

2024 年度

医学部医学科一般選抜試験問題

(英 語)

- 注意事項
1. この科目の問題用紙は 16 ページ，解答用紙はマークカード 1 枚である。
 2. 解答用紙(マークカード)に，氏名・受験番号の記入および受験番号のマークを忘れないこと。
 3. マークは HB の鉛筆，シャープペンシルで，はっきりとマークすること。
 4. マークを消す場合，消しゴムで完全に消し，消しくずを残さないこと。
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 6. 各問題の選択肢のうち質問に適した答えを 1つだけ 選びマークすること。1 問に 2 つ以上解答した場合は誤りとする。
 7. 問題用紙は解答用紙(マークカード)とともに机上に置いて退出すること。持ち帰ってはいけない。

I 次の英文は2022年2月に開催されたワンオーシャン・サミットでのヨーロッパ連合(EU)欧州委員会のフォン・デア・ライエン委員長のスピーチです。これを読み、下記の設問に答えなさい。

1) No matter where on Earth we live, we are all connected to the sea. It is our planet's life support system. Every second breath we take is from the ocean. It gives us half the oxygen we breathe, and absorbs much of the carbon we throw into the atmosphere. Our entire climate depends on the ocean. We have mild winters here in Europe because the ocean pumps millions of tons of warm water every second from southern latitudes towards us. The ocean is life, it is nourishment, energy and jobs. 90% of traded goods are carried by the waves. The ocean is part of who we are. And it must be () () (), () is () ().

2) Today, we know the ocean is vulnerable and is threatened by our misdeeds*¹, including all types of pollution and the overexploitation of marine resources. The ocean is too large for any one of us, and yet so fragile that our individual actions matter. This is what brings us here. (1) an alliance between us and the ocean. And Europe is ready to lead.

3) This summit has four main focuses: Biodiversity and conservation, marine pollution, oceans as a solution to climate change, and research. On each one, the European Union is putting on the table its flagship*² initiatives. And each flagship is a proposal for cooperation. Europe can make a huge difference as a maritime power. But only together (2) the tide, and let our oceans teem*³ with life again.

4) Let me give you three examples. First, today the European Union and the French Presidency of the Council*⁴ are launching the High Ambition Coalition*⁵ on the High Seas*⁶. The Coalition is calling for the adoption, in 2022, of an ambitious treaty for the conservation and sustainable use of marine biodiversity in areas beyond national jurisdiction*⁷. We need an international agreement, a legally binding instrument that would sustainably govern the high seas. We are so close, but we need to push.

5) The ocean is a geopolitical*⁸ arena, but it is also a frontier for the expansion of cooperation and international law. For example, the Ross Sea in Antarctica is today a refuge for whales, seals, penguins and fish because in 2016, the US, China, Russia, the European Union and others overcame their differences to protect this rich ecosystem. We can do it again. Studies show that we need at least 30% of the ocean protected (3) healthy. We have seen the extraordinary regenerative power of marine life, like in the Ross Sea. The High Seas Treaty would launch a regeneration wave of our ocean.

6) Every problem is an opportunity for innovation. But we need a clear and ambitious objective. We need a mission, like the European Green Deal. That brings me to my second example, (4) the 'Mission to restore our ocean and waters by 2030', with EUR*⁹ 0.5 billion in funding

from the world's largest research and development programme, Horizon Europe, and other instruments. Our ocean programme will focus on Europe's five seas, and test specific solutions to defined problems. For example, in the Mediterranean, our mission is to prevent and eliminate pollution, in particular plastic, nutrient and chemical pollution. Or consider the Baltic and North Seas^{*10}. There, our mission is to decarbonise shipping and electrify ports. Throughout its lifetime, the Ocean Mission will move from piloting to deployment^{*11}, and bring to market innovative solutions to regenerate the ocean. It is a European mission, but is open to all who want to contribute. In the Black Sea, for instance, we are already working with all coastal states because the actions of one matter to all overlooking those waters. And all solutions must be shared solutions. This is the power of science diplomacy,⁽¹¹⁾ and its unique potential to overcome differences to improve lives.

