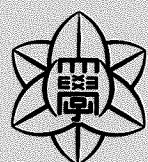
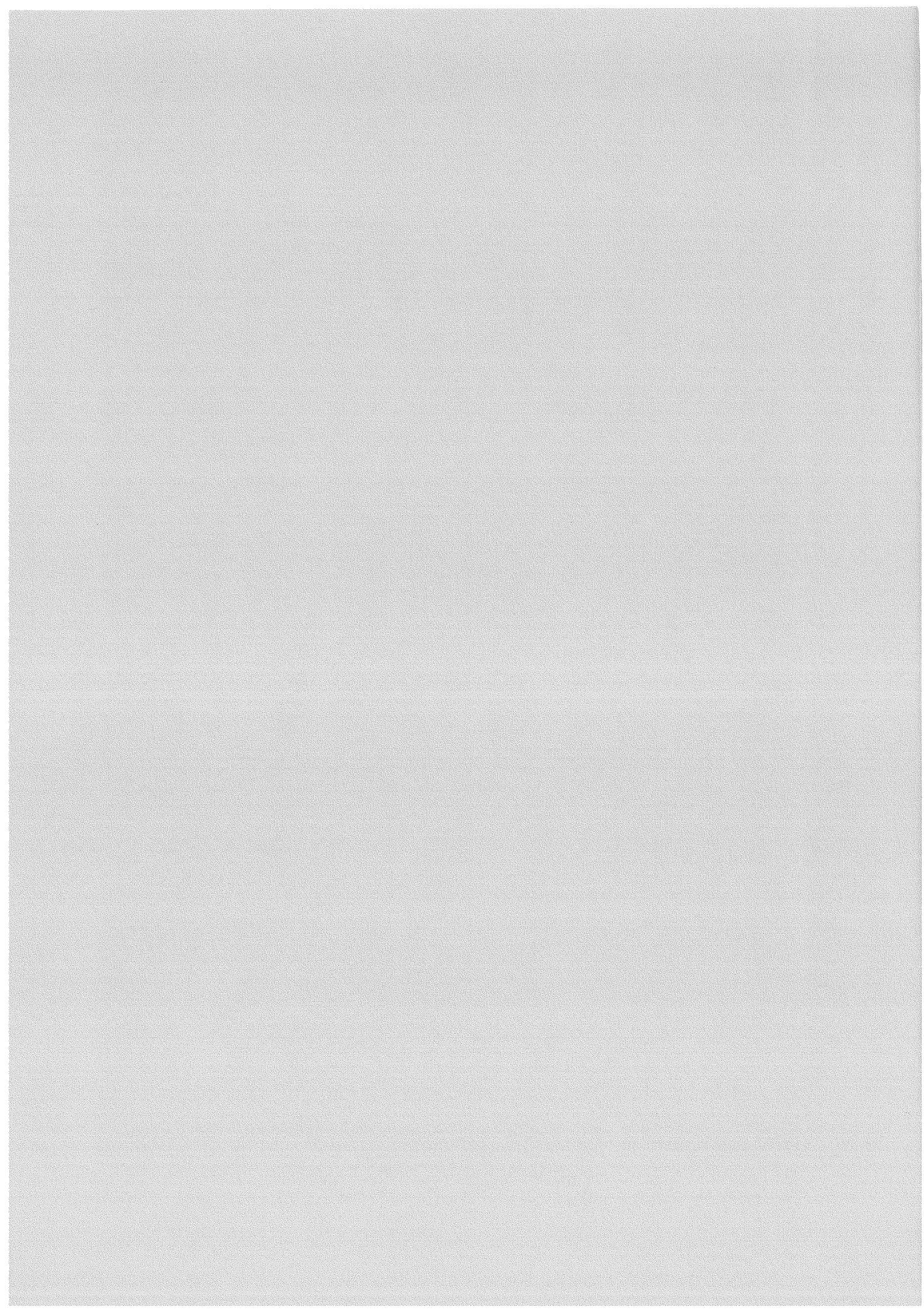


令和6年度  
医学部  
一般選抜試験問題



金沢医科大学



令和 6 年度  
医 学 部  
一般(前期)第1次選抜  
2日目

令和6年度金沢医科大学医学部入学者選抜試験問題  
一般選抜（前期）【英語】2日目

1 Read the passage below and answer the questions about it. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes ( ) in the passage indicate missing information.

