

平成 23 年度 日本医科大学入学試験問題 一般

[英 語]

受験番号	
------	--

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。
解答が終わっても, または試験を放棄する場合でも, 試験終了までは退場できない。
4. 机には, 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, 試験の一切を無効とし, 試験終了時間まで別室で待機を命じる。
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] 次の英文を読んで、設問に答えなさい。

There are two ways in which our emotions influence our sense of morality. The first is to do with the fact that our emotions are difficult to control and, therefore, difficult to fake. And because they are difficult to fake, they give credibility to people who appear to commit immoral acts under their influence. We tend to think that if people are honestly overcome by anger or love or panic, it is impossible for them to alter their course of action, and we regularly forgive them simply because we believe a powerful emotion prevented them from making the right moral choice. As we all know, this belief in the uncontrollable power of emotions can even help people who break the law escape the legal consequences of their actions.

The second way in which emotions affect our sense of morality concerns the fact that morality itself is deeply rooted in emotional responses. (1) We may think that moral judgment means making choices based on more independent principles than merely how we feel, and we talk as if principles of right and wrong are, or at least should be, free of the influence of uncontrollable passions. But this is misleading rhetoric. Disgust, anger, love, panic, , , and so on all shape our ability to make moral choices to a greater extent than we usually admit. One good example of the link between emotion and morality is the famous “runaway train dilemma:” a runaway train carriage is speeding down the tracks on its way to smash into five railway workers who cannot see the danger and will certainly be killed; you happen to be standing by a lever that will move the carriage onto another track; however, there is another worker on that track who will be killed if you do so. The question is whether you should pull the lever and save five lives one. After answering that question, consider another version of the dilemma: you are on a bridge watching the runaway carriage, and the only way you can stop it is to push a large man who happens to be leaning over the side into its path. Again, should you do it?

Most people say yes to the first version and no to the second, even though both versions involve sacrificing one life for five. This has been tested in surveys of over 150,000 people, 90 percent of whom said yes to pulling the lever, and no to pushing the man. Instinct, and not rational judgment, seems to make the second choice “wrong.” In fact, however, medical researchers have found that the “instinctive” emotional response is governed by a part of the brain called the ventromedial prefrontal cortex (vmPFC). People with damaged vmPFCs would push that large man just as easily as they would pull the lever. (2) In contrast, those of us with undamaged vmPFCs would no more push the man than we would allow a surgeon to kill one healthy person in order to use his organs to save the lives of five patients who would die without them. Our emotional response is more powerful than any abstract rational calculation of the most beneficial outcome.

It can be disturbing to realize how much our sense of morality is influenced by emotions. However, without the right emotional responses to guide us, might we not actually make poor moral judgments? Are we not right to resist pushing the large man off the bridge, even if the result of doing so would seem to justify the action? Someone who can push the man off as easily as pull a lever has a core part of their moral machinery missing, an emotional blind spot, and could presumably commit cruelty without a second thought. In short, the view that our feelings should be irrelevant to our morality, we actually need our emotions if we are to be moral people. By being outside our rational control and by directing many of our moral responses, our emotions help us trust ourselves, just as they help other people trust us.

問1 下線部(1)を日本語に訳しなさい。

問2 下線部(2)では2つの事例が類比的に示されているが、両者の類似性は何か、句読点を含む50字以内の日本語で簡潔に説明しなさい。

問3 と に入れるのに適当な英語の単語1語をそれぞれ書きなさい。

問4 と に入れるのに最も適当な表現をそれぞれ a ~ i から1つ選び、記号で答えなさい。

- | | | |
|-------------------|-------------------|--------------------|
| a. according to | b. but for | c. contrary to |
| d. except for | e. in addition to | f. in exchange for |
| g. in relation to | h. not to say | i. regardless of |

問5 本文の内容をふまえ、次の英文を完成させるのに最も適当な表現を a ~ d から1つ選び、記号で答えなさい。

Human emotions can be used to explain

- why people behave immorally, but not why they behave morally.
- why people behave morally, but not why they behave immorally.
- why people behave morally as well as why they behave immorally.
- neither why people behave morally nor why they behave immorally.

