

1 A 2026年度 英語

医療・保健系統(医学部医学科受験者用)

問題冊子 (1～8ページ)

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ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験系統コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16 /	17 2	18 /	19 4	20 /	21 /

Aの解答が佐賀の場合 → (17番目に2を記入)
 Bの解答が東京の場合 → (19番目に4を記入)
 Cの解答が大阪の場合 → (21番目に/を記入)

例 2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51 /	52 4	53 2

aの解答が大学の場合 → (51番目に/を記入)
 bの解答が小学校の場合 → (52番目に4を記入)
 cの解答が中学校の場合 → (53番目に2を記入)

〔 I 〕 次の英文の下線部を和訳せよ。

In a survey of some 400 important thinkers, more than eighty percent agreed that “by 2020, people’s use of the Internet will have improved human intelligence; as people are allowed access to ever more information, they become smarter and make better choices.” The year 2020 has arrived. We’re not smarter. We’re not making better choices. When it comes to the quality of our thoughts and judgments, the amount of information that communication media supply is less important than the way those media present the information and the way our minds take it in. The brain’s capacity is not unlimited. The path from perception to understanding is narrow.

[出典：From THE SHALLOWS: WHAT THE INTERNET IS DOING TO OUR
BRAINS by Nicholas Carr. Copyright © 2010 by Nicholas Carr.Used by
permission of W. W. Norton & Company, Inc.]

〔Ⅱ〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

Last month, I went on holiday to a small town in Spain that I have been visiting for more than twenty years, where a friend asked: “Why is your Spanish still so bad?” “Er,” I said, struggling to remember how to say in Spanish that, after decades of studies, there had in fact been times when I could speak as well as any local four-year-old. This was not one of those times, unfortunately. So I went home, sat down and started writing down Spanish words and phrases by hand, which was when I discovered something worse. My handwriting, never good, had become hard to recognise. My words on the page looked like the trails of a snail. The very act of writing was a strain. Years of typing and texting had taken an unattractive toll on me.

I cannot be alone. A survey found last year that nearly 60% of the British say they write less by hand than they did five years ago, and 12% have never written even a shopping list. Children email Santa and some struggle to hold a pen. The question is, does this really matter? Wouldn't the world be a better place if everything we wrote was as clear as the printed word? The medical world certainly would: a 42-year-old American patient once died after a pharmacist reading a medical doctor's poorly handwritten notes gave the wrong pills to the patient.

But the data shows that, when it comes to learning, handwriting definitely matters. Several studies have found that both children and adults learn and remember more when they write by hand. “It stimulates the brain in a very different way than a keyboard does,” says Audrey van der Meer, a professor in Norway whose article on the topic is widely read. This casts a depressing light on recent figures suggesting that the share of younger UK primary school pupils reaching expected writing standards sank from 70% in 2019 to 59% in 2022.

Van der Meer admits she hardly writes by hand any more and recently realised she would not recognise her 19-year-old daughter's writing, "because as far as I can tell, she has hardly ever written anything by hand." When van der Meer gives lectures, she stares out at "a wall of Apple signs" on the laptops of her students, few of whom take notes by hand now.

The weakened state of writing by hand has begun to affect other lives too, like those of courtroom handwriting experts. "It's a concern," says Steve Cosslett, a British forensic document examiner who has given evidence in hundreds of court cases since he began his career at a Home Office forensic science laboratory in 1983. To confirm a signature on a will, you need a number of genuine signatures by the writer. But these are harder to find now that people don't sign documents any more. "People can't provide sufficient reference material," he says.

Cosslett also reckons that the forensic handwriting field has been becoming smaller. The number of forensic document analysts working for laboratories licensed to do police work in England and Wales has decreased from at least 25 in the 1980s to five or six today, he says.

It is hard to imagine a world in which handwriting dies out completely, let alone a time when everyone prefers to type out a love letter or request it from AI. I think something will also be lost if there are no more people like graphologist Tracey Trussell. Graphologists analyse handwriting to assess personal qualities. Many people are doubtful about graphology, but Trussell says she is often hired by companies — hotels, property managers, engineering firms — to assess potential employees. "Business is as busy as it's always been," she assured me the other day. Curious, I asked if she would analyse a bit of my handwriting and, within a day, had received her eight-page assessment of my handwriting. I was told my self-esteem is healthy on account of my handwritten "I" being a good size.

