愛知医科大学　一般

平 成 ３ ０ 年 度 医 学 部 入 学 試 験

問 題 冊 子

外 国 語（英 語）

１月２３日（火）　　１４：４０～１６：００

注 意 事 項

１．開始の指示があるまでは，この冊子を開いてはいけない。

２．この冊子は，表紙１枚，問題用紙 10 枚の計 11 枚である。加えて，別紙マーク式解答用紙１枚がある。

３．開始の指示とともに，別紙マーク式解答用紙に氏名と受験番号を記入し，受験番号をマークしなさい。

４．落丁，乱丁，印刷不鮮明の箇所があれば，直ちに申し出なさい。

５．解答は別紙マーク式解答用紙の解答欄にマークしなさい。

６．この冊子の余白は草稿用に使用してもよい。

７．室内で配付されたものは，一切持ち帰ってはいけない。

８．終了時刻まで，退出してはいけない。

英

英 語

I　和文の意味を表わすように英文を完成させる時，（あ）および（い）に入る最適なものの組み合わせを①～⑨よりそれぞれ選び，その番号をマークしなさい。

1　「コンピューターの調子があまり良くないんだけど，直してくれる？」
「できるかどうか分からないけど，やるだけやってみよう。」
"My computer is not in very good (あ). Can you fix it?"
"Let me (い) what I can do."

① あ job　い go	② あ job　い know	③ あ job　い see
④ あ shape　い go	⑤ あ shape　い know	⑥ あ shape　い see
⑦ あ term　い go	⑧ あ term　い know	⑨ あ term　い see

2　「駅まで運転されますか。それとも私が運転しましょうか。」
「私が運転してもいいですよ。」
"Would you (あ) to drive to the station, or shall I?"
"I don't (い) driving."

① あ insist　い bother	② あ insist　い care	③ あ insist　い mind
④ あ prefer　い bother	⑤ あ prefer　い care	⑥ あ prefer　い mind
⑦ あ tend　い bother	⑧ あ tend　い care	⑨ あ tend　い mind

3　「英会話学校に行っているそうだけど，成果はどうだい？」
「ようやく簡単な会話なら話せるようになったよ。」
"I hear you've been going to an English conversation school. What have you (あ) it?"
"Finally, I can (い) a simple conversation."

① あ put into　い carry on	② あ put into　い make for	③ あ put into　い take in
④ あ gotten out of　い carry on	⑤ あ gotten out of　い make for	⑥ あ gotten out of　い take in
⑦ あ run after　い carry on	⑧ あ run after　い make for	⑨ あ run after　い take in

4　「お腹がすいてきたけど，お金がないよ。」
「僕は腹ペコだ。バーガー屋へ行こう。心配すんな，僕がおごるよ。」
"I'm getting hungry, but I'm (あ)."
"I'm starving. Let's go to a burger shop. Don't worry. It's (い) me."

① あ broke　い by	② あ broke　い on	③ あ broke　い under
④ あ empty　い by	⑤ あ empty　い on	⑥ あ empty　い under
⑦ あ nothing　い by	⑧ あ nothing　い on	⑨ あ nothing　い under

5　「このごろの空港の検査の厳しさは信じられないね。」
「全くですよ。」
"I can't believe (あ) tight airport security is these days."
"You can (い) that again."

① あ how　い do	② あ how　い make	③ あ how　い say
④ あ such　い do	⑤ あ such　い make	⑥ あ such　い say
⑦ あ that　い do	⑧ あ that　い make	⑨ あ that　い say

6　「何になさいますか。」
「チーズバーガーをピクルス抜きで下さい。」
" What can I (あ) you?"
" I'll have a cheese burger and (い) the pickles, please."

① あ have　い hold	② あ have　い quit	③ あ have　い refrain
④ あ get　い hold	⑤ あ get　い quit	⑥ あ get　い refrain
⑦ あ take　い hold	⑧ あ take　い quit	⑨ あ take　い refrain

II　(1)　英語による記述が指す１語となるように，破線部（破線の数は文字数を表わす）を補充する際に ☐ に入る２文字を①～⓪よりそれぞれ選び，その番号をマークしなさい。**各選択肢は２回以上使ってよい。**

7　polite behavior that shows respect for other people:　c _☐☐_ _ sy

8　a comfortable piece of furniture big enough for two or three people to sit on:　_☐☐ch

9　succeed in reaching a particular goal by making an effort, usually for a long time:　a _ _☐☐_ e

