

令和3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】

- 1 Read the passage below and then answer the questions 1 - 13 about it. Choose the most appropriate answers based on what is stated or implied in the passage.

In 1996, the 100th anniversary Olympic Games were held in Atlanta, Georgia, in the U.S. In the 100 years since their rebirth in 1896, the Olympics had evolved into an event of global <1> magnitude. In the 1896 Olympics held in Athens, 176 athletes from 12 nations competed. In Atlanta, 10,329 athletes from 197 nations competed.

The modern Olympic Games, organized originally with the idealistic* goal of fostering understanding among the people of the world, have become an <2> instrument for political goals. Political differences have had a strong influence on the conduct of the games. For example, the 1972 Munich Olympics were marked by terrorism. Terrorists entered the Olympic Village complex and 17 people died. People around the world were shocked. After a memorial ceremony, the Munich Olympics continued.

Several monumental events in the early 1990s, such as the collapses of the Berlin Wall and the Soviet Union, had a significant impact on the world and the Olympics. In 1992, the Germans competed in Barcelona as a unified team, and athletes from the former Soviet Union competed as part of the Commonwealth of Independent States. South Africa competed for the first time in decades, and the Baltic states participated as independent countries for the first time since World War II. As more countries began to be more open about paying their athletes for their performances, amateurism was no longer an important issue. Professional athletes began to participate in the games in increased numbers. Public attention was focused on the United States' basketball "Dream Team," which largely consisted of professionals such as Michael Jordan, David Robinson, and Larry Bird.

The Winter Games also <3> flourished during this time, mirroring the changes seen in the Summer Games. In the early 1990s, the International Olympic Committee voted to hold the Winter and Summer Games two years 8 instead of within the same year. This started with the 1994 Winter Games in Lillehammer, Norway. It was believed that, given the high degree of public interest in the Olympics, the public would 9 this change. There would also be an economic benefit to the International Olympic Committee if the games were held every two years rather than every four.

Over the past 100-plus years, the Olympic Games have grown into athletic contests that represent hundreds of nations and thousands of athletes from all over the world. New events have been added to the Summer and Winter Games, such as beach volleyball, mogul* skiing, and women's ice hockey.

Participation by women has increased during these past decades. Women's softball in 1996, and women's ice hockey in 1998, are just two of the new sports added to the Games. In 1998, after the Winter Games in Nagano, Japan, the International Olympic Committee stated that no new events would be added to the competition unless an <4> equivalent event could be added for women. The 2016 Summer Olympics included 145 events for women, the most in Olympic history.

The Paralympics are an international Olympic competition for people with disabilities. The disability <5> categories include amputee*, intellectual disability, vision-impaired*, and wheelchair*. In the early 1990s, the International Olympic Committee announced that the Paralympics would be the responsibility of the same country that hosted the Olympic Games. The same sites would be used, and the Paralympics would take place immediately following the closing of the Olympic Games. The 2016 Paralympics in Rio de Janeiro involved 4,350 athletes (1,650 women, a 9.9% increase from 2012) representing 160 countries. The athletes participated in 528 events in 22 sports.

In recent years, the Olympics have been used 10 a means to further political beliefs. The line between amateurism and professionalism has disappeared. Commercialization has reached new heights and continues to grow. The Olympics have become a component of our global culture.

<<NOTES*>>

idealistic = based on or aiming for ideals

mogul = モーグル (スキー競技)

amputee = people who had an arm or a leg cut off in a medical operation

vision-impaired = people with low or no vision

wheelchair = 車椅子

1. For 1 - 4 in the table below, choose ONE answer for each based on information in the passage.

- ① 160 ② 176 ③ 197 ④ 528 ⑤ 2012 ⑥ 2014 ⑦ 2016 ⑧ 2024
⑨ Barcelona, Spain ⑩ Lillehammer, Norway ⑪ Munich, West Germany ⑫ Tokyo, Japan

Growth of Summer Olympic Games

Year	Location	Nations	Athletes	Sports	Events
1896	Athens, Greece	12	1	9	43
1948	London, Great Britain	59	4,369	21	149
1972	2	121	7,113	23	195
1988	Seoul, South Korea	159	8,453	27	237
1996	Atlanta, United States	3	10,329	31	271
2008	Beijing, China	204	10,902	34	303
4	Rio de Janeiro, Brazil	205	11,544	28	306

