２０２４年度一般選抜Ｂ試験問題

英語

【注意事項】

1. この問題冊子には答案用紙が挟み込まれています。試験開始の合図があるまで問題冊子を開いてはいけません。
2. 試験開始後，問題冊子と答案用紙の受験番号欄に受験番号を記入しなさい。
3. 問題冊子には**計 4 問**の問題が**英 1～英 8 ページ**に記載されています。落丁，乱丁および印刷不鮮明な箇所があれば，手をあげて監督者に知らせなさい。
4. 答案には，必ず鉛筆（黒，「HB」「B」程度）またはシャープペンシル（黒，「HB」「B」程度）を使用しなさい。
5. 解答は答案用紙の指定された場所に記入しなさい。ただし，解答に関係のないことを書いた場合は無効にすることがあります。
6. 問題冊子の余白は下書きに利用しても構いません。
7. 問題冊子および答案用紙はどのページも切り離してはいけません。
8. 問題冊子を持ち帰ってはいけません。

一般選抜Ｂ 受験番号	

〔問1〕次の英文を読んで、あとの設問に答えなさい。

Children's visits to emergency rooms in the U.S. rose almost 12% during (1)the warmest months of the year over a three-year period, according to a new study co-authored by Aaron Bernstein. The study, published January 19, 2022 in *Environmental Health Perspectives*, is the first to (ア) a comprehensive look at (イ) rising temperatures due to climate change are affecting children's health. "Our study suggests that this is just as (ウ) of a health impact among children as it is among adults given the same exposure, and I think that may be surprising to people," said Bernstein, a pediatrician and interim director of Harvard T.H. Chan School of Public Health's Center for Climate, Health, and the Global Environment (Harvard Chan C-CHANGE), in a January 19, 2022 article in E&E News.

The study analyzed data (エ) nearly four million emergency department visits at 47 children's hospitals in the U.S. from May to September from 2016 to 2018. The researchers found that, with hotter temperatures, kids experienced more heat-related illnesses such as heat exhaustion and heatstroke, as well as (オ) problems such as bacterial intestinal infections (カ) obviously related to heat. Bernstein speculated that intestinal infections could be related to picnicking or eating foods (キ) sitting out in the heat.

The study also showed that children of color and those with public insurance such as Medicaid were more (ク) to wind up in the ER on hot days than white children or those with private insurance. The findings underscore "a whole body of work that says we absolutely need to (ケ) better health care to the least fortunate children in our country," Bernstein said in an interview (コ) the radio show "Living on Earth."

出典："Hot days are sending higher percentages of kids to the ER." *News: Harvard T.H. Chan School of Public Health*, February 4, 2022.

(1) 下線部(1)が指す内容を英文から抜き出して、英語で答えなさい。

(2) 英文の意味が通るように、空所(ア)～(コ)に入る最もふさわしいものを①～⑩から１つ選び、数字で答えなさい。同じものを２度使うことはない。

① big	② from	③ how	④ left	⑤ less
⑥ likely	⑦ on	⑧ other	⑨ provide	⑩ take

〔問2〕次の英文を読んで、あとの設問に答えなさい。

Multitasking is certainly not new, yet it is also arguably more pervasive now than at any other time in our history. This follows necessarily from the increased connectedness and availability of tasks in the digital age. In the developed world, computing is by now nearly (1)ubiquitous. A Pew Research Center study estimates that more than three quarters of Americans own a laptop or personal computer, and around 90% of American adults under 50 own a smartphone. This percentage goes up to 96% when considering just those under the age of 30. And whereas access to a personal computer is still largely determined by factors like household income, access to a smartphone is comparable and high across household incomes ranges. At least in the US, the penetration of digital devices in our lives is near total.

In their current design, all computers and smartphones are multitask environments. We can use the same device for video and audio conferencing, email, texting, browsing the Internet, social media, entertainment, as a flashlight, and more. We can arguably do as much or more with our smartphones as the occupants of Hogwarts could do with their wands. And these other tasks are made highly available to us. We can and do shift (2) tasks on our devices regularly. Furthermore, the advent of push notifications, badges, and alerts has permitted other tasks to interrupt whatever we are doing and try to actively (3) our attention!

At best, these interruptions distract us. At worst, they induce us to multitask. A 2012 study that collected usage data from more than 3,600 Android users around the world found that around 10% of total usage time was spent on interruptions. This included both external sources, like texts and pushes, and voluntary interruptions by the user, such as pausing reading email to check social media. As these sources of interruption have grown since 2012, this is likely an (4) of the time spent on interruptions today.

Moreover, our office is a multitask environment, but it is one we can't take with us. A smartphone is a multitask environment that can live in our pocket. Indeed, a 2013 study by Harris Interactive found that 72% of US adults keep their mobile device within 5 feet of them most of the time. So, our devices come with us, and with them come their complete offering of other tasks to entice, interrupt, and distract us from whatever else we are doing.