① ar　② au　③ ea　④ ee　⑤ ie　⑥ oa　⑦ ou　⑧ ow　⑨ ur　⓪ ut

(2)　英語による記述が指す１語となるように，破線部（破線の数は文字数を表わす）を補充する際に ☐ に入る２文字を①～⓪よりそれぞれ選び，その番号をマークしなさい。**各選択肢は２回以上使ってよい。**

10　fit or suitable to be eaten:　_☐☐ble

11　go and get something or someone and bring them back:　_☐☐ch

12　a situation in which a difficult choice has to be made between two or more alternatives:　d _ _☐☐ma

① at　② da　③ di　④ ea　⑤ eg　⑥ em　⑦ en　⑧ et　⑨ it　⓪ le

III 英文が和文の意味を表わすように［　　］内の語(句)を並べ換える時，(あ)(い)(う)に入るものの組み合わせを①～⓪よりそれぞれ選び，その番号をマークしなさい。**ただし，［　　］には余分なものが１つ含まれている。**

13 現在のゾウの数倍という大きさの恐竜もいた。

Some (　)(　)(あ)(　)(い)(　)(う)(　)(　).

dinosaurs	elephants	large	of	several	size	the	times	today's	were

① あ large	い size	う several	② あ large	い the	う of
③ あ large	い times	う today's	④ あ several	い elephant	う the
⑤ あ several	い of	う the	⑥ あ several	い the	う of
⑦ あ the	い elephant	う several	⑧ あ the	い large	う elephant
⑨ あ the	い size	う elephant	⓪ あ the	い times	う today's

14 どの程度まで彼らを信じてよいのか分からない。

I have (　)(　)(あ)(い)(　)(　)(う)(　)(　).

can	extent	how	I	idea	no	to	them	trust	what

① あ how	い can	う them	② あ how	い extent	う trust
③ あ how	い I	う them	④ あ how	い to	う I
⑤ あ to	い how	う can	⑥ あ to	い how	う I
⑦ あ to	い what	う can	⑧ あ what	い extent	う to
⑨ あ what	い to	う can	⓪ あ what	い to	う I

15 我々は精一杯生きる義務がある。

We (　)(あ)(　)(い)(　)(う)(　)(　).

it	owe	of	our lives	ourselves	responsible	the best	to	to make

① あ it	い our lives	う the best	② あ it	い ourselves	う the best
③ あ ourselves	い of	う our lives	④ あ ourselves	い our lives	う the best
⑤ あ the best	い our lives	う responsible	⑥ あ the best	い ourselves	う our lives
⑦ あ to	い of	う our lives	⑧ あ to	い ourselves	う responsible
⑨ あ to make	い of	う our lives	⓪ あ to make	い of	う responsible

IV 次の各文章において下線部分が入るべき最適な位置を①～⑥または①～⑧よりそれぞれ選び，その番号をマークしなさい。

16 **remained**

By the time of his death ① in 2013, Mandela had long withdrawn ② from politics, but his legacy ③ as an almost legendary icon ④ of black resistance and a fighter ⑤ for freedom and justice has ⑥ unchanged.

17 **were**

Although fully automated systems were not developed until the 20th century, many ① simple, semi-automated devices were invented hundreds of years before. Among the many ② notebooks ③ of the Italian Renaissance painter and inventor ④ Leonardo da Vinci ⑤ designs for ⑥ various devices of this sort.

18 **it**

When people get up and move ①, even a little, they tend to be happier than when they are still. A study that ② tracked the movement and moods of cellphone users ③ found ④ that people reported the most happiness if they had been moving ⑤ in the past 15 minutes than when they had been sitting or lying ⑥ down. Most of the time ⑦ wasn't heavy exercise but just gentle walking that ⑧ left them in a good mood.

19 **feed**

Japanese citizens' groups have encouraged ① people across the country to join an initiative that helps ② children living in poverty. The initiative is known as "kodomo shokudo," or "children's cafeteria." The cafeterias provide ③ food for free, or at a low cost. It's a movement that's spreading ④ nationwide. More than 500 people came to a recent seminar that taught ⑤ them how to set up their own cafeterias. The event was held in Chiba, a city east of Tokyo. In a panel discussion, representatives of groups that operate ⑥ similar services shared their experiences. "I hope many people ⑦ participate in this movement," one representative said. "And I hope that local communities become ⑧ involved."