2. For <1> magnitude, <2> instrument, and <3> flourished, choose ONE answer that is closest in meaning from each list.

- | | | | | | | |
|---|----------------|------------|---------------|--------------|--------------|------------|
| 5 | <1> magnitude | ① strength | ② opportunity | ③ earthquake | ④ importance | ⑤ theme |
| 6 | <2> instrument | ① guitar | ② chance | ③ object | ④ equipment | ⑤ tool |
| 7 | <3> flourished | ① promoted | ② launched | ③ developed | ④ branched | ⑤ survived |

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3. For - in the passage, choose ONE answer from each list.

<input type="text" value="8"/>	① time	② apart	③ passed	④ divided	⑤ between
<input type="text" value="9"/>	① regard	② afford	③ apply	④ believe	⑤ embrace
<input type="text" value="10"/>	① by	② in	③ with	④ as	⑤ for

4. In the words <4> equivalent and <5> categories, which syllable is most stressed? Choose ONE answer for each word.

<input type="text" value="11"/>	<4> equivalent	e-quiv-a-lent
		① ② ③ ④
<input type="text" value="12"/>	<5> categories	cat-e-go-ries
		① ② ③ ④

5. According to paragraph 3, what can be assumed about Olympic athletes? Choose ONE answer.

- ① In some countries, Olympic athletes were using drugs to improve their performance.
- ② Olympic athletes received money from the International Olympic Committee in the 1990s.
- ③ Olympic athletes often became professional athletes after competing in the games.
- ④ Prior to the 1990s, fewer professional athletes were competing in the Olympic Games.
- ⑤ There were not enough amateur athletes, so professional athletes joined the Olympics.

Read the passage below and then answer the questions - about it. Choose the most appropriate answers based on what is stated or implied in the passage.

Understanding culture—what it is, how it changes, who shapes it and how it relates to other aspects of social life—is central to the sociological imagination. It <1> encompasses much of what sociologists mean by the terms ‘social’ and ‘society’. Sociologists will often use the concept of culture as an <2> alternative to biological or psychological explanations of social phenomena. Cultural factors have a great deal to do with both how societies change and how societies are maintained. Cultural dynamics at global, national and local levels contribute both to the establishment of shared feeling within groups and to conflict between them.

The concept of culture has its origins in anthropology*, where it was used to refer to human artefacts* or creations. The 19th-century anthropologist Edward Tylor defined culture as ‘that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society’. The British sociologist Abercrombie has described <3> it as ‘the symbolic and learned, non-biological aspects of human society, including language, custom and convention, by which human behavior can be distinguished from that of other primates*’. This meaning of the word ‘culture’ is broader than when it is used to refer only to activities associated with refinement or elegance, manners and art, or ‘high culture’. It emphasizes the importance of the processes by which meaning is created within a community, which is expressed in a set of values and a way of life that is unique to that community and distinguishes it from other communities. The German sociologist Georg Simmel, for example, analyzed what was specific about the cultural life of people living in complex, modern, urban, industrial societies as life in smaller, traditional, rural settings.

At one level, the importance of culture is obvious. The kind of activities people engage in, the tools they use, the way they earn their living, and their characteristics and expectations all shaped by their cultural environment, the ways in which particular meanings are given to all aspects of their lives. At level, the influence of culture is less apparent. This is the way in which culture shapes our view of the world, influencing the ways in which we think and feel, the outlook we have on life and the meanings we give to situations. Emile Durkheim pointed this out when he noted that every culture makes assumptions about fundamental phenomena such as relations of time, space and number. These form a framework for the experience of the world and, although they are relative to each culture, they are experienced as absolute, unquestioned truths.