問6 本文の内容と一致する英文を a ~ d から1つ選び、記号で答えなさい。

- a. Our belief that human emotions are difficult to control makes it easier for us to pardon those who make bad moral choices.
- b. The runaway train dilemma shows that people generally follow rational thought processes in making moral decisions.
- c. A purely emotional approach to the runaway train dilemma would make most people answer yes to both versions.
- d. It is as yet impossible to scientifically explain the human emotional response in moral decision-making.

問7 本文に含まれている単語について、次の(1)~(3)のそれぞれで、最も強く発音される音節の母音が他の3語と異なるものが1つある。その語を選び、記号で答えなさい。

- (1) ア. alter イ. damage ウ. morality エ. rational
- (2) ア. concern イ. disturb ウ. merely エ. surgeon
- (3) ア. beneficial イ. credibility ウ. influence エ. irrelevant

[II] 次の英文 A ~ D は、ひとつづきの文章を 4 つに分けて並べ替えたものである。これを読んで、設問に答えなさい。

- A. Because children seem to an inbuilt curiosity about the world and an instinctive desire to learn about it, psychologists often view them as (1)motivationally “innocent” and “uncorrupted.” This is often cited as evidence (2)that the motivation to learn, just like the ability to acquire language, is a natural characteristic of the human species. It follows, therefore, that in an ideal world (3)which children’s natural curiosity and motivation have not been by a student-unfriendly school system, all of them should be (4)eager to learn and derive constant pleasure from the learning experience.
- B. Thus, teachers cannot expect children to automatically show curiosity (1)in or enjoy classroom activities. The real challenge for (2)most teachers is to find ways to encourage their students to accept the goals of the given learning activities, regardless of (3)whether or not the students enjoy them or would choose to engage in them if alternatives (4)are available. Student motivation cannot be assumed, and it is essential that teachers focus on positive attitudes toward learning in their students.
- C. The reverse of our expectations seems, then, to be the case, and we are forced to recognize that if children could freely choose what to do, academic learning for most of them would not be a priority at all. After all, school attendance is compulsory, and the content of the curriculum is (1)almost always selected on the basis of what society – rather than the learners themselves – important. Furthermore, it is also difficult for students, (2)who are in the most energetic years of their lives, to what seem to them terribly long periods of time confined to the relatively small space of the classroom. The fact that they are continuously monitored and does not add to their sense of satisfaction, (3)too. It is no wonder, therefore, that schoolwork is often perceived (4)by adolescents to be the least rewarding activity they are involved in.
- D. However, primary and secondary school teachers’ perceptions of the children (1)they instruct tend to be in sharp contrast (2)to what we might expect. classrooms full of keen pupils who are eagerly absorbing all the fascinating (3)knowledges they need to lead successful lives, what teachers are actually faced with (4)is groups of rather reluctant youngsters who seem totally unaware that they should even show a little curiosity, a burning desire to learn.

問 1 ～ に入れるのに最も適当な動詞を次の語群から選び、必要ならば適切な形に直して英語 1 語で書きなさい。同じ語を繰り返して用いないこととする。

assess	confirm	consider	decide	diminish	fall
generate	look	lose	possess	spend	supply

問 2 英文 **A** ～ **D** それぞれにおいて、下線部 (1) ～ (4) のいずれか 1 つに文法的な誤りがある。誤りの番号をそれぞれ解答欄の左側に書き、正しい英語に書き直した単語 1 語を右側に書きなさい。

問 3 と に入れるのに最も適当な表現を、それぞれ **a** ～ **i** から 1 つ選び、記号で答えなさい。文頭に来る場合でも、すべて小文字で示してある。

- | | | |
|--------------------------|--------------------------|---------------------------|
| a. according to | b. as a result of | c. because of |
| d. in addition to | e. in spite of | f. instead of |
| g. let alone | h. no less than | i. with respect to |

問 4 英文 **A** ～ **D** を論理のとった文章とするには、英文 **A** に続けて英文 **B** ～ **D** をどのような順番に並べ替えたらいいか、最も適当なものを **a** ～ **f** から 1 つ選び、記号で答えなさい。

- | | | |
|------------------------------------------|------------------------------------------|------------------------------------------|
| a. B → C → D | b. B → D → C | c. C → B → D |
| d. C → D → B | e. D → B → C | f. D → C → B |

[III] 次の状況説明を読み、このとき用いる適切な英語を解答欄の英語に続けて書きなさい。

学校に着いたとたんに、あなたは英語のライティングの教科書を家に置き忘れてきたことに気づきました。しかたがないので担当の先生のところに向いて教科書を忘れてきて申しわけないと述べ、先生の机の上にある数冊の予備の教科書のうち 1 冊を借りることができないかと、ていねいな英語表現を用いてたずねます。

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

A study (1)out recently in the journal *Pediatrics* finds that American children's levels of exposure to second-hand tobacco smoke at home have dropped (2)significantly since the mid 1990s. But two other reports (3)on related topics in the same journal indicate that the exposure of pregnant women to tobacco smoke can lead to behavioral and health problems in their children.