7) Finally, the ocean is still largely a great mystery for humankind. That is why Europe is building a digital twin of the ocean.⁽¹²⁾ We are connecting our assets—like the Copernicus satellites^{*12}; marine infrastructure like icebreakers, buoys and underwater drones; and high-performance computing. We will gather the raw data and turn (5) real-time knowledge and longer-term predictions. We are putting the power of the digital revolution at the service of our climate. Let me give you an example. Glaciers the size of entire countries in the South and North Poles are melting fast. This is raising water levels, globally, threatening the existence of small island states and coastal cities. But there is more. It is also changing the current that circles the Antarctic. This is the world's largest current and a decisive regulator of the climate. It brings ancient waters from the deep to the surface, (6) a cooling effect, but is also releasing more carbon dioxide. We need to understand these processes better and their impacts. A digital twin of the ocean can do that, and much more.

8) Thanks to the EU and its Member States, a digital twin should be operational by 2024. It will make ocean knowledge open-access, available to citizens, scientists and policymakers around the world. It will bring about a platform for global cooperation.⁽¹⁰⁾ It is about putting the capabilities in place to achieve the commitments we make at this Summit. Together, with the digital twin, we will turn the lights on in the ocean.

[注] *1 misdeed 「悪行」

*2 flagship 「主要な(もの)」

*3 teem 「(～)で一杯である」

*4 the French Presidency of the Council 「フランス欧州連合理事会議長国」

*5 the High Ambition Coalition 「(自然と人々のための)高い野心連合」気候変動に関わる国連枠組条約内の非公式グループ。

*6 the High Seas 「公海」

*7 jurisdiction 「管轄区」

*⁸geopolitical 「地政学の」

*⁹EUR 「《通貨単位》ユーロ」

*¹⁰the Baltic and North Seas 「バルト海と北海」

*¹¹from piloting to deployment 「試用運転から展開まで」

*¹²Copernicus satellite 「コペルニクス衛星」 ここでいうコペルニクスは、欧州連合による環境監視と安全保障が目的の地球観測プログラム。

問 1 本文中の(1)～(6)の各空欄に入る最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

- (1) ① We should not have quickly faced ② We must urgently
 ③ It is time for ④ It is urgent we
 ⑤ There should have been by
- (2) ① will we turn ② will turn
 ③ we would have turned ④ will have turned
 ⑤ would turn
- (3) ① it be for ② so that it be ③ in order to make
 ④ for it to be ⑤ to it for
- (4) ① to plan unlike ② which means we ③ what everyone pays
 ④ to create special to ⑤ where we have launched
- (5) ① it from ② all of ③ facts of
 ④ it into ⑤ understanding of
- (6) ① where this might ② which should have ③ bringing more
 ④ reducing any type ⑤ creating any type

問 2 本文中の下線部(ア)の各空欄に、文意に論理的に合うように、①～⑥の語(句)を一つずつ入れて英文を完成させ、(7)と(8)に入るものの番号を答えなさい。ただし、選択肢はそれぞれ一度しか使えません。

(ア) And it must be () () (7), () is (8) ().

- | | | |
|-----------------|-------------|------------------|
| ① because today | ② danger | ③ our shared |
| ④ in | ⑤ the ocean | ⑥ responsibility |

問 3 次の(9)～(14)の英文の下線部に入るものや、英語の質問の答えとなるものを、それぞれ①～⑤の中から一つずつ選びなさい。

(9) The word “refuge”, as used in paragraph 5, is closest in meaning to _____.

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|----------|---------|-------------|
| ① region | ② zone | ③ sanctuary |
| ④ area | ⑤ asset | |

(10) The word “platform”, as used in paragraph 8, is closest in meaning to _____.

- | | | |
|------------|------------|------------|
| ① elevator | ② hardware | ③ computer |
| ④ forum | ⑤ station | |

(11) The phrase “science diplomacy”, as used in paragraph 6, is closest in meaning to _____.

