

(一般前期)

平成 31 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。

平成31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。大文字と小文字の区別は考慮しないこと。

- (1) She was (1) on working with her local communities.
(ア) inclined (イ) meant (ウ) bent (エ) designated
- (2) He made a considerable (2) over some unimportant matter.
(ア) fuss (イ) bass (ウ) bliss (エ) truss
- (3) The (3) rate could be a crucial factor for the upcoming election.
(ア) abstract (イ) abstention (ウ) afford (エ) afflict
- (4) The flower is (4) to South America.
(ア) ingrained (イ) indifferent (ウ) ingenious (エ) indigenous
- (5) I never wanted to inflict suffering (5) you.
(ア) on (イ) to (ウ) of (エ) by
- (6) The Yayoi period is increasingly seen as one of competition and warfare, as trends toward social (6) and political formation took hold.
(ア) strategist (イ) stratosphere (ウ) stratification (エ) strait
- (7) The final Jomon period (7) the spread of a series of elaborate pottery styles along the Pacific coast.
(ア) saw (イ) stalked (ウ) looked (エ) gazed
- (8) Work felt less burdensome the day after my volunteer (8), even though the unpaid duties weren't exactly relaxing.
(ア) dispatcher (イ) squad (ウ) stint (エ) frugal
- (9) We all have our (9) theories about things like the association between blood type and personality.
(ア) obeyed (イ) restored (ウ) foamed (エ) cherished
- (10) With jaws more than eight times as powerful as a lion's, T. Rex could literally (10) bones to extract the nutritious marrow inside.
(ア) defeat (イ) pulverize (ウ) annihilate (エ) crucify

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) 会話の中で気まずい沈黙が生まれそうとき、天気の話は役に立つ。
(ア) A talk on climate is a safe topic to eliminate uneasy silence from our conversation.
(イ) A small talk like a weather helps you out when your conversation comes to a deadlock.
(ウ) A topic about the weather can save us from falling into an uncomfortable moment of being silence.
(エ) A weather-related topic comes in handy when there is an awkward silence in a conversation.

(問題用紙 2)

