

(一般前期)

近畿大学

# 平成 29 年度 医学部入学試験問題

英 語

## 注 意 事 項

1. 問題は、指示があるまで開かないでください。
2. マークシートへの記入は、HB 黒鉛筆又は 0.5mm 以上の芯のシャープペンシルとします。
3. 監督者の指示に従ってマークシートに受験番号・氏名を記入してください。
4. 試験問題の数は 42 問で、解答時間は 60 分です。
5. 問題はすべて択一です。1 問に 2 つ以上解答したときは誤りとします。
6. 各問題には最大 5 個の選択肢があります。それぞれの問題に応じて、解答をマークしてください。

解答例)

1 ☐ア ☐イ ☒エ ☐ウ ☐オ とマークする。

7. 解答を修正した場合は、消しゴムであとが残らないように完全に消してください。

鉛筆の色が残ったり ☐1 ☒ア ☒イ ☒エ ☐ウ ☐オ のような消し方などをした場合は、修正したことにはなりません。

8. マークシートは折り曲げたり汚したりしないよう注意してください。

(一般前期) 平成29年度 入 学 試 験 問 題 英 語

- ◎ 英語の試験問題は5枚綴りになっています。
- ◎ 解答は必ず解答用紙に記入すること。

I. 次の英文の空所に入れるのに最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

- (1) The master problem in the field of ( 1 ) evolution is to understand and explain the life histories of the stars.  
(ア) symbiotic (イ) prehistoric (ウ) authentic (エ) stellar
- (2) Following a report that questioned the safety of its latest product, the company office was ( 2 ) with phone calls.  
(ア) inundated (イ) insinuated (ウ) adorned (エ) acclaimed
- (3) A regular heptagon is a ( 3 ) whose seven sides and angles are equal to each other.  
(ア) trapezoid (イ) rectangle (ウ) polygon (エ) cube
- (4) Despite our efforts to ( 4 ) Dr. A's new scientific theory, it held up to thorough examination and regrettably became widely accepted.  
(ア) accelerate (イ) discredit (ウ) canvass (エ) manifest
- (5) When World War II was over, more than 40 million people were known to have died, a ( 5 ) nobody would have predicted.  
(ア) victim (イ) bounty (ウ) parity (エ) toll
- (6) Environmental hazards affect children even from the moment of ( 6 ), causing birth defects, brain damage and sometimes death.  
(ア) conciliation (イ) conformity (ウ) contradiction (エ) conception
- (7) The passage of the budget in the Diet will help ( 7 ) the projects scheduled for the current fiscal year.  
(ア) immerse (イ) incriminate (ウ) implement (エ) interrogate
- (8) Sales of the book have been ( 8 ) pending a court ruling on whether it is in breach of copyright.  
(ア) congregated (イ) deported (ウ) suspended (エ) plagiarized
- (9) Did you hear that a huge tornado ( 9 ) through the south west of Kentucky last night?  
(ア) slashed (イ) elapsed (ウ) burnished (エ) abducted
- (10) The First Lady ( 10 ) over the country's healthcare reform.  
(ア) afflicted (イ) presided (ウ) accepted (エ) modified

II. 次の各日本文の英訳として、文法や意味からみて最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

- (11) 火星にも生き物の存在を示す証拠を発見できたなら空前の驚くべき発見の一つになるだろう。  
(ア) Could we have proved the existence of living things on the Mars, were it to be one of the most surprising finding in our history.  
(イ) If we found evidence of the existence of any living thing on Mars, it would be one of the most amazing discoveries of all time.  
(ウ) Were we to discover the existence of living animals on Mars, we should have found something astonish and epoch-making, which had not been recorded yet.  
(エ) If only we could obtain a sure indication of existence of an organism on the Mars, which would be the most impressive testimony unprecedented in our history.