20 **Otherwise** （この文章では Otherwise が入った結果，文頭ではなくなる語も大文字で示されている）

Vacuums do not exist naturally on Earth. ① Air surrounds everything on Earth, and it extends for miles above Earth. ② All of the air above Earth is pushing down all the time. ③ This is known as air pressure. ④ Because of the pressure, air will try to fill any space. ⑤ In outer space, however, there is no air and few particles, so all of outer space is close to being a giant total vacuum. ⑥ That is why astronauts must wear space suits. ⑦ The suits hold in air at the pressure that humans are used to on Earth. ⑧ Their bodies would not function properly.

V　次の英文を読んで，以下の設問に答えなさい。

Biologically, humans are divided into males and females. A male *Homo sapiens* is one who has one X chromosome and one Y chromosome; a female is one with two Xs. But 'man' and 'woman' name social, not biological, categories. While in the great majority of cases in most human societies men are males and women are females, the social terms carry a lot of baggage that has only a very weak, if [21], relationship to the biological terms. A man is not a Sapiens with particular biological qualities such as XY chromosomes, testicles and lots of testosterone. Rather, he fits into a particular slot in his society's imagined human order. His culture's myths assign him particular masculine roles (like engaging in politics), rights (like voting) and duties (like military service). [22], a woman is not a Sapiens with two X chromosomes, a womb and plenty of estrogen. Rather, she is a female member of an imagined human order. The myths of her society assign her [23] feminine roles (raising children), rights (protection against violence) and duties (obedience to her husband). Since myths, rather than biology, define the roles, rights and duties of men and women, the meaning of 'manhood' and 'womanhood' have varied immensely from one society to another.

To make things less [24], scholars usually distinguish between 'sex', which is a biological category, and 'gender', a cultural category. Sex is divided between males and females, and the qualities of this division are objective and have remained constant throughout history. Gender is divided between men and women (and some cultures recognize other categories). So-called 'masculine' and 'feminine' qualities are inter-subjective and undergo constant [25]. For example, there are far-reaching differences in the behavior, desires, dress and even body posture [26] from women in classical Athens and women in modern Athens.

Sex is child's play; but gender is serious [27]. To get to be a member of the male sex is the simplest thing in the world. You just need to be born with an X and a Y chromosome. To get to be a female is equally simple. A pair of X chromosomes will do it. In contrast, becoming a man or a woman is a very complicated and demanding undertaking. Since most masculine and feminine qualities are cultural rather than biological, no society automatically crowns each male a man, or every female a woman. Nor are these titles laurels that can be rested on [28] they are acquired. Males must prove their masculinity constantly, throughout their lives, from cradle to grave, in an endless [29] of rites and performances. And a woman's work is never done—she must continually convince herself and others that she is feminine enough.

Success is not guaranteed. Males, in particular, live in constant fear of losing their claim to manhood. Throughout history, males have been willing to risk and even sacrifice their lives, just so that people will say, 'He's a real man!'

(注)　testicle: 精巣　　testosterone: テストステロン(男性ホルモン)　　estrogen: エストロゲン(女性ホルモン)　　laurels: 月桂樹の冠

(出典　Yuval Noah Harari. Sapiens: A Brief History of Humankind. London: Vintage Books; 2011　一部改変)

[21] [22] [23] [24] [25] [26] [27] [28] [29] に入る最適なものを①～⑨よりそれぞれ選び，その番号をマークしなさい。**ただし，各選択肢は１回しか使えない。**（なお，文頭に来る語も小文字で示されている）

① any	② business	③ changes	④ confusing	⑤ expected
⑥ likewise	⑦ once	⑧ series	⑨ unique	

a～c の記述について，本文の内容に合うものを**正**，合わないものを**誤**とする時に得られる組み合わせを①～⑧より選び，その番号を [30] にマークしなさい。

a. What societies expect men or women to do and have has been universal since ancient times.

b. 'Male' and 'female' are generally based on biological differences, which are not influenced by history.

c. History has witnessed males who did dangerous things or even died to show their manhood.