Research shows that there is little relationship between reading speed and comprehension. While you might expect that slower reading results in better comprehension, some people read rapidly and comprehend well; others read slowly and comprehend badly. There is some reason to believe that the factors producing slow reading are also involved in lowered comprehension.

When you practice a rapid reading exercise, you are not practicing reading as much as you are practicing eye movements. By learning better, more efficient methods of moving your eyes, you will become a better and faster reader. Just like learning a new golf swing or basketball jump shot, at first, you will feel very <1>uncomfortable. The movement will feel <2>awkward and strange. That is normal; it is part of the learning process. However, when you master this new <3>technique, you will be amazed at the results.

In checking thousands of individuals 4 reading training, it has been found in most cases that an increase in reading speed has been paralleled by an increase in comprehension and that where the rate has gone down, comprehension has also decreased. Although there is presently little statistical evidence, it seems that individual word reading interferes with understanding rather than improves <4>it.

Whether you have good comprehension depends on whether you can draw out and maintain the important ideas of a text, not on how fast you read. If you can do this, you can also increase your reading speed. If you get concerned when trying to read rapidly and worry about comprehension, it will drop because the mind 5 with your fears, and you are not paying attention to the ideas that you are reading.

If you 6 on the purpose of reading, locating the main ideas and the details, and force yourself to stick to the task of finding them quickly, your speed and comprehension should increase. Your concern should be not with how fast you can get through a chapter, but with how quickly you can locate the facts and ideas that you need.

Most adults can increase their rate of reading considerably and rather quickly without lowering comprehension. These same individuals seldom show an increase in comprehension when they reduce their rate. In other cases, comprehension is better at higher rates of speed. This generally seems \*counterintuitive for people first learning rapid reading. <5>This means that for some individuals who have no intention of practicing rapid reading, the benefits of improved comprehension are missed.

Comprehension during rapid reading is in many ways easier than during standard reading. Firstly, the mind is busy looking for meaning, not rereading words and sentences. The average reader spends about 15% of the time rereading words. Rereading interrupts the flow of comprehension and slows down the process. Rereading and going backward while you read is incredibly inefficient. There are two main types of rereading: conscious and unconscious. Conscious rereading is called regression. This is when you consciously decide to stop reading and go back to a previous spot you already read to better understand it. Unconscious rereading is when your eye is fixed on the wrong spot. Switching your eyes from one line to the next and losing your spot on the page are examples of unconscious rereading or back-skipping. The second advantage of rapid reading is that, on the logical level, you use your existing knowledge of the subject to fill in the needed information by looking at one or two paragraphs. Meanwhile, on the visual level, you absorb up to a page of information and process it. This stimulates many areas of the brain because it forces you to process information more quickly.

These techniques can all help you to read more quickly, but are they appropriate for what you are trying to achieve? Effective rapid reading is a balance between pace and comprehension. Studies have found that the faster you read, the less information you take in, particularly when it comes to remembering detail.

Therefore, rapid reading is not the answer if you are reading a complex legal contract or technical document, even if you are pushed for time. Similarly, it would be sensible to slow down if the material you are reading is new or unfamiliar, or if you have to teach it to someone else.

When you need to understand only the basic arguments or conclusions being presented, though, using a rapid reading technique can work. This may especially be the case if you intend to go back and re-read something more slowly when you are less busy. One study has suggested that skimming a text can improve your comprehension the second time around.

Generally speaking, if you want to memorize something, you will need to read slowly, at less than 100 wpm (words per minute). A normal rate of reading for learning is 100-200 wpm, and for comprehension, it is 200-400 wpm. Speed reading is normally done at a rate of around 400-700 wpm. Anything above 500-600 wpm means sacrificing comprehension, although this varies from person to person.

Another option for those of you who must finish a book you are not enjoying 15. Not all books should be read to the end, especially non-fiction books where the valuable content to you 16. Of course, a fiction novel often 17. However, if you are not enjoying the book there is no rule that you 18. There are plenty more books out there waiting to be discovered.