It follows that digital media devices are a near-constant source of multitasking in any situation. Examples exist in almost every area of human activity. The same 2013 Harris Interactive study just cited found that while 55% of respondents said they use their smartphone while driving, 35% use it during a dinner date, 32% at a child's school function, 20% in church, and 12% in the shower, somehow. People also frequently multitask by using multiple forms of media at once, (5)termed media multitasking. A 2016 Nielsen survey indicated that close to 50% of respondents use a smartphone while also watching television at least once per day.

Teaching spaces are no better. When I give lectures at Brown, I look out at a sea of open laptops behind which students sit, staring at their phone. Students do this despite lots of evidence that taking notes on a laptop is worse for learning and retention than taking notes by hand. This is the case even when other media are not distracting the note taker. But, of course,

students are often distracted by the other tasks on their phone while they take notes ineffectively on the laptop.

Thus, people are multitasking with a high frequency, and not just the younger generations. Both the so-called millennial generation and Generation Z, which is now in college, take a lot of undeserved heat, in my opinion. However, one presumed skill these younger generations are positively credited with is multitasking. Some will declare that these generations are "digital natives" who grew up with laptops and smartphones and so are better equipped to multitask in our fast-paced digital world, but these intuitions have not been borne out by data. Younger generations are as bad as everyone else at multitasking, and though they do media multitask a lot, they are not even the generation that does this the most. The winner of (6)that honor is my own generation, Generation X.

That 2016 Nielsen study found that Gen-Xers spend more time on media in general and social media in particular than other age groups, close to around seven hours total per week. For perspective, that amounts to more than three weeks of our waking hours each year spent just on social media. This might make some sense if one considers my generation's particular stage of life. Those of us between 29 and 50 tend to be further along in our careers than younger generations, and so we tend to have broader professional commitments. In our personal lives, we are statistically more likely to be in long-term, committed relationships and have both younger children and elderly parents. So, as a group, we tend to have more social obligations, through both work and family. These connections pull at us both externally and internally, and so maybe it follows that (7)we are more likely to be the ones constantly checking our phones. Regardless of the reason, however, multitasking is not the domain of the young. And, from an evolutionary standpoint, (8)we are all digital immigrants, dealing with an unprecedented availability of tasks actively calling for our attention that our ancestors would never have experienced.

出典: David Badre, *On Task: How Our Brain Gets Things Done*. Princeton: Princeton University Press, 2020. Pages 132-134.

(1) 下線部(1)と意味が最も近いものを1つ選び、数字で答えなさい。

① compatible　② everywhere　③ restricted　④ scarce

(2) 下線部(2)に入る最もふさわしいものを1つ選び、数字で答えなさい。

① between　② for　③ over　④ until

(3) 下線部(3)に入る最もふさわしいものを1つ選び、数字で答えなさい。

① exercise　② grab　③ pay　④ release

(4) 下線部(4)に入る最もふさわしいものを1つ選び、数字で答えなさい。

① analysis　② interpretation　③ opinion　④ underestimate

(5) 下線部(5)と意味が最も近いものを1つ選び、数字で答えなさい。

① called　② intended　③ qualified　④ verified

(6) 下線部(6)が指す内容を日本語で説明しなさい。

(7) 下線部(7)が指す内容を１つ選び、数字で答えなさい。

① college students　② digital natives　③ Generation X　④ millennial generation

(8) 下線部(8)を和訳しなさい。

〔問 3〕次の英文を読んで、あとの設問に答えなさい。

"Learn to resist the urge," says Tara S. Peris, an associate professor of psychiatry and biobehavioral sciences at the University of California, Los Angeles, where she is co-director of the Child O.C.D., Anxiety and Tic Disorders Program. Psychiatrists consider nail biting a "body focused repetitive behavior," along with things like hair pulling and skin picking. (1)Nail biting tends to begin in childhood and adolescence, but researchers estimate that as much as 30 percent of Americans are chronic nail biters. Often a form of self-soothing, the disorder can, over time, disrupt the functioning of a brain's reward circuitry. An occasional nibble probably isn't concerning, but if you gnaw until you injure yourself—if your fingers are bloody or infected—or if the biting distracts or shames you, you should know that you can get help.

A treatment established in the early 1970s called habit reversal therapy can break the cycle in as little as eight to 12 weeks. "First become very aware of the behavior," Peris says. Keep a written log. Focus attention inward. What sensation do you experience just (__2__) you start biting your nails? What mood accompanies the biting? Then turn outward to your surroundings. Are you more likely to chew your hands in certain rooms? In the car? When watching TV or reading? This first stage of treatment, awareness training, typically takes about a week or two. "Next you'll learn what we call a competing response," Peris says. When you feel a nail bite coming, you'll do something else instead, like clasp your hands or pinch your thumb and index finger and hold it for one minute, or until the impulse (3)subsides. Try modifying your environment—by, for example, doing your homework at the kitchen table, rather than (__4__) you tend to bite more—and then practice catching and replacing the behavior over and over again.

Keep in mind that putting your hands in your mouth during a viral pandemic increases your infection risk. "During times of high stress, you might see symptoms pop up or worsen," Peris says. "(5)That's normal and you'll just need to practice those competing behavior skills again."

