

英 語 (Reading)

(問 題)

2023年度

〈R05171921〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。また、マークシートに消しゴムのかすを残さないこと。

マークする時	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも、解答用紙は必ず提出すること。
9. 試験終了後、問題冊子は持ち帰ること。

ALL answers must be indicated on the MARK SHEET.

I Read the following passage from a classic text on political philosophy, and answer the questions below.

① There is a class of persons who think it enough if a person assents undoubtingly to what they think true, though he has no knowledge whatever of the grounds of the opinion, and could not make a tenable defense of it against the most superficial objections. Such persons, if they can once get their creed taught from authority, naturally think that no good, and some harm, comes of its being allowed to be questioned. Where their influence prevails, they make it nearly impossible for the received opinion to be rejected wisely and considerately, though it may still be rejected rashly and ignorantly; for to shut out discussion entirely is seldom possible, and when it once gets in, beliefs not grounded on conviction are apt to give way before the slightest semblance of an argument.

② Waiving, however, this possibility—assuming that the true opinion abides in the mind, but abides as a prejudice, a belief independent of, and proof against, argument—this is not the way in which truth ought to be held by a rational being. This is knowing the truth. Truth, thus held, is but one superstition the more, accidentally clinging to the words which enunciate a truth.

③ If the intellect and judgment of mankind ought to be cultivated, on what can these faculties be more appropriately exercised by any one, than on the things which concern him so much that it is considered necessary for him to hold opinions on them? If the cultivation of the understanding consists in one thing more than in another, it is surely in learning the grounds of one's own opinions. Whatever people believe, on subjects on which it is of the first importance to believe rightly, they ought to be able to defend against at least the common objections.

④ But, someone may say, "Let them be taught the grounds of their opinions. It does not follow that opinions must be merely parroted because they are never heard controverted. Persons who learn geometry do not simply commit the theorems to memory, but understand and learn likewise the demonstrations; and it would be absurd to say that they remain ignorant of the grounds of geometrical truths, because they never hear any one deny, and attempt to them." Undoubtedly: and such teaching suffices on a subject like mathematics, where there is nothing at all to be said on the wrong side of the question. The peculiarity of the evidence of mathematical truths is that all the argument is on one side. There are no objections, and no answers to objections.

⑤ But on every subject on which difference of opinion is possible, the truth depends on a balance to be struck between two sets of conflicting reasons. Even in natural philosophy, there is always some other explanation possible of the same facts; some geocentric theory instead of heliocentric, some phlogiston instead of oxygen; and it has to be shown why that other theory be the true one: and until this is shown, and until we know how it is shown, we do not understand the grounds of our opinion. But when we turn to subjects infinitely more complicated, to morals, religion, politics, social relations, and the business of life, three-fourths of the arguments for every disputed opinion consist in dispelling the appearances which favour some opinion different from it.

⑥ The greatest orator, save one, of antiquity, has left it on record that he always studied his case with as great, if not still greater, intensity than even his own. What Cicero practised as the means of forensic success requires to be imitated by all who study any subject in order to arrive at the truth. He who knows only his own side of the case, knows little of that. His reasons may be good, and no one may have been able to refute them. But if he is equally unable to refute the reasons on the opposite side; if he does not so much as know what they are, he has no ground for preferring either opinion. The rational position for him would be suspension of judgment, and unless he contents himself with that, he is either led by authority, or adopts, like the generality of the world, the side to which he feels most inclination.

⑦ Nor is it enough that he should hear the arguments of adversaries from his own teachers, presented as they state them, and accompanied by what they offer as refutations. That is not the way to do justice to the arguments, or bring them into real contact with his own mind. He must be able to hear them from

persons who 5 believe them; who defend them in earnest, and do their very utmost for them. He must know them in their most plausible and persuasive form; he must feel the whole force of the difficulty which the true view of the subject has to encounter and dispose of; else he will never really possess himself of the portion of truth which meets and removes that difficulty.

⑧ Ninety-nine in a hundred of what are called educated men are in this condition; even of those who can argue fluently for their opinions. Their conclusion may be true, but it might be false for anything they know: they have never thrown themselves into the mental position of those who think differently from them, and considered what such persons may have to say; and consequently they do not, in any proper sense of the word, know the doctrine which they themselves profess. They do not know those parts of it which explain and justify the remainder; the considerations which show that a fact which seemingly conflicts with another is reconcilable with it, or that, of two apparently 6 reasons, one and not the other ought to be preferred.

⑨ All that part of the truth which turns the scale, and decides the judgment of a completely informed mind, they are strangers to; nor is it ever really known, but to those who have attended equally and 7 to both sides, and endeavoured to see the reasons of both in the strongest light. So essential is this discipline to a real understanding of moral and human subjects, that if opponents of all important truths do not exist, it is indispensable to imagine them, and supply them with the strongest arguments which the most skilful devil's advocate can conjure up.