## (問題用紙 2)

- (12) 水はますます不足してきているのに我々は水道の蛇口をひねれば水が出てくることを当たり前で思っている。  
(ア) Even if water shortage is speeding up, we still assume that water is always tenable just by turning the tap.  
(イ) Tap water is thought to be matter of fact, but the truth is that water supply is getting more and more serious.  
(ウ) Availability of running water is assumed as the nature of things while water supply is becoming worse than ever.  
(エ) Though water is becoming increasingly scarce, we take it for granted that there will be water when we turn on the tap.
- (13) 左脳をよく使う人は論理的、右脳人間は直感的というのは通俗的な話だ。  
(ア) It's nothing but a popular belief that left-brained people are logical while right-brained people are intuitive.  
(イ) People like to claim that left brainers are more logical, while right brainers are intuitional, but this is just a common sense.  
(ウ) It is widely but mistakenly believed that the left brain is more logically operative and the right brain is more instinctively so.  
(エ) They insist groundlessly that people thinking logically depend on the left brain while they with a sixth sense use the right brain.
- (14) 人生の無常が一期一会を大切なものになっているのだということがこの頃ようやくわかってきた。  
(ア) I feel that I have in touch with uncertainty in life which helps us realize every encounter irreplaceable.  
(イ) I think I have become wise enough to understand that nothing ever lasting makes us each meeting precious.  
(ウ) I have realized that the impermanence of life makes us cherish every encounter as a once-in-a-lifetime opportunity.  
(エ) Finally, I have become aware of the fact that our ever-changing life makes it treasure each meeting as never recurring episode.
- (15) 彼がビジネスで学んだことはただで便宜をはかってくれる場合その意図を疑えというものだった。  
(ア) What he learned in business was that you should suspect hidden motives in those who offer some benefits for free.  
(イ) He learned that whoever gave him some advantages for nothing would be dubious about his dirty conception.  
(ウ) The proverb "no such thing as a free lunch" teaches him differences between real life and business life.  
(エ) The theory which he learned through his business experience was to doubt the secret intention who provides expediences with any return.
- (16) ごそごとと枕元の携帯を探り当て、時刻を確認すると、午前3時を示していた。  
(ア) I tried to find my mobile phone clumsy around my pillow, which told me it was 3:00 o'clock a.m.  
(イ) After fumbling around my pillow for my mobile phone to check the time, I found it was 3:00 a.m.  
(ウ) Searching for my mobile phone, which I found near my pillow indicated it was 3:00 A.M. on the numbers.  
(エ) The mobile phone's indication around my pillow which I reluctantly discovered showed me it was 3:00 A.M.
- (17) その軍師は城の弱そうに見えるところに敵を呼び寄せ、壊滅させることが最良の策だといった。  
(ア) The military advisor claimed it would be the best tactics to wipe out the enemy who was conducted into the apparently weak spots of the castle.  
(イ) The war counselor said strategically that leading the enemy into unseemingly weak spots of their castle was the best operation to demolish the force.  
(ウ) The strategist suggested that the best approach would be to invite the enemy to the parts of the castle which seemed vulnerable and then to destroy them there.  
(エ) The tactician gave his plan that in order to annihilate the enemy, it would be better for them to deceive the enemy deep into the outwardly weak spots of the castle.
- (18) 手早く全ての必要品を車に積み込んだが予定より2時間遅れで私たちの旅は始まった。  
(ア) Setting off on our tour two hours behind the schedule even though we promptly stowed necessities into the car.  
(イ) We started our journey two hours later we originally thought although we put everything necessary nimbly in the car.  
(ウ) Starting our travel was prolonged by two hours than we expected, in spite of our rapid loading things necessary onto the car.  
(エ) Our trip started two hours later than we had planned, despite having quickly loaded the car with all the necessary items.

III. 次の語を並べかえて、適切な英文を完成させなさい。大文字と小文字の区別は考慮しないこと。解答は指定された箇所に入るものだけをマークしなさい。

- (19) ( 19 ) ( ) the problems in the world, this is ( ) ( ) ( ) of them.  
(ア) of (イ) the (ウ) all (エ) least (オ) serious

## (問題用紙 3)

- (20) It ( ) ( ) ( ) every student ( 20 ) the video presentations that the teacher ( ).  
 (ア) is (イ) that (ウ) gives (エ) watch (オ) required
- (21) After ( ) ( ) I have been ( 21 ), I don't know ( ) ( ) turn to for advice.  
 (ア) to (イ) all (ウ) who (エ) that (オ) through
- (22) I'll ( ) ( ) on the table and ( ) ( 22 ) they have to ( ).  
 (ア) see (イ) say (ウ) put (エ) this (オ) what
- (23) The wound is ( 23 ) to ( ) while it is ( ) but it'll all ( ) better ( ) time.  
 (ア) in (イ) get (ウ) hurt (エ) going (オ) healing
- (24) It's the color ( ) ( ) ( ) ( 24 ) a little bit bigger than you ( ).  
 (ア) are (イ) you (ウ) look (エ) that (オ) makes
- (25) What I didn't count ( ) ( 25 ) that motherhood, something that is meant ( ) be natural, would ( )  
 ( ) hard.  
 (ア) be (イ) is (ウ) on (エ) so (オ) to
- (26) Having the ( ) ( ) ( 26 ) participate is ( ) having ( ) additional three people on the team.  
 (ア) an (イ) of (ウ) her (エ) like (オ) likes

