

英

1

次の英文を読み、設問に答えよ。

Some people condemn the existence of zoos based on their association with pure entertainment. It is true that zoos started as collections of wild animals and amusement parks, but they have come a long way since the late 1800s. However, the role of the zoo has evolved to prioritize research, conservation, and education. Currently, laws in the U.K. protect wild animals and guarantee their welfare. Examples of these are the Animal Welfare Act, the Endangered Species Act, and the Marine Mammal Protection Act. The government must make sure that zoos and aquariums offer great care for their animals.

The field of animal research benefits from zoo experience. Zookeepers, researchers, and vets have learned a lot about animal care as zoos evolved. Improvements in zoos have led to the increased longevity of captive animals. In his book *At Home in the Zoo*, published in 1960 and covering the previous thirty years of the Manchester Zoo, Gerald Iles mentions that animals which were once either difficult or impossible to keep in captivity are not only thriving but breeding. Longevity records are constantly being broken.

Zoos have an essential role in conservation. Back in the 1960s, Iles already wrote that the animals of Africa had been reduced by 80% within the last hundred years and 600 species of animals were on the brink of extinction. Currently, zoos have their own breeding programs to help maintain the population of endangered animals. All captive breeding efforts have led to increased research. As the author Jake Page puts it, “many zoos have become places of rigorous scientific research, coupled with an active effort not just to preserve in captivity those creatures that are endangered in the wild, but to understand, save, and enrich their unique natural habitats.” In this way, zoos conduct breeding programs for endangered animals, such as the successful golden lion tamarin breeding program and the black-footed ferret breeding program.

Still, there are many people and organizations out there who dislike or choose not to believe in this new role of the zoo. Others are even more critical. For example, in his book *Living Trophies* Peter Batten states that “the primary reasons for zoo use are only remotely connected with learning.” A study at the Edinburgh Zoo by Mark Bowler and his colleagues tracked visitors who entered a primate exhibit titled “Living Links to Human Evolution Research Centre.” The exhibit was outfitted with a behavioral research center, and on many occasions, researchers were present and working with the primates. The study aimed to determine if watching researchers working with primates had any impact on visitors’ experience. The study followed visitors and measured their dwell time in the primate exhibit, in the presence and

absence of primate researchers. They found that visitors' dwell time increased in the presence of researchers. Bowler and his colleagues claim that "parents were often seen explaining the research to their children, specifically what was happening in the research room." But were visitors drawn by the interaction between researchers and primates, or were they simply drawn to the animals themselves? More importantly, the study did not reveal whether simply observing actually led to visitors learning more about the animals.

Another study aimed to identify the effect of animal demonstrations and explanations by guides who work at zoos. With a similar approach, Ursula Anderson and her colleagues followed visitors and measured dwell time in the Asian small-clawed otter exhibit at the Atlanta Zoo. They also surveyed visitors before and after they entered the exhibit. The survey attempted to find out if visitors' perceptions of otters changed after their visit. During the exhibit, zookeepers and guides talked to the public about the otters, and showed their natural behaviors through demonstrations. Some visitors were offered a sea otter demonstration, which was accompanied by a scripted explanation, while others were not offered a demonstration or explanation, but only shown signs. The study attempted to measure the effects of guides, animal demonstrations, and signs on visitor learning.

Anderson determined that the visitors spent an average of two minutes passively strolling the exhibit, with signs only and no human presence, compared with six minutes when an animal demonstration was taking place, and eight minutes for an animal demonstration plus explanation. The survey results indicate that visitors preferred to watch the demonstrations. By comparing pre- and post-visit questionnaires, Anderson believes that visitors attending an animal demonstration retained large amounts of the content material weeks after having attended the animal demonstration.

Most zoos offer demonstrations on how animal care is conducted. At one zoo, visitors have the chance to watch sea lions being trained for physical checks. The zookeepers bring two of the animals out, while the public lines up to watch. Keepers reward the animals for certain behaviors like rolling over, exposing their flippers, and allowing themselves to be petted during the physical check. The sea lions receive rewards of fish and squid after they allow the keepers to treat them with eye drops or rub their flippers. The goal of this training is not to amuse visitors, but to facilitate animal care. You can't force a 225 kg marine animal to roll over to ultrasound their abdomen. The training promotes voluntary animal participation, and proves very effective for animal care and also for their mental stimulation.

