

# 英 語

2024年度 一般選抜試験  
薬学部 生命創薬科学科・薬学科

受験 番号		氏名	
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## 【注 意 事 項】

1. 試験監督による解答始めの指示があるまで、この問題冊子の中を見てはいけません。
2. 試験時間は80分です。
3. この問題冊子は1ページから15ページまであります。
4. 解答は解答用紙(マークシート)の所定欄に記入しなさい。
5. 解答は所定欄に濃くはっきりとマークしなさい。その際、ボールペン・サインペン・万年筆等は使用してはならない。その他マークの仕方に関しては、解答用紙(マークシート)の注意事項をよく読むこと。
6. 試験監督の指示により、解答用紙(マークシート)に氏名(フリガナ)および受験番号を記入し、さらに受験番号をマークしなさい。
7. 試験監督の指示により、問題冊子にも受験番号および氏名を記入しなさい。
8. 解答用紙(マークシート)は折り曲げたり、メモやチェック等で汚したりしないように注意しなさい。
9. 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れ等に気づいた場合は、手を高く挙げて試験監督に知らせなさい。
10. 試験終了後、問題冊子と解答用紙(マークシート)はともに机上に置いておくこと。持ち帰ってはいけません。

I. 2021年に発表された研究結果を報じる次の(A)と(B)の記事を読み、設問に答えなさい。

(A)

Indigenous<sup>\*1</sup> languages contain vast amounts of knowledge about ecosystem resources provided by the natural world around them. However, more than 30% of the 7,400 languages on the planet 1 disappear by the end of the century, according to the United Nations (UN).

The impact of language extinction on loss of ecological knowledge is often overlooked, said one lead researcher, Dr. Rodrigo Cámara-Leret, a biologist from the University of Zurich. “Much of the focus looks at biodiversity extinction, but there is a whole other picture out there which is the loss of cultural diversity,” he said.

His team looked at 12,000 medicinal plant resources associated with 230 indigenous languages in 2 regions with high levels of linguistic and biological diversity — North America, north-west Amazonia<sup>\*2</sup> and New Guinea. They found that 73% of medicinal knowledge in North America was only found in one language; 91% in north-west Amazonia; and 84% in New Guinea. If the languages became extinct, the medicinal expertise associated with them probably would, too. Researchers anticipate their findings from these regions to be similar to those in other parts of the world.

“The loss of language will have more critical <sup>(7)</sup> repercussions on the extinction of traditional knowledge about medicinal plants than the loss of the plants themselves,” said Cámara-Leret.

The areas 3 languages most at risk were in north-west Amazonia, where 100% of this unique knowledge was supported by threatened languages, and in North America, where the figure was 86%. In New Guinea, 31% of languages were at risk. The anticipated loss of linguistic<sup>\*3</sup> diversity would “substantially <sup>(8)</sup> compromise humanity’s capacity for medicinal discovery,” according to the paper published in *The Proceeding of the National Academy of Sciences*.

Such knowledge includes using the latex<sup>\*4</sup> of plants to treat fungal infections<sup>\*5</sup>, using bark<sup>\*6</sup> to treat digestive problems, fruits for respiratory ailments<sup>\*7</sup>, as well as natural stimulants and hallucinogens<sup>\*8</sup>. “The list goes on and on, and it’s quite impressive,” said Cámara-Leret. “Even the best plant taxonomists<sup>\*9</sup> out there are amazed by the knowledge of indigenous cultures, not only about plants but also animals and their inter-relations.”

It is impossible to know what has already been lost. More than 1,900 of the languages spoken now have fewer than 10,000 speakers and the UN has declared 2022–32 to be the International Decade of Indigenous Languages in recognition of this issue.

Jordi Bascompte, an ecologist from Zurich University and second author of the paper, said <sup>(11)</sup> European medicinal knowledge may represent the “tip of the iceberg.” Although a lot of drugs are based on synthetic compounds<sup>\*10</sup>, there may be many more chemical components provided by plants that could unlock the potential for new treatments. “Any insight, regardless of where it comes from, may 4 being useful,” he said.

