

平成 31 年度 金沢医科大学医学部入学試験問題
一般入学試験（前期）【英語】

1

Read the passage below and answer the questions [1] - [6] about it. Choose the most appropriate answers based on what is stated or implied in the passage.

Women live longer than men in most countries around the world, even in developing countries where death rates of mothers while giving birth are high. In the United States, women on average can expect to live about [1] years longer than men (see the table). Worldwide, women account for 85% of the population that is more than 100 years old.

The reason for the gender gap in life expectancy is not entirely understood but may be [2] by biological, social and lifestyle factors. Medical consensus* used to be that estrogen contributed to women's longevity, or long life. Not only [3] this theory been proved false, but research also indicates that estrogen supplements may be harmful to postmenopausal* women. However, estrogen production and other factors during a woman's younger years may protect her from early heart disease and from age-related declines in the heart's pumping power. Another theory suggests that menstruation* has contributed to women's longer life expectancy. Because women discharge excess iron during menstruation, it is thought that women tend to experience cardiovascular* disease later than do men. Men have higher iron levels in their bloodstreams throughout life, and iron can damage cells and cause free radicals to form, leading to cardiovascular conditions such as heart disease or stroke*. Research findings made by a team of Japanese scientists suggest that women live longer than men partly because women's immune* systems age more slowly. Additionally, women may have lower rates of stress-related illnesses because they cope more positively with stress.

The news for women is not all good, however, because not all their extra years are likely to be healthy years. They are more likely than men to suffer from chronic* conditions like arthritis and osteoporosis*. Women's longer life spans, combined with the facts that men tend to marry younger women and that widowed men remarry more often than widowed women do, mean there are many more single older women than men. Older men are more likely to live in family settings, whereas older women are more likely to live alone. Older women are also less likely to be covered by a pension or to have retirement savings, so they are more likely to be poor.

Social and behavioral factors may be more important than physiological causes [4] the gender gap; for example, among the Amish, a religious sect that has strict rules against smoking and drinking, men usually live as long as women. This finding suggests that the longevity gap could be narrowed substantially through lifestyle changes. For example, men in general tend to take more risks than women—from driving more dangerously [5] using drugs and alcohol.

[Table: Life expectancy in the U.S.]

Year of Birth	Men	Women
1950	65.7	71.1
2000	74.1	79.3
2010	75.4	80.4
2014	76.2	81.1

注* : consensus = general opinion; postmenopausal = 閉経後の; menstruation = 月経; cardiovascular = relating to the heart and the blood vessels (the tubes carrying blood throughout the body); stroke = 脳卒中; immune = 免疫の; chronic = persisting for a long time or difficult to cure; arthritis and osteoporosis = 関節炎や骨粗しょう症

1. Choose the most appropriate answer for [1] using the data shown in the table.

- [1] ① three ② four ③ five ④ six ⑤ seven ⑥ eight ⑦ nine ⑧ ten

2. For [2] - [5] in the passage, choose the most appropriate answer from each list.

- | | | | | | |
|-------|-----------------|-----------------|------------------|------------------|-----------------|
| [2] | ① influenced | ② varied | ③ mixed | ④ conducted | ⑤ confused |
| [3] | ① will | ② may | ③ should | ④ has | ⑤ were |
| [4] | ① is explaining | ② are explained | ③ which explains | ④ in explanation | ⑤ in explaining |
| [5] | ① to | ② while | ③ over | ④ than | ⑤ rather |

3. [6] Choose TWO reasons that are given for women living longer than men.

- ① Fewer women are choosing to become mothers.
- ② Women are using more estrogen supplements than previously.
- ③ Young women have smaller, more efficient hearts.
- ④ Women have less iron in their bloodstreams.
- ⑤ Women are more able to cope with stress.
- ⑥ Single older women tend to live by themselves.
- ⑦ Women in a religious sect are less likely to smoke.

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2

Read the passage below and answer the questions [7] - [17] about it. Choose the most appropriate answers based on what is stated or implied in the passage.