- ① the use of scientific experimentation to determine the best ways international agreements are reached
- ② the use of science to challenge the standard ways of conducting democracy
- ③ the use of scientific principles to dramatically alter the ways trade deals have traditionally been negotiated
- ④ the use of the scientific method to answer questions about why and how international cooperation fails so often
- ⑤ the use of scientific collaborations among nations to address common problems and to build constructive international partnerships

- (12) The phrase “a digital twin of the ocean”, in the context of paragraph 7 and paragraph 8, most likely means _____.
- ① an artificial organization of satellites, buoys and underwater drones that are spread in the world, using a complex system
 - ② a highly sophisticated computer model that replicates many natural processes in ways that will improve our overall understanding of the ocean, and particularly, of oceanic systems that affect the climate
 - ③ a computer model that brings together information on glaciers the size of countries so that we can accurately make predictions that will protect the climate
 - ④ a group of assets, including satellites, buoys, drones, icebreakers and computers, that will sound a warning
 - ⑤ an ambitious treaty to predict what impacts the current that encircles the Antarctic, which is the world’s largest current, will have on the climate
- (13) Which of the following details is NOT found in the passage?
- ① Attempts to prevent and eliminate plastic, nutrient, and chemical pollution in the Mediterranean, one of Europe’s five seas, are part of the ‘Mission to restore our ocean and waters by 2030’.
 - ② The High Ambition Coalition is attempting to adopt a legally binding instrument for conserving and sustainably using marine biodiversity in the high seas.
 - ③ Many marine animals now have safety in the Ross Sea since the US, China, Russia, the EU and others were able to come together, in 2016, to protect this part of our oceans.
 - ④ Because the world’s oceans are essentially geopolitical arenas, the most crucial challenge will be for countries to overcome their nationalistic, competitive agendas.
 - ⑤ 10% of all traded goods are not carried by the waves.

- (14) Which of the following statements best captures the main message of this passage?
- ① Europe is, today, clearly the main leader in protecting the oceans, and this is true mostly because of its long history as a maritime power.
 - ② International agreements, such as The High Seas Treaty, are clearly the most suitable ways to competitively develop all the research needed.
 - ③ Protecting and conserving the oceans and the marine resources they hold is not simply something the world should aspire to accomplish but rather, is absolutely essential if human societies are to not only survive, but also thrive.
 - ④ It is possible that the European Green Deal might be a good model for how to govern the oceans because it will be a good example of the power of science diplomacy.
 - ⑤ Despite some notable successes such as protection, in 2016, of the Ross Sea, international commitments to protect, and to sustainably utilize, ocean resources, are lagging far behind other environmental commitments.

(21) By keeping temperatures cold, which reduces microbial growth that can affect food in many ways, and which also slows down certain chemical reactions that can impact food quality, refrigeration () food spoilage.

- ① and the prevention of ② prevents ③ preventing that
④ is prevented from ⑤ should have been prevented from

(22) The () use of pesticides and herbicides has led to contamination of groundwater basins in the Ohio River valley.

- ① extensive ② availability ③ establishing
④ traditionally ⑤ immediateness

(23) Those trying to accurately analyze the value, importance, and significance of a dialogue or debate, () all the points each speaker makes.

- ① will be evaluated ② must focus the evaluation
③ will not form evaluations ④ must necessarily evaluate
⑤ will attempt evaluate

(24) Language permits us () our heritage through literature and narratives.

- ① preserve ② the preserving ③ to preserve
④ preservation ⑤ the preservation

Ⅲ 次の英文を読み、(25)の英文が入る最も適切な場所を①～⑤から一つ選びなさい。

(①) Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. (②) Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent^{*1} aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their children's demands immediately. Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. (③) The Freudian perspective, in a sense, sees us as "steam engines." (④) By holding in rather than venting "steam," we set the stage for future explosions. Pent-up^{*2} aggressive impulses demand outlets. They may be expressed toward parents in indirect ways, such as destroying furniture, or they may be expressed toward strangers later in life. (⑤)

(25) According to Freud, however, impulses that have been repressed continue to exist and demand expression.

[注] *1vent 「発散させる」

*2pent-up 「うっ積した, 閉じ込められた」

IV 次の英文を読み、以下の(26)と(27)の英文の下線部に入るものとして最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

It has long been known that a small group of people in every society possess a special personality trait that allows them to charm and hold the attention of an audience, inspire very enthusiastic loyalty among others, and lead their communities with an almost effortless special ability. Today we call this unique collection of characteristics “charisma.” Although easily sensed by others, it has long proved difficult to arrive at an exact definition of the term, largely due to the many diverse criteria used by different people to attempt to classify, to characterize, to explain, and to understand it.