Besides, it is a great opportunity for science education and for spreading a message of

conservation. The keepers talk to the public about sea lions in their natural habitat, their anatomy, and their innate differences from seals. They also mention that the two older sea lions at the zoo were rescued from the wild as babies when their mothers died as result of sea contaminants. The image of helpless orphaned sea lion babies in a polluted sea is a powerful one, with clear educational benefits.

Jake Page mentions that an affective connection with animals greatly helps conservation: “It is difficult to be concerned about the fate of an animal you have never seen. Even a two-dimensional film representation of an animal does not have anywhere near the same effect as seeing one in the flesh, hearing it, smelling it. The usual response to such a real-life sight—whether in a zoo or in the wild—is emotional.” Gerald Iles points to an extra benefit of zoo animals to education. According to Iles, animals are individuals with personalities, and allowing the public to see this will have an emotional impact. He also mentions that the public, visiting a zoo, sees many kinds of animals. People often assume based on facts learned at school that each species conforms to a set pattern: Elephants are just elephants; lions are just lions; bears are just bears. What the visitor often does not realize is that each animal is also an individual, and each one leaves visitors with unique memories.

問1 *Choose the best answer based on the reading.*

1. What was true before the current laws about animals in the U.K. were passed?
 - A. People visited zoos for education rather than entertainment.
 - B. There were a larger number of animals in amusement parks.
 - C. Zoos were associated with conservation.
 - D. People did not take good care of wild animals.

2. The evolution of zoos has contributed to . . .
 - A. better health and longer lifespans of animals.
 - B. the successful publication of books about animals.
 - C. the establishment of the Manchester Zoo in 1960.
 - D. educational programs for zookeepers.

3. Current zoo breeding programs . . .
 - A. have reduced their research budgets by 80%.
 - B. help protect endangered species.
 - C. tend to focus more on popular animals.
 - D. have been operating in Africa for research purposes.

4. A study at the Edinburgh Zoo investigated the relationship between . . .
 - A. researchers' interaction with animals and visitors' watching time.
 - B. the number of exhibits and children's learning.
 - C. primates' behavior and visitors' watching time.
 - D. parental explanations and children's learning.

5. The aim of the survey conducted in the otter exhibit was to . . .
 - A. investigate how demonstrations affect visitors' way of thinking.
 - B. examine the length of zookeepers' demonstrations and explanations.
 - C. identify how otters and other animals take part in different demonstrations.
 - D. find how to handle animals properly during demonstrations.

6. The major finding of a study conducted in the otter exhibit indicates that visitors . . .
 - A. are keen on looking at signs offering them animal information.
 - B. are not really interested in attending animal demonstrations.
 - C. do not enjoy answering questionnaires before entering exhibits.
 - D. like to watch animal demonstrations and listen to explanations.

7. What is one positive outcome of the sea lion demonstrations?
 - A. Visitors receive good instructions on how to feed animals.
 - B. Sea lions learn how to roll over with their flippers.
 - C. Sea lions are better prepared for their physical checks.
 - D. Visitors are impressed by fantastic live performances.

8. The sea lion demonstrations provide visitors with an opportunity to . . .
 - A. learn about their characteristics, anatomy, and habitat.
 - B. learn how to save sea lion babies from pollution.
 - C. complete an educational program with zookeepers.
 - D. interact with orphaned sea lion babies.

9. What is an important role of zoos mentioned by Jake Page?
- A. Encouraging visitors to watch two-dimensional animal movies.
 - B. Stimulating visitors' senses of sight, smell, and hearing.
 - C. Building an emotional connection between people and animals.
 - D. Raising visitors' awareness of environmental problems.
10. What would be a good title for this reading?
- A. The Efficacy Of Conservation Programs In The Edinburgh Zoo
 - B. Accredited Zoos And Aquariums In The World
 - C. Positive And Negative Perceptions Of Zoos
 - D. The Role Of The Zoo In Education And Conservation

問2 Complete the following table.

Authors	Statements
Jake Page	• Zoos contribute to (11).
Peter Batten	• (12).
Ursula Anderson	• (13) is the best way to remember information about animals.
Gerald Iles	• 600 species of animals are in danger of extinction. • (14).