As people age, they often experience declines in functional health—the ability to perform the tasks of everyday life—and related declines in the <1> quality of life. According to the Centers for Disease Control and Prevention (CDC), more than 24% of Americans over age 65 report their health as only “fair” or “poor.” Similarly, according to a Medicare survey, 19% of men and 32% of women aged 65 and over reported problems with basic physical tasks in 2010 (meaning they had difficulty with things such as walking one to two hundred meters, lifting 4 kilograms, or bending over to pick something up).

Can physical activity and exercise fight the degenerative* effects of aging in middle-aged and older adults? The facts found so far indicate that <2> they can. In reviewing the research, the U.S. government’s Physical Activity Guidelines Advisory Committee concluded that physical activity can prevent or delay the start of limitations and declines in functional health in older adults. It can also maintain or improve functional health in those who already have limitations, and can reduce the incidence* of falls and fall-related injuries.

One <3> mechanism by which physical activity prevents declines in functional health is through maintenance or improvement of the physical capacities of the body, such as aerobic power, muscular strength, and balance—in other words, through improvements in physical fitness. Declines in these physical capacities <4> occur with biological aging and are often compounded by disease-related disability. But evidence shows that older adults who participate in regular aerobic exercise are 30% less likely than inactive individuals to develop functional limitations (such as a limited ability to walk or climb stairs) or role limitations (such as a limited ability to be the family grocery shopper). <5> Although studies found that both physical activity and aerobic fitness were associated with reduced risk of functional limitations, aerobic fitness was associated with a greater reduction of risk. Evidence also suggests that regular physical activity is safe and beneficial for older adults who already have functional limitations.

Numerous studies have shown that regular exercise—particularly strength training, balance training, and flexibility exercises—can improve muscular strength, muscular endurance, and stability and provide some protection against falls. Aerobic activity, especially walking, also helps reduce risk of falls, and some evidence indicates that tai chi* exercise programs are beneficial as well. Regular exercise not only reduces the incidence of falls but also greatly enhances mobility, allowing older people to live more independently and with greater confidence. Research also shows that regular physical activity can reduce anxiety and depression in older adults. Exercise stimulates blood flow to the brain and can even increase brain mass, helping the brain to function more efficiently and improving memory. There is some evidence that exercise may prevent mental decline and the occurrence of age-related dementia*.

Current physical activity recommendations for older adults from the American Heart Association and the American College of Sports Medicine [12]. Unfortunately, more than 70% of Americans aged 65 and over [13], and many of them get no exercise at all beyond the activities of daily living. Older adults are the least active group of Americans. Although it [14], the evidence [15].

注*: degenerative = (of a disease or condition) progressively becoming worse; incidence = an instance of something happening or occurring; tai chi = 太極拳; dementia = 認知症

1. For <1> quality, choose ONE answer that is closest in meaning from the list.

[7] <1> quality ① amount ② gravity ③ standard ④ respect ⑤ luxury

2. What does <2> they refer to? Choose ONE answer from the list.

[8] ① physical activity and exercise ② effects of aging ③ middle-aged and older adults ④ facts

3. For <3> mechanism and <4> occur, identify the most stressed vowel in each word, and choose ONE word from the list below that has the same vowel pronunciation as each word.

[9] <3> mechanism
[10] <4> occur

① meet ② sit ③ pet ④ sat ⑤ dog ⑥ cute ⑦ bone ⑧ say ⑨ eye ⑩ heard ⑪ card ⑫ door

4. For the underlined sentence <5> Although studies..., find the MAIN VERB of the sentence. Choose ONE answer from the list.

[11] ① studies ② found ③ aerobic fitness ④ were associated
 ⑤ reduced ⑥ was associated ⑦ reduction ⑧ risk

5. In the last paragraph, parts of the sentences [12] [13] [14] [15] are missing. Choose the most appropriate answers to complete the sentences.

- ① is important to exercise throughout life
- ② indicates that older adults who become more active even late in life can experience improvements in physical fitness and functional health
- ③ include moderate to vigorous aerobic activity, strength training, and flexibility exercises, as well as balance exercises for older adults at risk for falls
- ④ do not get the recommended amounts of physical activity

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6. Choose the most appropriate answers for the following questions.