(B)

Language is one of our species' most important skills, as it has enabled us to occupy nearly every corner of the planet. Among other things, language allows indigenous societies to use the biodiversity that surrounds them as a “ 5 ” and to describe the medicinal properties of plants. Linguists\*<sup>11</sup> estimate that there are nearly 7,400 languages in the world today.

Most of these languages, however, are not recorded in writing, and many languages are not being passed on to the next generation. This has led linguists to estimate that 30 percent of all languages will disappear by the end of the 21st century. For indigenous cultures, who mostly transmit knowledge orally, this high risk of language extinction also threatens their knowledge of medicinal plants.

To <sup>(9)</sup>quantify how much of this linguistically-unique knowledge may vanish as languages or plants go extinct, the researchers turned to the Glottolog catalogue, an online list of the world's languages and the IUCN\*<sup>12</sup> Red List of Threatened Species to gain information on the threat to languages and medicinal plant species, respectively. They found that threatened languages support over 86 percent of all unique knowledge in North America and Amazonia, and 31 percent of all unique knowledge in New Guinea. By contrast, less than 5 percent of medicinal plant species were threatened.

The findings of this study indicate that each indigenous language provides unique insights into the medicinal applications associated with biodiversity. Unfortunately, the study suggests that <sup>(12)</sup>language loss will be even more critical to the extinction of medicinal knowledge than biodiversity loss. The study coincides with the UN proclaiming the next 10 years as the International Decade of Indigenous Languages to 6 global awareness of the critical situation of many indigenous languages. “The next steps, in line with the vision of the UN, will require mobilizing resources for the preservation, revitalization and promotion of these threatened languages,” Bascompte says. Additionally, <sup>(10)</sup>launching large-scale, community-based participatory efforts will be crucial to document endangered medicinal knowledge before it vanishes.

注：\*<sup>1</sup>indigenous 「その土地固有の」

\*<sup>3</sup>linguistic 「言語の」

\*<sup>5</sup>fungal infection 「菌による感染」

\*<sup>7</sup>respiratory ailment 「呼吸器疾患」

\*<sup>9</sup>taxonomist 「分類学者」

\*<sup>11</sup>linguist 「言語学者」

\*<sup>12</sup>IUCN 「国際自然保護連合」 International Union for Conservation of Nature and Natural Resourcesの略。

\*<sup>2</sup>Amazonia 「アマゾン川流域」

\*<sup>4</sup>latex 「(ゴムの木などの)乳液」

\*<sup>6</sup>bark 「樹皮」

\*<sup>8</sup>hallucinogen 「幻覚剤」

\*<sup>10</sup>synthetic compound 「合成化合物」

問1 本文中の **1** ~ **6** の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。

- |          |   |  |   |
|----------|---|--|---|
| <b>1</b> | <input type="radio"/> 1 expect          | <input type="radio"/> 2 are expected to    | <input type="radio"/> 3 are expecting     |
|          | <input type="radio"/> 4 are expected    | <input type="radio"/> 5 expected           |   |
| <b>2</b> | <input type="radio"/> 1 two             | <input type="radio"/> 2 three              | <input type="radio"/> 3 four              |
|          | <input type="radio"/> 4 five            | <input type="radio"/> 5 six                |   |
| <b>3</b> | <input type="radio"/> 1 in              | <input type="radio"/> 2 at                 | <input type="radio"/> 3 by                |
|          | <input type="radio"/> 4 like            | <input type="radio"/> 5 with               |   |
| <b>4</b> | <input type="radio"/> 1 end up          | <input type="radio"/> 2 find out           | <input type="radio"/> 3 make up           |
|          | <input type="radio"/> 4 talk with       | <input type="radio"/> 5 turn over          |   |
| <b>5</b> | <input type="radio"/> 1 fancy kitchen   | <input type="radio"/> 2 wide area          | <input type="radio"/> 3 spectacular sight |
|          | <input type="radio"/> 4 living pharmacy | <input type="radio"/> 5 walking dictionary |   |
| <b>6</b> | <input type="radio"/> 1 pick            | <input type="radio"/> 2 degrade            | <input type="radio"/> 3 raise             |
|          | <input type="radio"/> 4 admire          | <input type="radio"/> 5 lower              |   |

