

令和4年度 入学試験問題

医学部 (Ⅱ期)

英語 (必須科目) 数学・国語 (選択科目)

注意事項

1. 試験時間 令和4年3月5日, 午前9時30分から11時50分まで

2. 配付した試験問題(冊子), 解答用紙の種類はつぎのとおりです。

(1) 試験問題(冊子, 左折り)(表紙・下書き用紙付)

英語

数学(その1, その2)

国語(その1, その2)

(2) 解答用紙

英語 1枚(上端黄色)(右肩落し)

数学(その1) 1枚(上端茶色)(右肩落し)

” (その2) 1枚(上端茶色)(左肩落し)

国語(その1) 1枚(上端紫色)(右肩落し)

” (その2) 1枚(上端紫色)(左肩落し)

数学, 国語は選択した1科目(受験票に表示されている)が配布されています。

3. 下書きが下書き用紙で足りなかったときは, 試験問題(冊子)の余白を使用して下さい。

4. 試験開始2時間以降は退場を許可します。但し, 試験終了10分前からの退場は許可しません。

5. 受験中にやむなく途中退室(手洗い等)を望むものは挙手し, 監督者の指示に従って下さい。

6. 休憩のための途中退室は認めません。

7. 退場の際は, この試験問題(冊子)を一番上にのせ, 挙手し, 監督者の許可を得てから, 試験問題(冊子), 受験票, 下書き用紙および所持品を携行の上, 退場して下さい。

8. 試験終了のチャイムが鳴ったら, 直ちに筆記をやめ, おもてのまま上から解答用紙〔英語, 数学(その1), 数学(その2), または, 国語(その1), 国語(その2), 計3枚〕, 試験問題(冊子)の順にそろえて確認して下さい。確認が終っても, 指示があるまでは席を立たないで下さい。

9. 試験問題(冊子)と下書き用紙は持ち帰って下さい。

10. 監督者退場後, 試験場で昼食をとることは差支えありません。ゴミ入れは場外に設置してあります。

11. 試験会場内では, 昼食以外は, 常にマスクを着用して下さい。

12. 休憩時間や昼食時等における他者との接触, 会話を原則禁止します。

13. 午後の集合は1時です。

令和 4 年度医学部選抜Ⅱ期入学試験

問題文 訂正

英語

問題冊子 P. 8

3 4. の問題文を訂正します。

(誤) [4] の実験で, truck より, nurse という単語の方が認識しやすい理由を日本語で説明しなさい。

(正) [4] の実験で, truck より, doctor の後の方が, nurse という単語を認識しやすい理由を日本語で説明しなさい。

英 語

1 次の各文の()の中に入れるのに最も適切な表現を1つずつ選び、記号で答えなさい。

1. I think it is hardly worth () in your speech because it is unimportant.
A. mention B. mentioned C. mentioning D. to mention
2. The suspect () a run when he saw the police.
A. broke away B. broke down C. broke for D. broke into
3. She is not only upset about their decision, but she is also very angry because () consulted.
A. she wasn't B. they weren't C. wasn't D. weren't
4. Let me give you a hand () those bags. They must be heavy.
A. for B. on C. to D. with
5. Texting is a very popular () of communication among the teens in Japan.
A. equipment B. game C. means D. media
6. His doctor recommended to him that he () an operation as soon as possible.
A. had had B. have C. having D. to have
7. She is very good at playing the violin. She practices ().
A. as twice as often I do B. as twice often as I do
C. often as twice as I do D. twice as often as I do
8. He is very active () his age.
A. considered B. considering C. if considered D. to consider
9. The new film was not () we thought it would be.
A. how B. that C. what D. which

10. No sooner () he burst into tears.
 A. had he said it than B. he had it said than
 C. than he had it said D. than he had said it
11. It's on the () of my tongue, but I cannot remember that actor's name.
 A. end B. middle C. sides D. tip
12. After the accident, she () unconscious for five days.
 A. remained B. reminded C. retrieved D. reviewed
13. I was () to fall asleep when the telephone rang.
 A. about B. almost C. already D. still
14. Kazuo Ishiguro is a very () writer.
 A. imaginable B. imaginary C. imaginative D. imaging
15. **Man:** Are you going back to the States to see your family during the Christmas holidays?
Woman: I wish I (), but I think I have to stay in Japan until the end of the semester.
 A. could B. did C. might D. would