- (12) 誰かが「調子はどう?」と聞いてきてもその人はあなたの健康に関心があるからではなく社交的なやり取りなのだ。
(ア) When somebody asks "how are you?", the person does so as a ritualized exchange, not from their interest in your health.
(イ) As you hear "what's up?" the person asks this question not to be nice to you, but to ask you about your physical condition.
(ウ) Starting with an inquiry about your physical condition for courteous does not mean that the person is interested in your health.
(エ) You ask for others' health condition not only for just being diplomatic but for showing your sincerity to them.
- (13) 自動通訳装置がどのような言語でも翻訳してくれ、瞬時に相互理解が可能になるのももうすぐだ。
(ア) A day will come soon when an auto-translator puts what you say into any languages and makes what you understand.
(イ) An automatic interpreter, which translates any language, will soon enable us to communicate with one another instantaneously.
(ウ) Not so many days will pass before an automatic translator helps us interpret what others say and render what you say unintelligible.
(エ) It is not until the auto-translator of any languages is developed that we can communicate with each other at the spot.
- (14) 達成可能な仕事に絞って、それらを重要度の順にリストしなさい。
(ア) Conceive a list of goals you must concentrate in an order of their importance.
(イ) You make a list of tasks which you can achieve to extent of importance.
(ウ) Make a list that focuses on achievable tasks in order of their importance.
(エ) You should make a list which carries all the goals according to their importance.
- (15) 1978 年生れの私は、1916 年生れの祖母の話す言葉が、生れた時から一緒に住みながら、2 割ぐらい分からなかった。
(ア) From the time I was born in 1978, I lived with my grandmother, who was born in 1916, but I couldn't understand roughly 20% of what she was saying.
(イ) I, who was born in 1978, was able to comprehend around 20% of my grandmother's words who was born in 1916 and lived together with me.
(ウ) Because I was born in 1978, I lived with my grandmother born in 1916, but I could not apprehend about 20% of what she is saying.
(エ) I did not know about 20% of my grandmother born in 1916, while living together since I was born in 1978.
- (16) オンラインまたは電話で受けた注文は、配送時間をできる限り短くするため、当社のシステムで直ちに処理を開始することをご了承いただければと存じます。
(ア) We would appreciate of your understanding that orders will be started processing right after you place it online or via phone in order to make sure the shortest shipping time possible.
(イ) We would be grateful if you know that as orders begin to process straight away online or by phone, shipping time is surely as short as possible.
(ウ) We would like to acknowledge that we will start to process immediately on our system in order to shorten the delivery time as much as possible for orders received online or by telephone.
(エ) We would like you to be aware that orders placed online or over the phone begin processing immediately in our system to ensure shipping time is as short as possible.
- (17) 誠に残念ですが、取消し期限が過ぎていきますので、1 日目の宿泊料金に税金を加えた料金が課されます。
(ア) Although it is very regrettable, since the free cancellation period has come, tax plus room charge on day 1 is going to have to be applied.
(イ) I am very sorry, but since the cancellation deadline has passed, you will be charged for the first night's accommodation fee with tax.
(ウ) Though so disappointing, the tax is applied to the first night's accommodation fee as you passed the period to cancel.
(エ) We apologize that our cancelation was made after the necessary time since you charged us for the first night coupled with tax.
- (18) 十代の若者を子に持つ親の 90%以上が、収集するデータとその使用方法を明確に示さないとウェブサイトは信用できないと考えていることが、今回の研究で明らかになりました。
(ア) It became apparent by the investigation that nine parents with ten teenagers think the website needs to clearly show the data it collects and how to use it in order to be trusted.
(イ) It is clear in this study that more than 90% of parents who have teenagers as children think that they cannot be trusted unless they clearly indicate the data collected by the website and how to use them.
(ウ) The research revealed that more than nine out of ten parents with teens think websites are not trustworthy unless they clearly label what data they collect and how it will be used.
(エ) Less than ten percent of the teenager parents think they would not trust the websites that do not specify what data they collected and the ways to use the data, according to the survey.

(問題用紙 3)

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) By the time of () Depression, () (19) () was () throughout the United States.
(ア) common (イ) stock (ウ) ownership (エ) individual (オ) the
- (20) Long hours () unsociable shifts can () () (20) () health, relationships and family life.
(ア) and (イ) take (ウ) their (エ) on (オ) toll
- (21) () (21) the () of () are located at the top of the nasal ().
(ア) receptors (イ) smell (ウ) sense (エ) for (オ) cavity
- (22) The () () () () as one of the biggest (22) of the domestic market.
(ア) pointed (イ) drivers (ウ) to (エ) executives (オ) immigration
- (23) I hear the fees are going to be reduced, but that should be () with () (23) () ().
(ア) grain (イ) a (ウ) taken (エ) salt (オ) of
- (24) Many will agree that solely (24) () () commercial () for declining () stocks is not fair.
(ア) blame (イ) fish (ウ) on (エ) fishing (オ) casting
- (25) A () of the (25) are not () to the dress code guidelines () out in the () manual.
(ア) staff (イ) majority (ウ) employee (エ) laid (オ) adhering
- (26) After measuring and () your (), we can () you an accurate (26) for the ().
(ア) weighing (イ) parcel (ウ) quote (エ) send (オ) delivery

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。

As sharks disappear from key locations, scientists are using environmental DNA to find a small number that may actually be hanging on.

Years of visual surveys have left scientists worried that some species completely disappeared from areas where they were once (27). An international team of researchers has used a revolutionary technology to retrieve fragments of DNA from shark skin, excretions and blood in the water to determine that somewhere in the area, these missing sharks still reside.

The team detected the (28) of more shark species in just 22 samples of seawater filtered for DNA fragments than observed during 3,000 dives and 400 baited videos in New Caledonia, a French South Pacific territory. The results were consistent in remote areas along pristine coral reefs and near more impacted areas where sharks are (29).

“We have all been surprised by these results,” said Florida International University (FIU) marine scientist Jeremy Kiszka, a co-author of the study. “It’s exciting to know how useful this tool is, particularly to monitor the presence of rarer and more elusive species, which potentially includes endangered species. We really hope to expand our efforts to identify critical (30) for endangered marine species using this technique.”