\*counterintuitive = the opposite of what you would expect

1. Identify the most stressed vowel and then choose one word for each that has the same vowel pronunciation.

1	<1> <u>uncomfortable</u>
2	<2> <u>awkward</u>
3	<3> <u>technique</u>

① seat ② sit ③ head ④ hand ⑤ cup ⑥ tool ⑦ put ⑧ fall ⑨ four ⑩ out ⑪ take ⑫ know

2. Choose the most appropriate answer.

4	① take	② takes	③ took	④ taken	⑤ taking
5	① occupies	② is occupied	③ is occupying	④ will occupy	⑤ will have occupied
6	① rely	② concentrate	③ pick	④ impose	⑤ count

3.  What does <4>it refer to?

① training      ② an increase      ③ reading speed      ④ rate  
 ⑤ statistical evidence      ⑥ individual word      ⑦ reading      ⑧ understanding

4.  For the underlined sentence <5>, find the MAIN VERB of the sentence.

① means      ② individuals      ③ have      ④ intention      ⑤ practicing  
 ⑥ reading      ⑦ benefits      ⑧ improved      ⑨ comprehension      ⑩ are missed

5.  In paragraph 7, the author suggests that comprehension during rapid reading is easier than during standard reading because you are \_\_\_\_\_. Choose TWO answers.

① focusing on looking for meaning  
 ② selecting previous spots to improve understanding  
 ③ more likely to enjoy the reading process  
 ④ choosing to reread certain words or sentences  
 ⑤ making use of prior knowledge of the subject  
 ⑥ reading stimulating information about the brain

6.  For which of these situations would the author suggest NOT using rapid reading? Choose TWO answers.

① reading about how to use a complicated machine or device  
 ② reading about something you have current knowledge on  
 ③ reading about something you will need to explain to other people  
 ④ reading to understand the basic arguments or conclusions  
 ⑤ reading a document you plan to read again when you are less busy

7.  –  Complete the table by matching the reading rates in words per minute (wpm) with the desired goals.

Reading rate (wpm)	Goal
Less than 100	<input type="text" value="11"/>
100-200	<input type="text" value="12"/>
200-400	<input type="text" value="13"/>
400-700	<input type="text" value="14"/>

## Goals

① to learn something  
 ② to teach something  
 ③ to speed-read something  
 ④ to sacrifice something  
 ⑤ to comprehend something  
 ⑥ to memorize something

8.  –  Complete the sentences in the last paragraph.

① might just be the central chapters  
 ② has the storyline running until the last page  
 ③ have to read until the last page—just stop  
 ④ is to rapidly read it at your highest speed

2. Read the passage below and answer the questions about it. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes ( ) in the passage indicate missing information.

Money was created many times in many places. Its development required no technological breakthroughs—it was a <1>purely mental revolution. It involved the creation of a new \*<sup>1</sup>inter-subjective reality that exists solely in people's shared imagination.

Money is not coins and banknotes (paper money). Money is anything that people are willing to use in order to represent systematically the value of other things for the purpose of exchanging goods and services. Money enables people to compare quickly and easily the value of different products and services (such as apples, shoes, and divorces), to easily exchange one thing for another, and to store wealth conveniently. There have been many types of money. The most <2>familiar is the coin, which is a standardized piece of imprinted metal. Yet money existed long before the invention of coins, and cultures have flourished using other things as \*<sup>2</sup>currency, such as shells, cattle, skins, salt, grain, beads, cloth, and \*<sup>3</sup>promissory notes. Shells were used as money for about 4,000 years all over Africa, South Asia, East Asia, and Oceania. Taxes could still be paid in shells in British Uganda in the early twentieth century.

In modern prisons and camps for prisoners of war, cigarettes have often <3>served as money. Even non-smoking prisoners have been willing to  cigarettes as payment, and to calculate the value of all other goods and services in cigarettes. One prisoner of war from the 1940s described the cigarette currency used in the prison camp: "We had our own currency, whose value no one questioned: the cigarette. The price of every article was stated in cigarettes. In the camp at that time, a loaf of bread cost 12 cigarettes; a 300-gram package of margarine, 30; a watch, 80 to 200; a liter of alcohol, 400 cigarettes!"