- [1] It is widely believed that (find/ in/ is/ originality/ people/ something/ we/ young). For example, Albert Einstein said that a scientist had to make his discoveries before the age of thirty. And it is true that people do often lose their originality over time.
- [2] But this⁽¹⁾ doesn't always happen. When companies have suggestion boxes, it seems that older employees have more and better ideas than younger employees, (ア) the highest-value ideas coming from employees over fifty-five. And in new technology companies, the average age of entrepreneurs* is thirty-eight.
- [3] In art and science, David Galenson* shows that we're quick to remember the exciting young people, but there are a lot of older people who succeed much later. In film, for example, Orson Welles made *Citizen Kane** when he was twenty-five; Alfred Hitchcock* made his three greatest films when he was much older, at ages fifty-nine (*Vertigo*), sixty (*North by Northwest*), and sixty-one (*Psycho*). Why are some people creative early, while others start to be creative later?
- [4] The creative age depends on the way we think. When Galenson studied creativity, he discovered two very different types of thinking: conceptual and experimental. Conceptual people think of a big idea and try to achieve it. Experimental people work by trying different things, some of (イ) succeed, while some don't. They are thinking about a problem, but they don't think about the answer to the problem when they start work. They don't plan; they decide things as they work.
- [5] Galenson believes conceptual thinkers move quickly, while experimental thinkers take longer. He studied economists who had won the Nobel Prize and discovered that (ウ) average the conceptual economists had done their best work at forty-three, while the experimental economists had done theirs at sixty-one. A study of physicists who had won the Nobel Prize discovered that half of those under thirty were conceptual, while 92% of those over forty-five did experimental work.
- [6] Conceptual people can work quickly because they don't need to do years of careful research. They are also usually young, because young people find it easier to approach a problem in a new way. But as they get older they find it more difficult, and they become less original.⁽²⁾
- [7] This was Einstein's problem. His most important discoveries were made in his head. They were ideas that explained things that (エ) by experimental scientists. As he got older, he found it more difficult to work with some of the newer ideas in physics.

[8] Conceptual people have ideas earlier, but then they risk copying themselves and producing very similar ideas. Being experimental takes longer, but it means the scientist or artist is able to discover new ideas. Mark Twain published *Adventures of Huckleberry Finn* when he was forty-nine, changing the story as he wrote it. When he started, he didn't know how it was going to end.

[9] As we get older, it helps to be more experimental. Leonardo da Vinci was experimental, taking years to finish his greatest paintings. Martin Luther King, Jr., too, was experimental, giving thousands of speeches and changing them as he did so.⁽³⁾ Moving quickly is fine for the young, and creativity can be both conceptual and experimental. But slow and thoughtful can often work better for the older person.

(Originals by Adam Grant

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NOTES

entrepreneur 起業家

David Galenson 経済学者。シカゴ大学教授。

Citizen Kane 映画『市民ケーン』。オーソン・ウェルズが初めて監督、主演を務めた。映画史に残る傑作とされている。

Alfred Hitchcock 映画監督。「サスペンス映画の神様」とも称され、代表作に『めまい』、『北北西に進路を取れ』、『サイコ』がある。

1. [1]の()内の単語を正しい順に並べ替えて、次のような意味をもつようにした時、()内で3番目に来る単語と7番目に来る単語を答えなさい。

意味：独創性は若者の中に見出されるものである

2. [2]の下線部(1)は具体的にどういうことか。30字以内の日本語で述べなさい。ただし、句読点も字数に含めるものとする。

3. 本文中の(ア)~(エ)に入れるのに最も適切なものを、それぞれ1~4の中から1つずつ選び、番号で答えなさい。

- (ア) 1. as 2. of 3. which 4. with
(イ) 1. it 2. these 3. what 4. which
(ウ) 1. above 2. as 3. on 4. within
(エ) 1. discovered 2. had discovered
 3. had been discovered 4. have discovered

4. [6]の下線部(2)は具体的に何を示しているか。[6]の中から英語のまま抜き出しなさい。

5. [9]の下線部(3)を日本語に訳しなさい。その際、them と so が具体的にどういうことなのか
が明確になるように訳しなさい。

3 下記の英文を読み、設問に答えなさい。

- [1] Long-term memory is usually stable and lasts over a long period of time. You should always be able to remember the birth of your first child, for example. But some long-term memories may not become conscious unless they are triggered* by a cue*, such as returning to a home you lived in years earlier and suddenly recalling memories connected with that place.
- [2] In the 1980s Larry Squire, of the University of California, San Diego, with his then-graduate student Neal Cohen (now at the University of Illinois at Urbana-Champaign), in working with amnesic* patients, distinguished between two types of long-term memory systems: declarative and nondeclarative. Declarative memories are consciously remembered and explicitly declared, such as being able to tell someone when the dry cleaner* closes or where you went to high school. Nondeclarative memories are often not consciously accessible and are revealed more implicitly in performance or procedure, (ア) when you skillfully and automatically type or ride a bike. In the last few decades, many experts have begun using the terms “explicit” instead of “declarative” and “implicit” instead of “nondeclarative.”

