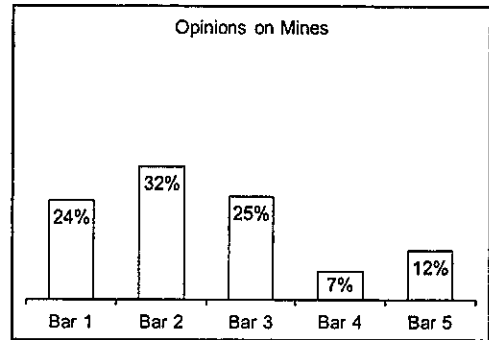


令和 6 年度 金沢医科大学医学部入学者選抜試験問題
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- 1 Read the passage below and answer the questions about it. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given.

In a recent survey concerning what action the government should take on gas and coal mines, it was found that most respondents (56%) support stopping new gas and coal mines. This includes 24% who support stopping new gas and coal mines and phasing out existing ones as soon as possible, and 32% who support stopping new gas and coal mines but allowing existing mines to operate until the end of their usefulness. One in four (25%) say they would prefer for new gas and coal mines to be built, but that taxpayer-funded subsidies should end. Fewer than one in 10 respondents (7%) support using taxpayer funds for new gas and coal mines. Most people (55%) want to see the coal-fired power stations phased out as soon as possible in favor of a rapid shift to clean energy, even if doing so costs more in the short term. One in four would prefer to keep coal-fired power stations running for as long as possible, and to deal with the costs and negative impacts in the future. Fewer still (20%) feel that coal does not need to be replaced by other power sources like wind or solar power.

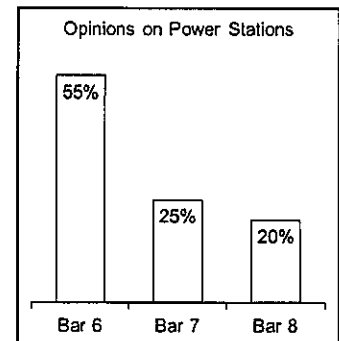


1. The bars in the graphs show the percentage of support for various actions. Match the bars with the actions below.

Actions

- ① Allow new mines to be built but stop supporting them with taxpayer money.
- ② Keep current coal-fired power stations running as long as possible.
- ③ Stop opening new mines and close existing mines as soon as possible.
- ④ Use taxpayer money to support opening new mines.
- ⑤ Do not replace current power stations with other power sources.
- ⑥ Stop opening new mines but allow existing mines to continue.
- ⑦ Close coal-fired power stations quickly and start using clean energy.

- | | |
|---|-----------------------------|
| 1 | Which action matches Bar 1? |
| 2 | Which action matches Bar 3? |
| 3 | Which action matches Bar 6? |
| 4 | Which action matches Bar 7? |



2. 5 Choose the best title for the passage.

- ① How to Reverse Environmental Damage from Gas and Coal Mines
- ② Government Support for Mining and New Energy
- ③ Usefulness of Taxpayer Funds for Resource Projects
- ④ Negative Impacts of Gas and Coal Mines on Power Production
- ⑤ A New Approach to Mining and Clean Energy
- ⑥ Survey on Support for New Mines and Power Stations

- 2 Read the passage below and answer the questions about it. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes () in the passage indicate missing information.

Information is the fundamental building block of everything you do. <1>Anything you might want to accomplish—executing a project at work, getting a new job, learning a new skill, starting a business—requires finding and putting to use the right information. Your professional success and quality of life depend directly on your ability to manage information effectively.

According to the *New York Times*, the average person's daily consumption of information now adds up to a remarkable 34 gigabytes. A separate study estimates that we <2>consume the equivalent of 174 full newspapers' worth of content each and every day, five times higher than in 1986.

Instead of giving us power, this <3>flood of information often overwhelms us. Information overload has become information exhaustion, burdening our mental resources and leaving us constantly anxious that we are forgetting something. Instant access to the world's knowledge through the Internet was supposed to educate and inform us, but instead it has created a society-wide <4>poverty of attention.

Research from Microsoft shows that the average U.S. employee spends 76 hours per year looking for misplaced notes, items, or files, and a report from the International Data Corporation found that 25 percent of a typical knowledge worker's day is spent looking for and combining information spread across a variety of systems. Incredibly, only 54 percent of the time are they able to find the information required to do their jobs. In other words, they go to work five days per week but spend more than one of those days on average just looking for the information they need to do their work. Half the time, they do not even succeed in doing that.