16 Which of the following activities would about a third of American women over the age of 65 likely have problems doing? Choose FOUR answers.

- ① Carrying a young child ② Cleaning a bathtub ③ Driving a car ④ Making strong coffee
⑤ Moving furniture ⑥ Reading a newspaper ⑦ Singing in a loud voice ⑧ Walking a kilometer

17 Which of the following benefits of exercise are NOT mentioned? Choose TWO answers.

- ① Better appetite ② Better mobility ③ Greater confidence
④ Greater physical strength ⑤ Improved memory ⑥ Improved stability
⑦ More independence ⑧ Reduced depression ⑨ Reduced weight

3 Read the passage below and answer the questions 18 - 32 about it. Choose the most appropriate answers based on what is stated or implied in the passage.

[Paragraph 1] Life is full of challenges—large and small. Everyone, regardless of genetic make-up and family influences, must learn to cope successfully with new situations and new people. For emotional and mental wellness, each of us must continue to 18 an adult identity that increases our self-esteem and independence. We must also learn to communicate honestly, handle anger and loneliness appropriately, and avoid being defensive.

[Paragraph 2] Our responses to life's challenges influence the development of our personality and identity. Psychologist Erik Erikson proposed that development proceeds through a series of stages that extend throughout life. Each stage is characterized by a conflict or turning point—a time of increased weakness as well as increased potential for psychological growth. The successful mastery of one stage is a basis for mastering the next, so early failures can have 19 consequences in later life. Fortunately, life provides ongoing opportunities for mastering these tasks. For example, although the development of trust begins in infancy, it is refined as we grow older. We learn to trust some people outside our 20 immediate family and to identify others as untrustworthy.

[Paragraph 3] A primary task beginning in the teenage years is the development of an adult identity: a unified sense of self, characterized by attitudes, beliefs, and ways of acting that are 21 genuinely our own. People with adult identities know who they are, what they are capable of, what roles they play, and their place among their peers. They have a sense of their own uniqueness but also appreciate what they have in common with others. They view themselves realistically and can assess their strengths and weaknesses 22 relying on the opinions of others. Achieving an identity also means that we can form intimate relationships with others while maintaining a strong sense of self.

[Paragraph 4] Our identities evolve as we interact with the world and make choices about what we'd like to do and whom we'd like to model ourselves after. Developing an adult identity is particularly challenging in a diverse, relatively wealthy, and advanced society like ours, in which many roles are possible, many choices are given, and sufficient time is allowed for experimenting and making up your mind.

[Paragraph 5] The idea of a unified sense of self may seem contradictory to this idea that we are always changing. However, we show different sides of ourselves, not just as we pass through different ages, but also from one day to the next, depending on whom we're with or the environment we're in.

[Paragraph 6] Early identities are often modeled after parents and adult caregivers—or the opposite of parents, in rebellion* against what they represent. Over time, peers, rock stars, sports heroes, and religious figures are added to the list of possible role models. Although much of our identity is internal—a way of viewing ourselves and the world—certain aspects of 23 it can be external, such as styles of talking and dressing, ornaments like earrings, and hairstyles.

[Paragraph 7] Early identities are rarely permanent. A hardworking student seeking approval one year can turn into a dropout devoted to sleeping all day and partying all night the next year. At some point, however, most of us adopt a more stable, individual identity that ties together the experiences of childhood and the expectations and ambitions of adulthood. Erikson's theory does not suggest that one day we suddenly assume our final identity and never change after that. Life is more interesting for people who continue evolving into more distinct individuals, rather than being firmly controlled by their pasts. Identity reflects a lifelong process, and it changes 24 a person develops new relationships and roles.

[Paragraph 8] Developing an adult identity is an important part of psychological wellness. Without a personal identity, we begin to feel 25 about who we are. Erikson called this situation an identity crisis. Until we have “found ourselves,” we cannot have much self-esteem because a self is not firmly in place.

[Paragraph 9] 26 People with established identities form intimate relationships characterized by sharing, open communication, long-term commitment, and love. Those who lack a firm sense of self may have difficulty establishing relationships because they are overwhelmed by closeness and the needs of another person. As a result, they experience only short-term, superficial relationships with others and may remain isolated.