11. A. scientific research
B. children's education
C. natural habitats
D. entertainment
12. A. Each animal has its own set patterns
B. All small animals must be saved from contamination
C. Watching what is happening in the research room is beneficial
D. The benefits of zoos for education are questionable
13. A. Reading a sign
B. Watching a demonstration
C. Answering a questionnaire
D. Listening to an audio explanation

14. A. Every single animal has its own personality
- B. Understanding and saving natural creatures is important
- C. Parents need to explain research to their children
- D. Zoos provide a great opportunity to educate animals

問3 *Mark A for TRUE and B for FALSE for each of the following statements.*

15. Zoos are concerned not merely with protecting endangered animals, but also understanding their natural environment.
16. Bowler and colleagues found that watching animals encouraged visitors to learn more about animals.
17. Zookeepers generally reward sea lions for their good behavior by petting them.
18. The orphaned sea lion babies remind people of the need to protect their natural environments.

英**2**

次の 19～26 の空所に入れる語句として最も適切なものを A～D の中から選べ。

19. X: Do you remember how many people joined our seminar last year?
Y: I think there were () 200 people.
A. highly B. roughly C. thoroughly D. toughly
20. X: Have you heard about George being in the hospital?
Y: Yes, I have. I heard he had a terrible ().
A. strike B. stroke C. stripe D. stretch
21. X: What do you think of the quality of this report?
Y: It's beautifully laid out, but I have a lot of questions about its ().
A. accuracy B. currency C. efficiency D. fluency
22. X: How's Noah doing these days?
Y: Oh, did you know his girlfriend left him? He is quite ().
A. devastated B. devoured C. ruined D. wasted
23. X: I heard you sprained your ankle in P.E. class this morning.
Y: Yeah, it's already starting to (), but it's not a severe injury.
A. boost B. lessen C. swell D. surge
24. X: Have you gained weight recently? How much?
Y: Hey, Jim. Stop asking me () questions like that.
A. awkward B. complex C. innocent D. practical
25. X: Who is the letter from?
Y: I think you can guess who it is from just by looking at the () handwritten envelope.
A. essentially B. usefully C. neatly D. seldom
26. X: Victoria made a successful career as a journalist.
Y: I imagine she never gave up even under () circumstances.
A. advanced B. favorable C. adverse D. suspicious

3

次の 27 ～ 36 の空所に入れる語句として最も適切なものを A ～ D の中から選べ。

27. X: It's kind of humid today, isn't it?
Y: Yeah. It must have rained () the night.
A. on B. at C. during D. for
28. X: It's been raining all day. I hate this weather.
Y: Me too. It's really ()
A. depressed B. depressing C. depress D. depression
29. X: What does your father do?
Y: He's a marine engineer. He's () most of the time.
A. at the sea B. at a sea C. at sea D. at seas
30. X: Could you call your brother and ask him to come over?
Y: I forgot to bring my phone. Would you mind if I () yours?
A. will use B. would use C. used D. am using
31. X: Where did you go after lunch?
Y: Cathy first suggested () to see a movie, but we decided to go shopping instead.
A. to go B. go C. to going D. going
32. X: I wonder why Anne didn't answer my call last night.
Y: She () asleep. It was around ten o'clock, right?
A. may be B. may not be
C. may have been D. may not have been
33. X: Come on! You should join us!
Y: No, thanks. I don't like ().
A. taking my picture B. being taken picture
C. having my picture taken D. my picture having been taken
34. X: What's John's new girlfriend like?
Y: I have no idea. () her.
A. I've never met B. I won't meet
C. I hadn't met D. I'm not meeting

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35. We need to find somebody to () after our dog while we are out of town.
A. look B. watch C. take D. check
36. That was ()! We almost fell off the cliff.
A. in B. out C. near D. close

4 それぞれの会話の空所に入れる最も適切な選択肢を A ～ D の中から選べ。ただし、同じ選択肢が2箇所に入ることはない。

Woman: How was your stay, Mr. Sato? I hope everything was satisfactory.

Man: (37) The beds were super comfortable and the buffet breakfast was good too.

Woman: I'm glad you liked it.

Man: The kids were disappointed that the swimming pool was closed this morning, though.

Woman: (38) We are having problems with one of the main water filters.

Man: Well, we had a good swim last night anyway.

Woman: (39) Would you like to use the same credit card you gave me when you checked in?

- A. I apologize for that.
- B. The room was clean and spacious.
- C. I'll pay cash, if you don't mind.
- D. I'm glad you could enjoy the pool.