It is time for us to upgrade our *1Paleolithic memory. It is time to 10 that we cannot use our heads to store everything we need to know and to outsource the job of remembering to intelligent machines. We have to recognize that the *2cognitive demands of modern life increase every year, but we are still using the same brains as two hundred thousand years ago, when modern humans first emerged on the plains of East Africa.

Every bit of energy we spend straining to recall things is energy not 11 doing the thinking that only humans can do: inventing new things, crafting stories, recognizing patterns, following our instinct, working together with others, investigating new subjects, making plans, testing theories. Every minute we spend trying to mentally do all the stuff we have to do 12 less time for more meaningful things like cooking, self-care, hobbies, resting, and spending time with loved ones.

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However, there is a problem: every change in how we use technology also requires a change in how we think. We need a new relationship to information, to technology, and even to ourselves.

The History of Commonplace Books

For insight into our own time, we can look to history for lessons on what worked in other <5>eras. The practice of writing down one's thoughts and notes to help make sense of the world has a long history. For centuries, artists and intellectuals, from Leonardo da Vinci to Thomas Edison, have recorded the ideas they found most interesting in a memo book they carried around with them, known as a "commonplace book."

Widely used in a previous period of information overload, the Industrial Revolution of the eighteenth and early nineteenth centuries, the commonplace book was more than a diary or journal of personal <6>reflections. It was a learning tool that the educated class used to understand a rapidly changing world and their place in it.

Commonplace books were a doorway through which educated people interacted with the world. They drew on their notebooks in conversation and used them to connect bits of knowledge from different sources and to <7>inspire their own thinking.

As a society, all of us could benefit from the modern equivalent of a commonplace book. The media landscape of today is oriented toward what is *novel* and *public*—the latest political <8>controversy, the new celebrity scandal, and so on. Bringing back the commonplace book allows us to stop the trend, shifting our relationship with information toward the *timeless* and the *private*.

Instead of consuming ever-greater amounts of content, we could take on a more patient, thoughtful approach that favors rereading, recreating, and working through the meaning behind ideas over time. 13 could this lead to more engaged discussions about the important topics of the day, it could also preserve our mental health and heal our attention.

However, this is not simply a return to the past. We now have the opportunity to improve upon the custom of commonplace books for the modern times. We have the chance to turn that historical practice into something far more flexible and convenient.

The Digital Commonplace Book

Once our notes and observations become digital, they can be searched, organized and *3synchronized across all our devices, and backed up to the cloud for safekeeping. Instead of randomly writing down notes on pieces of paper, hoping we will be able to find them later, we can cultivate our very own knowledge base so we always know exactly where to look.

This digital commonplace book is what I call a "Second Brain." Think of it as the combination of a study notebook, a personal journal, and a sketchbook for new ideas. It is a multipurpose tool that can adapt to your changing needs over time. In school or courses you take, it can be used to take notes for studying. At work, it can help you organize your projects. At home, <9>it can help you manage your household.

However you decide to use it, your Second Brain is a private knowledge collection designed to serve a lifetime of learning and growth, not just a single use case. It is a laboratory where you can develop and refine your thinking privately before sharing it with others. It is a studio where you can experiment with an idea until <10>it is ready to be put to use in the outside world.

As soon as you understand that we naturally use digital tools to extend our thinking 14 the bounds of our brains, you will start to see Second Brains everywhere. A calendar app is an extension of your brain's ability to remember events, ensuring you never forget an appointment. Your smartphone is an extension of your ability to communicate, allowing your voice to 15 across oceans and continents. Cloud storage is an extension of your brain's memory, allowing you to store thousands of gigabytes and access them from anywhere. It is time to add digital notes to our collection and further increase our natural capabilities using technology.

*1Paleolithic = 旧石器時代の

*2cognitive = related to or involving intellectual activities (such as knowing, understanding, and thinking)

*3synchronized = 同期させる

1. 6 For the underlined sentence <1>, find the MAIN VERB of the sentence.

