

令和5年度入学試験問題

英 語

(前期日程)

医学部医学科

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. この問題冊子は10ページあります。
3. 解答用紙は6枚あります。すべての解答用紙の受験番号欄に受験番号を記入しなさい。受験番号が正しく記入されていない場合は、採点できないことがあります。
4. 解答は、解答用紙の指定された解答欄に記入しなさい。
5. 試験中に、問題冊子および解答用紙の印刷不鮮明、ページの落丁および汚損等がある場合は、手を挙げて監督者に知らせなさい。
6. 試験終了後、問題冊子は持ち帰りなさい。

I. Read the following article and answer the questions that follow it.

Meet Carlos. He's a senior at American High School in Fremont, California. He's also a central character in a recent public television documentary on U.S. education. Carlos is a big fellow (1) a crew cut and a friendly manner. (pickup / him / driving / see / his / we / truck)⁽²⁾, strolling with a girlfriend and playing in a football game. "I don't want to graduate," he says at one point. "It's fun. I like it."

If you want to worry about our economic future, worry about Carlos and all those like him. It is the problem of adolescence in America. Our teenagers live in a dreamland. It's a curious and disorienting mixture of adult freedoms and childlike expectations. Hey, why work? Average high school students do less (3) an hour of daily homework. Naturally, they're not acquiring the skills they will need for their well-being and the nation's.

Don't mistake me: I'm not blaming today's teenagers. They are simply the latest heirs of an adolescent subculture—we have all been part of it—that's been evolving for decades. American children are becoming more and more independent at an earlier and earlier age. By 17, two-fifths of Americans have their own car or truck. About 60 percent have their own telephones and televisions. Adult authority wanes, and teen-age power rises. (schools / it's / that / development / crippled / this / our / has)⁽⁴⁾⁽⁵⁾.

Consider the research of sociologist James Coleman of the University of Chicago. He found that students from similar economic and social backgrounds consistently do better at Catholic high schools than at public high schools. The immediate explanation is simple: students at Catholic schools take more rigorous courses in math, English and history, and they do nearly 50 percent more homework. But why do Catholic schools make these demands when public schools don't?

The difference, Coleman concluded, lies with parents. “Parents of public school students do not exercise as much authority over their high school-aged students as they once did,” he recently told a conference at the Manhattan Institute. Since the 1960s, public schools have become less demanding—in discipline, required course work and homework—because they can’t enforce stiffer demands. By contrast, parents of *parochial school students impose more control. “The schools therefore are able to operate under a different set of ground rules,” Coleman said.

There are obviously many good public schools and hard-working students. But the basic trends are well-established and have been altered only slightly by recent “reforms.” Change comes slowly, because stricter academic standards collide with adolescent reality. In the TV documentary, Tony—a pal of Carlos—is asked why he doesn’t take tougher math courses to prepare him as a computer technician, which is (8) he wants to be. “It’s my senior year,” he says, “and I think I’m going to relax.”

Adolescent autonomy continues to increase. “Teens have changed so dramatically in the past decade that more advertisers are targeting ‘adults’ as 15-plus or 13-plus rather than the typical 18-plus,” notes Teenage Research Unlimited, a market research firm. It estimates that the average 16-to-17-year-old has nearly \$60 a week in spending money from jobs and allowances. By junior year, more than 40 percent of high school students have jobs.

These demanding school-time jobs are held predominantly by middleclass students. Popular wisdom asserts that early work promotes responsibility, but the actual effect may be harmful. In a powerful book *When Teenagers Work*,⁽¹¹⁾ psychologists Ellen Greenberger of the University of California, Irvine and Laurence Steinberg of Temple University show that jobs hurt academic performance and do not provide needed family income. Rather, they simply establish teenagers as independent consumers better able to satisfy their own wants. Jobs often encourage drug use.

Our style of adolescence reflects prosperity and our values. We can afford it. In the 19th century, children worked to ensure family survival; the same is true today in many developing countries. Our culture stresses freedom, individuality and choice. Everyone has “rights.” ⁽¹²⁾ Authority is to be questioned. Self-expression is encouraged. These attitudes take root early. My 4-year-old daughter recently announced her philosophy of life: “I should be able to do anything I want to do.”