The study reveals environmental DNA analysis has great potential to assist future conservation studies by improving species (31). Nearly half of all species of sharks, rays and chimeras are data-deficient in the International Union for Conservation of Nature’s Red List of Threatened Species, a (32) source of global conservation status of plants and animals. That means more information is needed from scientists to (33) a protection status for these rare and elusive species.

The researchers from France, the United Kingdom and Australia, as well as FIU, believe by acquiring just a small number of additional samples, they will be able to reveal which shark species are really missing in the region and which ones have a chance to rebuild their populations and (34) again.

- (27) (ア) full (イ) rich (ウ) lavish (エ) abundant
(28) (ア) dignity (イ) posture (ウ) presence (エ) charisma
(29) (ア) alarm (イ) scarce (ウ) seldom (エ) anxiety

- | | | | | |
|------|--------------|------------------|-----------------|-------------------|
| (30) | (ア) habitats | (イ) traditions | (ウ) atmospheres | (エ) conventions |
| (31) | (ア) exposure | (イ) detection | (ウ) revealing | (エ) uncovering |
| (32) | (ア) command | (イ) commencement | (ウ) comparable | (エ) comprehensive |
| (33) | (ア) removal | (イ) statute | (ウ) determine | (エ) resolution |
| (34) | (ア) wane | (イ) thrive | (ウ) sprout | (エ) depreciate |

V. 次の英文を読んで、下の問いに答えなさい。

Journalists are constantly being reminded that “correlation doesn’t imply causation,” yet, conflating the two remains one of the most common errors in news reporting on scientific and health-related studies. In theory, (35)—an action or occurrence can cause another (such as smoking causes lung cancer), or it can correlate with another (such as smoking is correlated with high alcohol consumption). (36) If one action causes another, then they are most certainly correlated. But just because two things occur together does not mean that one caused the other, even if it seems to make sense.

Unfortunately, intuition can (37) when it comes to distinguishing between the two. For example, eating breakfast has long been correlated with success in school for elementary school children. It would be easy to conclude that eating breakfast causes students to be better learners. Is this a causal relationship—does breakfast by itself create better students? Or is it only a correlation: (38) perhaps not having breakfast correlates highly with other challenges in kids’ lives that make them poorer students, such as less educated parents, worse socio-economic status, less focus on school at home, and lower expectations.

It turns out that kids who don’t eat breakfast are also more likely to be absent or tardy—and absenteeism plays a significant role in their poor performance. This may lead one to believe that there is not a causal relationship. Yet breakfast may encourage kids to come to school and be on time, which then improves their performance in school, and so perhaps encourages attendance, which then results in better performance. In a recent literature review, there were mixed results suggesting that the advantages of breakfast depend on various factors. Breakfast seems to have an overall positive impact on cognitive performance, especially memory tasks and focus. Not surprisingly, the benefit seems greater for kids who are undernourished. But the clear message here is that a causal relationship has been extremely hard to establish, and remains in question.

Many studies are designed to test a correlation, but cannot possibly lead us to a causal conclusion; and yet, obvious “reasons” for the correlation abound, tempting us toward a potentially incorrect conclusion. People learn of a study showing that “girls who watch soap operas are more likely to have eating disorders”—a correlation between watching soap operas and eating disorders—but then they incorrectly conclude that watching soap operas gives girls eating disorders. It is entirely possible that girls who are prone to eating disorders are also attracted to soap operas.

There are several reasons why common sense conclusions about cause and effect might be wrong. Correlated occurrences may be due to a common cause. For example, the fact that red hair is correlated with blue eyes stems from a common genetic specification that codes for both. A correlation may also be observed when there is causality behind it—for example, it is well established that cigarette smoking not only correlates with lung cancer but actually causes it. But in order to establish cause, we had to rule out the possibility that smokers are more likely to live in urban areas, where there is more pollution—and any other possible explanation for the observed correlation.