[Adapted from John Stuart Mill, *On Liberty* (1859). Original punctuation and spelling is preserved.]

(1) Choose the best way to complete these sentences about paragraphs ① to ⑨.

1 In paragraph ① the writer	2 In paragraph ② the writer
3 In paragraph ③ the writer	4 In paragraph ④ the writer
5 In paragraph ⑤ the writer	6 In paragraph ⑥ the writer
7 In paragraph ⑦ the writer	8 In paragraph ⑧ the writer
9 In paragraph ⑨ the writer	

- A announces the main claim that people ought to learn how to argue for the grounds of their opinions against those who challenge them.
- B cites the process of examination in natural philosophy to emphasize the need for a critical inquiry of diverse opinions in other subjects as well.
- C describes his view on what truth is not.
- D describes the kind of person and situation that he would object to, as a precursor to his argument for a more desirable attitude.
- E discusses how the mode of inquiry that he proposes is not being practiced enough, and the shortcomings that result from this.
- F discusses how the preferred mode of inquiry was practiced historically but had declined in popularity since then.
- G discusses why it is important to hear those who actually hold alternative views make the full argument for their position.
- H emphasizes the need for examining opposing views by imagining the strongest arguments from the other side if no one is there to make them.
- I foresees an objection to his view and attempts to make a distinction in order to develop his own argument.
- J makes his core argument by citing an example of a person who engaged in the ideal mode of inquiry and stating the need for such inquiry.

(2) Choose the **FOUR** statements that do **NOT** agree with what the passage says. You must **NOT** choose more than **FOUR** statements.

- A Holding up one's view as the truth without critical inquiry is not much different from believing in superstition.
- B Most educated people understand the importance of examining the grounds of alternative views.
- C Much of the argument in favor of one's position can actually be devoted to examining and refuting the grounds for alternative positions.
- D One should even intentionally come up with the strongest arguments from the other side in order to make an informed judgment.
- E So-called educated people often disregard the form of inquiry that the author proposes.
- F That a person did not critically examine alternative arguments does not mean that the person merely parroted someone else's arguments.
- G The best way to engage in a critical examination of one's own position is to hear directly from those who sincerely hold an alternative view.
- H The devil's advocate is harmful because it argues for its position without critical reflection.
- I Unlike natural philosophy, inquiry into subjects such as morals and religion require a full consideration of alternative views.

(3) Choose the best item to fill each of the numbered boxes to found in the passage.

- | | | | |
|---|-------------------------------|---------------------------------|--------------|
| 1 | A about
D definitely | B correctly
E not | C critically |
| 2 | A combine
D practice | B disprove
E show | C favor |
| 3 | A can
D may | B cannot
E must | C could |
| 4 | A adversary's
D older | B friend's
E teacher's | C ideal |
| 5 | A actually
D thoughtlessly | B do not
E used to | C rarely |
| 6 | A biased
D strong | B false
E weak | C forced |
| 7 | A essentially
D partially | B impartially
E uncritically | C mindlessly |

II Read this passage from a book on the geneticist Barbara McClintock, and answer the questions below.

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[Adapted from Evelyn Fox Keller, *A Feeling for the Organism: The Life and Work of Barbara McClintock* (1983).]

*A *chromosome* is a part of the cells of certain organisms that contains the genetic material.

***Cytology* is the branch of biology that is concerned with the study of cells.

****Meiosis* is the type of cell division that results in male and female sex cells.

(1) Choose the best way to complete these sentences about paragraphs ① to ⑧.

1 In paragraph ① the writer	2 In paragraph ② the writer
3 In paragraph ③ the writer	4 In paragraph ④ the writer
5 In paragraph ⑤ the writer	6 In paragraph ⑥ the writer
7 In paragraph ⑦ the writer	8 In paragraph ⑧ the writer

- A argues that McClintock understood the chromosomes better than anyone else.
- B details the extent to which McClintock was convinced that certain variegated maize plants had ring chromosomes, despite some joking from her colleagues.
- C discusses McClintock's account of how considering the whole situation led to her conviction that there were ring chromosomes.
- D explains the circumstances in which McClintock and Lewis Stadler first became acquainted.
- E gives an overview of McClintock's research project for the summer of 1931.
- F provides McClintock's own account of the reasoning that led her to believe that certain variegated maize plants have ring chromosomes.
- G relates how McClintock's colleagues showed her a ring chromosome that they had found.
- H reveals the moment when McClintock first discovered chromosomes.
- I shows how McClintock used X-rays to reveal the visual structure of ring chromosomes.
- J states some of the general reasons for believing that there are ring chromosomes.
- K talks about the overall importance of X-rays in genetic research.

(2) Choose the best way to complete these sentences, which refer to the underlined words in the passage.