- | | | | | |
|--------------|--------------|-------------|-----------|------------|
| ① might want | ② accomplish | ③ executing | ④ getting | ⑤ learning |
| ⑥ starting | ⑦ requires | ⑧ finding | ⑨ putting | ⑩ use |

2. Identify the most stressed vowel and then choose one word for each that has the same vowel pronunciation.

7	<2>consume
8	<3>flood
9	<4>poverty

- ① feet ② kept ③ gap ④ cut ⑤ bird ⑥ cool ⑦ book ⑧ shot ⑨ cow ⑩ home ⑪ hear ⑫ bare

3. Choose the most appropriate answer.

10	① conceal	② acknowledge	③ promote	④ surrender	⑤ launch
11	① spend	② spends	③ spent	④ spending	⑤ had spent
12	① leaves	② takes	③ contributes	④ supplies	⑤ affects
13	① Such that	② Unless	③ Rather than	④ How	⑤ Not only
14	① out	② further	③ without	④ beyond	⑤ after
15	① hear	② reach	③ trip	④ detect	⑤ listen

4. Choose the answer that is closest in meaning.

16	<5>eras	① bands	② mistakes	③ regions	④ countries	⑤ periods
17	<6>reflections	① mirror images	② considerations	③ appreciations		
		④ reputations	⑤ expressions			
18	<7>inspire	① get through	② bring forth	③ come about	④ stimulate	⑤ explore
19	<8>controversy	① contract	② assignment	③ topic	④ influence	⑤ dispute

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5. What does <9>it refer to?

- ① digital commonplace book ② combination ③ notebook ④ journal ⑤ sketchbook
⑥ tool ⑦ time ⑧ school ⑨ studying ⑩ work

6. What does <10>it refer to?

- ① laboratory ② develop and refine ③ your thinking ④ sharing ⑤ others
⑥ studio ⑦ experiment ⑧ idea ⑨ use ⑩ outside world

7. Based on the first three paragraphs, what is the primary consequence of the significant increase in daily information consumption for the average person?

- ① increased professional success
② enhanced quality of life
③ information exhaustion
④ greater mental resource capacity
⑤ reduced access to knowledge

8. Based on paragraph 4, which statements are FALSE? Choose TWO answers.

- ① The average U.S. employee spends 76 hours per year making notes, items, and files.
② Typical knowledge workers dedicate a quarter of their workday to searching for and bringing together information from various systems.
③ Knowledge workers can only locate the information they need to perform their jobs 54 percent of the time.
④ On average, employees spend about one hour per week just searching for the necessary information to carry out their tasks.
⑤ Knowledge workers are unsuccessful in finding the information they require to do their jobs half the time.

9. The author writes about the history of commonplace books primarily to ____.

- ① consider their potential value for managing information overload
② explain their suitability for people with lower levels of education
③ provide examples of their use by famous individuals
④ discuss the negative impacts of consuming excessive content
⑤ promote the idea of rejecting modern technology

10. What is the main benefit of using a Second Brain?

- ① to improve the studying process
② to deal with project organization at work
③ to make sharing ideas easier
④ to start using digital tools in daily life
⑤ to enhance lifelong learning and growth

Read the passage below and answer the questions about it. Choose the most appropriate answers based on what is stated or implied in the passage. Choose ONE answer unless other instructions are given. Boxes () in the passage indicate missing information.

Different systems in your body decline at different rates—but they all decline. For example, when medical researchers track a population's changes in bone density and muscle mass over time, they report different sets of numbers for the two measures. To complicate matters, <1>they also find significant differences between groups of people. White females, for example, have lower bone density in their hips than do black females, and both groups have lower bone density than black males do. However, all groups show a decline with age.

Researchers also track different indicators of eye health (visual function), such as contrast sensitivity, *retinal thickness, and eyesight. Lung function has its own course of decline with age; so heart health, brain function, and sense of smell, among many others. As a result, there are many different health curves, not just one, and they all look somewhat different: Some decline in a steady, almost straight course, while others are more curved, showing an increasing rate of decline. Also, group differences aside, some individuals are healthier than others to begin with, and some are better at maintaining their health over time, so ranges are more <2>telling than single curves are. However, no matter what specific health data you look at or how many curves you combine, 80-year-olds are significantly less healthy than 25-year-olds.

To some extent, the rate of physical health decline is up to you. The better you maintain your health, the less your decline. For example, the lung-function curve for nonsmokers is a lot flatter than the curve for smokers. The better your health in a given year, the more you will be able to enjoy your experiences that year. Yes, you will decline, but you <3>have a say in the shape of the decline! That is a good thing because the better you are able to maintain your health during your lifetime, the more fulfilling your life experiences can be. it is important to remember that no matter how well you take care of your body, you will not be in better health at 65 than you were at 25, assuming you were in normal health as a 25-year-old.

