令和４年度一般選抜
個別学力試験問題（前期日程）

英　　語

学　　部	問　　題
法文学部，人間科学部， 総合理工学部，生物資源科学部	1，2，4，5－A
医学部医学科	1，2，3，4，5－B

注　意

1. 問題紙は指示があるまで開いてはいけません。
2. 問題紙は９ページ，解答用紙は法文学部，人間科学部，総合理工学部，生物資源科学部受験生は１枚，医学部医学科受験生は２枚です。指示があってから確認し，解答用紙の所定の欄に受験番号を記入してください。
3. 法文学部，人間科学部，総合理工学部，生物資源科学部受験生は 1，2，4，5－A の問題を，医学部医学科受験生は 1，2，3，4，5－B の問題を解答してください。
4. 答えはすべて解答用紙の所定のところに記入してください。
5. 解答用紙は持ち帰ってはいけません。
6. 試験終了後，問題紙は持ち帰ってください。

1 次の英文を読んで問いに答えなさい。(共通問題)

This happened more than 20 years ago, soon after I began living in Britain. The scene on the street looked somewhat different from that in Japan. When I looked more closely, I found that (1) the way people there lined up for buses at the bus stop was different. People keep to the left in Britain the same as in Japan, but the direction in which they line up for buses is the opposite. People line up along the street facing in the direction from which the buses will be coming, and they wait while reading newspapers.

In most cases in Japan, people line up facing in the same direction as the bus drivers. And from time to time, they look back to see if the bus is coming. Their impatient feelings make their bodies face forward and their faces, backward. They are just like relay runners. After I became aware of this difference, I began to observe with great interest the way people lined up.

When waiting in line for telephones or toilets in public places in Britain, there is (2) the so-called fork-type way of lining up. Under this unspoken agreement people do not line up before each booth or toilet but make just one line so that the first-come-first-served principle can be respected. On escalators, people stand on the right side so that those in a hurry can walk or run up the left side.

(3) I was interested in how society created public conventions that are rational and that guarantee fairness. Recently, the fork-type way of lining up has begun to take root in Japan also; while at train and subway stations in Tokyo, riding the escalators in a way similar to that in Britain has naturally been adopted.

In Japan, however, people stand on the left side so that the right side serves as the walkway. Like the British method, it is a formula that allows different rules of movement to exist together. (4) Another public manner that I recall was the practice, which is not restricted to Britain, of holding the door open for those who follow.

The next person expresses thanks and then holds the door open for the next person. (5) It is something that takes only a few seconds. Many Japanese apparently

don't notice that someone is holding the door open for them and pass through with their hands in their pockets and without saying thanks. Manners in public places are not something that are memorized. They probably are born from consideration for others and a feeling of fairness.

（*Asahi Evening News* より　一部改変）

1. 下線部(1)の内容を，本文にそって簡潔に日本語でまとめなさい。
2. 下線部(2)の具体的内容を，本文にそって日本語で説明しなさい。
3. 下線部(3)を日本語に直しなさい。
4. 下線部(4)を日本語に直しなさい。
5. 下線部(5)の具体的内容を，本文にそって日本語で説明しなさい。

2 次の英文を読んで問いに答えなさい。(共通問題)

For centuries, older people have idealized their youths and insisted that things aren't what they used to be. Well that's true, but not in the way they mean it. (1) Most things used to be worse, not better. But it is extremely easy for humans to forget how things really "used to be."

In Western Europe and North America, only the very oldest, who lived through the Second World War or the Great Depression, have any personal memory of the severe poverty and hunger of just a few decades ago. (2) Yet even in China and India, where extreme poverty was the reality for the vast majority just a couple of generations ago, it is now mostly forgotten by people who live in decent houses, have clean clothes, and ride motorbikes.

The Swedish author and journalist Lasse Berg wrote an excellent report from rural India in the 1970s. When he returned 25 years later, he could see clearly how living conditions had improved. Pictures from his visit in the 1970s showed dirt floors, clay walls, half-naked children, and the eyes of villagers with low self-esteem and little knowledge of the outside world. They were a sharp contrast (3) to the concrete houses of the late 1990s, where well-dressed children played and self-confident and curious villagers watched TV. When Lasse showed the villagers the 1970s pictures they couldn't believe the photos were taken in their neighborhood. "No," they said. "This can't be here. You must be mistaken. We have never been that poor." Like most people, they were living in the moment, busy with new problems, like the children watching immoral TV dramas or not having enough money to buy a motorbike.