- 1 Here, collaboration means
 - A benevolence.
 - B collusion.
 - C friendship.
 - D joint effort.
 - E validation.
- 2 Here, mutagenic means
 - A causing harm.
 - B causing mutations.
 - C poisonous.
 - D reducing harm.
 - E reducing mutations.
- 3 Here, spontaneous means
 - A casual.
 - B deliberate.
 - C natural.
 - D slow.
 - E sonorous.
- 4 Here, minute means
 - A degree.
 - B elastic.
 - C sixty seconds.
 - D tiny.
 - E variable.
- 5 Here, fusions means
 - A angles.
 - B bulges.
 - C junctions.
 - D pieces.
 - E ruptures.
- 6 Here, mechanism means
 - A agency.
 - B formula.
 - C motor.
 - D process.
 - E wheel.
- 7 Here, kid means
 - A child.
 - B help.
 - C minor.
 - D praise.
 - E tease.
- 8 Here, component means
 - A constituent.
 - B explanatory.
 - C functional.
 - D overlapping.
 - E systematic.

- (3) Choose the **FOUR** statements that do **NOT AGREE** with what the passage says. You must **NOT** choose more than **FOUR** statements.
- A During meiotic division chromosomes break up and recombine in various ways.
 - B It was unsettling for McClintock to think that she might have convinced her colleagues without proof.
 - C Lewis Stadler and McClintock became good friends in the 1920s.
 - D McClintock first saw a ring chromosome at UC Berkeley.
 - E The idea of a ring chromosome occurred to McClintock while she was reading a paper sent to her from California.
 - F The reasoning that McClintock used to deduce the existence of ring chromosomes was so exact that she did not even bother to examine any maize specimens.
 - G The use of X-rays to induce genetic mutation was discovered by McClintock.
 - H X-rays can be used to precisely control the way that chromosomes are reformed.

Ⅲ Read the following passage and answer the questions below.

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[Adapted from Andy Kirkpatrick, "World Englishes and Local Cultures,"
in *The Routledge Handbook of Language and Culture* (2019).]

(1) Choose the best way to complete these sentences about paragraphs ① to ⑦.

- | | |
|-----------------------------|-----------------------------|
| 1 In paragraph ① the writer | 2 In paragraph ② the writer |
| 3 In paragraph ③ the writer | 4 In paragraph ④ the writer |
| 5 In paragraph ⑤ the writer | 6 In paragraph ⑥ the writer |
| 7 In paragraph ⑦ the writer | |

- A argues that an excessive use of local dialects is too confusing for an international readership.
- B argues that English no longer belongs to the English, but has now been adapted by the excolonized.
- C argues that new literatures enrich English despite conflicting with the linguistic expectations of native speakers.
- D explains how certain local words and grammar are adapted and used in a piece of new literature.
- E introduces a novel written in a local dialect of English.
- F says that some Nobel Prize winning novelists argue that the use of English is a betrayal of local culture.
- G shows a practical view on the utility of English in sub-Saharan Africa.
- H states that more and more authors in the previously colonized territories are writing new literature in English and are becoming internationally recognized.
- I states that some authors feel a moral dilemma in using English to express their cultural experiences and values.

(2) Choose the FOUR statements that do NOT agree with what the passage says. You must NOT choose more than FOUR statements.

- A Even as English expands across the globe, its norms remain unchanged.
- B Native speakers of any language play the most important role as custodians to maintain the traditional values of those who speak the language.
- C Some writers reject English as a means of expressing local cultural values.
- D The decline of the original aesthetics of English is a serious problem for the language.
- E The local vernacular varieties of English in India tend to be closer to standard English than the local varieties of African English.
- F The meaning of a word in a local variety of English might be quite different from the way that that word is used in standard American or British English.
- G The metaphor of the banyan tree with grafted branches has been used to describe how English has spread its "roots" into local cultures.
- H The rhetorical style of repeating specific adjectives is an example of English incorporating local language practices.

(3) Choose the best way to complete each of these sentences, which refer to the underlined words in the passage.

1 Here, renowned means

- A criticized.
- B famous.
- C infamous.
- D renamed.
- E unknown.

2 Here, probing means

- A digging.
- B investigating.
- C parenting.
- D proving.
- E white.

3 Here, rustle means

- A grow.
- B hassle.
- C move.
- D shine.
- E wrestle.

4 Here, betrayal means

- A adaptation.
- B creation.
- C disloyalty.
- D expansion.
- E illusion.

5 Here, circumventing means

- A avoiding.
- B imagining.
- C liking.
- D promoting.
- E situating.

6 Here, fashioning out means

- A brightening.
- B clothing.
- C creating.
- D democratizing.
- E politicizing.

7 Here, pronouncements means

- A announcements.
- B conversations.
- C emphasis.
- D pronunciation.
- E sounds.

8 Here, verge on means

- A avoid.
- B eliminate.
- C encroach upon.
- D prosper in.
- E sneak around.

[以下余白]