In fact, even today coins and banknotes are a rare form of money. The sum total of money in the world is about \$60 trillion, yet the sum total of coins and banknotes is less than \$6 trillion. More than 90 percent of all money—more than

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\$50 trillion appearing in our accounts—**23** only on computer servers. Accordingly, most payments are executed by moving electronic data from one computer file to another, without any change of physical cash. Only a criminal buys a house, for example, by handing over a suitcase full of banknotes. As long as people are willing to trade goods and services in exchange for electronic data, **<4>it** is even better than shiny coins and fresh banknotes—lighter, smaller, and easier to keep track of.

For complex commercial systems to function, some kind of money is essential. A shoemaker in a money economy needs to know only the prices **24** for various kinds of shoes—there is no need to memorize the exchange rates between shoes and apples or goats. Money also frees apple experts from the need to search out apple-loving shoemakers because everyone always wants money. This is perhaps its most basic quality. Everyone always wants money because everyone else also always wants money, which means you can exchange money for whatever you want or need. The shoemaker will always be happy to take your money, because no matter what he really wants—apples, goats, or a divorce—he can get it in exchange for money. Money is thus a universal medium of exchange that enables people to convert almost everything into almost anything else.

Ideal types of money enable people not merely to turn one thing into another, but to store wealth as well. Many valuables cannot be stored—such as time or beauty. Some things can be stored only for a short time, such as strawberries. Other things last longer, but take up a lot of space and require expensive facilities and care. Grain, for example, can be stored for years, but to do so you need to build huge storehouses and guard against \*<sup>4</sup>mold, rats, water, fire, and thieves. Money, whether in the form of paper, computer bits, or shells, solves these problems. Shells do not decay, cannot be eaten by rats, can survive fires, and are compact enough to be locked up in a safe.

In order to use wealth, it is not enough to just store it. It often needs to be transported from place to place. Some forms of wealth, such as real estate, cannot be transported at all. Products such as wheat and rice can be transported but only with difficulty. Imagine a wealthy farmer living in a moneyless land who moves to a distant province. His wealth mainly consists of his house and rice fields. However, the farmer cannot take the house or the fields with him. He might exchange them for tons of rice, but it would be very difficult and expensive to transport all that rice. Money solves these problems. The farmer can sell his property in exchange for a sack of shells, which he can easily carry wherever he goes.

**25** money can convert, store, and transport wealth easily and cheaply, it made a vital contribution to the appearance of complex commercial networks and dynamic markets. Without money, commercial networks and markets would have been doomed to remain very limited in their size, complexity, and dynamism.

\*<sup>1</sup>inter-subjective = involving the opinions or points of view of two or more people

\*<sup>2</sup>currency = a system of money that a country uses

\*<sup>3</sup>promissory notes = a document that expresses a promise to pay a certain amount of money on a specific date

\*<sup>4</sup>mold = カビ

1. Choose the answer that is closest in meaning.

19	<b>&lt;1&gt;purely</b>	① cleanly	② entirely	③ naturally	④ solidly	⑤ certainly
20	<b>&lt;2&gt;familiar</b>	① closed	② friendly	③ skilled	④ usable	⑤ well-known
21	<b>&lt;3&gt;served as</b>	① took place in	② placed an importance on	③ put emphasis on	④ played the role of	⑤ worked under the influence of

2. Choose the most appropriate answer.

22	① accept	② afford	③ comprehend	④ lend	⑤ prove
23	① exist	② exists	③ existed	④ existing	⑤ is existed
24	① purchased	② saved	③ charged	④ raised	⑤ qualified
25	① As if	② Though	③ As long as	④ Because	⑤ Whereas

3. **26** What does **<4>it** refer to?

① computer servers    ② moving    ③ electronic data    ④ computer file    ⑤ physical cash    ⑥ a criminal  
⑦ a house    ⑧ a suitcase full of banknotes    ⑨ goods and services    ⑩ shiny coins and fresh banknotes

4. **27** Which statement is NOT supported by paragraphs 5 and 6?

