

英 語

注 意 事 項

- 1 「解答始め」の合図があるまでこの冊子は開かないこと。
- 2 この冊子は6ページである。
- 3 学部名と受験番号を、必ず2枚の解答用紙のそれぞれに記入すること。
- 4 解答は、必ず解答用紙の指定された所に記入すること。

1

次の英文を読み、設問に答えなさい。ただし、(5)以外は日本語で答えること。

Parents would have you believe that there were no such things as viruses when they were children. “Today,” they say, “every time you are sick, it is a virus. When I was young, we never had viruses.” To hear them speak, it is easy to get the idea that viruses were invented ten or 20 years ago. Viruses, however, have existed as long as man. They may have been the first life on earth. But it was only 70 years ago that they were first discovered, and only within the last 30 years has real progress been made in understanding what viruses are and how viruses work.

Today we know that more than 100 human diseases are caused by some virus. In fact, it is believed that viruses cause more than one-half of all diseases of modern man.

A Dutch scientist, Martinus Willem Beijerinck (1851-1931), was the first to study viruses. He taught at the laboratory at the Delft Polytechnical School.

Early in his life, he became interested in a disease of the tobacco plant. Beijerinck’s interest in this disease led him to the study of viruses which he continued studying all of his life.

For 20 years, he led a search for the cause of the tobacco disease. He tried to learn if bacteria caused the disease. Test after test failed to show the presence of bacteria. Part of his plan was to discover the size of the disease-causing substance. He ground up some diseased leaves, pressed out the juice, and pressed this juice through a filter. The filter would not allow anything as large as bacteria to pass through. He examined the filtered liquid. It looked clear. Yet, when he applied the liquid to healthy tobacco plants, they soon developed the tobacco disease. What was smaller than bacteria and could cause disease? Could it be a liquid poison? No. No poison could grow as this substance could. This substance was able to spread and grow on leaves, and the new material was also able to attack healthy leaves.

After many experiments and much thought, Beijerinck reported, in 1898, that it was a “live fluid” that caused the tobacco disease. He called it virus.

(Excerpted from *Advances of Modern Science* by Melvin Berger)

(注) virus : ウイルス

設 問

- (1) バイエリンク (Beijerinck) はウイルスの研究を始めるきっかけとして何の病気に興味をもちましたか。
- (2) その病気を引き起こす物質の大きさを知るためにバイエリンクがとった3つの実験手順を順に述べなさい。
- (3) ① バイエリンクは液体を調べたあとに何をしましたか。
② その結果、どのようなことが起こりましたか。
- (4) 下線部(a), (b)を日本語に直しなさい。
- (5) 下線部(b)にある This substance は最終的に何と呼ばれるようになったのか、本文中の英語で答えなさい。

2

次の英文を読み、設問に答えなさい。

Since language tends to become the chief instrument of learning about many things, let us see how it works. The baby begins of course with mere sounds, noises, and tones having no meaning, expressing, that is, no idea. Sounds are just one kind of stimulus to direct response, some having a soothing effect, others tending to make one jump, and so on. The sound h-a-t would remain... meaningless... , if it were not uttered in connection with an action which is participated in by a number of people. When the mother is taking the infant out of doors, she says “hat” as she puts something on the baby’s head. (a) becomes an interest to the child; mother and child not only go out with each other physically, but both are concerned in the going out; they enjoy it in common. By conjunction with the other factors in activity the sound “hat” soon gets the same meaning for the child that it has for the parent; it becomes a sign of the activity into which it enters. The bare fact that language consists of sounds which are mutually intelligible is enough of itself to show that its meaning depends upon connection with a shared experience.

In short, the sound h-a-t gains meaning in precisely the same way that the thing “hat” gains it, by being used in a given way. And they acquire the same meaning with the child which they have with the adult because they are used in (c) by both. The guarantee for the same manner of use is found in the fact that the thing and the sound are first employed in a joint activity, as a means of setting up an active connection between the child and a grownup. Similar ideas or meanings spring up because both persons are engaged as partners in an action (d). If two savages were engaged in a joint hunt for game, and a certain signal meant “move to the right” to the one who uttered it, and “move to the left” to the one who heard it, they obviously could not successfully carry on their hunt together. Understanding one another

means that objects, including sounds, have the same value for both with respect to carrying on a common pursuit.

(Partially excerpted from *Democracy and Education* by John Dewey)

(注) game : 獲物

設 問

(1) 文脈から考えて(a)に入れるのに最も適切なものを(ア)~(エ)の中から1つ選び、記号で答えなさい。

(ア) Being taken out (イ) Not being taken out

(ウ) Not taking out (エ) Taking out

(2) 文脈から考えて(c)に入れるのに最も適切なものを(ア)~(エ)の中から1つ選び、記号で答えなさい。

(ア) a common experience (イ) a different process

(ウ) an exciting event (エ) an individual activity

(3) 文脈から考えて(d)に入れるのに最も適切なものを(ア)~(エ)の中から1つ選び、記号で答えなさい。

(ア) and what each does depends upon where what the other does influences

(イ) what each does what the other does depends upon and influences where

(ウ) where what each does depends upon and influences what the other does

(エ) where what each does depends upon and what the other does influences

(4) 著者は、言葉の意味が共有できない例として、ある合図の意味が適切に伝わらない場合、①どのような人間の、②どのような活動がうまく遂行されないと書いているか、それぞれ簡潔な日本語で答えなさい。

(5) 下線部(b), (e)を日本語に直しなさい。

3 次の各文の()内に入れるのに最も適切なものを(a)~(d)の中から1つ選び、記号で答えなさい。

- (1) It is high time she () using a cellphone so often.
(a) had stopped (b) has stopped (c) stopped (d) stops
- (2) I don't know () the report is based on reliable facts.
(a) about if (b) about that
(c) if there is (d) whether or not
- (3) The angry person went away without so much () some apologetic words.
(a) as saying (b) in saying (c) saying (d) saying about
- (4) Thirty percent of the sum () paid.
(a) have (b) was (c) were (d) would
- (5) We () hardly started when it began to rain.
(a) had (b) hadn't (c) have (d) haven't
- (6) Is there any real story () has influenced your way of thinking about Japanese tradition?
(a) in which (b) that (c) what (d) where
- (7) How did you () the present from your pen pal in Thailand?
(a) like (b) like of (c) like to (d) think
- (8) He went swimming () the river.
(a) for (b) in (c) on (d) to
- (9) There () no available information on the crime, the police asked mass media for cooperation.
(a) being (b) having (c) is (d) seems
- (10) The combined population of these three areas seems to be ().
(a) more large than those of this town
(b) more larger than those of this town
(c) much larger than that of this town
(d) very larger than that of this town

4 下線部(1)~(4)を英語に直しなさい。

A : 君が昨日偶然見つけた新聞記事について知りたいんだけど。

(1)

B : そんなことを聞いてどうするの？

A : 僕の友人の少なくとも3分の1以上が、環境問題に興味をもっているんだ。

(2)

B : 確かにその記事は、地球温暖化について書いてあったよ。

A : 気温の上昇を抑えるため、人類は具体的な行動をとるべきだと思わない？

(3)

B : 賛成。より多くの日本の若者たちが、この社会的問題にもっと早くから注意

(4)

を向けてくれていたらよかったのに。

A : そうだね。これは先進諸国だけの課題ではないからね。大人だけの問題でもないと思うよ。

5 Do you agree or disagree with the idea that elementary school children should have their own cellphone? Give two possible reasons in 80-100 English words.