

平成 22 年度 日本医科大学入学試験問題

〔 英 語 〕

受験番号	
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注 意 事 項

1. 指示があるまで問題用紙は開かないこと。
2. 問題用紙および解答用紙配布後、監督者の指示に従い、配布枚数の確認を行うこと。
(問題冊子 8 ページ, 解答用紙 1 枚)
落丁, 乱丁, 印刷の不鮮明の箇所があったら, 手を挙げて監督者に知らせること。
3. 解答時間は 9 時 00 分から 10 時 30 分までの 90 分。
なお, 試験開始後 40 分経過後でなければ退室は認めない。
4. 机上には, 受験票と筆記用具および時計 (計時機能のみ) 以外は置かないこと。
5. 筆記用具は鉛筆, シャープペンシル, 消しゴムのみとする。
(コンパス, 定規等は使用できない。)
6. 止むを得ず下敷を使用する場合は, 監督者の許可を得ること。
7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
8. この問題用紙の余白は草稿等に自由に用いてよい。
9. 耳栓の使用はできない。
10. 携帯電話等の電源は必ず切り、鞆の中にしまうこと。
11. 質問, 用便, 中途退室など用件のある場合は, 無言のまま手を挙げて監督者の指示に従うこと。
12. 受験中不正行為があった場合は, 退室を命じ試験の一切を無効とする。
13. 退室時は, 試験問題および解答用紙を裏返しにすること。

●[I]の本文

第 3 パラグラフ最終行

I am asked is invariably .

⇒ I am asked is invariably

(最後のピリオドをはずす)

●[IV]の本文

第 1 パラグラフ第 1 行

published in the British Medical Journal that

⇒ published in the *British Medical Journal* that

(British Medical Journal をイタリックにする)

[I] 次の英文を読んで、設問に答えなさい。

No matter how spectacular the information or how beautiful the slides, a scientific presentation, like any kind of speech, must be delivered well if it is to succeed. Effective use of the voice, [A] enthusiasm, good eye contact, posture, and gestures, distinguishes a memorable presentation from a routine one. Some might claim that what matters in scientific presentations is only what you say, not how you say it. Nothing is further from the truth. (1) Delivery is vital in establishing the impact a scientific presentation has on the audience, and speaking skills can be determining factors in scientific careers. The force of your delivery may make the difference between whether or not you get a job offer, or whether or not your grant proposal is approved.

Although we might not like to admit it, delivery, not content, often makes the lasting impression. General Charles de Gaulle practiced his speeches [B] a mirror to improve his delivery with carefully rehearsed gestures. When dropping in popularity, former U.S. President Jimmy Carter practiced making strong gestures to show determination and restore his leadership image. Being a confident and powerful speaker is not necessarily just a natural talent; it can be an acquired skill. Most recent presidents of the United States have spoken with similar speech patterns — a somewhat fatherly, soft-spoken yet determined voice with a slightly majestic flavor. A presidential manner of speaking has evolved, which successful candidates need to adopt to appeal to the expectations of the electorate. (2) This manner of speaking is a characteristic attribute of the office, not an inherited quality of those destined to occupy it.

The characteristics of delivery [C] voice control can be separated into four general features: sound, volume, speed, and intonation. Of these four vocal characteristics, sound is the least problematic, because audiences rapidly become accustomed to almost any sound. The only time sound can be a problem is in the case of certain accents. My Dutch accent has stayed with me as an inseparable companion, even though I have lived in the United States for 28 years. The moment I greet a stranger with a simple “Hi,” the first question I am asked is invariably [ア].

It is virtually impossible for an adult to get rid of an accent, but in most cases, accents present no severe difficulties. They may even be an asset, attracting respect from the audience. Some accents give an air of sophistication, while others sound less cultured. It would be unusual, for example, to hear the conductor of a major U.S. symphony orchestra speak with an Ohio accent. For such a person, a European accent might well be a valuable aspect of his image. Sometimes, as in the case of U.S. presidents, speech patterns can be acquired as a distinguishing feature. Some Oxford scholars have learned to speak English as though they were holding hot potatoes in their mouths. They were not [イ] that way!

問1 下線部(1)を日本語に訳しなさい。

問2 下線部(2)について、This manner of speaking が指し示すものを明確にしながら日本語に訳しなさい。

問3 ~ に入れるのに最も適当な表現をそれぞれア~コから選び、記号で答えなさい。

- | | |
|------------------------|-----------------------|
| ア. in combination with | イ. in comparison with |
| ウ. in contrast to | エ. in front of |
| オ. in line with | カ. in search of |
| キ. in terms of | ク. in the back of |
| ケ. in the direction of | コ. in view of |

問4 と に入れるのに最も適当な表現をそれぞれ a ~ d から選び、記号で答えなさい。

- a. "How have you been?"
b. "How old are you?"
c. "What's wrong with you?"
d. "Where are you from?"