<<NOTES*>>

anthropology = the study of the human race, including the study of societies, customs, beliefs, and cultures

artefacts = objects that are made by human beings (= artifacts)

primates = the groups of animals that include humans and monkeys

1. For <1> encompasses and <2> alternative, choose ONE answer that is closest in meaning from each list.

<input type="text" value="14"/>	<1> encompasses	① measures	② attaches	③ supports	④ governs	⑤ covers
<input type="text" value="15"/>	<2> alternative	① substitute	② promotion	③ opportunity	④ chance	⑤ supply

2. What does <3> it refer to? Choose ONE answer.

<input type="text" value="16"/>	① anthropology	② human artefacts or creations	③ culture	④ knowledge
	⑤ belief	⑥ art	⑦ law	⑧ custom
	⑨ society	⑩ British sociologist	⑪ member	

3. For - in the passage, choose ONE answer from each list.

<input type="text" value="17"/>	① far as	② much as	③ if	④ opposed to	⑤ though
<input type="text" value="18"/>	① is	② are	③ have	④ has been	⑤ had been
<input type="text" value="19"/>	① no	② the same	③ the second	④ which	⑤ another

4. [20] Which ONE of the following statements about culture is NOT supported by the passage?

- ① Knowledge of a culture can help to explain how a society changes over time or how it is maintained.
- ② Understanding the differences between cultures prohibits governments from maintaining national identities.
- ③ Knowing how a culture is formed helps us understand that values and ways of life can differ between communities.
- ④ How people in a particular community assign meanings to activities like work can be understood through a knowledge of their culture.
- ⑤ Individuals experience the world based on their fixed beliefs about the interactions between basic facts and principles.

3. Read the passage below and then answer the questions [21] - [32] about it. Choose the most appropriate answers based on what is stated or implied in the passage.

What thoughts [21] your head before an athletic performance? As you sit and wait to give a 10-minute speech in front of a class, what are you thinking? As you set out on your daily 3-mile jog, what conversations do you have with yourself in your head? What did you say to yourself as you took a test for this course? Sport and exercise psychology focuses on understanding the relationship between individuals' thoughts, feelings, and behavior or performance.

<Nature of Self-Talk>

What individuals say to themselves during performance can be positive or negative. These thoughts and associated feelings can influence self-confidence, which, in turn, impacts performance. Who would you rather have [22] a penalty kick in soccer—a soccer player who steps up to take the shot and thinks, "I consistently make this shot in practice; I can do it" or a player who steps up to take the shot and thinks, "What if I miss?" Which player's self-talk is more likely to lead to successful performance? Understanding and modifying individuals' self-talk is one focus of sport and exercise psychology.

According to Williams and Leffingwell, "Self-talk occurs whenever an individual thinks, whether making statements internally or externally." Self-talk is thoughts that occupy an individual's mind or spoken words, and <1> they can be positive or negative in nature. Positive self-talk does not guarantee an outstanding performance, but it does enhance factors associated with better performance, such as self-confidence and a task-relevant focus of attention. Sport and exercise psychologists use a variety of strategies to promote positive self-talk and to counteract the effects of negative self-talk.

<Types of Self-Talk>

There are several different types of self-talk. Task-relevant statements promote technique. For example, a volleyball setter may use the cue "diamond" to remind himself of the correct hand position. Positive self-statements refer to talk that encourages effort or persistence or promotes feelings of confidence. A cross-country runner, facing an uphill stretch during the last kilometer, may say to herself, "I can do it" as a way of encouraging herself to push through to the finish. A third form of self-talk is mood words, which aim to bring out an increase in intensity or enthusiasm. "Turn it on," a swimmer says to himself as he completes the last 50 meters of a 1,500-meter freestyle race.

<[23] of Self-Talk>

There are several uses of self-talk. Self-talk can be effective in acquiring skills, focusing attention, modifying activation and promoting self-confidence. Self-talk is not only for athletes, but is also useful for individuals engaging in a variety of physical activities.

Self-talk can be useful when learning a new skill or modifying a previously learned skill or habit. <2> Self-talk ranges from rehearsing keywords of the steps involved in a skill to the use of a cue word such as "step" to serve as a reminder of what to do. It is important that the self-talk focus on the desirable movement, versus what not to do. For example, if a tennis player wants to toss the ball higher in preparation for the serve, appropriate self-talk would be "High toss," not "Don't toss the ball so low."

Focusing attention is another effective use for self-talk. During practices or competition, athletes' attention may wander or be directed inappropriately. Cue words such as "focus" help athletes regain their concentration. Self-statements can also be used to help athletes focus on relevant task cues such as "adjust position relative to the ball."

The right intensity at the right time is critical in performance. Self-talk can be used by athletes to modify their intensity or <3> enthusiasm so that it is at the best level. Self-statements may be helpful in decreasing activation ("relax") or increasing it ("get excited").