IMPLICIT MEMORY

- [3] There are several types of implicit memory. The main type, procedural memory*, is remembering how to perform tasks, like using a calculator or playing an instrument. The more an action is performed, the more neurons fire and wire together, and eventually the memories become so strong that they are practically unconscious. For example, you aren't deliberately recalling your high school driving instructor telling you to use your blinker* before making a turn, but your long-term memory has stored that information — you've done it over and over in many contexts, and over a long period of time, so you automatically retrieve it. (If someone asks you to break down the steps of a procedural memory, you may even have a hard time doing so!)
- [4] Priming, another type of implicit memory, refers to the facilitation* and ability to perceive something more easily based on recent experience. For example, priming is seen when people recall and identify related information. (イ), you are shown the word “doctor,” followed by the word “nurse” — you will more quickly identify the word “nurse” than if you are shown the word “truck,” since a nurse is contextually related to a doctor.
- [5] In the mid-1980s Daniel Schacter, now at Harvard University, and Peter Graf, now at the University of British Columbia, showed that implicit memories could involve new

associations between novel words as well as procedures. They demonstrated amnesic subjects* could unconsciously store memories of words they'd seen and use them in implicit memory tasks, for example, completing the word “alligator” with only the first two or three letters given—even though they had no conscious, (ウ) explicit, recollection* of having seen the word “alligator” just before the task. The upshot*: We can retain information without consciously knowing it's there—it's just waiting to be retrieved. Schacter and Graf also introduced the terms “implicit memory” and “explicit memory,” which many experts now use instead of nondeclarative memory and declarative memory, (エ).

EXPLICIT MEMORY

[6] There are two types of explicit (declarative) memories: episodic and semantic. Episodic memory, as implied by the name, is the ability to recall personal episodes in one's life that are associated (オ) a time, place, or emotion. Semantic memory is the ability to recall facts that don't have personal context—for example, the sky is blue. Long-term memories are rarely 100 percent accurate. Many things challenge our ability for precise recall, including the encoding and reencoding of memories.

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[出典：“LONGTERM MEMORY” in Tula Karras. 2020. National Geographic *MEMORY — What It Is, How It Works, and Ways You Can Improve It*. 一部改編]

NOTES

trigger (記憶などを)思い出させるきっかけをつくる

cue 【心理学】手がかり, 刺激

amnesic 記憶喪失の

dry cleaner クリーニング店

procedural memory 手続き記憶

blinker 《米語》自動車の方向指示器, ウインカー

facilitation 促進

subject 被験者

recollection 記憶

upshot 結論

1. 下線部(A)~(C)の語の本文中の意味と最も近い意味を持つものを1~4の中から1つ選び、番号で答えなさい。

(A) **stable**

1. continuing to happen or exist without stopping
2. easily broken or damaged
3. having a smooth surface
4. steady and not likely to move or change

(B) **distinguish**

1. to divide or split into different parts
2. to join together
3. to recognize the difference between two things
4. to separate one part of a thing from another

(C) **novel**

1. existing only in small numbers
2. happening often
3. new
4. unclear

2. 本文中の(ア)~(オ)に入れるのに最も適切なものを、それぞれ1~4の中から1つずつ選び、番号で答えなさい。

- | | | | | |
|-----|---------------|------------|-----------------|---------------|
| (ア) | 1. and | 2. even | 3. like | 4. or |
| (イ) | 1. Although | 2. However | 3. Say | 4. Conversely |
| (ウ) | 1. but | 2. of | 3. or | 4. with |
| (エ) | 1. explicitly | | 2. implicitly | |
| | 3. regularly | | 4. respectively | |
| (オ) | 1. against | 2. by | 3. to | 4. with |

3. [3]の下線部(1)は具体的にどういうことか。30字以内の日本語で述べなさい。ただし、句読点も字数に含めるものとする。

4. [4]の実験で、truckより、nurseという単語の方が認識しやすい理由を日本語で説明しなさい。ただし、解答欄に収まる長さにすること。

5. [5]の下線部(2)が指しているものを1~4の中から1つ選び、番号で答えなさい。

- | | | | |
|--------------|----------------|-----------|---------|
| 1. alligator | 2. information | 3. memory | 4. task |
|--------------|----------------|-----------|---------|