問2 本文中の下線部(7)~(10)の語の意味に最も近いものを、それぞれ 1 ~ 5 の中から一つずつ選びなさい。

- (7) repercussions:
- |          |                                 |                                      |                               |
|----------|---------------------------------|--------------------------------------|-------------------------------|
| <b>7</b> | <input type="radio"/> 1 effects | <input type="radio"/> 2 benefits     | <input type="radio"/> 3 signs |
|          | <input type="radio"/> 4 guesses | <input type="radio"/> 5 expectations |                               |
- (8) compromise:
- |          |                                 |                                |                                |
|----------|---------------------------------|--------------------------------|--------------------------------|
| <b>8</b> | <input type="radio"/> 1 promise | <input type="radio"/> 2 help   | <input type="radio"/> 3 rotate |
|          | <input type="radio"/> 4 crowd   | <input type="radio"/> 5 weaken |                                |
- (9) quantify:
- |          |                              |                                    |                               |
|----------|------------------------------|------------------------------------|-------------------------------|
| <b>9</b> | <input type="radio"/> 1 try  | <input type="radio"/> 2 measure    | <input type="radio"/> 3 spare |
|          | <input type="radio"/> 4 care | <input type="radio"/> 5 administer |                               |
- (10) launching:
- |           |                                   |                                   |                                  |
|-----------|-----------------------------------|-----------------------------------|----------------------------------|
| <b>10</b> | <input type="radio"/> 1 repeating | <input type="radio"/> 2 speaking  | <input type="radio"/> 3 fighting |
|           | <input type="radio"/> 4 starting  | <input type="radio"/> 5 exporting |                                  |

問3 次の **11** ~ **13** の各問いの答え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。

**11**

What does the sentence <sup>(11)</sup> European medicinal knowledge may represent the “tip of the iceberg” suggest in this context?

- 1 European medicinal knowledge can give us the possibility to challenge new treatments.
- 2 Medicines from synthetic compounds may not be as strong or useful as medicines made from plants.
- 3 A lot of valuable knowledge of medicinal plants unknown to western science may be contained within threatened indigenous languages.
- 4 European medicinal knowledge would allow us to treat every type of disease which people will suffer from.
- 5 The European medical world contains the majority of knowledge about medicinal plants compared to the rest of the world.

**12**

What is the reason why <sup>(12)</sup> language loss will be even more critical to the extinction of medicinal knowledge than biodiversity loss?

- 1 Because the rate of medicinal plant loss is much higher than that of language loss.
- 2 Because researchers in this study found less than 75 percent of medicinal plant species are on the Red List of Threatened Species compiled by the IUCN.
- 3 Because most languages that report linguistically-unique knowledge are threatened and more than 7,400 of such languages have fewer than 10,000 speakers.
- 4 Because the UN has declared 2022–32 to be the International Decade of Indigenous Languages.
- 5 Because if some indigenous languages go extinct, their knowledge of medicinal plants would be lost forever.

**13**

Which of the following statements is indicated as **NOT** true according to the articles?

- 1 Researchers in this study think their findings will apply to other areas where indigenous people live.
- 2 You can get information about endangered indigenous languages by referring to the Glottolog catalogue.
- 3 It is recommended that communities begin to write down endangered medicinal knowledge into records.
- 4 Researchers in this study found that threatened languages support over 86 percent of all unique medical knowledge in North America, Amazonia, and New Guinea.
- 5 The knowledge of indigenous cultures ranges from plants and animals to their inter-relations.

II. 次の **14** ~ **18** の各英文の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。

**14** You can make a hamburger taste just ( ) you like it by adding the right amounts of ingredients of your choice.

- ① the way                      ② that                      ③ when  
④ like what                      ⑤ good at

**15** ( ) we arrived at the airport earlier, we could have avoided lining at such a crowded check-in counter.

- ① Having had                      ② To have                      ③ Had  
④ Have                      ⑤ Having

**16** The heart is an organ ( ) of a special type of muscle that circulates a large amount of blood through your body every day.

