

令和 6 年 度 医 学 部 一 般 選 抜
問 題 冊 子

外 国 語 (英 語)

1 月 1 6 日 (火) 1 5 : 0 0 ~ 1 6 : 2 0

注 意 事 項

1. 開始の指示があるまでは、この冊子を開いてはいけません。
2. この冊子は、表紙 1 枚、問題用紙 11 枚の計 12 枚です。加えて、マーク式解答用紙 1 枚があります。
3. 開始の指示とともに、マーク式解答用紙に氏名と受験番号を記入し、**受験番号をマークしてください。**
4. 落丁、乱丁、印刷不鮮明の箇所があれば、直ちに申し出てください。
5. 解答はマーク式解答用紙の解答欄にマークしてください。
6. この冊子の余白は草稿用にしても構いません。
7. 室内で配付されたものは、一切持ち帰ってはいけません。
8. 終了時刻まで、退出してはいけません。

I 日本語の意味を表すように英文を完成させるとき、(あ) および(い)に入る最適なものの組み合わせを①～⑨より選び、その番号をマークしなさい。

- 1 A : 二人って付き合ってるの？
B : うん、でもまだ最近なので、内緒にしておきたかったんだ。

A : Are you two (あ) each other?

B : Yes, but it's still new, so we wanted to keep it (い) ourselves.

- | | | |
|------------------|-------------------|------------------|
| ① あ looking い by | ② あ looking い for | ③ あ looking い to |
| ④ あ meeting い by | ⑤ あ meeting い for | ⑥ あ meeting い to |
| ⑦ あ seeing い by | ⑧ あ seeing い for | ⑨ あ seeing い to |

- 2 A : 就職活動はうまく行っていますか？
B : 聞いて下さってありがとうございます。市場調査会社の若手研究員のポストがあって、来週に面接があります。

A : Any (あ) with your job hunting?

B : Thank you for (い). There is an opening for a junior researcher at a marketing firm and I have an interview next week.

- | | | |
|-------------------|----------------------|------------------------|
| ① あ goal い asking | ② あ goal い listening | ③ あ goal い questioning |
| ④ あ luck い asking | ⑤ あ luck い listening | ⑥ あ luck い questioning |
| ⑦ あ work い asking | ⑧ あ work い listening | ⑨ あ work い questioning |

- 3 A : 週末の予定決まった？
B : 美術館に行こうと思っていたんだ。新しい美術展が良さらしいんだよ。一緒にどう？
A : それは面白そうだね。駅で午後2時なんてどう？それでいい？

A : What's your plan for this weekend?

B : I was thinking of going to the museum. I heard that their new exhibition is worth seeing. (あ) to join me?

A : Sounds interesting. Why don't we meet up at the station at around 2 p.m.? Does that (い) for you?

- | | | |
|---------------|------------------|-----------------|
| ① あ Ask い go | ② あ Ask い match | ③ あ Ask い work |
| ④ あ Care い go | ⑤ あ Care い match | ⑥ あ Care い work |
| ⑦ あ Mind い go | ⑧ あ Mind い match | ⑨ あ Mind い work |

- 4 A : 駅にいかねければなりません。
B : この雨のなかで？ 自分が何を言っているかわかっているの？

A : I must (あ) down to the station.

B : In this heavy rain? Are you out of your (い)?

- | | | | | | |
|----------|--------|----------|----------|----------|---------|
| ① あ face | い mind | ② あ face | い option | ③ あ face | い voice |
| ④ あ head | い mind | ⑤ あ head | い option | ⑥ あ head | い voice |
| ⑦ あ nose | い mind | ⑧ あ nose | い option | ⑨ あ nose | い voice |

- 5 A : 畳はイグサでできています。靴を履いたままでは入れません。
B : はい分かりました。どのように座りますか？
A : ももの下に足を入れ込んで、お尻をかかずに載せます。

A : Tatami mats are made of rush grass. You can't enter the room with your shoes (あ).

B : I see. How should I sit?

A : You keep your legs (い) beneath your thighs with your buttocks resting on your heels.