Beyond living memory, for some reason we avoid reminding ourselves and our children about the cruelties of the past. The truth (4) is to be found in ancient graveyards and burial sites, where researchers have to get used to discovering that a large proportion of all the remains they dig up are those of children. Most will have been killed by starvation or disgusting diseases, but many child skeletons

bear the marks of physical violence. Hunter-gatherer societies often had murder rates above 10 percent and children were not spared. In today's graveyards, child graves are rare.

We are subjected to a never-ending series of negative news from across the world: wars, famines, natural disasters, political mistakes, budget cuts, diseases, mass unemployment, acts of terror. Journalists who reported flights that didn't crash or crops that didn't fail would quickly lose their jobs. (5)Stories about gradual improvements rarely make the evening news even when they occur on a dramatic scale and impact millions of people.

And thanks to increasing press freedom and improving technology, we hear more, about more disasters, than ever before. When Europeans killed native peoples across America a few centuries ago, it didn't make the news back in the old world. When central planning resulted in mass famine in rural China, millions starved to death while the youth in Europe waving communist red flags knew nothing about it. When in the past whole species or environments were destroyed, no one realized or even cared. With all the other improvements, our supervision of suffering has improved tremendously. This improved reporting is itself a sign of human progress, but (6)it creates the impression of the exact opposite.

(Hans Rosling 他 , *Factfulness* より　一部改変)

［注］ Great Depression　1929 年米国に始まった世界大恐慌
skeleton　骸骨　　hunter-gatherer　狩猟採集民

1. 下線部(1)の具体的内容を，本文にそって日本語で説明しなさい。
2. 下線部(2)を日本語に直しなさい。
3. 下線部(3)の内容を，本文にそって簡潔に日本語でまとめなさい。
4. 下線部(4)の具体的内容を，本文にそって日本語で説明しなさい。
5. 下線部(5)を日本語に直しなさい。
6. 下線部(6)を，it の具体的内容を示しながら，本文にそって日本語で説明しなさい。

3 次の英文を読んで問いに答えなさい。(医学部医学科用問題)

Heather Chace, a biology teacher at Stroud High School in Oklahoma, says she first started noticing her students occasionally drinking energy drinks about six years ago. Now she sees them consuming them on a daily basis, leading to conversations about their "hearts racing" and their "feeling weak," she says.

(1) They're not alone. About 50% of adolescents consume energy drinks, according to a recent report in a medical journal, and 31% do so on a regular basis, increasingly opting for energy drinks over soda. It's no surprise, given that a March 2015 report in the Journal of Nutrition Education and Behavior showed that over 46% of energy-drink ads on TV aired on channels that appeal to adolescents, like MTV or other entertainment shows, helping put the U.S. energy-drink business on track to grow more than 11% by 2019, to an estimated $26.6 billion in annual revenue. But as the industry booms, so does concern about whether energy drinks are safe for kids and teenagers.

The Center for Science in the Public Interest has called on the U.S. Food and Drug Administration (FDA) to add safety warnings on energy-drink bottles. Senators Edward Markey, Dick Durbin and Richard Blumenthal have called for a ban on marketing to minors. And the American Academy of Pediatrics (AAP) went so far as to say energy drinks have "no place in the diet of children and adolescents." Their reasoning: unlike coffee and soda, many energy drinks contain two or more stimulants. (2) (how / ingredients / is / these / together / unknown / work), but many experts say it appears to be a risky mix.

(3) A 2010 study, for example, found that sugar-free energy drinks affected the heart in a way that scientists think increases the risk of harmful heart events in vulnerable people. Other research says the drinks make it harder for kids to pay attention in school; scientists recently found that middle schoolers who consume sugary energy drinks are 66% likelier to display symptoms of hyperactivity than those who don't. And (4) (a handful / are alleging / way / brands / of lawsuits /

popular / that / under) have been responsible for the deaths of minors. In some cases, the people who died had an underlying heart condition.

Energy-drink companies say their products are safe and contain no more caffeine than a cup of coffee. But experts are seeing problems with energy drinks that they just don't see with soda and coffee, says Amelia Arria, director of the University of Maryland School of Public Health's Center for Young Adult Health and Development. Indeed, energy drinks have been linked to more hospital visits than coffee or soda, says Arria. "Why it's different, we still need to know. Scientists have real concerns."

In the U.S., when spinach gets contaminated with salmonella or ice cream carries listeria, manufacturers remove them from supermarket shelves and shoppers are alerted. But when an energy drink is blamed for sending someone to the hospital, (5) the regulatory and public-health effect is questionable.