⁽¹³⁾ Parental guilt also plays a role. The American reasoning is that the young ought to be able to enjoy their youth. Schools shouldn’t spoil it, as if an hour and a half of daily homework, well above the average, would mean misery for teenagers. Finally, more divorce and more families with two wage-earners mean that teenagers are increasingly left to themselves. They often assume some family responsibilities—shopping or caring for younger children. Many teenagers feel harried and confused, because the conflicts among all these roles (student, worker, child and adult) are overwhelming.

Americans, young and old, *delude themselves about the results of these changes. A recent study of 13-year-olds in six countries placed Americans last in mathematics and Koreans first. But when students were asked whether they were “good at mathematics,” 68 percent of the Americans said yes (the highest) compared with only 23 percent of the Koreans (the lowest).

⁽¹⁴⁾ This was no surprise. Psychologist Harold Stevenson of the University of Michigan, who has studied American and Asian students for years, finds the ⁽¹⁵⁾ relationship. Americans score lower in achievement but, along with their parents, are more satisfied with their performance. “If children believe they are already doing well—and their parents agree with them—what is the purpose of studying harder?” he writes. Good question. No one should be surprised that U.S. businesses complain about workers with poor skills, or that a high school diploma no longer guarantees a well-paying job. More school spending or new educational

“theories” won’t magically give students knowledge or skills. It takes work. Our style of adolescence is something of a national curse. Americans are growing up faster, but they may not be growing up better.

*Adapted from Understanding ourselves: Readings for Developing Writers
(1996)*

*注) parochial 教区経営の / delude oneself 思い違いをする

Questions

1. Write an appropriate word in (1), (3), (8), and (15)
2. Put the sections marked (2) and (5) into the correct order. Choose the 5th word as your answer. (All the word choices are written in small letters.)
- 3-1. Translate the section marked (4) into Japanese.
- 3-2. Regarding the section marked (4), is this trend the same or different in Catholic high school? Explain the reason in Japanese.
4. Translate the sections marked (6) and (10) into Japanese.
5. Explain the section marked (7) in Japanese.
6. Explain the sections marked (9) and (11) in Japanese.
7. Regarding the section marked (12), what do you think of the Japanese situation compared to the United States situation? Write in around 60 English words.
8. Regarding the section marked (13), why do parents feel guilty? Explain in Japanese.
9. Explain the reason for the section marked (14) in Japanese.
10. Regarding the section marked (16), explain what the author means in around 30 English words.

II. Translate the following passage from Japanese into English.

日記を書くことによる精神的・感情的な効果は数々のデータによって実証されているので、カウンセラー、ソーシャルワーカー、セラピストらも患者に日記を勧めている。ある論文では、参加者が15分から20分の執筆を3から5回繰り返すだけでトラウマやストレスなどの感情的な事象に折り合いをつけることができたという。この方法は特に、がんなどの深刻な病気を持つ人に効果的であることが知られていて、定期的に日記を書くことによる効果を専門にした療法が存在するほどである。

III. Read the following article and answer the questions that follow it.

Spice up your life

Spanning nearly 1,000,000 square kilometers of varying landscape and reflecting a stew pot of influences from ancient Mayan and Aztec cultures to Spanish, (1) Asian and African cuisines, real Mexican food is bold, bright and complex. Here are seven authentic ingredients guaranteed to spice up your life!

Tomatillo

At first glance, this *dinky green fruit looks a little like a small unripe tomato. Native to Mexico and Central America, tomatillos have a flavor all of their own; bright, summery and almost citrusy in their sourness, making them the perfect addition to a salsa dressing or a zingy guacamole. Roasting tomatillos mellows their acidic quality and brings out a little sweetness, while adding them to soups will give an exciting tang. Thinly sliced, drizzled in oil and flavored with lime, chili, coriander and salt, they're even perfect on toast.

Achiote

Native to the tropical areas of the Americas, including Mexico and the Caribbean, it's a spice that takes many forms; seeds, paste, powder, bricks or *steeped in oil. But you will know it by its signature orange-red appearance, and the way it (2) gets on everything and turns it to gold. Commonly used as a yellow food dye, achiote has an earthy, peppery flavor that works beautifully in seafood dishes. Achiote paste is easy enough to find online or at specialty grocers, ready to be mixed into vibrant marinades.