注 snail カタツムリ
pharmacist 薬剤師
forensic 犯罪科学の, 法廷の

[出典 : Clark, Pilita. “My Handwriting Is Terrible. Should I Be Worried?” *Financial Times*. 2022. <https://www.ft.com/content/087082a8-91c1-447b-a08f-4428992b0819> に基づく]

11. The author’s Spanish speaking skills have remained at the same level for twenty years.
12. The author is shocked to find that her handwriting has become difficult to recognise, which she believes has been caused by her habit of typing and texting.
13. A pharmacist’s poor handwriting led to the death of an American patient.
14. Writing by hand makes it easier to learn and remember than does typing.
15. In the UK, elementary school students’ ability to write by hand has been improving gradually.
16. Audrey van der Meer understands the importance of handwriting for brain functions, so she avoids typing in her daily life.
17. Many people do not sign things by hand today, which makes it harder to prove that legal documents are genuine.
18. In England and Wales, the number of forensic document analysts working with the police has decreased by 25% since the 1980s.
19. Graphology has not yet become a promising career.
20. Judging from the way the author writes “I,” she seems to have no problem with her self-confidence.

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに適していないものを1～4の中から一つずつ選び、その番号を記入せよ。

(a) As the global population ages, understanding the factors linked to mental decline () increasingly important.

- | | |
|----------------|----------------|
| 1. became | 2. has become |
| 3. will become | 4. is becoming |

(b) There () a better result for the team, as they finally won the championship.

- | | |
|-----------------------|----------------|
| 1. couldn't have been | 2. couldn't be |
| 3. hasn't had | 4. hasn't been |

(c) He () some of his old high school friends at the party for former students.

- | | |
|----------------------------|---------------------|
| 1. had trouble recognizing | 2. was recognized |
| 3. soon recognized | 4. didn't recognize |

(d) The new movie () a younger generation of animation fans.

- | | |
|---------------------|-----------------|
| 1. has appeal for | 2. appeals to |
| 3. is appealing for | 4. is appeal to |

(e) What an amazing stroke of luck she had () a holiday to Hawaii!

- | | |
|---------------|-----------|
| 1. by winning | 2. to win |
| 3. winning | 4. won |

(f) It was the first time that the new electric vehicle () at the media event.

- | | |
|------------------|-------------------|
| 1. had displayed | 2. was on show |
| 3. was displayed | 4. had been shown |

(g) If maintenance staff do not follow proper procedures, () a lack of safety.

- | | |
|------------------------|------------------|
| 1. there may be | 2. it can result |
| 3. problems arise from | 4. there is |

(h) It is hard to find such wonderful views as () Mount Fuji.

- | | |
|---------------|----------------|
| 1. those from | 2. those of |
| 3. located at | 4. the ones at |

〔Ⅳ〕 次の(a)～(f)の各組の語について、最も強く発音する音節の母音がA欄と同じものをB欄の中から一つ選んで、その番号を記入せよ。

A 欄	B 欄	
(a) per-form	1. tar-get	2. e-mo-tion
	3. com-put-er	4. pur-chase
	5. mort-gage	
(b) sta-di-um	1. o-rig-i-nal	2. back-wards
	3. sen-ate	4. frame-work
	5. ec-o-nom-ics	
(c) dol-lar	1. tim-ber	2. cam-pus
	3. cot-tage	4. pro-duc-tion
	5. mo-tive	
(d) note-book	1. ro-bot	2. prop-o-si-tion
	3. foot-ball	4. mos-qui-to
	5. for-wards	
(e) cal-en-dar	1. pain-ful	2. stan-dard
	3. rain-bow	4. min-er-al
	5. ex-pect	
(f) pre-cise-ly	1. ex-treme-ly	2. ex-pla-na-tion
	3. rib-bon	4. in-de-pend-ence
	5. po-lite-ly	

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. 契約について何か他に質問がありましたら、Eメールか電話で気兼ねなくご連絡ください。

(a) (b) (c) any other questions about the contract, please
(d) (e) (f) to contact us by e-mail or phone.

- | | | | |
|-----------|-------------|--------|--------|
| 1. free | 2. hesitate | 3. not | 4. you |
| 5. should | 6. have | 7. do | |

B. 我々の学校はグランドパークの隣にあり、セントラル駅からの交通の便が良いです。

Our school is (a) (b) (c) the Grand Park, (d)
(e) (f) from the Central Station.

- | | | | |
|---------|---------|-----------|------------|
| 1. with | 2. to | 3. which | 4. located |
| 5. easy | 6. next | 7. access | |

C. 短い休暇を取ることは睡眠時間を十分に取ることと同じくらい大切である。

Taking a short vacation is (a) (b) (c) (d) making
(e) (f) for sleep.

- | | | | |
|---------|---------|-----------|--------------|
| 1. same | 2. than | 3. enough | 4. important |
| 5. less | 6. time | 7. no | |

D. 日曜日だったので、電車が到着する時間が平日とは違った。

(a) (b) (c), the (d) (e) (f) was
different from weekdays.