Promoting self-confidence is an effective use of self-talk. Self-confidence is influenced by a variety of factors, such as performance outcomes and skill ability. Self-confidence is also influenced by self-talk. Individuals' self-talk [24] their self-confidence, either positively or negatively. Self-confidence is damaged by negative self-talk and feelings of doubt. Although self-criticism can provide an important source of feedback to improve later performances, it is important that we not overgeneralize* ("My shot went wide because of the direction of my follow-through" versus "I'm a terrible player"). Positive self-talk enhances feelings of competence*. Self-statements prior to and during competition should be positive in nature and bring about high levels of motivation and effort.

<<NOTES>>

overgeneralize = to make a statement about something that is too general
competence = the ability to do something successfully

1. For [21] - [24] in the passage, choose ONE answer from each list.

21	① run through	② set forth in	③ pull over	④ come up with	⑤ fill out
22	① take	② takes	③ took	④ to take	⑤ been taking
23	① Trend	② Application	③ Skill	④ History	⑤ Stages
24	① advances	② operates	③ affects	④ belongs	⑤ conducts

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2. What does <1> they refer to? Choose ONE answer.

- 25 ① understanding and modifying ② sport and exercise ③ Williams and Leffingwell
④ statements ⑤ individuals ⑥ thoughts ⑦ spoken words

3. For the underlined sentence <2> Self-talk ranges from rehearsing..., find the MAIN VERB of the sentence. Choose ONE answer.

- 26 ① ranges ② rehearsing ③ steps ④ involved ⑤ skill
⑥ use ⑦ cue ⑧ serve ⑨ do

4. For <3> enthusiasm, identify the most stressed vowel, and choose ONE word that has the same vowel pronunciation.

27 <3> enthusiasm

- ① feet ② fit ③ fell ④ cool ⑤ cook ⑥ cut ⑦ high ⑧ stay ⑨ bad ⑩ stop ⑪ home ⑫ bought

5. For 28 - 31 in the table below, choose ONE answer for each based on information in the passage.

- ① completion ② enhance ③ purpose ④ self-confidence ⑤ intensity ⑥ timing
⑦ technique ⑧ remind ⑨ perform ⑩ communication ⑪ reference ⑫ self-statements

Types of Self-Talk	28	example
task-relevant statements	promote 29	"Diamond"
positive 30	encourage effort	"I can do it"
mood words	increase 31	"Turn it on"

6. 32 Which ONE of the following is NOT true about positive self-talk?

- ① promotes self-confidence
② focuses on the desired action
③ improves concentration
④ has the right level of intensity
⑤ guarantees best performance
⑥ is motivating

4 Read the passage below and then answer the questions 33 - 41 about it. Choose the most appropriate answers based on what is stated or implied in the passage.

There is a lot of evidence that musically trained children perform better intellectually and academically than their friends who haven't been musically trained. 33 it has also been shown that kids with higher intelligence levels are more likely to take music lessons. If that is the case, are musical skills a cause or merely a symptom of higher intelligence?

<1> When it comes to human behavior, cause-and-effect questions are tricky. You'd think, for example, that happiness caused you to smile rather than the other way around, but it's not that simple. Smiling and happiness are closely connected; they feed off* each other. Just the mechanical act of smiling actually makes you more cheerful. This sounds like nonsense, but all you need to prove this point is a group of people and some pencils. You ask half of the people to put the pencil between their lips sideways and bite gently down on it—the way a dog holds a stick in its mouth. The other group put the end of the pencil in their mouth and tighten their lips around it so the sharp end is pointing forward. Your subjects won't realize it, but you have forced one group to smile and the other group to make an unhappy face. Tests have shown that if you then give these groups something humorous to look at, like some cartoons, the 'forced smilers' will find the jokes funnier than the 'unhappy-face' group. Indeed, your mother's advice to 'put a smile on your face—it'll make you feel happier' is actually true.

As you can imagine, if the causes and effects of something as apparently simple as smiling are this confusing, finding out if musical skills are a symptom or a cause of higher intelligence in kids is an incredibly difficult task. Let's look at the facts that various teams of psychologists have uncovered in the past couple of decades.

