electronic means of communication. This was the beginning of the information revolution — the possibility of communication as both global and instant at the same time.

10 Although this possibility is inherent in the new technologies, (2) it is far from a reality for most of the world's population. There are more telephones in Tokyo than in the whole of *sub-Saharan Africa. Television is a mass medium only in the most developed countries. Computers and the Internet are not accessible to most of the world's poor. (3) The information revolution has led to the combining of the world's banking services, commodity markets, data systems and capital flows but has widened the division between the information haves and the information have-nots.

Only one electronic communications medium has become both an intimate and widespread presence throughout the developed world and penetrated into the remotest rural areas of the poorest countries. That, of course, is (4).

Bruce Girard has described the Latin American environment as a 'radio-phonic salad' of state, private, church, university, special interest and native peoples' radio stations. He describes a rapid increase in the use of radio by popular groups over the past 20 years. There are radio stations run by peasants' organizations and women's groups, and there are radio stations run by the Catholic Church or by labor unions such as those of the Bolivian *tin miners. (5) From these groups, across the continent radio programs have emerged which describe themselves as educational but are outside and unconcerned with the structures of formal education. Native people, for example, have their own radio stations which take

account of local languages and traditions.

Next to spoken language itself, radio is the easiest medium to use for learning and teaching. It is the most worldwide medium available and is cheap and straightforward to set up. It potentially offers a bridge between the vast knowledge resources available through the Internet and the millions of people who have access to no other means of electronic communication. Community radio groups are already exploiting (6) this opportunity through Internet-based news and information services such as the Latin American radio news agency Pulsar. An inclusive, more equal and more democratic society requires an inclusive and more open communications environment which, together, we can call a communicative democracy. One element in the communicative democracy must be popular and open access to the media of mass appeal, and radio is the most suitable medium.

(注) sub-Saharan Africa : アフリカ大陸のサハラ砂漠以南の地方
tin miner : すず鉱山で働く鉱夫

(熊本大)

問 1 下線部(1)を日本語に訳しなさい。

問 2 下線部(2)を it の内容を明らかにして日本語に訳しなさい。

問 3 下線部(3)がもたらしたものに含まれないものを、次のア～エから 1 つ選びなさい。

ア. 世界の銀行業務の統合。

イ. 商品市場の統合。

ウ. 情報を持つ者と持たざる者との格差の拡大。

エ. スーパーマーケット・チェーンの世界的展開。

問 4 空所(4)に入れるのに最も適当な 1 語を本文中から探して答えなさい。

問 5 下線部(5)を日本語に訳しなさい。

問 6 下線部(6)の内容を 80 字程度の日本語で述べなさい。

次の英文を読んで、設問に答えなさい。

(1) Language serves many functions. Certainly one of its most common and most important purposes is to help us describe various phenomena, such as events, situations, and people: "What is it?" Another purpose is to evaluate these same phenomena: "Is it good or bad?" Typically, we consider descriptions to be objective, whereas we consider evaluations to be subjective.

But is the distinction between objective description and subjective evaluation a clear one? The answer, in the vast majority of cases, is no. Why? Because words both describe and evaluate. (2) When we attempt to describe something or someone, the words we use almost always carry values, in that they reflect our own personal likes and dislikes. Thus, our use of any particular term serves not only to describe, but also to assert what is desirable or undesirable to us.

This problem is not so prevalent in the physical sciences, as compared to the social sciences. Let's take, as an illustration, the terms cold and hot. In the field of physical sciences, both terms refer, in a relatively neutral sense, to the rate of *molecular vibrations (or temperature): "That liquid is very cold," or "That liquid is very hot." When we use these same terms to describe an individual, however, they take on a distinctly evaluative meaning: "That person is very cold," or "That person is very hot."

What are the consequences of the evaluative bias of language? The words that we use can, with or without intention, become powerful instruments of change. In those instances where we are deliberately attempting to influence others to agree with our point of view, we intentionally select words that most persuasively communicate our values. In many cases, however, the process is unintentional. Our best attempts to remain neutral are restricted by (3) the limits of language. When it comes to describing people it is nearly impossible to find words that are empty of evaluative meaning. (4) [may / as / it / incredible / seem], we simply don't have neutral adjectives to describe personality characteristics. And even if such words did exist, we still would be very likely to utilize the ones that reflect our own personal preferences.

This also emphasizes the (5) influence of attitudes and language. That is, not only do our attitudes and perceptions affect our use of language, but our use of language in turn influences our attitudes and perceptions.

Because of the evaluative bias of language, we must be careful both to become aware of our own personal values and to communicate these values as openly and fairly as possible. In other words, we should avoid presenting our value judgments as objective reflections of truth. We should also be alert to the value judgments inherent in other people's use of language, and in many cases the words they use tell us at least as much about (6) them as about the events and individuals they are attempting to describe.

(注) molecular : 分子の

(一橋大)

問1 下線部(1)の many functions について、本文中に述べられているものを2つ日本語で簡潔に述べなさい。

問2 下線部(2)を日本語に訳しなさい。

問3 下線部(3)の内容として最も適当なものを、次のア～エから1つ選びなさい。

- ア. 適切な言葉を見つけることが不可能なこと。
- イ. 言葉には必ず評価的意味が伴うこと。
- ウ. 自分の価値観を伝える言葉を意図的に選ぶこと。
- エ. 言葉の選択が意図的ではないこと。

問4 下線部(4)の語を文意が通るように並べ換えなさい。ただし、文頭にくるべき語も小文字で始められている。

問5 空所(5)に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. indirect イ. limited ウ. cultural エ. mutual

問6 下線部(6)が指しているものを英語で答えなさい。