注* : rebellion = opposition to authority

1. For 18 - 21 in the passage, choose the most appropriate answer from each list.

- | | | | | | |
|----|----------------|---------------|-------------|--------------|------------------|
| 18 | ① work | ② distinguish | ③ launch | ④ cultivate | ⑤ surround |
| 19 | ① against | ② except | ③ unless | ④ without | ⑤ due to |
| 20 | ① into | ② as | ③ through | ④ such | ⑤ during |
| 21 | ① in confusion | ② confused | ③ confusing | ④ to confuse | ⑤ being confused |

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2. In the word <1> consequences, which syllable is most stressed? Choose ONE answer from ① - ④.

22 con · se · quenc · es
① ② ③ ④

3. For <2> immediate and <3> genuinely, choose ONE answer that is closest in meaning from each list.

23 <2> immediate ① reliable ② modern ③ recent ④ urgent ⑤ close
24 <3> genuinely ① truly ② cleverly ③ supposedly ④ generally ⑤ mildly

4. What does <4> it refer to? Choose ONE answer from the list.

25 ① time ② list ③ role model ④ identity ⑤ way ⑥ viewing ⑦ world ⑧ style

5. For the underlined sentence <5> People with..., find the MAIN VERB of the sentence. Choose ONE answer from the list.

26 ① established ② identities ③ form ④ intimate ⑤ characterized
⑥ sharing ⑦ open ⑧ communication ⑨ commitment ⑩ love

6. Match the paragraphs 2 - 7 with statements ① - ⑧ based on the content of each paragraph. There is ONE EXTRA statement. [Paragraph 1] is already done.

[Paragraph 1] matches ⑤

[Paragraph 2] matches	27
[Paragraph 3] matches	28
[Paragraph 4] matches	29
[Paragraph 5] matches	30
[Paragraph 6] matches	31
[Paragraph 7] matches	32

Statements:

- ① We often use the people closest to us as role models to develop our early identities.
- ② It is potentially more difficult to develop an adult identity in an advanced society.
- ③ Identities early in life are likely to change more frequently than later in life.
- ④ How we express our identity changes according to the environment we are in.
- ⑤ ~~Developing an adult identity is important for good mental health.~~
- ⑥ People with an adult identity have a clear understanding of their real abilities.
- ⑦ Your actions as an adult show others that you are living according to your values.
- ⑧ We pass through a series of stages extending throughout life as we develop our adult identity.

4

Read the passage below and answer the questions 33 - 41 about it. Choose the most appropriate answers based on what is stated or implied in the passage.

Because parents tend to do the stuff of life for kids—the waking up, the transporting, the reminding about deadlines and obligations, the bill paying, the question asking, the decision making, the responsibility taking, the talking to strangers, the confronting of authorities—some kids may be in for quite a shock when they are 33 loose in the world of college or work. They will experience <1> setbacks, which will feel to them like failure. And, in a cruel twist of irony, they then won't be able to cope with that failure very well, because they haven't had much practice at failure, either.

When seemingly perfectly healthy but overprotected kids get to college and have trouble coping with the various new situations they might encounter—a roommate who has a different sense of “clean,” a professor who wants a revision to the paper but won't say specifically what is “wrong,” a friend who isn't being so friendly anymore, a choice between doing a summer seminar or service project but not both, they can have real difficulty knowing how to handle the disagreement, the uncertainty, the hurt feelings, or the decision-making process. This inability to cope—to sit with some discomfort, think about options, talk it through with someone, make a decision—can become a problem in itself.

Dr. Karen Able sees these kids in her practice as a staff psychologist at the Counseling and Psychological Services (CAPS) center at a large public university in the Midwest, where approximately 90 percent of the students live on campus or commute from just a few miles away. Based on her clinical experience Able says, “Overinvolved parenting is <2> taking a serious toll on the psychological well-being of college students who can't negotiate a balance between consulting with parents and independent decision making.”