①	a — **正**	b — **正**	c — **正**		②	a — **正**	b — **正**	c — **誤**
③	a — **正**	b — **誤**	c — **正**		④	a — **正**	b — **誤**	c — **誤**
⑤	a — **誤**	b — **正**	c — **正**		⑥	a — **誤**	b — **正**	c — **誤**
⑦	a — **誤**	b — **誤**	c — **正**		⑧	a — **誤**	b — **誤**	c — **誤**

VI 次の英文を読んで，以下の設問に答えなさい。

The small island of Igloolik, lying off the coast of the Melville Peninsula in the Nunavut territory of the Canadian North, is a bewildering place in the winter. The average temperature stays around twenty degrees below zero. Thick sheets of sea ice cover the surrounding waters. The sun is absent. Despite the brutal conditions, Inuit hunters have for some four thousand years ventured out from their homes on the island and traveled miles of ice and tundra in search of caribou and other game. The hunters' ability to navigate vast stretches of barren Arctic land, where landmarks are few, snow formations are constantly changing, and trails disappear overnight, 31 has amazed voyagers and scientists ever since 1822, when the English explorer William Edward Parry noted in his journal the "astonishing precision" of his Inuit guide's geographic knowledge. The Inuit's extraordinary wayfinding skills are born not of technological prowess—they've avoided using maps, compasses, and other instruments—but of a profound understanding of winds, snowdrift patterns, animal behavior, stars, tides, and currents. The Inuit are masters of [32].

Or at least they used to be. Something changed in Inuit culture at the turn of the millennium. In the year 2000, the U.S. government removed many of the [33] on the civilian use of the global positioning system. The accuracy of GPS devices improved even as their prices dropped. The Igloolik hunters, who had already swapped their dogsleds for snowmobiles, began to rely on computer-generated maps and directions to get around. Younger Inuit were particularly eager to use the new technology. In the past, a young hunter had to endure a long and hard apprenticeship with his elders, developing his wayfinding talents over many years. By purchasing a cheap GPS receiver, he could skip the training and offload responsibility for navigation to the device. And he could travel out in some [34], such as dense fog, that used to make hunting trips impossible. The ease, convenience, and precision of automated navigation made the Inuit's traditional techniques seem old and cumbersome by [35].

But as GPS devices proliferated on Igloolik, reports began to spread of serious accidents during hunts, some resulting in injuries and even deaths. The cause was often traced to an overreliance on satellites. When a receiver breaks or its batteries freeze, a hunter who hasn't developed strong wayfinding skills can easily become lost in the featureless waste and [36] victim to exposure. Even when the devices [37] properly, they present hazards. The routes so carefully plotted on satellite maps can give hunters a form of tunnel vision. Trusting the GPS instructions, they'll speed onto dangerously thin ice, over cliffs, or into other environmental perils that a skilled navigator would have had the sense and foresight to [38]. Some of these problems may eventually be mitigated by improvements in navigational devices or by better instruction in their use. What won't be mitigated is the loss of what one tribal elder describes as "the wisdom and knowledge of the Inuit."

The anthropologist Claudio Aporta, of Carleton University in Ottawa, has been studying Inuit hunters for years. He reports that while satellite navigation offers attractive advantages, its adoption has already brought a deterioration in wayfinding abilities and, more generally, a weakened feel for the land. As a hunter on 39 (あ) ( ) (い) ( ) ( ) ( ) ( ) (う) ( ) from the computer, he loses sight of his surroundings. He travels "blindfolded," as Aporta puts it. A singular talent that has defined and distinguished a people for thousands of years 40 may well evaporate over the course of a generation or two.

(注) prowess: 優れた技術　apprenticeship: 見習い期間　cumbersome: わずらわしい　proliferate: 激増する
mitigate: 軽減する

(出典　Nicholas Carr. The Glass Cage: How Our Computers Are Changing Us. New York, NY: W. W. Norton & Company, Inc.; 2014)

31 has amazed voyagers and scientists ever since 1822 について，何が「1822 年以来ずっと旅行者や科学者を驚かせてきた」かを①～⑤より選び，その番号をマークしなさい。

① vast stretches of barren Arctic land where landmarks are few
② the hunters' ability to navigate vast stretches of barren Arctic land
③ the average temperature staying around twenty degrees below zero
④ constantly changing snow formations and trails that disappear overnight
⑤ brutal conditions in which Inuit hunters have traveled miles of ice and tundra in search of caribou and other game