Woman: Hello, Mr. Suzuki. This is Dr. Smith's office calling. Did you make an appointment for a physical exam this Friday at one o'clock?

Man: (40)

Woman: Unfortunately, something urgent has come up at one for Dr. Smith. Could we reschedule your appointment to three o'clock with Dr. Willis instead?

Man: That's fine. Oh, hold on a moment. (41)

Woman: Yes. That's the earliest time slot we have. Would it be OK still?

Man: (42) But if there is a cancellation for an earlier time, could you please let me know?

Woman: Yes, of course. Thank you very much.

- A. No, that's all.
- B. Yes, that's right.
- C. Did you say three?
- D. I guess it should be fine.

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5 次の文章の空所に入れる文として最も適切なものを A ～ D の中から選べ。ただし、同じ文が2箇所に入ることはない。

In many cultures around the world, such as those in India, Africa, and the Middle-East, eating with your hands is still a part of everyday practice. Not only is the act of scooping with fingers and thumb a natural instinct, this is how people ate for much of human history. (43) By 1000 BC, iron knives had made an appearance and were being used as an instrument for eating. Spoons carved from wood, shells, or bone entered onto the scene shortly after knives as food began to develop and different consistencies called for new tools. (44) However, they didn't become common at dining tables across Europe until 1533 when Catherine De Medici, wife of Henry II, brought them back to France from a trip to Italy, starting a whole new trend. (45) It was in Germany in the early 1700s that forks took a leap forward in design by adding the extra prongs that we are so familiar with today. By the 1800s, almost every Western home had the full set of knives, forks, and spoons gracing the dinner table.

- A. When cutlery did come about, it was knives and spoons that appeared long before forks.
- B. Unfortunately, forks had only two prongs instead of three or four, making these new tools difficult to use.
- C. Cutlery is such an everyday part of our lives that it can be easy to overlook its design and workmanship.
- D. The form of a fork was nothing new, with forks having been used ceremonially since Ancient Egypt.

6

Read the following information and answer the questions.

From:	Harry.MacDonald@jca.com
To:	Satoshi.Ito@jca.com
Date:	November 11, 2020 - 3:30 p.m.
Subject:	Ethiopian coffee ceremony information
<p>Hi Satoshi,</p> <p>As we scheduled at work last week, we are going to meet Mr. Bedassa Oromia, a representative of the Ethiopian Coffee Association next Thursday, November 19. In the meeting we will discuss the Coffee Fair to be held at the Tokyo Convention Center during Christmas Week. Mr. Oromia will give his demonstration of the Ethiopian coffee ceremony during the fair. Since this is your first participation in this event, I would like you to know more about the ceremony.</p> <p>Please see the attached file and learn about the ceremony before the meeting. Next Thursday I will meet you at the entrance of the Convention Center at eight forty-five, fifteen minutes before the meeting.</p> <p>See you then.</p> <p>Harry MacDonald Manager, Japan Coffee Association</p>	

(Attached file)

著作権の都合上、省略。

Ethiopian Coffee: Everything You Need To Know About The Birthplace Of Coffee, HOME GROUNDS

46. Harry MacDonald is . . .
- A. an Ethiopia Coffee Association representative.
 - B. Mr. Oromia's customer.
 - C. a manager at Japan Coffee Association.
 - D. a coffee shop attendant.
47. When will Mr. Oromia demonstrate the coffee ceremony?
- A. November 11.
 - B. November 19.
 - C. Next Thursday.
 - D. In December.
48. When will the meeting start?
- A. At 8:45 a.m.
 - B. At 9:00 a.m.
 - C. At 11:00 a.m.
 - D. At 3:30 p.m.
49. How often do Ethiopians have coffee ceremonies?
- A. Every day.
 - B. Two or three times a week.
 - C. Every Thursday.
 - D. Every Christmas.
50. When Ethiopian people take part in the coffee ceremony, they strongly feel . . .
- A. they are good at brewing coffee.
 - B. they are expert coffee drinkers.
 - C. they belong to many generations.
 - D. they belong to the community.
51. What is the role of children during the coffee ceremony?
- A. They roast coffee.
 - B. They grind coffee.
 - C. They brew coffee.
 - D. They serve coffee.

52. How do Ethiopian people usually serve coffee?
- A. With no sugar or milk.
 - B. With sugar and milk.
 - C. With milk but no sugar.
 - D. With sugar but no milk.