She explains how her sessions with students unfold. “At first they feel that if they need help, they should immediately contact a parent. Psychologically speaking, we know they don't really need help, that if they could persist through the discomfort of not knowing what to do, they would essentially be practicing that skill, and will at some point learn to do it for themselves. I work with students to practice the critical thinking, <3> confidence, and independence skills they don't yet have. But if they end up calling or texting a parent instead, they aren't practicing these skills in the ways I'd like them to, which means they still haven't acquired these skills.”

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Neither Karen Able nor I am suggesting that grown kids should never call their parents. The devil is in the details of the conversation. If they call with a problem or a decision to be made, do we tell them what to do? Or do we listen thoughtfully, ask some questions based on our own sense of the situation, then say, "Okay. So how do you think you're going to handle that?" Able adds that social media and texting worsen the tendency for students to turn first to parents instead of turning within, and for parents to immediately [34]. "It all happens so quickly; it doesn't give the students an opportunity to figure out for themselves what should happen."

Lurking* beneath the problem of whatever thing needs to be handled is the student's inability to separate or differentiate the self from the parent. For some young adults, this sense of self can be developed. For others, the inability to differentiate can lead to more serious mental health concerns. "When children aren't given the space to [35] through things on their own, they don't learn to solve problems very well. They don't learn to be confident in their own abilities, and it can [36] their self-esteem. The other problem with never having to struggle is that you never experience failure and can develop an overwhelming fear of failure and of disappointing others. Both the low self-confidence and the fear of failure can lead to depression or <4> anxiety," Able said.

Seeing behind the scenes into what could unfold for our kids when they're out of our sight can make us parents feel like we're helpless. What else are we supposed to do? If we're not there for our kids when they are away from home and confused, frightened, or hurting, then who will be?

Here's the point—and this is so much more important than I realized until rather recently when the data started coming in: The research shows that figuring out for themselves is a critical element to a person's mental health. Your kids have to be there for themselves. That's a harder truth to swallow when your kid is in the midst of a problem or worse, a crisis, but taking the long view, it's the best medicine for them.

注* : Lurking = being or remaining hidden

1. For [33] - [36] in the passage, choose the most appropriate word from the list. Each word can only be used ONE time, and there are FOUR EXTRA words.

- | | | | |
|-----------|----------|---------|------------|
| ① respond | ② prove | ③ let | ④ struggle |
| ⑤ say | ⑥ affect | ⑦ raise | ⑧ have |

2. For <1> setbacks and <2> taking a serious toll, choose ONE answer that is closest in meaning from each list.

- | | | | | | |
|--------------------------------|--------------------------|-----------------------------------|-------------|---------|------------|
| [37] <1> setbacks | ① minorities | ② destructions | ③ obstacles | ④ tasks | ⑤ emotions |
| [38] <2> taking a serious toll | ① being too spoiled | ② costing a large amount of money | | | |
| | ③ involving sincere care | ④ making a huge debt | | | |
| | ⑤ causing severe harm | | | | |

3. For <3> confidence and <4> anxiety, identify the most stressed vowel in each word, and choose ONE word from the list below that has the same vowel pronunciation as each word.

- | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| [39] <3> confidence | | | | | | | | | | | | |
| [40] <4> anxiety | | | | | | | | | | | | |
| ① sheet ② give ③ bed ④ ant ⑤ come ⑥ hot ⑦ home ⑧ buy ⑨ way ⑩ too ⑪ look ⑫ word | | | | | | | | | | | | |

4. Choose THREE statements that are FALSE or NOT mentioned in the passage.

- | | |
|------|---|
| [41] | ① Some children may not cope well with independence because they have been overprotected by their parents. |
| | ② An overprotected child may have a lot of problems when handling difficult situations. |
| | ③ Some overprotected children do not know when to consult with Dr. Able for her advice. |
| | ④ Children should be taught at elementary school how to make decisions independently. |
| | ⑤ If a child asks for help, the child shouldn't be guided toward making an independent decision. |
| | ⑥ If children are unable to separate themselves from the parent, this may lead to mental health problems. |
| | ⑦ Parents often think that they are supposed to do something when their kids are in trouble. |
| | ⑧ Research has shown that the ability to make decisions independently is a key component to good mental health. |