IV. 次の英文の空所に入れるのに最も適切な語句を、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

The human brain is known for its signature folds, which curve in and out in a convoluted pattern. This folding enables us to stuff our rather large brains inside our skulls and reduces the distance between the neurons and ( 27 ) that transmit information within the brain. But until now, how this folding happens hasn't been easily explained. Now, using a 3D-printed gel model of a fetal brain, a group of researchers showed that simple physical forces cause the brain to pull and fold into its signature ( 28 )-like curves.

Back in 1975, scientists ( 29 ) that our brains formed this way not because of biochemical reactions—another theory—but simply by the laws of physics. At the time though, they couldn't figure out a proper experiment to prove their theory. Now a group of researchers came up with a fun experiment to demonstrate the forces at work.

First, they created a 3D-printed gel model of a developing fetus's smooth brain, before the folding happened. The model consisted of two gel layers; an inner layer to mimic the white matter and then an outer elastomer gel to ( 30 ) the inner layer, acting as the outer cortical grey matter. Together, the two layers mimic brain growth. After they placed the model in the solution, the fetal gel brain quickly formed into the ( 31 ) folds, just as the researchers suspected. As the different layers of gel expanded, even slightly, they generated compression forces that forced the outer layer to draw back.

The researchers also created a computer simulation of the forces at work. They write that this is likely what is going on in the brain as well. As the brain's cortex—the outer layer of the cerebellum—starts to expand, it comes under significant pressure. This pressure makes the brain mechanically ( 32 ) and forces the outer layer to fold, generating the creases.

This theory could help us to better understand not only brain development, the researchers say, but also how it can go wrong and lead to certain types of brain disorders. "Brains are not exactly the same from one human to another, but we should all have the same major folds in order to be healthy," says Jun Young Chung, an engineering professor at Harvard and co-author of the paper. "Our research shows that if a part of the brain does not grow properly, or if the global ( 33 ) is disrupted, we may not have the major folds in the right place, which may cause ( 34 ) in the brain."

- |                     |                |                 |                    |
|---------------------|----------------|-----------------|--------------------|
| (27) (ア) circuits   | (イ) journeys   | (ウ) torrents    | (エ) attendants     |
| (28) (ア) granite    | (イ) cerebral   | (ウ) roadmap     | (エ) adjective      |
| (29) (ア) divined    | (イ) surmised   | (ウ) assembled   | (エ) manufactured   |
| (30) (ア) coat       | (イ) face       | (ウ) over        | (エ) varnish        |
| (31) (ア) quality    | (イ) preeminent | (ウ) superiority | (エ) characteristic |
| (32) (ア) insecure   | (イ) unhinged   | (ウ) unstable    | (エ) inflammable    |
| (33) (ア) geology    | (イ) geometry   | (ウ) geophysics  | (エ) geopolitics    |
| (34) (ア) obligation | (イ) redundancy | (ウ) dysfunction | (エ) unemployment   |

V. 次の英文を読んで、下の問いに答えなさい。

In what follows we will try to avoid ( 35 ) ourselves to one definition of culture or another, mostly by trying to ( 36 ) the term culture as much as possible, if you were to force us to admit what we really think culture is, chances are we would say something like “culture is a verb.”

(ア) What we mean when we say “culture is a verb” is that culture is not something that you think or process or live inside of. (イ) And the way that you do it might be different at different times and in different circumstances. (ウ) The way a Chinese girl Ho Man “does” “Chinese culture,” for example, is likely to be very different when she is talking to her grandmother and when she is posting comments on her American friend’s Facebook wall. (エ) Talking to grandmothers and writing on Facebook walls involve very different sets of knowledge and abilities.