① Without money, complex commercial systems would be unable to function.  
② Because everyone wants money, it can be exchanged for almost anything.  
③ Money simplifies trade by working as a universal medium of exchange.  
④ Things such as time and beauty cannot be considered as a form of wealth.  
⑤ Shells are a good form of money because they can be stored safely and easily.

5. **28** In paragraph 7, the author most likely discusses a farmer's house and rice fields to illustrate that \_\_\_\_\_.  
\_\_\_\_\_

① wealth can include stores, real estate, wheat, and rice  
② products such as wheat and rice are difficult to sell  
③ farmers are unlikely to move to distant provinces  
④ money makes it easier to exchange a house for rice  
⑤ being able to transport wealth easily is important

6. **29** This passage is mainly about the \_\_\_\_\_.  
\_\_\_\_\_

① importance of coins and shells as a form of money  
② history and use of money in different cultures  
③ development and significance of money in society  
④ role of money in prisons and modern markets  
⑤ impact of money on complex commercial networks

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3 Read the passage below and answer the questions about it. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes ( ) in the passage indicate missing information.

Mindfulness in medicine allows for a trusting relationship to emerge between the physician, nurse, or other health care provider and the patient. This, we assert, is the space in which healing can 30; the health care professionals accompany the patient on the journey toward wholeness, even when no cure is possible. They invite the patient to approach the illness experience in a deeper way, exploring 31 meaning and opportunities. This is not accomplished by words alone but through other forms of communication. In addition to the words spoken, the health care professionals' <1>genuine concern for the patient is shown through their posture, gestures, facial expression, voice tone, sequence, and rhythm in speech. Knowing when to be silent, when to allow time for integration of information, and when to gently touch the person tells patients that they are not <2>abandoned to their fate. Being present in this way 32 a safety zone in which the dark side of illness can be explored: the fears, losses and implications. When the health care professionals accept the wounded healer role (i.e., accept their own humanity), then it is possible to open up to the patient's suffering in a way that is meaningful. To do so, they must be able to allow for uncertainties and strong emotions, and address real (existential) questions. This is not about bedside manners; rather, it is \*1empathy in action. Herein lies the heart of medicine.

John Kabat-Zinn, who introduced mindfulness-based stress reduction as a \*2therapeutic approach, wrote clearly about participatory medicine in the context of rehabilitation. He noted that for a patient to be restored to good health and function he needs to be "reenabled." That is, it is necessary to learn to live fully in one's body, being, and life—in whatever state it is now—and accept personal control for it. He states, "This embodied attention, this consciousness in the body, this willingness to work at the boundaries of what makes an intentional effort to be with, accept, and work with things as they are is a condition of body and mind known as mindfulness." Yet, the patient cannot do this work alone. It requires an equal degree of mindfulness on the part of the treating professional, who applies knowledge, carries out procedures, and writes prescriptions for medicines while remaining sensitive to the patient's response to these involvements.

Figure 1 shows numerous factors that need to be kept in mind when a patient seeks treatment for a disease or illness. There are three intersecting elements: the health care professionals, the patients, and the diseases. These are embedded in two overlapping contexts: the 36 and medical systems. In the 37 circle are the 38 who arrive with their professional experiences and personal histories. They meet the patients in A, encounter the patients and diseases together in B, and the diseases themselves in C. A is a place where healing may be promoted. 39 is the intersection of the physicians, patients, and diseases; this is where curing may occur. C contains the health care professionals' tool box containing medical knowledge, procedures, diagnostic tests, surgery, and medications. Patients arrive with their genetic loading, psychosocial characteristics, personal and medical histories as well as health-related behaviors. These will impact the 40 in D (e.g., being overweight and smoking with heart disease). Moreover, the 41 approach the diseases or illnesses with certain beliefs, expectations, and hopes. Some call this the placebo effect, a phenomenon where patients report improvement after taking a fake treatment (called a placebo) due to their beliefs or expectations that their condition is being treated.