- | | | | | | |
|----------|--------|----------|----------|----------|-----------|
| ① あ on | い tuck | ② あ on | い tucked | ③ あ on | い tucking |
| ④ あ out | い tuck | ⑤ あ out | い tucked | ⑥ あ out | い tucking |
| ⑦ あ worn | い tuck | ⑧ あ worn | い tucked | ⑨ あ worn | い tucking |

- 6 A : これなんて呼ぶんだったかな。ここまで出掛かっているんだけど。
B : 分かんないよ。君とぼくなら君の方が賢いんだから。

A : Do you know what this is called? It is on the (あ) of my tongue.

B : No idea. Between the two of us, you are the one with the (い) mind.

- | | | | | | |
|----------|-------|----------|---------|----------|---------|
| ① あ edge | い hot | ② あ edge | い sharp | ③ あ edge | い thick |
| ④ あ end | い hot | ⑤ あ end | い sharp | ⑥ あ end | い thick |
| ⑦ あ tip | い hot | ⑧ あ tip | い sharp | ⑨ あ tip | い thick |

II

(1) 英語の記述が意味する 1 語となるように、破線部(破線の数 は 文字数 を 表す)を補充する際に ?? に入る 2 文字を①～⑩よりそれぞれ選び、その番号をマークしなさい。各選択肢は 2 回以上使ってよい。

- 7 a very large type of animal that used to live millions of years ago: d _ _ _ _ ?? _
- 8 to meet someone or something unexpectedly: e _ _ ?? _ _ _ _
- 9 someone you know, but who is not a close friend: a _ _ _ ?? _ _ _ _ ce

① ab ② ac ③ ai ④ ar ⑤ at ⑥ au ⑦ ca ⑧ or ⑨ ou ⑩ so

(2) 英語の記述が意味する 1 語となるように、破線部(破線の数 は 文字数 を 表す)を補充する際に ?? に入る 2 文字を①～⑩よりそれぞれ選び、その番号をマークしなさい。各選択肢は 2 回以上使ってよい。

- 10 to make someone feel nervous or uncomfortable, especially in front of other people: e _ _ _ ?? _ _ _
- 11 a strong feeling of excitement in something and desire to become involved in it: e _ _ ?? _ _ _ _ m
- 12 to trick someone into believing something that is not true: d _ _ ?? _ e

① ea ② ee ③ ei ④ hu ⑤ ll ⑥ ra ⑦ rr ⑧ se ⑨ su ⑩ th

III 英文が日本語の意味を表すように下記[]内の語(句)を並べ換えるとき、(あ)(い)(う)に入るものの組み合わせを①～⑩より選び、その番号をマークしなさい。ただし[]には余分なものが1つ含まれている。(なお、文頭に来る語も小文字で示されている。)

- 13 しかし、なぜ彼がピアノコンクールでジャズを弾きたがるのか私には理解できない。

But () () () (あ) () (い) () () (う) () () for the piano competition.

[difficult / he / it / jazz / makes / me / no / play / sense / to / wants to / why]

- | | | | | | |
|---------------|-------------|------------|---------------|---------|------------|
| ① あ difficult | い he | う jazz | ② あ difficult | い me | う jazz |
| ③ あ play | い makes | う me | ④ あ play | い makes | う sense |
| ⑤ あ play | い makes | う to | ⑥ あ sense | い he | う jazz |
| ⑦ あ sense | い me | う wants to | ⑧ あ sense | い to | う wants to |
| ⑨ あ to | い difficult | う jazz | ⑩ あ to | い sense | う wants to |

- 14 交通事故件数の増加に歯止めをかけるため迅速な対策を講じなければならない。

() () (あ) (い) () (う) () traffic accidents.

[be taken / halt growth in / must / number of / swift measures / the / to / we]

- | | | | | | |
|--------------------|------------------|------------------|--------------------|------------------|------------------|
| ① あ be taken | い swift measures | う halt growth in | ② あ be taken | い to | う number of |
| ③ あ be taken | い to | う the | ④ あ halt growth in | い swift measures | う be taken |
| ⑤ あ halt growth in | い swift measures | う the | ⑥ あ halt growth in | い the | う swift measures |
| ⑦ あ must | い be taken | う halt growth in | ⑧ あ swift measures | い be taken | う halt growth in |
| ⑨ あ swift measures | い must | う to | ⑩ あ swift measures | い to | う the |

- 15 人に対して2つ以上の相反する態度を持つことは、人間であることの常です。

Having () () (あ) () (い) () () (う) being human.