- Musically trained people are better listeners. They are generally better at detecting, for example, subtle changes in pitch in the final word of a sentence. This ability makes some, but not all, musically trained adults and children slightly better at identifying shades of emotion being expressed by other people.
- Musically trained people have a better memory for things they have heard—whether the subject matter is music or words.
- Musically trained young children perform better on tests of language ability; for example, they add words to their vocabulary more rapidly.
- Musically trained people have better visuospatial skills—the skills that allow you to recognize shapes and distances and make sense of what you see around you. Musicians, for example, have an easier time than non-musicians seeing shapes hidden in complicated line drawings and perform better on tests asking for the difference between two pictures. One odd outcome of the improvement in visuospatial skills is that musicians divide a horizontal line in half differently from non-musicians. When asked to identify the midpoint of a horizontal line, non-musicians tend to put their mark to the left of center. Musicians tend to put their mark nearer the center point—but slightly off to the right.

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Many people believe that there is a link between music skills and mathematical ability. Psychologists have <2> looked into this, but the results suggest that the connection between the two is either tiny or nonexistent. Some researchers have shown a small positive link between music training and mathematical skill, but a study of more than seven thousand fifteen- and sixteen-year-olds carried out in 2009 showed no relationship between the two.

Another study looked at a possible music and mathematics relationship from the other direction, by trying to find out if having a high level of mathematical skill had any correlation with musical ability. Adult members of the American Mathematical Association were compared with members of the Modern Languages Association, and both groups were found to be equally musical. It seems the widespread idea that musical ability is often accompanied by mathematical skills is just a myth.

The fact that musical training is linked to better listening skills, language skills and visuospatial skills is an indication of improved brain function, but does this mean <3> it can improve your general intelligence, as measured by your IQ?

Testing in this area shows that the IQs of children undergoing musical training are generally higher than those of other children by between ten and fifteen points. It would be tempting to say that this is because the brighter kids are the ones who tend to have musical training. However, Professor Glenn Schellenberg has carried out an experiment which suggests that musical training really does cause a slight increase in IQ.

He divided 144 six-year-olds into three groups. One group was given a year of music lessons (34 top of normal school lessons), the second group was given drama lessons and the third group was given no extra lessons. The children completed IQ tests at the beginning and end of the year—and music lessons clearly raised the IQ of the music group by about three points compared to the others. The effect is small, but there's evidence that it does exist.

Like the connection between cheerfulness and smiling, it seems that the link between IQ and music lessons 35 both ways. Brighter kids are more likely to have music lessons, and having music lessons tends to make you brighter.

<<NOTES*>>

feed off = to gain energy or support from (something)

1. For 33 - 35 in the passage, choose the most appropriate answer from each list.

33	① However,	② Whatever,	③ Although	④ Because	⑤ Since
34	① on	② for	③ with	④ over	⑤ at
35	① are	② connect	③ has	④ does	⑤ goes

2. For <1> When it comes to and <2> looked into, choose ONE answer that is closest in meaning from each list.

36	<1> When it comes to	① Respect for	② As previously shown	③ As noted by
		④ With regards to	⑤ With appearance of	

37	<2> looked into	① figured out	② investigated	③ comprehended	④ revealed	⑤ taken into account
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3. What does <3> it refer to? Choose ONE answer.

38	① fact	② musical training	③ listening skills	④ language skills
	⑤ visuospatial skills	⑥ indication	⑦ brain function	⑧ general intelligence

4. 39 According to paragraph 2, why are cause-and-effect questions difficult to answer when analyzing human behavior? Choose ONE answer.

- ① People who perform well academically also have a natural talent for music.
- ② Taking lessons to learn something may or may not have an effect on skill level.
- ③ The effect of a certain behavior may also be the cause of that behavior.
- ④ Humans are highly emotional and behave in unexpected ways.
- ⑤ Forcing people to do something is difficult when they are in a stressful environment.

5. 40 Which THREE of the following facts have various teams of psychologists uncovered about musically trained people?

- ① They may be better at identifying expressed emotions.
- ② They can better remember music they've heard, but not words.
- ③ They are better at learning how to use computer software.
- ④ They can better recognize differences between similar objects.
- ⑤ They can more accurately divide a horizontal line into halves.

6. 41 Which TWO of the following were NOT discussed in relation to musical ability?

- ① intelligence levels
- ② happiness levels
- ③ the home environment
- ④ mathematical ability
- ⑤ language ability