On a personal level, I have become even more deliberate in my decisions about what to do and when. Over the summer, my friends and I rented a boat and I thought about wakeboarding, which is like snowboarding on water. At age 50, was I still in good enough shape to do it? Probably. Would I be in good enough shape seven years from now? Definitely not. This activity had to happen now or never, so I decided to go for it. I do not want to get to the end of my days, when I no longer have my health, and realize there were things I wanted to do that I did not do earlier, when I was able to. Your ability to enjoy many experiences in life depends on your health, but money also plays a part because a lot of activities cost money.

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Therefore, you had better spend the money when you still have the health.

Here is the point: Too many of us still view ourselves on an ongoing basis as being in our twenties, even though our real age is somewhere in our fifties, sixties, or even seventies. While it is admirable to view oneself as young at heart, it is also necessary to be more realistic and objective about your body and how it is aging. You have to be mindful and aware of your physical limits, and how they are steadily affecting you as you get older, [30] you like it or not.

I first started thinking about these things after that time I gave my grandmother \$10,000 and discovered she just could not spend it. All she really wanted to buy at that point was a sweater for me. I started noticing the same kind of thing with other older relatives, and I thought, *These are my ancestors, so I am probably going to be that person, too, at some point.* It occurred to me that everybody becomes like that eventually. As you get older, your health declines and your interests gradually narrow. Your creativity usually declines, too. When you are extremely old and weak, no matter what your level of interest is, just about all you can do is sit and eat tapioca pudding. At that point, money is useless to you because all you need or want is to lie in bed and watch TV. This was my conclusion: The utility, or usefulness, of money declines with age.

It was also clear to me that [35]. When we are infants, we get very little enjoyment out of money. Babies are expensive to take care of, true, but [36]. When you are a baby, [37]. In a way, [38]. Money is nearly worthless at the very beginning and the very end of life.

What happens in between? When I was back in my twenties, I could always find new things to do with money. Cash in your twenties has a lot of utility. When I looked at these three points—the baby, the twenty-something, and the old person—I realized that there must be a curve. In other words, if the horizontal axis on a graph represents your age, and the vertical axis represents your capacity to enjoy life experiences that money can buy, then if you were to plot your potential enjoyment by age, you would see some kind of curve. Think of it this way: Given the same amount of money each year (let's say \$100,000), you will be able to get a lot more enjoyment out of that money at certain points in your life than at others. The utility of money changes over time, and it does so in a fairly predictable, or expected, way: Starting sometime in your twenties, your health starts to decline in a subtle way, causing a corresponding decline in your ability to enjoy money.

This thought immediately suggested practical implications: If your capacity to enjoy life experiences is higher at some ages than others, then it makes sense to spend more of your money at certain ages than others! For example, because \$100,000 has more value in your fifties than it does in your eighties, and your goal is to maximize your enjoyment of your money and your life, it is in your best interest to shift at least some of that money from your eighties into your fifties. For the same reason, it is in your best interest to shift some of it to your twenties, thirties, and forties, as well. Making these kinds of conscious financial shifts essentially creates a lifetime spending plan that takes into account the changing utility of money.

Whenever you shift in order to spend money, you are necessarily also shifting when you save. For example, instead of saving about 20 percent of your income throughout your working years (20-60 years old), some people would be better off saving almost nothing in their early twenties, then gradually increasing their saving rate during their late twenties and thirties as their income begins to rise. Then they should save even more than 20 percent in their forties and then slow down their savings so that eventually they start spending more money than their earnings.

Notice that I am being careful to say that some people would be better off doing that. Everybody's situation is different. For example, some people's favorite activities, such as mere walking, are inexpensive; others do not require excellent physical health. How much you should save also depends on how fast your income grows from year to year, where you live, and how fast your savings grow. Because of all these variables, and all the possible combinations they produce, there is no one-size-fits-all rule. It makes sense to spend more of your money at some ages than others, so it makes sense to adjust your balance of spending to saving over the years accordingly.

*retinal = 網膜の

1. [26] What does <1>they refer to?