[a person / attitudes towards / constant / is / more / opposing / or / part of / two]

- | | | | | | |
|--------------|---------------------|------------|--------------|---------------------|------------|
| ① あ a person | い more | う constant | ② あ a person | い more | う is |
| ③ あ a person | い or | う is | ④ あ more | い a person | う constant |
| ⑤ あ more | い attitudes towards | う a person | ⑥ あ more | い attitudes towards | う part of |
| ⑦ あ opposing | い a person | う part of | ⑧ あ opposing | い more | う part of |
| ⑨ あ two | い more | う constant | ⑩ あ two | い more | う is |

IV 各文章において**太字部分**が入るべき最適な位置を①～⑥より選び、その番号をマークしなさい。

● 16 **that**

Nature ① needs to be able to cope with change. Different animals and plants in a habitat ② help to make ③ place stable and sustainable. Small ④ changes will have fewer effects, allowing ⑤ it to keep ⑥ providing us with what we need.

● 17 **otherwise**

Invasive species are species ① outside their normal ranges ② that have a negative impact on other organisms or ③ environments. They tend to have escaped ④ controlling species in their normal ranges, which would have ⑤ limited their survival, and they are often well suited ⑥ to their new environment.

● 18 **to most**

A visit to Alaska can be a life-changing experience for children, shaping their understanding ① of the natural world and wildlife, and discovering their own sense ② of adventure. Few ③ places in the world offer ④ lively hikes to glaciers, abandoned gold mines, and wildlife sightings that can make the youngest ⑤ veteran travelers ⑥ feel a sense of wonder.

● 19 **the ones**

In sub-Saharan Africa, water scarcity takes a greater toll on ① women and children because they are often ② responsible for collecting it. When water is further away, it requires more time to collect, ③ which often means less time at school. Particularly for girls, a shortage of water in schools impacts ④ student enrolment, attendance and performance. Carrying water long distances is ⑤ also an enormous physical burden and ⑥ can expose children to safety risks and exploitation.

V 次の英文を読んで、以下の設問に答えなさい。

Sam Elliot is a capable executive in Silicon Valley who found himself stretched too thin²⁶ after his company was acquired by a larger, bureaucratic business. He was in earnest about being a good citizen in his new role so he said *yes* to many requests without really thinking about it. But as a result he would spend the whole day rushing from one meeting and conference call to another trying to please everyone and get it all done. His stress went up as the quality of his work went down. It was like he was majoring in minor activities and as a result, his work became unsatisfying for him *and* frustrating for the people he was trying so hard to please.

In the midst of his frustration the company came to him and offered him an early retirement package. But he was in his early 50s and had no interest in completely retiring. He thought briefly about starting a consulting company doing what he was already doing. He even thought of selling his services back to his employer as a consultant. But none of these options seemed that 20. So he went to speak with a mentor who gave him surprising advice: “Stay, but do what you would as a consultant and nothing else. And don’t tell anyone.” In other words, his mentor was advising him to do only those things that *he* considered essential—and ignore everything else that was asked of him.

The executive followed the advice! He made a daily commitment towards cutting out the red tape²⁷. He began saying no. He was tentative at first. He would evaluate requests based on the timid criteria, “Can I actually 21 this request, given the time and resources I have?” If the answer was *no* then he would refuse the request. He was pleasantly surprised to find that while people would at first look a little disappointed, they seemed to respect his honesty.

Encouraged by his small wins he pushed back a bit more. Now when a request would come in he would pause and evaluate the request against a tougher criteria: “Is this the very *most* important thing I should be doing with my time and resources right now?” If he couldn’t answer a definite *yes*, then he would refuse the request. And once again to his 22, while his colleagues might initially seem disappointed, they soon began to respect him *more* for his refusal, not less.

Emboldened, he began to apply this selective criteria to everything, not just direct requests. In his past life he would always volunteer for presentations or assignments that came up last minute; now he found a way to not sign up for them. He used to be one of the first to jump in on an e-mail trail, but now he just stepped back and 23 others jump in. He stopped attending conference calls that he only had a couple of minutes of interest in. He stopped sitting in on the weekly update call because he didn’t need the information. He stopped attending meetings on his calendar if he didn’t have a direct 24 to make. He explained to me, “Just because I was invited didn’t seem a good enough reason to attend.”