- a. born b. holding c. speaking d. told

問5 次の a ~ f から、本文の内容と一致する英文を2つ選び、記号で答えなさい。

- a. To be successful, scientific presentations have to be delivered even better than other kinds of presentations.
- b. If you have poor speaking skills, you will not be able to have a successful career in the world of science.
- c. In many cases, what audiences remember is how well the speaker delivers a presentation rather than what he actually says.
- d. There is no way you will be able to develop convincing presentation skills if you don't already have a natural talent in that direction.
- e. It is helpful for people in certain careers to consciously change the way they naturally speak.
- f. Someone moving to a foreign country, even late in life, will have little difficulty acquiring near-native pronunciation, as long as he lives there long enough.

問6 次の(1)と(2)において、最強アクセントが第1音節にある語をア～オから1つずつ
選び、記号で答えなさい。

- (1) ア. conductor イ. enthusiasm ウ. leadership
 エ. potato オ. routine

- (2) ア. characteristic イ. destined ウ. presidential
 エ. severe オ. spectacular

[II] 次の英文を読んで、設問に答えなさい。

Language learning is probably the most mentally challenging process a person has to [1] without particularly thinking about it. But research shows that, whereas the grammar of a language is largely in place by the time a child is 10 years old, vocabulary continues to be learned for the whole of that person's lifetime. This is because the grammar of a language is made up of a limited set of rules, while no one is ever likely to [2] words to learn.

The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantly acquired. [A], they are gradually learned over a period of time through (1)frequent exposure to them. The gradual nature of vocabulary acquisition reveals itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different [B] of knowing a word. Being able to understand a word is known as *receptive knowledge* and is normally (2)associated with listening and reading. If we are able to produce a word by ourselves when speaking or writing, then that is considered *productive knowledge*.

The [C] is that people learn words receptively first and later achieve productive knowledge. This generally seems to be the case, but in language learning there are usually exceptions. In my case, for example, there was a word [3] legal matters that I could use productively in speaking mode, even though I could not spell it or recognize its written form. I had often heard and (3)verbally used the word, which means “formally accuse” someone of committing a crime. I had never had the occasion to write this word, [D] I assumed from its pronunciation that the spelling was “indite.” I had also occasionally seen the word *indict* in writing. I did not know what it meant, but I assumed that it rhymed with *predict*. It wasn't until later that I [4] *indict* was the correct spelling of a word I had already been using for years.

This anecdote shows that considering mastery of a word only from the viewpoint of receptive versus productive knowledge is far too (4)crude. I had good productive mastery of the spoken form of *indict*, but not of its written form. This suggests that we also need to consider the various facets of knowing a word. A second-language learner, for example, may believe that “knowledge” of a particular vocabulary item is just a matter of knowing its meaning and spelling. And in fact, many students [5] learning the meaning of a word in a foreign language through simple translation into their native language. This translation is, however, only one aspect of the word that learners need to know. Full knowledge of a particular word is a rich and (5)elaborate matter. It includes not only meaning, but also pronunciation, usage, grammatical form, nuance, and collocation. These facets are known as types of *word knowledge*, and most or all of them are necessary to be able to use a word in the wide variety of language situations one [6].

問1 ~ に入れるのに最も適当な表現を次から選び、必要に応じて文法的に動詞を正しく直した表現を書きなさい。なお、同じ表現を繰り返して用いないこととする。

account for	agree with	come across	consist of
figure out	focus on	go through	live on
relate to	run out of	stand for	turn out

問2 下線部(1)~(5)を言い換える場合に最も適当な単語をそれぞれ a ~ d から選び、記号で答えなさい。

- (1) a. moderate b. normal c. often d. repeated
 (2) a. compared b. connected c. equipped d. replaced
 (3) a. confidently b. consciously c. hesitantly d. orally
 (4) a. complete b. embarrassing c. simple d. varied
 (5) a. complex b. inconvenient c. problematic d. tough

問3 ~ に入れるのに最も適当な表現をそれぞれ a ~ e から選び、記号で答えなさい。

- a. As a consequence b. In addition c. Nevertheless
 d. Otherwise e. Rather

- a. classes b. levels c. means d. origins e. skills

- a. assumption b. difficulty c. error d. fact e. joke

- a. although b. as if c. despite d. where e. which

[III] 次の対話文を読んで、設問に答えなさい。

A: How tall are you?

B: A hundred and seventy-five centimeters.

① 高校1年生にしては、比較的背が高い方だと思います。

A: Is everyone in your family tall?