- | | | | |
|-----------|-----------|------------|-------|
| 1. being | 2. arrive | 3. time | 4. it |
| 5. Sunday | 6. train | 7. arrival | |

一般選抜(系統別日程)

●人文科学系統 ●社会科学系統 ●理学・工学系統 ●医療・保健系統(医学部 看護学科, 薬学部)

●スポーツ科学系統

② A 2026年度 英語

問題冊子 (1～8ページ)

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ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある受験系統コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16 /	17 2	18 /	19 4	20 /	21 /

Aの解答が佐賀の場合 →

Bの解答が東京の場合 →

Cの解答が大阪の場合 →

例 2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51 /	52 4	53 2

aの解答が大学の場合 →

bの解答が小学校の場合 →

cの解答が中学校の場合 →

〔 I 〕 次の英文の下線部を和訳せよ。

この問題は著作権の都合により掲載できませんでした。

[出典：Germain, Thomas. “The Hidden World beneath the Shadows of YouTube’s Algorithm.”
BBC Online. 2025.

<https://www.bbc.com/future/article/20250306-inside-youtubes-hidden-world-of-forgotten-videos> に
基づく]

- 〔Ⅱ〕 次の英文の内容と合致するものを下の 11～20の中から四つ選び、その番号を記入せよ。

During my childhood in the flat countryside of the United States, cheese was cheap and easy to get, an everyday part of cooking or eaten just for a snack. My mother would pack some cheese in my lunch bag to give me some energy at school. The cheese in the supermarket was all rather similar, and the flavors were quite mild. In fact, we sometimes ate what was called “government cheese,” a type of cheese made for low-income people, either free or sold at very low prices. Despite the reputation for being unhealthy and bad-tasting, it was usually not very low in quality, but eating it did not make us feel like we were living a life of luxury.

It was only when I was an adult that I became interested in higher-quality cheese with more distinctive flavors. I moved to a big city that had a supermarket with a huge dairy section featuring dozens of different kinds of cheese. The smell was incredible! For a few years, I was in cheese heaven as I tried many new kinds of cheese made not only from cow milk, but from goat and sheep milk as well, some of them with mild, delicate flavors, and others with powerful flavors that were almost overwhelming. And one of my favorite things was to try cheese from various regions and countries, each with their own special flavors.

But then I came to Japan, and suddenly I felt lost. Where was all the cheese? At that time, thirty years ago and living in a small town in rural Kyushu, the only cheese I could find easily was almost-tasteless processed slices in convenience stores and supermarkets. After moving to Fukuoka, however, I discovered that some supermarkets had better cheese, and some specialized shops had high-quality cheese, but because these were imported, they were very expensive — sometimes ten times as much as I would have spent in the USA.

I began to wonder about cheese made in Japan. Cheese existed here to a limited extent more than 1,300 years ago, but disappeared along with most dairy products until the eighteenth century. As such, dairy products have not been a significant part of traditional Japanese food culture for very long, but the same can be said of whisky, coffee, and spaghetti. Yet today, Japanese whisky is in demand around the world and has won many international awards. Independent Japanese coffee shops often serve amazing cups of coffee. Japanese chefs sometimes go to Italy to train, and return to start fantastic restaurants. It's obvious that there is a market for cheese here, so where is the good made-in-Japan cheese?

It turns out that there are a number of Japanese cheese-makers who are beginning to develop a growing industry here. Cheesedom, a small company in Hokkaido, won a top award for their cheese named SETANA at the World Cheese Awards in Portugal in 2024. The forty-five-year-old creator of that cheese, general manager Emiko Nakayama, only started making cheese three years ago as a new career after working in the fishing industry.

She is not alone. In 2019, Mori no Cheese, a company from Tochigi, took tenth place in the World Cheese Awards. Today, there are more than three hundred independent cheese companies in Japan. According to Aki Sakagami, chairwoman of the Japan Cheese Professional Association, the goal of Japanese cheese-makers has shifted from making excellent versions of European cheeses to making “cheese with a new taste and flavor rooted in Japanese food culture.”

Considering how quickly Japanese cheese is becoming established on the world stage, I am eagerly looking forward to seeing cheese with a distinctly Japanese flavor on the shelves of my local supermarket. Instead of being only an imported luxury item, reasonably priced, high-quality, home-grown cheese will soon become something that can be widely appreciated by people in Japan.