- ① different systems ② different rates ③ medical researchers ④ changes ⑤ different sets
⑥ numbers ⑦ two measures ⑧ matters ⑨ differences ⑩ groups ⑪ people

2. Choose the most appropriate answer.

- | | | | | | |
|----|-------------|-----------------|-------------|--------------------|-------------|
| 27 | ① do | ② does | ③ have | ④ has | ⑤ as |
| 28 | ① forcing | ② efficient | ③ reluctant | ④ short | ⑤ steep |
| 29 | ① Because | ② Nevertheless, | ③ Whereas | ④ On the contrary, | ⑤ Instead, |
| 30 | ① no matter | ② regardless | ③ whether | ④ despite | ⑤ as though |

3. Choose the answer that is closest in meaning.

- | | | | | | | |
|----|---------------|---------------------------------|---|---------------------------------|-------------------------------------|----------------------------------|
| 31 | <2>telling | ① observing | ② chatting | ③ revealing | ④ widening | ⑤ teaching |
| 32 | <3>have a say | ① participate in a group debate | ② have the power to influence something | ③ discuss and come to agreement | ④ express deep feelings for someone | ⑤ present a summary of something |

4. [33] In paragraph 4, the author most likely mentions the example of wakeboarding at age 50 to illustrate ____.

- ① the possible dangers of doing extreme sports in old age
② the decline in the author's physical abilities over the years
③ how the fear of future regrets can influence your mental health
④ the importance of enjoying experiences while in good health
⑤ the role money plays in being able to enjoy many experiences

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5. According to paragraph 6, which experience prompted the author to start thinking about the usefulness of money?

- ① observing the spending habits of older relatives
- ② realizing the importance of family and ancestors
- ③ experiencing a decrease in creativity with aging
- ④ sitting down to eat tapioca pudding
- ⑤ lying in bed and watching TV

6. – Complete the sentences in paragraph 7. Use each answer only once.

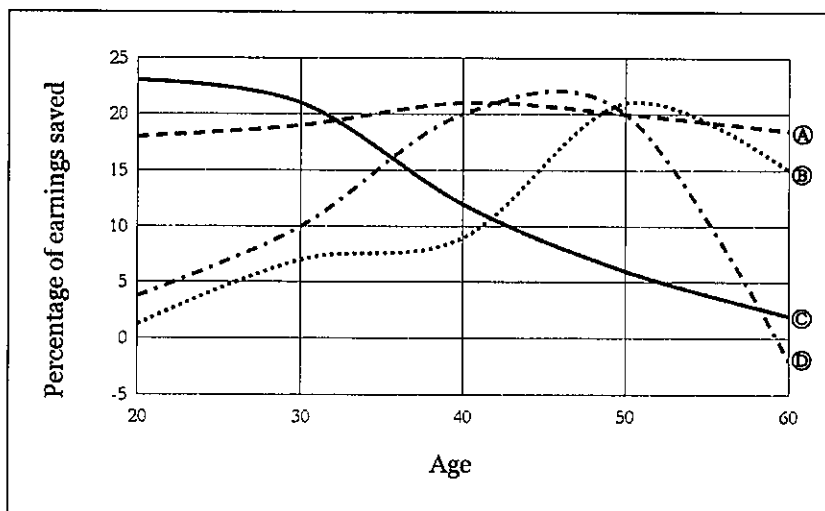
- ① this decline does not start from birth
- ② there is no greater happiness than Mom and the baby bed
- ③ the amount of utility that babies get from money is very similar to what the elderly get
- ④ it is not like they get a lot of enjoyment from spending money

7. Based on the author's position on the changing value of money, it can be implied that you should _____.
Choose TWO answers.

- ① spend more money in your fifties than in your eighties
- ② make an effort to spend more money during the ages of retirement
- ③ decrease spending in your youth and focus on savings instead
- ④ balance spending evenly across all stages of life to maintain a consistent standard of living
- ⑤ invest most of your money into retirement accounts in your forties for financial stability
- ⑥ shift more money from older ages to younger ages to maximize its value for enjoyment

8. Choose the line that best represents the author's suggested savings plan as described in paragraph 10.

- ① A ② B ③ C ④ D



9. This passage is mainly about the ____.

- ① role of genetics in determining individual health outcomes
- ② unavoidable decline in health that occurs with aging
- ③ significance of creative and physical activities in old age
- ④ relationships between age, health, and the usefulness of money
- ⑤ importance of maintaining financial stability throughout life

出典

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