It felt self-indulgent at first. But by being selective he bought himself space, and in that space he found creative freedom. He could concentrate his effort on one project at a time. He could plan thoroughly. He could 25 roadblocks and start to remove obstacles. Instead of spinning his wheels trying to get everything done, he could get the right things done. His newfound commitment to doing only the things that were truly important—and eliminating everything else—restored the quality of his work. Instead of making just a millimeter of progress in a million directions he began to generate tremendous momentum towards accomplishing the things that were truly vital.

(出典 Greg McKeown (2020). *Essentialism: The Disciplined Pursuit of Less* 一部改変)

● 20, 21, 22, 23, 24, 25 に入る最適なものを①～⑨よりそれぞれ選び、その番号をマークしなさい。各選択肢は1回しか使えない。

- | | | | | |
|-----------|--------------|-------------|---------|----------------|
| ① abroad | ② anticipate | ③ appealing | ④ boss | ⑤ contribution |
| ⑥ delight | ⑦ fulfill | ⑧ let | ⑨ phone | |

●下線部 stretched too thin²⁶, cutting out the red tape²⁷ が文中で指し示す内容として最も近いものを①～⑤よりそれぞれ選び、その番号を , にマークしなさい。各選択肢は1回しか使えない。

- ① losing weight because of a lack of time to eat lunch
- ② having too much work to be able to do anything well
- ③ sorting out the jobs that seem unnecessary or inefficient
- ④ feeling responsible even for the work that was not accepted
- ⑤ performing only what seems interesting without regard for inconvenience to others

●次の a～c の記述について、本文の内容に合致するものを正、しないものを誤とするときに得られる組み合わせを①～⑧より選び、その番号を にマークしなさい。

- a. Although he was too young for retirement, Sam Elliot was asked to leave his job.
- b. The more selective Sam Elliot became in accepting requests, the more respect he gained from his colleagues.
- c. Sam Elliot came to believe that members who were invited should attend the meeting regardless of the discussion topic.

- | | | | | | | | |
|---|-----|-----|-----|---|-----|-----|-----|
| ① | a—正 | b—正 | c—正 | ② | a—正 | b—正 | c—誤 |
| ③ | a—正 | b—誤 | c—正 | ④ | a—正 | b—誤 | c—誤 |
| ⑤ | a—誤 | b—正 | c—正 | ⑥ | a—誤 | b—正 | c—誤 |
| ⑦ | a—誤 | b—誤 | c—正 | ⑧ | a—誤 | b—誤 | c—誤 |

VI 次の英文を読んで、以下の設問に答えなさい。

In 2022 I averaged 9,370 steps a day. I know. I counted. Or rather my iPhone counted. I carried it everywhere—not so much to catch every call as to catch every step. My daily aim? Ten thousand steps. Because it's a common goal.

[29] to maintain health is rooted not in science but in a marketing gimmick*. In the 1960s a company in Japan invented an early pedometer*. Because the Japanese character for “10,000” looks like a person walking, the company called its device the 10,000-step meter.

“It was just sort of a catchy phrase,” says I-Min Lee, an epidemiologist* at Harvard Medical School and Brigham and Women's Hospital in Boston. Taking that many steps daily is challenging^[34] but doable for many people. “Sure, if you get 10,000 steps, it seems like a good goal. But there was not really any basis to it.”

Step-counting devices such as watches and phones came into widespread use only in the past two decades. Once they did, scientists needed to follow users for long periods to learn anything meaningful about the number of steps that affects mortality, cardiovascular* fitness or anything else. And until recently, that hadn't happened.

The current physical activity guidelines from the U.S. Department of Health and Human Services, published in 2018, are still based on time. Experts reviewed hundreds of studies on exercise and health. Nearly all were based on self-reports of physical activity, a measure that is not exact. It's the equivalent of guessing how much time I spent walking last year.