出典：Malia Wollan, "How to stop biting your nails." *The New York Times Magazine*, July 28, 2020.

(1) 下線部(1)を和訳しなさい。

(2) 下線部(2)に入る最もふさわしいものを 1 つ選び、数字で答えなさい。

① before　② in case　③ so　④ the same

(3) 下線部(3)と意味が最も近いものを 1 つ選び、数字で答えなさい。

① focuses　② lessens　③ resumes　④ worsens

(4) 下線部(4)に入る最もふさわしいものを 1 つ選び、数字で答えなさい。

① being　② on　③ that　④ where

(5) 下線部(5)が指す内容を日本語で説明しなさい。

〔問 4〕次の英文を読んで、あとの設問に答えなさい。

Robots could be introduced to help care for the elderly after a study showed they can improve mental health and have the potential to reduce loneliness in older people. The study, involving the University of Bedfordshire, Middlesex University and Advinia Health Care and led by the University of Genova, is the first time researchers have collaborated to explore the possibility of developing culturally competent robots.

Robots were tested in care homes in the UK and researchers found that older adults who used the culturally competent robot called Pepper—up to 18 hours across two weeks—saw a significant improvement in their mental health. After two weeks of using the system there was a small but positive impact on loneliness severity among users, and the system had a significant positive impact on participants' attitudes towards robots.

Lead author of the evaluation, Dr. Chris Papadopoulos, from the University of Bedfordshire, said: "This study is ground-breaking because it is the largest ever investigation into the use of autonomous social robots for older adults in care settings. (1)The results show that using the Caresses artificial intelligence in robots such as Pepper has real potential benefit to a world that is witnessing more people living longer with fewer people to look after them. Poor mental health and loneliness are significant health concerns and we have demonstrated that robots can help (2)alleviate these."

Irena Papadopoulos, professor of transcultural health and nursing at Middlesex University, was responsible for developing the cultural concepts and guidelines so that the robots were able to respond to the culture-specific needs and preferences of older people. "Socially assistive, intelligent robots for older people could relieve some pressures in hospitals and care homes. No-one is talking about replacing humans—the evaluation demonstrates that we are a long way from doing (3)that—but it also reveals that robots could support existing care systems," she said. "Participants were mostly positive but also criticized some of the interactions which are probably due to speech recognition limitations," she added.

Dr. Sanjeev Kanoria, surgeon, and founder and chairman of Advinia Health Care, one (4) the largest providers of dementia care in the UK, said: "Robots were tested and improvements in functionality made following trials at Advinia care homes. This is the only artificial intelligence that can enable an open-ended communication with a robot and a vulnerable resident. We are working towards implementing this into routine care of vulnerable people to reduce anxiety and loneliness and provide continuity of care. The robot was tested in Advinia's care homes in the UK. Now we are working towards bringing the robot into routine care, so it can be (4) real help to older adults and their families."

出典: Sara Rigby, " 'Culturally competent' robot improves mental health in the elderly."
BBC Science Focus Magazine, September 9, 2020.

(1) 下線部(1)を和訳しなさい。

(2) 下線部(2)と意味が最も近いものを 1 つ選び、数字で答えなさい。

① ease　② generate　③ intensify　④ provoke

(3) 下線部(3)が指す内容を日本語で説明しなさい。

(4) 下線部(4)に共通して入るものを 1 つ選び、数字で答えなさい。

① at　② for　③ in　④ of

(5) 次の問いに対して英文で答えなさい。所定の解答欄の範囲内に収めること。

Would you like to use culturally competent robots as an older adult in the future? Write one paragraph with at least two reasons for support.

受験番号

２０２４年度一般選抜Ｂ

英語答案用紙 (1)

【注意】1. 受験番号を受験番号欄に記入しなさい。
2. 答案用紙を切り離してはいけません。
3. 解答を指定された場所に記入しなさい。

〔問 1〕

(1) .....

(2)

(ア)	(イ)	(ウ)	(エ)	(オ)	(カ)	(キ)	(ク)	(ケ)	(コ)

(この線から下には，何も記入してはならない)

２０２４年度一般選抜B

英語答案用紙 (2)

〔問 2〕

(1) [　　]

(2) [　　]

(3) [　　]

(4) [　　]

(5) [　　]

(6) .....

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(7) [　　]

(8) .....

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.....

.....

（この線から下には，何も記入してはならない）

2

２０２４年度一般選抜Ｂ

英語答案用紙(3)

〔問 3〕

(1) .....

.....

.....

(2) [ ]

(3) [ ]

(4) [ ]

(5) .....

.....

（この線から下には，何も記入してはならない）

3

２０２４年度一般選抜B

英語答案用紙(4)

〔問 4〕

(1) .....

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.....

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(2) [ ]

(3) .....

(4) [ ]

(この線から下には，何も記入してはならない)

4(1-4)

２０２４年度一般選抜Ｂ

英語答案用紙(5)

〔問 4〕(5)

（この線から下には，何も記入してはならない）

4(1-4)	4(5)	4

1	2	3	4	計