To say “culture is a verb” has some important implications for the study of intercultural communication. It means that if we want to understand intercultural communication we should not focus so much on the people and try to figure out something about them based on the “culture” they belong to. Rather we should focus on what they are *doing* and try to understand what kinds of tools they have at their disposal to do it. Most cross-cultural research takes cultural systems of meaning or thinking as its unit of analysis, and these systems are also important in our approach. But they are only important in so far as they affect how people do things with other people. Thus, our unit of analysis will (あ) systems of culture themselves (い) the individual person by herself or himself, (う) “people doing things” using these systems of culture.

In order to do anything, we need to use certain tools. To convey ideas to another person, for example, we need language or some other system of communication. To cook a meal, we need certain kinds of pots and pans and other implements. To a large extent ( 40 ). Similarly, the kinds of meals that we can cook depend on the equipment that we have in our kitchen. Not everybody has the same tools available to them, and even when they do, not everybody uses them in exactly the same way. These tools come from the different groups that we belong to—families, communities, institutions like schools and workplaces—and when we use them we are not only getting a certain job done in a certain way, we are also showing that we are members, to one degree or another, of the social groups that provided us with these tools. (41) At the risk of using the word “culture” too much, we will be calling these tools “cultural tools.” They include physical things like forks and chopsticks, articles of clothing, and technologies like mobile telephones, but also more abstract things like languages, certain kinds of texts, conventional ways of treating people, social institutions and structures, and even concepts like “freedom” and “justice.”

問1 空所(35)に入る最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

- (ア) involving (イ) committing (ウ) pertaining (エ) acknowledging

問2 空所(36)に入る最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

- (ア) keep top of (イ) put away from (ウ) steer clear of (エ) stand aside on

問3 第2段落に、以下の文章を入れる際、最も適切な場所を、文中の(ア)～(エ)の中から一つ選び、その記号を(37)にマークしなさい。

It is something that you do.

問4 第3段落の内容から最もふさわしくないものを、(ア)～(エ)の中から一つ選び、その記号を(38)にマークしなさい。

- (ア) As a unit of analysis in cross-cultural research, cultural systems of meaning and thinking are meaningful in their influence on people’s behavior toward others.  
(イ) In cross-cultural analysis, systems of meaning and thinking in how people do things with others should be given considerable attention.  
(ウ) In most cross-cultural research, human behavior or how people do things has been considered as the main unit of analysis.  
(エ) Cultural systems of meaning and thinking related to human behavior are included as the unit of analysis in cross-cultural research.

問5 第3パラグラフの空所群(あ)～(う)に入れるのに最も適切な語句(a)～(d)の順序を、(ア)～(エ)の中から一つ選びその記号を(39)にマークしなさい(ただし(a)～(d)の中で使用しないものが1つあるので注意)。

- (a) nor just (b) not be just (c) but rather (d) either be

- (ア) (b-a-c) (イ) (a-c-d) (ウ) (c-d-a) (エ) (b-c-d)

(問題用紙 5)

問6 次の語句(a)~(e)を並べかえて、空所(40)に入れるのに最も適切なものを(ア)~(エ)の中から一つ選びなさい(ただし(a)~(e)の中で使  
用しないものが1つあるので注意)。

- |   |  |
|---|--|
| (a) depend on the kind of communication systems | (b) how we behave when we cook our meals |
| (c) and the way we can convey them              | (d) we have available to us              |
| (e) the kinds of ideas we can convey            |  |

(ア) (b-a-c-d)      (イ) (e-d-c-b)      (ウ) (b-d-c-a)      (エ) (e-c-a-d)

問7 下線部(41)の伝えようとする意味と最も近い文を、(ア)~(エ)の中から一つ選び、その記号を(41)にマークしなさい。

- (ア) Using the word “culture” again is risky and avoidable.
- (イ) It may be judged as misleading to overuse the word “culture.”
- (ウ) Overusing the word “culture” may not be desirable.
- (エ) We should not have run the risk of using the word “culture.”

問8 本文の内容から最も正しいものを、(ア)~(エ)の中から一つ選び、その記号を(42)にマークしなさい。

- (ア) Cultural tools, including not only everyday tools like kitchen utensils but even abstract social concepts, show the groups people are members of when they do things with these tools.
- (イ) After all culture is composed of concrete objects as well as abstract notions, which people make use of in their cultural institutions.
- (ウ) Each individual with a certain cultural background always follows his or her own cultural manner of doing things regardless of the situations they are in.
- (エ) What people do in families, communities, institutions and workplaces depends largely on their tools at hand. In this respect, their meanings and thinking are identified as an inseparable unit.