In many cases, it seems obvious that one action causes another; however, there are also many cases when it is not so clear (except perhaps to the already-convinced observer). In the case of soap-opera-watching girls with eating disorders, we can neither exclude nor embrace the hypothesis that the television is a cause of the problem—additional research would be needed to make a convincing argument for causality. Another hypothesis might be that girls inclined to suffer poor body image are drawn to soap operas on television because it satisfies some need related to their poor body image. Or it could be that neither causes the other, but rather there is a common trait—say, an overemphasis on appearance in the girls’ environment—that causes both an interest in soap operas and an inclination to develop eating disorders. None of these hypotheses are tested in a study that simply asks who is watching soap operas and who is developing eating disorders, and finding a correlation between the two.

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(35)にマークしなさい。

- (ア) these are difficult to discern
- (イ) these are easy to distinguish
- (ウ) these are too close to each other to tell the difference
- (エ) these are in conflict with each other

(問題用紙 5)

- 問 2 下線部(36)の内容に最も適合するものを、(ア)～(エ)の中から一つ選び、その記号を(36)にマークしなさい。
- (ア) Correlation is a necessary condition for causality to hold.
 - (イ) Correlation is a sufficient condition for causality to hold.
 - (ウ) Causality is a necessary condition for correlation to hold.
 - (エ) Causality is a necessary and sufficient condition for correlation to hold.
- 問 3 空所(37)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(37)にマークしなさい。
- (ア) let us know (イ) distract ourselves with (ウ) lead us astray (エ) make sure of
- 問 4 下線部(38)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(38)にマークしなさい。
- (ア) We should put more efforts in promoting breakfast for students having difficulties in their lives which cause inferior performance at school.
 - (イ) Having breakfast surely encourages mediocre students to study more and overcome the obstacles in their lives.
 - (ウ) Not having breakfast is a cause for the poor performance at school if one can be sure that there are no other reasons involved in their lives.
 - (エ) There may be some problems in kids' lives which are strongly related to not having breakfast, making them poorer students.
- 問 5 第 3 段落の内容に最も適合するものを、(ア)～(エ)の中から一つ選び、その記号を(39)にマークしなさい。
- (ア) Research shows there should be more evidence to state clearly that poor performance is caused by having breakfast.
 - (イ) Having breakfast improves attendance, which relates to better performance. Having breakfast is so important that it can be a cause for good achievements at school.
 - (ウ) Not having breakfast is related with absenteeism, which in turn relates to poor performance. Simply put, not having breakfast is a reason for their insufficient attainment.
 - (エ) Having breakfast correlates with some factors which improve the students' performance. However, one cannot yet claim that it is a cause for good performance at school.
- 問 6 第 4 段落の内容からみて適合しないものを、(ア)～(エ)の中から一つ選び、その記号を(40)にマークしなさい。
- (ア) Many studies which have proven only a correlation may induce us to believe in the existence of a causal relation.
 - (イ) It is likely that girls' eating disorders and watching soap operas are correlated.
 - (ウ) There is a strong counter-evidence which refutes the claim that watching soap operas causes girls to develop eating disorders.
 - (エ) It is an incorrect conclusion that girls' watching soap operas causes their eating disorders.
- 問 7 第 5 段落の内容に最も適合するものを、(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) Blue eyes and red hair are more than just genetically correlated but they are a true case in which cause and effect relation holds.
 - (イ) It is not until all possible explanations are checked out that we can conclude that there is a cause and effect relationship in an observed correlation.
 - (ウ) The view that cigarette smoking causes lung cancer has not been confirmed since some other possibilities have not yet been ruled out.
 - (エ) Among possible reasons, a common cause is the one which makes two correlated events an instance of cause and effect.
- 問 8 本文の内容と最も合致するものを、(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) Common sense conclusions about cause and effect always lead us to a finding of a common cause.
 - (イ) Asking who is watching soap operas and who is developing eating disorders is the best way to find causality between the two factors.
 - (ウ) The hypothesis that soap opera watching causes eating disorders cannot be accepted nor rejected because of lack of evidence.
 - (エ) The more we have hypotheses for the correlation, the more firmly we can claim there must be a causality.