B: No, not at all. Just me.

② [] my father before I went to junior high school.

(中学生になるまでには、すでに父親と同じくらいの身長になっていました。)

問1 下線部①の日本語を英語に直しなさい。

問2 下線部②が()内の日本語を表す英語となるように、[]の部分を完成させなさい。

[IV] Read this passage and answer the questions that follow.

UK researchers warn in a letter published in the British Medical Journal that (A) over a quarter of a million children aged 11 to 17 are risking their health by seeking a tan from sunbeds (UV tanning beds). In a recent survey of 9,300 children (1) all over England, the researchers found that around 6% of 11- to 17-year-olds used sunbeds. However, this rate nearly doubled to 11% in the north of the country. Almost 27% of the sunbed users tanned at least once a month, with just over 23% using sunbeds at home. The data showed that children from lower-income families used sunbeds more than their better-off counterparts. In the economically depressed northern cities of Liverpool and Sunderland, a shocking 50% of 15- to 17-year-old girls tanned on sunbeds, and (B) more than two in five used them at least once a week. When it came to visiting a tanning salon, only a little over 11% of the users said they were actually shown how sunbeds worked and warned of any potential harm.

The children surveyed were asked what they knew about the health risks of using sunbeds, and why they chose to use them. Most sunbed users knew of health risks but rationalized their tanning habits by arguing that many of their friends used sunbeds more often than they did. They also said there was peer pressure to get a tan, and X sunbeds were an easy, quick, and (2) economical way to do that.

Experts agree that using sunbeds increases the risk of (3) developing malignant melanoma, the most dangerous, and potentially (4) fatal, form of skin cancer. The International Agency for Research into Cancer has recently reclassified UV radiation exposure, which includes radiation from sunbeds, as “carcinogenic* to humans.” Rates of malignant melanoma are rising faster than those of any other cancer in the UK, and the disease is now responsible for more than 2,000 deaths a year. More than 10,400 cases of malignant melanoma were recorded in England in 2006, with 10% of cases being diagnosed in the under 35s, and 30% in the under 50s. The incidence of this (5) form of skin cancer has quadrupled since 1970.

Numerous countries have introduced laws to restrict the use of sunbeds by children, and doctors are now recommending that the UK government also Y strong action to protect young people from the dangers of using sunbeds. The recommendations include prohibiting under 18s from using sunbeds, closing down unmanned, coin-operated salons, and ensuring that local police have powers to inspect salons and check that minimum standards are being (6) met.

*Something that is *carcinogenic* can cause cancer.

QUESTION 1: Which two of the following (a to g) are true, according to the passage? Note that the passage refers to the situation in England: the information may not apply to other countries.

- a. The survey involved nearly nine thousand children.
- b. The rate of sunbed use has little to do with the socio-economic backgrounds of the users.
- c. The data imply that the north of England is wealthier than the south.
- d. Just under a quarter of sunbed users tan at home.
- e. Most tanning businesses give their customers information about possible health impairment.
- f. While malignant melanoma is a serious problem, its incidence is growing at a less rapid rate than that of many other cancers.
- g. Some tanning salons have no staff on duty to check who is using them.

QUESTION 2: Which two of the following (a to g) are not true, according to the passage? Note that the passage refers to the situation in England: the information may not apply to other countries.

- a. The rate of sunbed use doesn't vary according to geographical location.
- b. One reason why children use sunbeds is that their friends push them to do so.
- c. The sunbed users surveyed were generally aware that using sunbeds can be bad for the health.
- d. Malignant melanoma is a cancer that affects the skin.
- e. If you develop malignant melanoma, it will probably kill you.
- f. With regard to sunbed use by children, many countries have stricter regulations than the UK.
- g. The government is being encouraged to make sunbed use by children illegal.

QUESTION 3: For each of the underlined expressions marked (1) to (6), give one other English word with a similar meaning that could be used instead.

QUESTION 4: Give one word to fill each of the blank spaces marked and .

QUESTION 5: Translate the underlined sections marked (A) and (B) into Japanese. Make it clear what "them" refers to in (B).

受験番号	
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平成 22 年度

英語 解答用紙

採点	1	2	3
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[I]	問 1										
	問 2										
	問 3	A		B		C					
	問 4	ア		イ							
	問 5										
	問 6	(1)		(2)							
[II]	問 1	1		2		3					
		4		5		6					
	問 2	(1)		(2)		(3)					
		(4)		(5)							
	問 3	A		B		C		D			
	[III]	問 1									
問 2		my father before I went to junior high school.									
[IV]	1			2							
	3	(1)		(2)		(3)					
		(4)		(5)		(6)					
	4	X		Y							
	5	(A)									
(B)											