

I 次の英文を読み、下の問いに答えなさい。

In a perfectly obvious sense, over the last four hundred years or so there has been progress in science. Measurement of physical quantities becomes more precise, previously unknown particles and substances are discovered, new effects are produced and applied. Even if the ancients were wiser than us, and knew better how to live, they did not know the speed of light or the mass of the earth or the structure of the hydrogen atom or how to produce and apply lasers. And we know now that, despite the brilliance of many of the observations, most of the theories of the universe described in Aristotle's writings are quite simply false. The earth is not the center of the universe, nor do heavy bodies seek the center of the earth as their natural resting-place, nor is the earth surrounded by series of circles on which the other heavenly bodies revolve.

There is a striking contrast here between the development of modern science and the arts. No one would say of a work of music or literature that it was better than an earlier work just because it was later. ^(A) A recent work by Luciano Berio is not, because of its modernity, better than Beethoven's Violin Concerto, and it would be just as hard to say that Brahms' Violin Concerto was better than Beethoven's. In contrast to the development of theories in modern science, a later masterpiece in a given artistic style is not thereby better than an earlier one, nor does it necessarily attain the aim of the style better, or anything of that sort. Indeed, in the case of violin concertos, it would be hard if not actually senseless to specify a target at which all violin concertos are aiming, and in relation to which one could say that concerto A got nearer to the target than concerto B. Leaving Berio aside, it hardly makes sense to say of Beethoven or Brahms that one is better than the other. There just is no scale on which one could judge such things, once a certain level of expressive adequacy has been reached.

The case with scientific theories, though, is quite different. Here we are able to specify a clear target at which all theories aim, and we often have confidence that theory A has got closer to the target than theory B. The aim might be characterized as discovering the truth about the natural world, and when we have theories which aim to describe the same bits of the natural world we can often say that a later theory is better than an earlier one. Thus, Copernicus' sun-centered picture of the universe was better than Aristotle's earth-centered picture, and Newton provided a better account of the solar system and the universe than either.

Similarly, every schoolchild now knows that the chemist Joseph Priestley mistakenly thought he had identified a substance he called 'phlogiston', a gas-like fluid with possibly negative weight which, among many other things, was given off when metals burned. We now know that there is no such thing and that there is no one substance that does all the things this imaginary element had been supposed to do. Priestley had actually been observing the effects of oxygen, which metals absorb from the air when burned, rather than those of the phlogiston they were supposed to give off. When he imagined he had isolated a sample of air without phlogiston, he had actually produced oxygen.

(注) Luciano Berio イタリアの現代音楽作曲家, phlogiston 燃素

問 1 下線部(A), (C)を日本語に訳しなさい。

問 2 下線部(B)について、本文に即して日本語でより具体的に説明しなさい。

問 3 次の(1)~(7)の中から、本文の内容に最も近いものを3つ選び、番号で答えなさい。ただし、番号の小さいものから順に記入すること。

- (1) According to Aristotle, heavy objects fall to the ground because they have the natural tendency to settle at the center of the earth.
- (2) Aristotle was such an insightful natural philosopher that some of his observations about the universe hold even today.
- (3) A work of music can be a masterpiece once its composer has a clear vision of the correct style and succeeds in expressing it properly.
- (4) Ancient people lacked scientific knowledge and technologies, but they certainly knew better than modern people about how to live.
- (5) Once works of music attain a certain artistic level, it makes little sense to speak of which is better and which is worse.
- (6) Priestley thought metals gave off an element into the air in the process of burning, but actually the opposite proved to be the case.
- (7) True, Priestley made a wrong observation about the mechanism of burning, but his misunderstanding led to the development of chemistry.

II 次の英文を読み、下の問いに答えなさい。

The question “Where are you from?” is a little like “How are you?” and often expects a one-word answer like “Germany” or “Kentucky”. It is a simple question that most people can answer easily. For me, however, it always takes longer than anticipated to finish answering.^(A) Even while I try to explain my cultural identity, I realize that the person who has just asked me this commonplace question is not interested in a complex answer. Then I wonder why I put so much importance in this identity that I have had to work so hard at classifying and putting into words. I worry that I give myself too much importance by not giving a simple one-word answer.

“Where were you born?” This is the question that attempts to help me get to the point. “Montreal”, I answer. “Oh! So you are French Canadian”. Because of the complexity of my cultural and language identity, I cannot answer “Yes, that’s right” since I do not identify with this labeling in any way. If I don’t agree, I have to start explaining and I find that it is not always appropriate to start talking about myself when someone is only trying to quickly put an identifying label on me.^(B) Sometimes, however, I feel that if I don’t explain why I am not truly French Canadian, I am not being honest about who I am. In a way, my cultural identity is within three nationalities and not entirely in either. It is easier for me to say that I am not entirely this or that, than it is to say that I am this or that.

My parents are from Paris. I was born in Montreal where I lived in a French home and went to a French private school where I learned the geography and history of France, not (①). Our French Canadian neighbors made fun of us because we spoke French from France and not French Canadian like them. In Montreal, we were not considered French.

When I moved to the United States at age 10, I didn’t know how to speak (②). I was put into an (③) public school at the sixth grade level. It took a few months before I could understand everything. At first I had to learn

to use my eyes to read what people were trying to tell me. Sometimes I must have also used intuition. As I became more fluent in English and started to lose my accent, I became more accepted. No one questioned that I might be anything but (④) by the time I was going to high school because I spoke fluent English.