The picture would be incomplete, however, if we did not take into account the context as well. Clearly, the medical system with its structure and processes impacts both the health care professionals and the patients directly and indirectly. For instance, if a patient has to wait a month to see his family physician to get a \*3referral for a \*4rheumatologist, then wait another 5 months to meet that doctor, and then another month for laboratory results to be given to him, the window of opportunity to start medication in a timely manner may be missed. Keeping this case in mind, suppose the patient comes from a culture that values patience and the patient has endured painful joints for some time before finally deciding that it would be a good idea to let the family doctor know that it is becoming hard to open jars and sleep through the night due to pain. In this case, the delay could be more than 6 to 7 months due to access issues. This may very well contribute to disability and disease progression.

To approach all this from a mindful perspective, the doctor may open a dialogue with the patient that includes both the medical aspects of the disease care and coping strategies that the patient may find useful to live as fully as possible with the disease. The patient, in turn, needs to take responsibility by engaging in self-care behaviors (e.g., exercise, taking medications). While it may not be possible to change the cultures of medicine or society, one could acknowledge how they either promote health and well-being or interfere with it, and work with them or around <3>them as best as the situation allows.

\*1empathy = the ability to understand and share another person's feelings and emotions

\*2therapeutic = designed to help treat a disease

\*3referral = a written request by a general physician directing a patient to a medical specialist

\*4rheumatologist = リウマチ専門医

1. Choose the most appropriate answer.

30	① carry on	② carry out	③ take care	④ take place	⑤ recover from
31	① which	② whose	③ her	④ their	⑤ its
32	① appears	② instructs	③ describes	④ provides	⑤ encourages

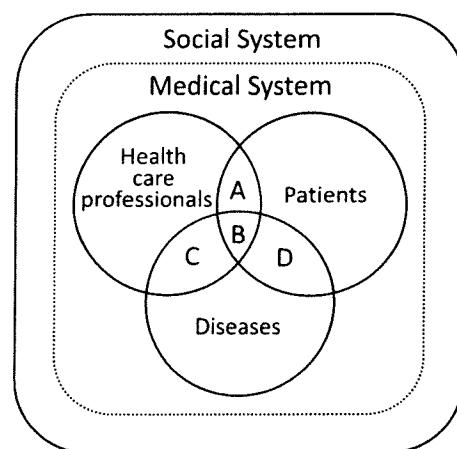


Figure 1

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2. Choose the answer that is closest in meaning.

33	<1> <u>genuine</u>	① very kind	② sincere	③ thoughtful	④ original	⑤ valuable
34	<2> <u>abandoned to</u>	① left to	② thrown up	③ joined to	④ put up with	⑤ broken up with

3.  35 Choose the action that does NOT match Kabat-Zinn's idea of being "reenabled."

- ① living in one's body in the present moment
- ② accepting control for the state of the body
- ③ being aware of the condition of the body
- ④ making an effort to accept things as they are
- ⑤ being sensitive to the treating professionals

4.  36 -  41 Choose each answer based on Figure 1. Use each answer only once.

- ① A
- ② B
- ③ C
- ④ D
- ⑤ upper right
- ⑥ upper left
- ⑦ intersection
- ⑧ social
- ⑨ medical
- ⑩ health care professionals
- ⑪ patients
- ⑫ diseases

5.  42 What may be implied about the medical system described in paragraph 4?

- ① It may cause the patient to miss his appointment with the doctor.
- ② It may have an impact on the timely delivery of treatment.
- ③ It may prevent the patient from sharing his problem with his family.
- ④ It may result in the patient deciding not to see his family doctor.
- ⑤ It may contribute to the patient becoming more impatient.

6.  43 In the last paragraph, what does <3>them refer to?

- ① the medical aspects of the disease care
- ② the disease care and coping strategies
- ③ self-care behaviors
- ④ exercise
- ⑤ taking medications
- ⑥ cultures of medicine or society
- ⑦ health and well-being

7.  44 Which title best expresses the central theme of the passage?

- ① Mindfulness and Empathy in Health Care
- ② The Impact of Genetics on Disease Progression
- ③ Understanding Patient Beliefs and Expectations
- ④ Key Factors of the Social and Medical System
- ⑤ The Role of Culture in Health Care Access

出典

- ① Rapid Reading in FOUR seconds by David Whitehead
- ② Sapiens: A Brief History of Humankind by Yuval Noah Harari, Vintage Books, 2011
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