- ① consisted                      ② composed                      ③ established  
④ organized                      ⑤ dreamed

**17** Trust is something that ( ) forever.

- ① once is lost                      ② lost, once is                      ③ lost is once  
④ once lost, is lost                      ⑤ is lost once

**18** I heard you're from Oregon. What ( )? I'm curious to know more about it.

- ① is it like                      ② do you like it                      ③ does it like  
④ does it like to be                      ⑤ is it liked

(余 白)

Ⅲ. 次の英文を読み、本文の意味が最もよく通るように( )に語群[A]および[B]から語(句)を入れて英文を完成させ、**19** ~ **28** に入るものの番号を選びなさい。ただし、点線より上の( )には語群[A]から、点線より下の( )には語群[B]から選びなさい。

Programs such as ElevenLabs and ChatGPT explicitly warn about the risk of their AI, but there are ways to mitigate\*<sup>1</sup> this risk. In order ( **19** ) the general public to minimize the potential dangers of these programs, they need to be ( **20** ), secure with their private information, and ( ) ( ) tools that can help detect AI generated content. In the classroom, it will be nearly impossible to keep students from using AI programs to supplement their work. But with the help of ( ) developed to try to detect ( **21** ) text had been written by AI programs, educators can look to minimize the harm.

#### An Interview with ChatGPT

The following questions were asked of ChatGPT, and its responses were not edited in any way.

Question 1: Are you aware that people use you to cheat?

Answer 1: As an AI language model, I am aware that some people may try to use me to cheat on exams. However, I am ( **22** ) to provide helpful and informative responses to all types of questions, and I cannot control how people choose to use the information I provide. It is important for individuals to act with integrity and honesty in ( ) of their lives, ( ) their academic pursuits. Cheating on exams is not only ( **23** ), but it can also have serious consequences for a person's academic and professional future.

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Question 2: If a student used you for cheating, could a teacher tell?

Answer 2: As an AI language model, I do not have the ability to ( **24** ) how or when students use me, and I do not have ( ) any personal information about individual users. Therefore, if a student were to use me to cheat on an exam, it would be very difficult for a teacher to tell that I was used for cheating, ( **25** ) the student provided clear evidence or admitted to using me inappropriately.

However, teachers can take steps to ( ) cheating and ensure academic integrity in their classrooms. For example, they can:

1. Clearly communicate their expectations for academic integrity and the ( ) of cheating.
2. Use a variety of ( **26** ) methods, including in-class exams, essays, projects, and group discussions, to evaluate students' understanding of course material.
3. Monitor students during exams and take steps to discourage cheating, ( ) seating students ( ) each other, ( **27** ) electronic devices before the exam, or using proctoring software.

4. Use plagiarism<sup>\*2</sup> detection tools to identify any instances of copying or using outside sources without proper attribution.

By setting clear expectations and taking proactive steps to prevent cheating, teachers can help (  ) a culture of academic honesty and integrity in their classrooms.

注：\*<sup>1</sup>mitigate「軽減する」

\*<sup>2</sup>plagiarism「(他人のアイデアの)盗用」

~

語群 [A]

- |                                |                                     |                                       |                                     |
|--------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| <input type="radio"/> 1 tools  | <input type="radio"/> 2 unethical   | <input type="radio"/> 3 familiar with | <input type="radio"/> 4 all aspects |
| <input type="radio"/> 5 become | <input type="radio"/> 6 informed    | <input type="radio"/> 7 including     | <input type="radio"/> 8 whether     |
| <input type="radio"/> 9 for    | <input type="radio"/> 10 programmed |                                       |                                     |

~

語群 [B]

- |                                      |                                     |                                    |                                 |
|--------------------------------------|-------------------------------------|------------------------------------|---------------------------------|
| <input type="radio"/> 1 create       | <input type="radio"/> 2 such as     | <input type="radio"/> 3 collecting | <input type="radio"/> 4 unless  |
| <input type="radio"/> 5 monitor      | <input type="radio"/> 6 access to   | <input type="radio"/> 7 apart from | <input type="radio"/> 8 prevent |
| <input type="radio"/> 9 consequences | <input type="radio"/> 10 assessment |                                    |                                 |