That's in part because of the way energy drinks are regulated. Companies can market a product as a dietary supplement or as a food, neither of which requires pre-market safety approval by the FDA.

Another challenge is that it's hard for public-health experts to prove definitively that energy drinks are safe — or unsafe — for everyone who drinks them. It would be considered unethical to design a study in which scientists wait to see if people have dangerous reactions to a product. Energy drinks are also hard to study because their ingredient blends are often trade secrets, so scientists don't know exactly how much of a given ingredient is in the can or bottle.

The American Beverage Association, a trade group that represents energy-drink companies, says many of these products bear voluntary warnings that they're not recommended for children, pregnant or nursing women or people sensitive to caffeine. Representatives from energy-drink companies told TIME they do not market their products to kids.

But some critics aren't buying (6) it. For instance, some energy-drink companies host social-networking sites, where kids as young as 13 post photos of themselves

doing things like skateboarding in their gear. "A website that says 'Join my club' is not designed for adults," says Dr. Marcie Schneider, co-author of the AAP statement on energy drinks.

It's unlikely that the question of energy drinks' safety for children and teens will be resolved anytime soon. For now, the FDA says it will continue looking into the safety of caffeine in food products, including energy drinks. "As part of our review," agency spokesperson Theresa Eisenman says, "we are considering the current state of the science for potential health effects with an emphasis on specific populations, such as pregnant women or children."

In the meantime, Oklahoma teacher Heather Chace says (7) she advises students to be careful—and doesn't allow any drinks besides water in her classroom.

(*TIME* より　一部改変)

［注］ pediatrics　小児科(学)

1. 下線部(1)を日本語に直しなさい。
2. 下線部(2)の(　　)内の語を意味が通じるように並べ替えなさい。文頭は大文字で始めなさい。
3. 下線部(3)を日本語に直しなさい。
4. 下線部(4)の(　　)内の語句を意味が通じるように並べ替えなさい。
5. エナジードリンクが，下線部(5)のように述べられている理由を二つ，本文にそって日本語で説明しなさい。
6. 下線部(6)の内容を，本文にそって簡潔に日本語でまとめなさい。
7. 下線部(7)で，Heather Chace がこのように決めるに至った，生徒の日常的な状況を本文にそって具体的に日本語で書きなさい。

4 次の英語の指示に従って，60 語程度の英語で答えなさい。なお，解答用紙の指定した(　　)欄に，使用した語数を記入すること。ただし，コンマやピリオドなどの記号は語数には入れない。(共通問題)

Please read the following article on being a good student. Do you agree with the article? Explain what a "good student" means to you. Give reasons to explain your opinion in your own words.

Being a good student

The only rule of being a good student is to study. More than anything else, a student's main interest is their studies. Good students are willing to study by themselves. Their family doesn't need to force them to study. Good students take pleasure in learning and memorizing information from their classes.

5 法文学部，人間科学部，総合理工学部，生物資源科学部受験生はAの問題に，医学部医学科受験生はBの問題に答えなさい。

A．次の日本文の下線部(1)，(2)を英語に直しなさい。

読書をする際，スマートフォンやパソコンなどの電子書籍よりも紙の本を読(1)む人の方が，何事にも進んで取り組む意欲や，物事を多面的にとらえる能力が高いとする調査結果を，国立青少年教育振興機構が23日発表した。

紙と電子媒体の違いを科学的に研究している富士ゼロックスの柴田博仁・研究主幹（情報学）は「紙は電子よりも本の全体像を把握したり，ページ間を行き来したりしやすい。(2)集中を維持でき，記憶に留めやすく，じっくり読んで考えるには紙の方が適している」と話している。

（読売新聞オンラインより　一部改変）

B．次の日本文の下線部(1)，(2)を英語に直しなさい。

感染症を退治しようと，人間が試みる。そうはさせじと，細菌が耐性を身に(1)つけていく。両者のせめぎ合いは「軍拡競争」に例えられる。そして競争は細菌の側が有利だと，石弘之著『感染症の世界史』にあった。

理由は進化の速さにある。動物の場合，世代交代を重ねてゆっくり進化するのに対して，20分で1回分(2)裂するような細菌は全く違う速度を持つ。新薬に耐性を持つ菌がいったん現れれば，すぐに繁殖して，薬の効果を無にしてしまう。

（朝日新聞より　一部改変）

［注］　軍拡競争　arms race