

2023（令和5）年度

1日 [*]

外国語（Reading & Writing）

注 意

1. 監督者の指示があるまで問題を見ないこと。
2. 声を出して問題を読まないこと。
3. 問題は11ページ、**1** から **4** までである。
4. 問題や解答用紙に落丁、乱丁、汚損あるいは印刷不鮮明の箇所があれば、手をあげて監督者に申し出ること。
5. 解答は必ず**黒色鉛筆**を使用し、**解答用紙に記入**すること。
6. **1**、**2** および **3** の2の解答は、解答用紙の解答欄の記号にマークすること。**3** の1と **4** の解答は解答用紙の所定の欄に記述すること。
7. 訂正箇所は、消しゴムで**きれいに消す**こと。
8. 解答欄には、関係のない符号や文字あるいはメモなどを記入しないこと。
9. 解答用紙を**折ったり汚したり**しないこと。
10. 問題用紙は持ち帰ること。

1

次の文章に関して空所補充問題と読解問題がある。まず本文の(1)から(6)までの空所を埋めるために、前後関係から考えて最も適切だと思うものをAからCの選択肢より1つ選び、解答欄の記号にマークしなさい。次に、内容に関する(7)から(9)の設問について、文章の内容から判断して最も適切だと思うものをAからDの選択肢より1つ選び、解答欄の記号にマークしなさい。[24点]

Imagine if scientists could bring back extinct animals that disappeared from the earth hundreds or even thousands of years ago. It may sound like an idea out of a science-fiction movie, but (1) [A. in fact B. after all C. if so], the technology needed is now being developed. The idea is to use DNA samples from the remains of extinct animals to create the cells needed to reproduce—or “clone”—living animals. If this technology is perfected, we may one day be able to see with our own eyes extinct creatures that we had only read about in books, like the mammoth, or the dodo bird.

However, some scientists are already wondering whether this effort to reverse extinction is actually a good idea or not. Critics of the “de-extinction” effort point out many problems with the idea. For example, (2) [A. unless B. as long as C. even if] an animal that disappeared could be recreated, it still would be necessary to recreate the plants that the animal depended on for survival. Another problem is the issue of where the animals would live. We would have to find places where the animals would not be threatened by hunters or threaten other animals. In other words, it would be necessary to recreate not just the animal but its habitat as well.

Along with listing such problems, people opposed to de-extinction also point to possible (3) [A. stable B. negative C. senseless] effects of de-extinction. They say that putting too much energy into

reversing extinction could weaken the efforts to protect the animals that are now in danger of extinction. Moreover, if people believe that extinction can be reversed, it may no longer seem like a major problem to many. That is, even if an animal is near extinction, people might think that as long as its DNA can be preserved for the future there is nothing to worry about. As a result, people would not try as hard to live in ((4)) [A. harmony B. opposition C. aggression] with animals.

Those in favor of de-extinction, however, offer many reasons to support the development of this new technology. First of all, they say that bringing back animals that have become extinct will increase biodiversity and possibly restore ecosystems. It may also be a way for human beings to ((5)) [A. react B. repair C. revive] the harm that they caused to animals in the past.

Another reason emphasized by supporters is that the de-extinction effort will lead to progress in the field of genetics. This knowledge can then be used to assist animals or plants that are now in danger of extinction from disease or other problems. Finally, some say that the possibility of de-extinction is a source of hope that helps to motivate people.

Despite the ((6)) [A. criticism B. analysis C. expectation] of de-extinction, it seems likely that scientific research on the subject will continue — and so will the debate between the two sides.

- (7) What is the main topic of this passage?
- A. The technology used to reverse extinction
 - B. The discussion of how to prevent extinction
 - C. The debate over the best de-extinction methods
 - D. The issue of whether to bring back extinct animals
- (8) According to the passage, what is one possible problem of de-extinction?
- A. It will threaten the ability of hunters to make a living.
 - B. It could negatively affect the way people approach extinction.
 - C. Scientists may not be able to preserve the DNA of the animals.
 - D. Scientists are unwilling to recreate the plants necessary for animals.
- (9) According to the passage, what is one reason to support de-extinction?
- A. It will solve the problem of cloning animals.
 - B. It can collect DNA samples of extinct animals.
 - C. It can help people better understand human resources.
 - D. It may result in other developments in science.

次のページに進みなさい

2

次の1から5で始まる英文は、並べられた順で5つの段落それぞれの書き出しの文となっている。それぞれの下線部に、AからFまでの文章のどれを続けたら5つの段落全体を合わせて筋の通った自然な文章になるか。最も適切なものをAからFより1つ選び解答欄の記号にマークしなさい。ただし、AからFのうちには選ばれないものもある。（*印の語（句）は注を参照のこと）[30点]

1. Philosophy is a fascinating field of study, and even people who have studied philosophy for years find it difficult to answer the question, “What is philosophy?” _____
2. The first record of philosophers comes from ancient Greece, about 2,600 years ago. _____
3. As the name suggests, pre-Socratic philosophers were the ones who came before Socrates. _____
4. Socrates did not leave any written documents. _____
5. However, while developing those theories, they succeeded in creating the methods of thinking and logic, most of which are still used in our time. _____

A. The ancient Greek philosophers were, for the most part, what we would now call scientists. Their main goal was to make sense of the world. That is why most of them were also interested in mathematics, physics, and astronomy, not just ethical or logical issues. In fact, the ancient philosophers were the ones who laid the foundations of algebra, geometry, and physics. The situation where philosophers were scientists and thus, scientists were known as philosophers continued for a surprisingly long time. In fact, the word “scientist” was first adopted in the early 19th century. Even Isaac Newton, the father of modern physics, referred to himself as a philosopher. When we study philosophers, it is useful to start with the first recorded philosophers — the so-called pre-Socratic philosophers.