As I became older, my English started to become more developed than my (⑤) as my education both at school and in the social realm was now in English. I was still not allowed to speak (⑥) at home and I began to see that I was sometimes struggling to find words to express myself. When I would use an English word, my parents would tell me to stop speaking “Franglais” (Français-Anglais/French-English).

My parents' insistence that my brother, sister and I continue to speak only French at home gave us the advantage of bilingualism. When we visited the relatives in (⑦), they were surprised that my brother, sister and I sounded like regular French kids and had no accents. Similarly, my friends here in the U.S. always forgot that I was not (⑧) because I spoke English like them.

When it comes to family and extended family relationships, I am in a French world, a French person psychologically and emotionally. When it comes to upper education, I am American. In my social life and personal relationships, I am one or the other and everything in between depending on the people I am spending time with. My connection with French Canada seems to have vanished from my memory or identity as it was never really concrete.

I find now, after two graduate degrees in this country and only occasional contact with (⑨) people other than my family, that (⑩) has become more prominent. I continue to go back and forth between my American and French identities all the while, knowing that when someone asks where I am from I have to give them a complex answer.

問 1 筆者が下線部(A)のように述べている理由を日本語で説明しなさい。

問 2 下線部(B), (C)を日本語に訳しなさい。

問 3 次の(あ)~(か)の中から、文中の空所①~⑩に入れるのに最も適切なものをひとつずつ選び、記号で答えなさい。ただし、同じものが2カ所以上に入る場合がある。

(あ) American

(い) Canada

(う) Canadian

(え) English

(お) France

(か) French

Ⅲ 次の英文を読み、下の問いに答えなさい。

Jason is an American high school student doing a Japanese homestay in Daisuke's family. They are classmates together at the same Japanese high school. Jason is sitting at his desk writing as Daisuke drops in.

Daisuke : Hi Jason, what's up?

Jason : [A] I'm starting to fill out college applications for when I go back to the US.

Daisuke : I see. Where do you want to go?

Jason : The problem is money. Most private colleges cost an arm and a leg.⁽¹⁾ For example, a year at a famous Ivy League school costs around \$25,000, and that's just for tuition and fees ! Living expenses are a completely different matter.

Daisuke : Twenty five thousand dollars, what's that in real money?

Jason : Try a bit more than three million yen.

Daisuke : Wow! What are you going to do?

Jason : Well, there are a couple of pretty decent state universities where I come from, Texas A & M University and Texas Tech University. And they only cost about a third of what it costs to go to a private university.

Daisuke : [B] Do you have enough money?

Jason : [C] My parents will be able to pay for most of it and I can get a part-time job to take care of the rest.

Daisuke : [D] Can you get into either of those schools?

Jason : Well, I am a resident of Texas and almost any in-state resident who can⁽³⁾ breathe AND walk at the same time can get in.

Daisuke : That sounds great. By the way, what do you want to do tomorrow?

Jason : Don't we have school tomorrow? It's Friday, you know.

Daisuke : You forgot tomorrow is a holiday.

Jason : Oh yeah! That's right! [E]

Daisuke : Why don't we get together with Youhei, Kazuo and some of the other guys to play some TV games?

Jason : Good idea. What can we do after that?

Daisuke : Well, we could go hang out downtown for a while, and then get something to eat. After that we can go listen to some music.

Jason : Great! We could ask Yukari, Hiroko and Ayako to meet us downtown after we finish with the TV games. They'll likely already be down there shopping.

Daisuke : I think we have the makings of a really fun day tomorrow. I'll give everyone a call now to see if they're free tomorrow. In the meantime you hurry up and finish filling out your applications.

Jason : OK. I can probably finish in another half an hour. By the way, can I borrow your cell phone when you're done? I'd like to talk with Yukari.

Daisuke : Sure. [F]

Jason : OK. Thanks! See you at dinner.

問 1 本文中の空所〔 A 〕～〔 F 〕を補うのに最も適切な表現を下の(1)～(6)からひとつずつ選び、番号で答えなさい。ただし、同じものを重複して選んではならない。

- (1) Just be sure not to chat too long.
- (2) Not a problem.
- (3) Not much.
- (4) That sounds a whole lot better to me.
- (5) It sounds as if you're all set as far as money is concerned.
- (6) What do you want to do?

問 2 下線部(1)~(4)の意味内容に最も近いものを、それぞれ次のA~Dの中からひとつずつ選び、記号で答えなさい。

(1)

- A. are tremendously expensive
- B. ask for quite a large donation
- C. require a lot of hard work to enter
- D. require physical strength as well as intelligence

(2)

- A. fairly high quality state universities
- B. state universities with beautiful campuses
- C. state universities that are not very big
- D. state universities not so famous as some private schools

(3)

- A. anyone who has lived in the state long enough to apply
- B. any state inhabitant who is old enough to be independent
- C. everyone who has good motivation to study at college
- D. whoever lives or wants to live in the state

(4)

- A. go out of town for a short trip
- B. go to the suburbs to get refreshed
- C. go to town and walk around for fun
- D. visit a shopping mall to do some shopping

IV あなたの家族が宝くじで一千万円当たったと仮定して、そのお金を家族でどのように使ったらよいと思いますか。使い方に対する理由を少なくともひとつは挙げ、答案用紙に指定された範囲内で、英語で述べなさい。