注 snack 軽食

dairy products 乳製品

11. In childhood, the writer hated the cheese that was available.
12. “Government cheese” was a luxurious variety only available to a limited group of people.
13. A new supermarket opened in the writer’s rural area, introducing many new kinds of cheese into the writer’s life.
14. The writer enjoyed trying cheese from different regions and even from different animals’ milk.
15. The flavors of cheese that the writer encountered soon after arrival in the Japanese countryside were disappointing.
16. Cheese has been a part of Japanese cooking for more than one thousand years.
17. Domestic cheese production has been growing recently in Japan.
18. Emiko Nakayama traveled to Portugal to train in the craft of cheese-making for three years before she won the award.
19. Until recently, the production of top-quality European-style cheese has been the focus of independent Japanese cheese-makers.
20. The writer dreams of seeing Japan-produced cheese on the shelves of American supermarkets.

〔Ⅲ〕 次の(a)～(h)の各文の空欄に入れるのに最も適当な語(句)を1～4の中から一つずつ選び、その番号を記入せよ。

(a) I will do the dishes as soon as I () home.

- | | |
|-------------|------------|
| 1. get | 2. getting |
| 3. will get | 4. got |

(b) She succeeded in business () her hard work.

- | | |
|-----------------|--------------|
| 1. according to | 2. thanks to |
| 3. because | 4. due |

(c) A study found that married men are three times more () to be overweight than unmarried men.

- | | |
|-----------|-----------|
| 1. chance | 2. expect |
| 3. tend | 4. likely |

(d) We've () paper, so we have to go get some from the office.

- | | |
|---------------|------------|
| 1. run out of | 2. used to |
| 3. take away | 4. made up |

(e) He had his finest winter coat () during the spring vacation.

- | | |
|----------------|-------------------|
| 1. cleans | 2. cleaned |
| 3. was cleaned | 4. having cleaned |

(f) It took me an hour () the document for a job application.

- | | |
|------------------|-----------------|
| 1. completed | 2. to complete |
| 3. of completing | 4. for complete |

(g) I could not make sense of the instructions, as they were () in Chinese.

1. wrote

2. write

3. written

4. having wrote

(h) () I could play the piano like you! Your performance was truly amazing.

1. As long as

2. So that

3. If only

4. How

〔Ⅳ〕 次の(a)～(f)の各組の語のうち、最も強く発音する音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|-------------------|-------------------|------------------|
| (a) | 1. po-et | 2. rou-tine | 3. en-gaged |
| | 4. un-less | 5. ce-ment | |
| (b) | 1. en-sure | 2. re-late | 3. eas-y |
| | 4. in-stall | 5. a-rise | |
| (c) | 1. cir-cum-stance | 2. com-mer-cial | 3. es-ti-mate |
| | 4. sim-i-lar | 5. flex-i-ble | |
| (d) | 1. del-i-cate | 2. vi-o-lence | 3. strat-e-gy |
| | 4. jew-el-ry | 5. or-na-ment | |
| (e) | 1. rel-a-tive-ly | 2. in-ter-est-ing | 3. se-ri-ous-ly |
| | 4. co-lo-ni-al | 5. com-pli-cat-ed | |
| (f) | 1. his-tor-i-cal | 2. un-ex-pect-ed | 3. ex-hi-bi-tion |
| | 4. rev-o-lu-tion | 5. ap-pli-ca-tion | |

〔V〕 次の日本文の意味を伝えるように英文の(a)～(f)の空欄に1～7の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. 学業成績を上げるのにお金は重要ではないと、多くの専門家は主張する。

(a) (b) (c) experts argue that money (d) (e)
(f) raising educational achievement.

- | | | | |
|---------|------------|--------|-----------|
| 1. many | 2. quite | 3. for | 4. matter |
| 5. a | 6. doesn't | 7. few | |

B. そのイベントで私を紹介する際に、彼は軽率にも私の年齢を明かした。

(a) (b) me at the event, he (c) (d) (e)
(f) reveal my age.

- | | | | |
|----------------|-------------|-----------|-----------|
| 1. introducing | 2. careless | 3. in | 4. easily |
| 5. to | 6. was | 7. enough | |

C. 彼らは家族との時間をもっと増やすために、すすんで労働時間を平均で13パーセント減らすであろう。

They will (a) (b) (c) reduce their work hours (d)
(e) (f) thirteen percent in order to have more time with their family.

- | | | | |
|-------|---------|---------------|-------|
| 1. by | 2. down | 3. an average | 4. be |
| 5. of | 6. to | 7. willing | |

D. その場所は、これからの数年、私がとても長い時間を過ごすことになる快適で穏かな環境であった。

The place had a comfortable, peaceful atmosphere (a) (b)
(c) would spend a great deal of time in (d) (e) (f).

- | | | | |
|----------|--------|---------------------|----------|
| 1. I | 2. in | 3. the | 4. ahead |
| 5. which | 6. now | 7. months and years | |