100% blue weber agave tequila

Just like champagne, authentic tequila can only be produced in five states, with 99% coming from the mountainous Jalisco region in north-west Mexico – home to the town of Tequila. Made from 100% blue weber agave and double distilled for

sparkling clarity, el Jimador Blanco is a tequila that should be sipped and savored with food and friends. Crisp, vibrant and aromatic, with a perfect balance of bright citrus notes and herbaceous warmth, try it with ice, or blend with freshly squeezed pink grapefruit juice, agave syrup, a squeeze of lime and soda water for the authentic Paloma, Mexico's signature cocktail.
(2)

Cactus

The iconic desert plant may have enjoyed a long stint as a houseplant, but somehow dining on cactus hasn't caught on in the same way. Which is a shame,
(3) because beneath their spines, these succulents are tender and meaty, with a delicate, country flavor similar to green beans and asparagus.

Ancho chili

The chili pepper has a rainbow of popular varieties ranging from the mild and fruity guajillo to the head-blowing habanero. The wrinkly Ancho chili peppers might not win any beauty pageants, but their versatility makes them a great
(4) addition to your store cupboard. With a sweet, smoky flavor reminiscent of chocolate and raisins, ancho chilies bring depth and warmth to slow-cooked meat and sauces; they are a key ingredient for so many quintessential Mexican dishes. And if you're not so good with spices, worry not – they're relatively tame, measuring between 1,000 and 2,000 units on the Scoville scale (for comparison, the habanero starts at an eye-popping 100,000).

Tamales

When it comes to portable meals, Mexico has Tamales. They are steamed pockets of spicy cornmeal dough stuffed with an endless variety of meaty, veggie, cheese or bean-based fillings. They're inexpensive and freeze well, but making tamales takes time. So hosting a *tamalada*, or tamale-making party, is a perfect way to divide the work and share the fruits of your labor.
(5)

Mexican chocolate

Real Mexican chocolate is a world away from sweet European bars, because it has a distinctive, bitter flavor profile and rustic, grainy texture. Mexico's traditional chocolate is made from cacao nibs, which are roasted and coarsely ground before being combined with sugar, cinnamon and sometimes other additions such as vanilla, nuts or cayenne pepper. Though it's satisfying to snack on, the chocolate really comes into its own as a cookery ingredient, used in intensely chocolatey cakes and desserts and gives depth to savory dishes such as stews, and chilies. But perhaps the most popular use of all is melted into hot chocolate, which is traditionally whipped into a delicious froth.

Adapted from <https://www.theguardian.com/rediscover-tequila/2022/apr/22/beyond-burritos-seven-delicious-ways-to-bring-a-taste-of-mexico-to-your-table>

*注) dinky 小さな / steeped 浸み込んだ

Questions

1. Match the following underlined words or phrases from the text (1-6) with the best meaning (a-f).

- | | |
|--------------------------------------|---------------------------------|
| 1) a stew pot of influences | a) not easily compared |
| 2) signature | b) the benefits of hard work |
| 3) caught on | c) special characteristic |
| 4) might not win any beauty pageants | d) ugly |
| 5) the fruits of your labor | e) many things having an effect |
| 6) world away | f) became popular |

2. Choose whether the following statements are True (T) or False (F).
- a) You should wash the color off your hands after you prepare food with Achiote.
 - b) Cactus is easy to chew and tastes like a green vegetable.
 - c) Blue weber agave tequila has been purified and is fragrant.
 - d) Habanero chili is a nice chili if you are not familiar with spices.
 - e) If you are in a hurry, Tamales are great, because you can cook them quickly.
 - f) Mexican chocolate has a unique flavor and is great with salty or spicy food.

3. Match the following ingredient phrases (1-6) with a suitable ending (a-f).

- 1) Tomatillo would be a great ingredient
- 2) Achiote would be a great ingredient
- 3) Blue weber agave tequila would be a great ingredient
- 4) Ancho chili would be a great ingredient
- 5) Tamales would be a great ingredient
- 6) Mexican Chocolate would be a great ingredient

- a) to have with a warm drink.
- b) to make with friends.
- c) to have straight or mixed.
- d) for soaking the fish in before cooking.
- e) mashed with avocado and herbs.
- f) for a slow-cooked pork dish with layers of flavors.

4. What do you think the author means when he says, 'Spice up your life'? Write your answer in English in about 60 words.

5. Think of any dish that you like eating. Describe how the ingredients and flavors in that dish work well together. Write your answer in English in a total of 20-30 words.

6. Imagine that you are a host and you are organizing an evening dinner buffet and entertainment for foreign guests who are visiting Japan. Please describe the guests, the kind of food, venue, and entertainment. Write your answer in English in a total of 60-70 words.