IV. 互いに関連した次の英文([A] ホテルのレビュー, [B] 友人同士の会話, [C] Lucy が書いたホテルのレビュー)を読み, 設問に答えなさい。

[A]

Fairfield Hotel

Sam (reviewer)

★★☆☆☆

I will give them the benefit of the doubt as they were remodeling. But still, this place was a wreck. Carpet smelled new, but the bathroom appliances were definitely very old. No plug for the bathtub, and the toilet tank lid was the wrong size, so it didn't cover the entire tank. You may have to use your plumbing skills to get the toilet to work. Room lighting was terrible. The walls were dirty and the window that cannot be opened was so dirty that we couldn't even see out of it. Not to mention it is less than 100 meters from the noisy rail line where trains frequently go by, and then there is the airport on the other side of the building. There were constant noises that continued until after midnight. The only good thing was there were several choices of pillows to suit guests' preferences, from soft to a little hard.

Wildfell Hall Hotel

Zoe (reviewer)

★★☆☆☆

After checking in, my husband and I went up to our assigned room and opened the door to find someone sitting in the room. We went down and told the front desk what happened. We later found out that the staff gave us keys to someone else's room by accident and we were supposed to be a floor up. We can't believe they made such a mistake. Wi-Fi didn't work well and besides, although the room was equipped with new carpets and curtains, it had a couple of problems that were in serious need of a remodel. We will never again stay at this hotel.

Roderick Hotel

Ewan (reviewer)

★☆☆☆☆

This hotel was not as advertised. I booked a one bedroom suite. Upon arrival, there was no bedroom that can be called "a suite". It was a regular hotel room with a couch and a bed. The room smelled like air fresheners. Carpets were dirty. You will get up at 5 am as the train roars through blowing its horn. It was a very expensive place to stay for inferior rooms and breakfast.

Clairemont Hotel

Pamela (reviewer)

★☆☆☆☆

Hotel is undergoing major construction and should not be open. Just to make it to the room, I had to maneuver around equipment, trash and plastic sheets hanging from the ceiling. I was given a third-floor room — there is full-on hallway and room construction happening on the third floor. The workers were all wearing masks because of the construction dust and paint fumes, but we didn't. This place is uninhabitable right now. Stay away from it! Overall, this place is an epic dump and I advise going somewhere else.

[B]

Jeff: [29] for our upcoming holiday?

Lucy: Why not have a look at some of the reviews of the hotels we might stay at? Here are some.

Jeff: Sure.

Lucy: How about [30]? The carpet seems new.

Jeff: Well, this hotel and the [31] seemed to be under construction or renovation work at the time of the reviews. I wonder if they are doing it even now.

Lucy: I believe they should have finished it already, although I'm not sure about it because these reviews are the latest available online. [32].

Jeff: OK. [33]?

Lucy: I'm afraid these are the only hotels with vacancies near our holiday destination. Rooms at hotels with 'excellent' reviews have already been fully booked.

Jeff: Well then, we have no choice but these hotels to choose from, right?

Lucy: Yeah. Sorry about that.

[C]

This hotel was not as bad as was reviewed in the hotel booking sites. Our room at this location was spacious and very comfortable and we saw no serious problems described in one of the hotel reviews. The sheets were clean and the bed was really comfortable and we had a good sleep. Wi-Fi worked fine. There were no issues except for the same thing that happened as I read in a previous review when they gave us keys to a room we were not supposed to stay in. It's a pity they didn't learn from the past mistakes. This was the only minus point we experienced, but other than that, I will recommend this hotel.

問1 [B]の **29** ~ **33** の各空欄に入るものを、それぞれ 1 ~ 10の中から一つずつ選びなさい。ただし、選択肢は一度しか使えません。また、すべての選択肢を使うわけではありません。なお、ホテルの名称以外は小文字の書き出しとなっています。

**29** ~ **33**

- 1 Fairfield Hotel
- 2 Wildfell Hall Hotel
- 3 Roderick Hotel
- 4 Clairemont Hotel
- 5 what are the bad points if we stay there
- 6 by the way, why are you showing me just hotels with poor reviews
- 7 when are we going to leave
- 8 let's check with them if we can't find a better option
- 9 where is our holiday destination
- 10 where are we going to stay

問2 以下の **34** ~ **36** の各英文の問いの答え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。

**34** Which hotel had guests that were disrupted by public transportation noise?

- 1 Roderick Hotel and Wildfell Hall Hotel
- 2 Fairfield Hotel and Clairemont Hotel
- 3 Fairfield Hotel and Roderick Hotel
- 4 Wildfell Hall Hotel and Clairemont Hotel
- 5 Roderick Hotel and Clairemont Hotel

**35** According to the review of Fairfield Hotel, which of the following was the guest able to do without difficulty in the room?