[30], the experts ended up recommending broad exercise ranges and not step counts: 150 to 300 minutes of weekly moderate activity (the equivalent of brisk^[35] walking) or 75 to 150 minutes of vigorous activity (for example, jogging) during the same period. A decade of consistently hitting that goal translates to about an extra year and a half of life, epidemiological studies indicate. There simply wasn't enough evidence to make a similar determination about steps. “It killed me that we couldn't,” says William Kraus, a physician and scientist at Duke University, who helped to draw up the guidelines. “Step counts are accessible. People can understand them.”

[31] is starting to come in. In 2019 Lee published one of the first studies specifically investigating the actual effects of meeting the 10,000-step goal. Several other large studies followed. The result? Some movement is good, and more is better, but the benefits taper^[36] at some point. Your personal peak depends on your age. People younger than 60 should indeed walk 8,000 to 10,000 steps a day to get the best benefits in terms of life expectancy and cardiovascular health. People older than 60 show the most benefit between 6,000 and 8,000 steps. (Seven thousand to 9,000 steps a day is roughly equivalent to 150 to 300 minutes of brisk walking each week, the target in the 2018 guidelines.)

[32] is energy expenditure. “We basically relate energy expenditure to health outcomes,” Kraus says. Walking for 60 minutes at 3.3 miles an hour and running for 30 minutes at six miles an hour use the same amount of energy. “The older you are, the less efficient you are with your steps,” Kraus says. “Per step, older people expend more energy.” As a result, they need fewer steps to achieve the same benefits.

[33] can be especially meaningful for someone who isn't physically able to walk briskly, says Amanda Paluch, an epidemiologist at the University of Massachusetts Amherst, who led two meta-analyses* linking step counts with risk of death and cardiovascular disease. She concludes that “the people who are the least active have the most to gain.”

The total number of steps you take does appear to matter more than the speed at which you take them. “The relevant^[37] question for me is, When two people walk the same amount, does it matter whether their steps are accumulated at a faster rate versus a slower rate?” Lee says. The answer so far is no.

Newer studies are moving beyond death rates to ask questions about the way steps may contribute to diabetes* prevention or help to control blood pressure and weight. The goal, after all, is not just to live longer but to live healthier. Full results are not in yet, so Lee's advice in the meantime is: “Tailor^[38] your steps according to what you are trying to achieve and according to who you are.”

(注) gimmick 仕掛け pedometer 歩数計 epidemiologist 疫学者 cardiovascular 心臓血管の meta-analysis メタ分析 diabetes 糖尿病

(出典 Lydia Denworth (2023). *The “10,000 Steps” Gimmick* in *Scientific American* 一部改変)

● [29], [30], [31], [32], [33] に入る最適なものを①～⑤よりそれぞれ選び、その番号をマークしなさい。各選択肢は1回しか使えない。

- ① The difference ② Now evidence about steps ③ Because of that room for error
④ Adding a few thousand steps a day ⑤ Yet the concept of taking 10,000 steps a day

●下線部 challenging³⁴, brisk³⁵, taper³⁶, relevant³⁷, Tailor³⁸ の文中における意味に最も近いものを①～⑨よりそれぞれ選び、その番号を 34, 35, 36, 37, 38 にマークしなさい。各選択肢は1回しか使えない。

- ① appropriate
 ② browse
 ③ consumption
 ④ customize
 ⑤ decline
- ⑥ difficult
 ⑦ exchange
 ⑧ notorious
 ⑨ speedy

●次の a～c の記述について、本文の内容に合致するものを**正**、しないものを**誤**とするとときに得られる組み合わせを①～⑧より選び、その番号を 39 にマークしなさい。

- a. Step-counting devices, like the 10,000-step meter, wristwatches, and telephones, have been widely used since the 1960s.
- b. Originally, there was no scientific reason to claim that 10,000 steps a day was a suitable health target for everyone.
- c. Studies showed that among the groups of elderly people, those walking the most steps were likely to receive the most health benefits.