Despite such barriers, some scholars have turned their attention to the subject, attempting to discover exactly how charisma works and what its fundamental components are. In conducting these investigations, they have discovered that the stereotypes of popular, smooth-talking Hollywood film stars and politicians many people often associate with charisma are only partially true and ultimately fail to reach down into the core of what really makes charismatic people so special and excitingly attractive.

Psychology professor Ronald Riggio has broken the key elements of charisma down into three important traits: expressivity, control, and sensitivity, and in his opinion, the third of these is often understated and undervalued. ‘In the late 1970s, I thought a charismatic person was a bubbly, lively, entertaining type who was the center of attention in a room,’ Riggio notes, adding that he now believes sensitivity is crucial, as it assists the charismatic person in navigating a range of social functions with a measure of tact*¹ and understanding. Although being sensitive sometimes requires a person to step back from being the center of attention, and to avoid conflict, in the long run, this type of sensitivity can actually foster long-standing emotional bonds.

[注] *¹tact 「機転」

(26) Charisma is difficult to define because it _____.

- ① only exists among a few people in society who are not usually easily accessible
- ② combines many different criteria that are viewed and classified differently by different people
- ③ has only recently begun to be seriously studied by academics, scholars, and especially psychologists
- ④ is not easily recognized by most people who are not charismatic themselves
- ⑤ is believed that famous people, smooth-talking Hollywood film stars, and politicians are the standards for charismatic people

(27) Charismatic people can use their sensitivity to _____.

- ① be the types of leaders who others will easily follow even though such charismatic people actually have few political skills and uncertain political plans
- ② accept conflicts and be far more tactful and careful so that they can avoid the center of attention
- ③ behave in ways that most people would not expect to see in those who are usually considered attractive and interesting
- ④ stay true to their special personality type
- ⑤ be more understanding in social situations to help them form strong emotional connections

V 次の英文を読み、(28)～(32)の空欄に入るものとして最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

Howard Carter was an English archaeologist and Egyptologist, (28) a primary discoverer of the tomb of Tutankhamun. On November 4, 1922, Carter found the steps leading to Tutankhamun's tomb, by far the best preserved and most (29) pharaonic*¹ tomb ever found in the Valley of the Kings. Carter made the famous “tiny breach*² in the top left hand corner” of the doorway, and by the light of a candle, was able to (30) the space, and see that many of the gold and ebony treasures were still in place. He did not yet know at that point whether it was “a tomb or merely a cache*³”, but he did see a (31) doorway between two sentinel*⁴ statues. The next several weeks were spent carefully cataloging the contents of the antechamber*⁵. On February 16, 1923, Carter opened the sealed doorway and found that it did indeed lead to a burial chamber, and he then got his first (32) of the sarcophagus*⁶ of Tutankhamun.

[注] *¹pharaonic 「壮大な, 豪華な」

*²breach 「裂け目」

*³cache 「貯蔵庫」

*⁴sentinel 「番人, 見張り役」

*⁵antechamber 「控えの間」

*⁶sarcophagus 「石棺」

- (28) ① was noted as ② was noted of ③ noted as
④ noted of ⑤ as noted as
- (29) ① insulted ② instant ③ interested
④ impact ⑤ intact
- (30) ① peer into ② peer of ③ peering in
④ peel in ⑤ peel through
- (31) ① promise, sealed ② promising, sealed ③ sealing, promised
④ promising, sealing ⑤ sealed, promise
- (32) ① sound ② idea ③ event
④ find ⑤ glimpse

VI 次の会話文を読んで、下記の設問に答えなさい。

Erika: I read an online article that says that about 2 million children have perished in wars and conflicts in the past 10 years. What's more, the article states that in certain parts of the world, an estimated 250,000 armed children are still being sent to battlefields as soldiers.

Mark: You've got to be kidding! Why would anyone put children in harm's way? It seems to be unbelievably cruel.

Erika: Absolutely! I agree. But that is the sad reality in many of the poorest regions of the world.

Mark: (33)

Erika: As difficult as it is to understand or to believe it, it seems that the reality is that children are put into every possible role. They are used as front-line fighters, guards, and even spies.

Mark: But why? Why children?