B. Most of our knowledge related to Socrates today comes from the works of his student, Plato. Plato, in turn, was the teacher of Aristotle, another very important Greek philosopher. Socrates, Plato and Aristotle are the three most famous ancient Greek philosophers. As with the pre-Socratic philosophers, their goal was to explain the nature of the world and the universe, and to build scientific knowledge. However, from the standpoint of modern science, their theories are not correct explanations of the natural world.

C. Descartes, Spinoza, and Leibniz are the most prominent representatives of the rationalism of the 18th century. Like Aristotle, they also tried to provide explanations of how the universe works. While Aristotle did so by creating a picture of the macro, what we now call astronomy, the rationalists' thinking revolved around "dualism." Dualism is a point of view which treats mind and matter as separate things, and explores the relationship between the mental and the physical.

D. You can compare numerous definitions, widely different from each other, and still each one might be correct in its own right. Some definitions talk about the elements of philosophy, some will tell you about its usefulness to humanity, and others will provide a very abstract explanation. The simplest way, perhaps, is to look for answers in the word itself. "Philosophy" is a Greek word which means "love of wisdom." Another interesting way to understand philosophy is to look at those who practice it, the philosophers.

E. The "Socratic method" is the most widely used method of discussion in science, as it helps to perfect an idea, or to prove that an idea is not scientifically valid. The method, created by Aristotle, is the basis of logic and mathematics. Many scientists have tried to prove it wrong, but none have succeeded. Philosophy has always existed since its birth in ancient Greece, but not all historical periods have given us equal amounts of progress in the field. After the birth of ancient philosophy in Greece, a period called "the Enlightenment" is next in importance for philosophy.

F. We have all heard of the Pythagorean theorem*. It was invented by a philosopher called Pythagoras. He and many other pre-Socratic philosophers attempted to explain the world and the universe, and in the process, invented many important concepts that are still used in all fields of science. After the pre-Socratic philosophers comes Socrates.

[注] Pythagorean theorem: ピタゴラスの定理

3

設問に答えなさい。[16点]

1. 下線部に続く文章全体の導入としてふさわしい英文を書きなさい。ただしその文はコロン (:)、セミコロン (;) を含まず、ピリオド (.) で終わる1つの文とすること。

_____ It is largely due to paintings created by the French artist Paul Gauguin. He is well-known for his colorful paintings of people in Tahiti and its beautiful natural surroundings. He depicted what many would consider to be a paradise.

Gauguin came to Tahiti in search of an uncomplicated life amid the beauty of the island and the simplicity of its culture. However, the actual life Gauguin led there was not nearly as peaceful as he had imagined. By the time he arrived in 1891, Tahitian traditions were already disappearing. Europeans had come to Tahiti in the mid-18th century and by the early 19th century, western missionaries had introduced Christianity. In the process of promoting Christianity, Catholic Church missionaries prohibited traditional Tahitian carving, tattooing, ceremonies and dancing. Native Tahitian art was taken out of Tahiti by westerners and sold in Europe and the US.

As a consequence, Gauguin captured the Tahitian culture side by side with the influence of Christianity in his paintings. Gauguin often painted women who wore *pareo* skirts, free-flowing cotton clothes appropriate for tropical weather, together with women dressed in missionary-style western dresses covering their bodies. Although Tahiti did not prove to be a paradise for Gauguin, there is no doubt that he made an important contribution to the arts and the image of Tahiti.

2. 次のAからCの選択肢のうち、文章の内容から判断して最も適切だと思うものを1つ選び、解答欄にあるその記号をマークしなさい。

(1) Which of the following statements is true about Tahiti?

- A. Christian missionaries banned certain Tahitian customs.
- B. Native Tahitian art was prohibited from being taken out of the country.
- C. Tahitian culture was still flourishing when Gauguin arrived in Tahiti.

(2) Which of the following statements is true about Gauguin?

- A. His dream to live in Tahiti was opposed by Christian missionaries.
- B. He painted Tahitian people and their lifestyle to reflect Tahiti at that time.
- C. He knew before he moved there that life in Tahiti would not be easy.

4

以下のトピックについて、90語以上120語以内の英文で答えなさい。[30点]

Childhood poverty is a problem around the world. What can be done to help children in Japan living in poverty have better lives and equal opportunities in education?

外国語 (Reading & Writing) 解答用紙

1	(1)	●	⊖	⊙	
	(2)	⊙	⊖	●	
	(3)	⊙	●	⊖	
	(4)	●	⊖	⊙	
	(5)	⊙	●	⊙	
	(6)	●	⊖	⊙	
	(7)	⊙	⊖	⊙	●
	(8)	⊙	●	⊙	⊖
	(9)	⊙	⊖	⊙	●

24点

2	1	⊙	⊖	⊙	●	⊖	⊙
	2	●	⊖	⊙	⊖	⊙	⊙
	3	⊙	⊖	⊙	⊖	⊙	●
	4	⊙	●	⊙	⊖	⊙	⊙
	5	⊙	⊖	⊙	⊖	●	⊙

30点

3	1	Many people think of Tahiti as a beautiful paradise.
		Many people have an image of Tahiti as a beautiful paradise.

3	2	(1)	●	⊖	⊙
		(2)	⊙	●	⊙

16点

4	In Japan there is a problem with childhood poverty. To help these children have equal opportunities in education, several things can be done.
	Education through junior high school is free, but parents must pay for school supplies and school lunches. For some families these fees are very expensive. So financial support and free school lunches would help these children. Also, high school education is not free in Japan, and some children might not have money to go to high school. So, high school should be free for these students.
	If free education is provided along with free lunches, children can hopefully experience a good education and healthy nutrition.
	Then they may have better lives in their future.

30点