32 , 33 , 34 , 35 に入る最適なものを①～⑤よりそれぞれ選び，その番号をマークしなさい。**ただし，各選択肢は１回しか使えない。**

① comparison　② conditions　③ interaction　④ perception　⑤restrictions

36 , 37 , 38 に入る最適なものを①～⑤よりそれぞれ選び，その番号をマークしなさい。**ただし，各選択肢は１回しか使えない。**

① avoid　② fall　③ inquire　④ operate　⑤ replace

39 (あ)(　)(い)(　)(　)(　)(　)(う)(　) に，意味が通るように [　] 内の語(句)を並べ換える時，(あ)(い)(う) に入るものの組み合わせを①～⓪より選び，その番号をマークしなさい。

a GPS-equipped	attention	coming	devotes	his
instructions	snowmobile	the	to	

①	あ	a GPS-equipped	い coming	う his	②	あ	a GPS-equipped	い devotes	う instructions
③	あ	a GPS-equipped	い devotes	う the	④	あ	his	い coming	う the
⑤	あ	his	い devotes	う instructions	⑥	あ	his	い to	う attention
⑦	あ	the	い coming	う a GPS-equipped	⑧	あ	the	い devotes	う attention
⑨	あ	the	い devotes	う instructions	⓪	あ	the	い to	う snowmobile

40 may well evaporate の意味に最も近いものを①～⑤より選び，その番号をマークしなさい。

① ought to be protected
② would be less studied
③ is likely to cease to exist
④ could have remained the same
⑤ will deserve more future attention

a～c の記述について，本文の内容に合うものを**正**，合わないものを**誤**とする時に得られる組み合わせを①～⑧より選び，その番号を 41 にマークしなさい。

a. In fierce conditions, Inuit hunters get around in a land of ice and tundra to play more games with caribou.

b. The younger generation of Inuit became interested in using GPS devices and giving the devices responsibility for navigation.

c. Serious accidents occur because the new devices used by Inuit hunters tend to get lost in severe conditions.

①	a — **正**	b — **正**	c — **正**	②	a — **正**	b — **正**	c — **誤**
③	a — **正**	b — **誤**	c — **正**	④	a — **正**	b — **誤**	c — **誤**
⑤	a — **誤**	b — **正**	c — **正**	⑥	a — **誤**	b — **正**	c — **誤**
⑦	a — **誤**	b — **誤**	c — **正**	⑧	a — **誤**	b — **誤**	c — **誤**

VII 次の英文を読んで，以下の設問に答えなさい。

Picture for a moment a young child that you know. Perhaps your 8-year-old sister or 10-year-old daughter, perhaps a nephew or a young boy who lives nearby. You can see their wonderful childish enthusiasm and energy for life, and you can imagine their freedom from responsibilities and obligations. It is reassuring to think that, even as the world changes, children all over the world still display those life-affirming characteristics—and, of course, they help remind you of your own childhood.

Yet you can also see how their childhood will differ from your own as 42 they take for granted, and seem to intuitively accept, many of the technological innovations that astound you. But it is not just their childhood that will differ from your own—it is also their adulthood. One of the parameters of their adult life is illustrated in Figure 1. These are the calculations demographers have made of their probable length of life. If the child you are thinking about was born in the US, Canada, Italy or France, there is a 50 percent chance that they will live until at least 104. If the child you have in mind was born in Japan, then they can reasonably be expected to live a surprising 107 years.

You probably found it fairly easy to think of an 8-year-old. But let us ask you to identify another age group. How many 43 centenarians do you know? Perhaps you don't know any, or perhaps you can think with considerable pride of a grandmother who reached 100. But 44 (　)(あ)(い) that (　)(　)(う)(　), and feel such understandable pride about those you do, reveals how exceptional it is. To understand this difference between 8-year-olds and centenarians, let's contrast the future-orientated data in Figure 1 [45] past data. Looking back to 1914, the probability that someone born that year would live to 100 was 1 percent—and that's precisely why you found it so hard to identify centenarians alive today. The odds were simply stacked against them. But look again at Figure 1—in the year 2107, being a centenarian will no longer be a rarity. In fact it will be the norm, and considerably more than half of those 8-year-olds you know will still be alive.

What is [46] the extraordinary shift in longevity is neither one single simple causal factor nor indeed a sudden change. In fact, for most of the last two hundred years there has been a steady increase in life expectancy. More precisely, the best data currently available suggests that since 1840 there has been an increase in life expectancy of three months for every year. That's two to three years of life added for every decade. Figure 2 documents this surprising impact from the 1850s onwards. What is really extraordinary is the constancy of the gains in life expectancy [47] this period of time. If we focus on the highest average life expectancy around the world in any one year (what demographers refer [48] as *best practice* life expectancy,) it really is well characterized by a straight line. And perhaps more importantly, there is no sign that the trend is 49 leveling off, suggesting that this phenomenon will continue into the near future. So a child born in Japan in 2007 has a 50 percent chance of living to 107. By 2014, that chance has already improved, and the new-born babies joyously received in Japanese maternity wards that year have a 50 percent chance of living to 109 rather than 107.