- ① a—正 b—正 c—正
 ② a—正 b—正 c—誤
- ③ a—正 b—誤 c—正
 ④ a—正 b—誤 c—誤
- ⑤ a—誤 b—正 c—正
 ⑥ a—誤 b—正 c—誤
- ⑦ a—誤 b—誤 c—正
 ⑧ a—誤 b—誤 c—誤

VII 次の英文を読んで、以下の設問に答えなさい。

Cheryl Hopwood did not come from an affluent family. Raised by a single mother, she worked her way through high school, community college, and California State University at Sacramento. She then moved to Texas and applied to the University of Texas Law School, the best law school in the state and one of the [40] law schools in the country. Although Hopwood had compiled a grade point average of 3.8 and did reasonably well⁴⁸ on the law school admissions test (scoring in the 83rd percentile), she was not admitted.

Hopwood, who is white, thought her [41] was unfair. Some of the applicants admitted instead of her were African American and Mexican American students who had lower college grades and test scores than she did. The school had an affirmative action policy that gave preference to minority applicants. In fact, all of the minority students with grades and test scores comparable to Hopwood's had been admitted.

Hopwood took her case to federal court, arguing that she was a victim of [42]. The university replied that part of the law school's mission was to increase the racial and ethnic [43] of the Texas legal profession, including not only law firms, but also the state legislature* and the courts. "Law in a civil society depends overwhelmingly on the willingness of society to [44] its judgment," said Michael Sharlot, dean of the law school. "It becomes harder to achieve that if we don't see members of all groups playing roles in the administration of justice." In Texas, African Americans and Mexican Americans comprise 40 percent of the population, but a far smaller proportion of the legal profession. When Hopwood applied, the University of Texas law school used an affirmative action admissions policy that aimed at enrolling about 15 percent of the class from among minority applicants.

In order to achieve this goal, the university set lower admissions standards for minority applicants than for nonminority applicants. University officials argued, however, that all of the minority students who were admitted were qualified to do the work, and almost all succeed in graduating from law school and [45] the bar exam*. But that was small [46] to Hopwood, who believed she'd been treated unfairly, and should have been admitted.

Hopwood's challenge to affirmative action was not the first to [47] its way to court, nor would it be the last. For over three decades, the courts have wrestled with the hard moral and legal questions posed by affirmative action. In 1978, in the *Bakke* case, the U.S. Supreme Court narrowly supported an affirmative action admissions policy of the medical school at University of California at Davis. In 2003, a closely divided Supreme Court decided that race could be used as a factor in admissions in a case involving the University of Michigan Law School. Meanwhile, voters in California, Washington, and Michigan have recently enacted ballot initiatives* to ban racial preferences in public education and employment.

(注) state legislature 州議会 bar exam 司法試験 enact ballot initiatives 住民投票で可決する

(出典 Michael Sandel (2015). *Justice: What's the Right Thing to Do?* 一部改変)

- [40], [41], [42], [43], [44], [45], [46], [47] に入る最適なものを①～⑧よりそれぞれ選び、その番号をマークしなさい。各選択肢は1回しか使えない。

- | | | | | |
|-----------|-----------|------------------|-------------|--------|
| ① accept | ② comfort | ③ discrimination | ④ diversity | ⑤ find |
| ⑥ leading | ⑦ passing | ⑧ rejection | | |

- 下線部 reasonably well⁴⁸ の言い換えとして最適なものを①～④より選び、その番号を [48] にマークしなさい。

- | | | | |
|--------------|---------------|------------------|-----------------|
| ① adequately | ② excellently | ③ insufficiently | ④ outstandingly |
|--------------|---------------|------------------|-----------------|

● 次の **a** ～ **c** の記述について、本文の内容に合致するものを**正**，しないものを**誤**とするときに得られる組み合わせを①～⑧より選び、その番号を 49 にマークしなさい。

- a.** Hopwood’s family was not financially well-off.
- b.** The University of Texas Law School believed that it was their responsibility to produce graduates from members of different groups of people in society.
- c.** The general public’s approval of affirmative action was the same as the decisions of the U.S. Supreme Court.

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| ① | a—正 | b—正 | c—正 | ② | a—正 | b—正 | c—誤 |
| ③ | a—正 | b—誤 | c—正 | ④ | a—正 | b—誤 | c—誤 |
| ⑤ | a—誤 | b—正 | c—正 | ⑥ | a—誤 | b—正 | c—誤 |
| ⑦ | a—誤 | b—誤 | c—正 | ⑧ | a—誤 | b—誤 | c—誤 |