Erika: Again, the article demonstrates that it's a sad, cruel reality that children are simply cheaper and easier to control and manipulate. Beyond being easier to condition than adult soldiers, children are also considered apparently more expendable. (34) They often end up working in very harsh conditions as factory laborers and construction workers.

Mark: That is all just plain evil! (35) Don't we all have a responsibility to step in and to work at stopping this? Don't we need to get going on the cessation of child abuse?

Erika: Absolutely, we do. Actually, in 1995, a 12-year-old Canadian child founded a group called "Free the Children" to fight child labor. He got close to other kids and together, they organized a community garage sale to raise money. (36) With the money they raised, many schools were built in poor countries, and since then, many other programs have been started to do similar work.

Mark: A 12-year-old boy? Wow! That is truly inspiring. But also quite disappointing.

Erika: Disappointing? How so?

Mark: Well, the government should not have needed a 12-year-old child to push them to get involved, right? First of all, the government should have been doing this on its own. And secondly, adults should have been pushing the government rather than waiting for children to lead the way.

Erika: I see your point. Yes, it's true. We should all be quite disappointed and ashamed.

Mark: I take it that the members of "Free the Children" believe that education is the solution.

Erika: That's right. (37)

問 1 会話が論理的に意味が通るように(33)～(37)の空欄に入るものとして最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。ただし、選択肢はそれぞれ一度しか使えません。

- ① He also launched a petition drive to encourage the government to increase foreign aid for education.
- ② That's also why they're forced to work in many third-world countries.
- ③ It is the worst type of abuse by adults who should be protecting children, not abusing and exploiting them.
- ④ Members of this group think education is the key to ending the victimization of children around the world.
- ⑤ I don't even understand what those poor children could possibly even be doing on the battlefield.

問 2 次の英語の問いの答えとして最も適切なものを、①～⑤の中から一つ選びなさい。

(38) Why did Mark express some disappointment upon learning that a 12-year-old boy founded the group called "Free the Children"?

- ① Mark is conflicted about having two such opposing feelings, both inspired and disappointed, about the story that a 12-year-old boy founded the group to fight child labor.
- ② Mark feels that because the group "Free the Children" has focused on education as the solution to this crisis, children should not have to lead the way.
- ③ Mark is concerned that others might be so inspired by the work of the 12-year-old that they will simply wait for children to lead the way out of any of the many other crises the world faces.
- ④ Mark believes that the government should have been doing this work on their own and also that adults should have been leading the way, instead of being pushed into action by a child.
- ⑤ Mark does not think that raising money through community garage sales is a useful way to build schools in poor countries.

VII 次の(A)と(B)の日本語の文の意味を表すように、それぞれ①～⑩の語(句)を各空欄に一つずつ入れて英文を完成させ、(39)～(44)の空欄に入るものを選びなさい。ただし、選択肢は一度しか使えません。

(A) 人々に人生に対する準備をさせ、人々がより良い方向に変わる手助けをするような教育は、それが私たちを向上させるものゆえに価値がある。教育は私たちの意識を高め、柔軟性を増し、偏見を減らす。教育は私たちが思考し成熟することにおいて、その進歩を促してくれる。

The education that prepares people for life and helps them change for the better () (39) () of () exactly (40) improves us. Education makes us more aware, more flexible, and less prejudiced. It () () (41) () () and our maturity.

- | | | | |
|-------|------------|----------------|------------|
| ① in | ② precious | ③ helps | ④ evolve |
| ⑤ how | ⑥ it | ⑦ our thinking | ⑧ in terms |
| ⑨ is | ⑩ us | | |

(B) 医学の基本原則の一つは、いかなる人間の生命も、別の人間の生命のために利用してはならないということである。この理由によって人間のクローニングとそれに関連した技術に反対する人々もいる。またクローニングがもたらすことになるかもしれない未来について懸念をいだいている人々もいる。

A basic rule of medical science is () no human life () (42) () (43) the benefit of another. Some people are () human cloning and related techniques for this reason. Others () (44) about the future that cloning () () about.

- | | | | |
|----------|-------------|-----------|---------|
| ① are | ② used | ③ against | ④ bring |
| ⑤ be | ⑥ might | ⑦ for | ⑧ that |
| ⑨ should | ⑩ concerned | | |