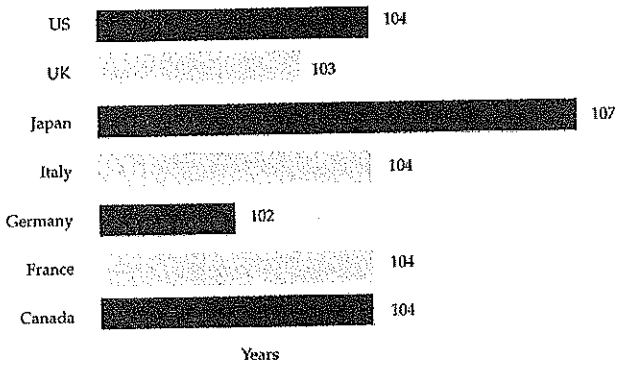

Figure 1　(え)

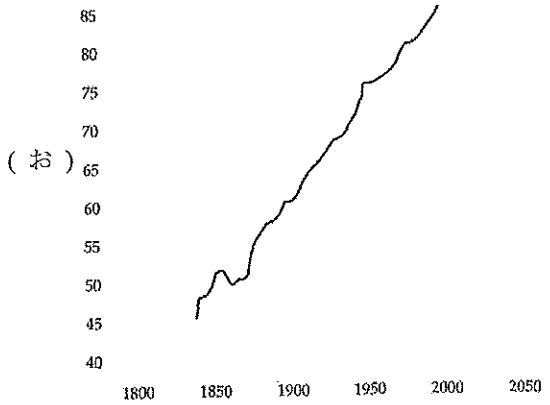

Figure 2　Best Practice Life Expectancy

(注)　demographer: 人口統計学者　　maternity ward: 産科病棟

(出典　Lynda Gratton & Andrew Scott. The 100-year Life: Living and Working in an Age of Longevity. London: Bloomsbury; 2017　一部改変)

42 they take for granted について,「彼らが当然だと思っている」対象を①～⑤より選び,その番号をマークしなさい。

① how their childhood will differ from your own
② that they help remind you of your own childhood
③ those life-affirming characteristics they still display
④ their wonderful childish enthusiasm and energy for life
⑤ many of the technological innovations that astound you

43 centenarians の意味に最も近いものを①～⑤より選び,その番号をマークしなさい。

① people who calculate demographic parameters
② people who are one hundred or more years old
③ people who engage in medical care for older people
④ people who have long experience in a particular field
⑤ people who continue to live in spite of coming close to death

44 (　)(あ)(い) that (　) (　)(う)(　) に,意味が通るように [　] 内の語を並べ換える時,(あ)(い)(う) に入るものの組み合わせを①～⑩より選び,その番号をマークしなさい。

fact　few　know　so　the　very　you

①	あ	few	い	fact	う	very	②	あ	few	い	know	う	so
③	あ	few	い	know	う	very	④	あ	know	い	few	う	fact
⑤	あ	know	い	few	う	the	⑥	あ	the	い	fact	う	so
⑦	あ	very	い	fact	う	so	⑧	あ	very	い	few	う	the
⑨	あ	you	い	know	う	fact	⑩	あ	you	い	know	う	very

45, 46, 47, 48 に入る最適なものを①～⑤よりそれぞれ選び,その番号をマークしなさい。
ただし,各選択肢は1回しか使えない。

① after　② behind　③ over　④ to　⑤ with

49 leveling off の意味に最も近いものを①～⑤より選び,その番号をマークしなさい。

① following in order to catch up
② taking a desirable course of action
③ slowing down its pace of increase
④ going further in the same direction
⑤ becoming more powerful and secure

Figure 1 のグラフのタイトル（ え ）および Figure 2 の縦軸のラベル（ お ）として最適なものの組み合わせを①～⑨より選び，その番号を 50 にマークしなさい。

（ え ）

a. Oldest age at which 50% of babies born in 2007 are predicted to still be alive
b. Predicted number, in millions, of babies born in 2007 who will live 100 years or more
c. Increase in life expectancy of babies born in 2007 when the current life expectancy is 100

（ お ）

d. Age in years
e. Increased days by year
f. Percentage of people over 50

①	え— a	お— d	②	え— a	お— e	③	え— a	お— f
④	え— b	お— d	⑤	え— b	お— e	⑥	え— b	お— f
⑦	え— c	お— d	⑧	え— c	お— e	⑨	え— c	お— f