- 1 Use the toilet.
- 2 See airplanes taking off and landing.
- 3 Read books.
- 4 Have their chosen pillows.
- 5 Get a good sleep.

**36** According to [C], at which hotel did the speakers in [B] stay for their holiday?

- 1 Fairfield Hotel
- 2 Wildfell Hall Hotel
- 3 Roderick Hotel
- 4 Clairemont Hotel
- 5 none of the above

(余 白)

V. 「グリーン・ケミストリ」について書かれた以下の英文を読み、下記の設問に答えなさい。

**37** In our efforts to improve crop protection, commercial products and medicines, we also caused unintended harm to our planet and humans.

By the mid-20th century, some of the long-term negative effects of these advancements could not be ignored. Pollution choked many of the world's waterways and acid rain deteriorated forest health.

**38** Some chemicals in common use were suspected of causing or directly linked to human cancer and other adverse human and environmental health outcomes.

Many governments began to regulate the generation and disposal of industrial wastes and emissions. The United States formed the Environmental Protection Agency (EPA) in 1970, which was charged with protecting human and environmental health through setting and enforcing environmental regulations.

Green chemistry takes the EPA's mandate a step further and creates a new reality for chemistry and engineering by asking chemists and engineers to design chemicals, chemical processes and commercial products in a way that, at the very least, avoids the creation of toxic waste.

We are able to develop chemical processes and earth-friendly products that will prevent pollution in the first place. Through the practice of green chemistry, we can create alternatives to hazardous substances. We can design chemical processes that reduce waste and reduce demand on diminishing resources. We can employ processes that use smaller amounts of energy. **39**

問1 本文中の **37** ~ **39** に入る最も適切な文を、以下の ㊦ ~ ㊧ から一つずつ選びなさい。ただし、選択肢は一度しか使えません。

- ㊦ We can do all of this and still maintain economic growth and opportunities while providing affordable products and services to a growing world population.
- ㊧ The concept of greening chemistry developed in the business and regulatory communities as a natural evolution of pollution prevention initiatives.
- ㊨ There were measurable holes in the earth's ozone.

問2 次の(ア)と(イ)の英文の意味が最もよく通るように、空欄にそれぞれ ㉠ ~ ㉨ の語(句)を入れて英文を完成させ、 ~  の空欄に入るものの番号を選びなさい。ただし、選択肢は一度しか使えません。また、文頭に来る単語も小文字の書き出しとなっています。

(ア) The ( ) of green chemistry is the design ( ) of products and () ( ) to ( ) their ( ) () human health and ( ).

- |   |                                       |                                |
|---|---------------------------------------|--------------------------------|
| <input type="radio"/> ㉠ the environment | <input type="radio"/> ㉡ on            | <input type="radio"/> ㉢ reduce |
| <input type="radio"/> ㉣ or redesign     | <input type="radio"/> ㉤ impact        | <input type="radio"/> ㉥ goal   |
| <input type="radio"/> ㉦ processes       | <input type="radio"/> ㉧ manufacturing |                                |

(イ) () to the green chemistry concept is the ( ) of () — reducing () ( ) and ( ) () for ( ).

- |   |  |  |
|---|--|--|
| <input type="radio"/> ㉠ idea              | <input type="radio"/> ㉡ environmental      | <input type="radio"/> ㉢ conserving     |
| <input type="radio"/> ㉣ natural resources | <input type="radio"/> ㉤ fundamental        | <input type="radio"/> ㉥ sustainability |
| <input type="radio"/> ㉦ impacts           | <input type="radio"/> ㉧ future generations |  |