Exposure to second-hand smoke is known to have a range of adverse effects on the health of children. Furthermore, smoking by pregnant women is thought to be linked to numerous behavioral problems in their children, such as attention deficit hyperactivity disorder and antisocial behavior. However, scientists have had a hard time distinguishing between the direct effects of tobacco on children whose mothers smoked during pregnancy and other factors influencing childhood behavior, such as lifestyle, the parents' mental health, and [].

In the second of the three related studies in *Pediatrics*, Dr. Marie-Jo Brion and colleagues at the University of Bristol (U.K.) tried to distinguish the effects of tobacco from these other factors by analyzing two previous long-term studies in Britain and Brazil, both of which had started in the early 1990s. The researchers initially found that at age four, the children whose mothers had smoked during pregnancy had higher levels of hyperactivity, peer problems, and bad behavior, such as bullying, cheating and lying, than those whose mothers had not smoked; no differences in the occurrence of emotional problems were found. After the effects of other factors influencing childhood behavior (lifestyle, the parents' psychological health, etc.) had been accounted for, however, only bad behavior remained highly associated with having a mother who smoked, with odds increased up to 82 percent. Brion said the results do not prove that exposure to tobacco before birth directly causes behavior problems, but that they point that way.

Even if an (4)expecting mother does not smoke, being around others who do can still affect the future health of her unborn child, according to the third study in *Pediatrics*. Researchers at the University of Hong Kong studied 6,800 (5)local schoolchildren whose mothers had not smoked during pregnancy. If the fathers had smoked daily at that time, however, the children tended to be heavier than those whose mothers had not been exposed to second-hand smoke during pregnancy. On average, the former weighed an extra pound or so.

The first of the three related studies in *Pediatrics* shows that fewer American kids are being exposed to tobacco smoke in the home. Dr. Gopal K. Singh and colleagues at the U.S. Department of Health and Human Services report that about 5.5 million American children, or 7.6 percent, were exposed to second-hand smoke in the home in 2007. By contrast, that number was 35 percent in 1994. While noting that this large drop is a positive result, Singh also points out that the 7.6 percent figure falls short of the 2010 national target for reducing childhood

exposure to tobacco smoke at home, which is set at 6 percent. Almost 8 in 10 households have smoking bans now, according to Singh, which is about twice the number seen in the early 1990s. "That's a big difference in attitude," he said. Results showed that Hawaiian and Pacific Islander children had the lowest exposure rates, while black children had the highest. Children from poorer households and with less well-educated parents were at the highest risk. Singh said the reduction in second-hand smoke exposure had been much slower in these groups. Some states stuck out. For instance, fewer than 2 percent of children in California and Utah lived with smokers, while more than 17 percent did in Kentucky and West Virginia.

QUESTION 1: In **A** to **E** below, select the option that best completes each sentence to reflect the contents of the passage.

- A.** The main purpose of the first study described in the passage (first and final paragraphs) was to
- determine the number of households that have smoking bans.
 - investigate changes in the rates of childhood exposure to second-hand tobacco smoke in the home.
 - identify the factors responsible for geographical variations in smoking rates.
 - look for evidence of adverse health effects on the children of mothers who smoked when they were pregnant.
- B.** The final results of the second study (third paragraph) indicate that mothers who smoke during pregnancy expose their children to an increased risk of the following problems at age four:
- emotional problems alone.
 - bad behavior, such as bullying, cheating and lying.
 - hyperactivity, peer problems, and bad behavior.
 - hyperactivity, peer problems, bad behavior, and emotional problems.
- C.** The main purpose of the third study (fourth paragraph) was to
- investigate the effects of exposure to second-hand smoke in pregnant women on future health problems in their children.
 - determine the current rate of childhood exposure to second-hand tobacco smoke in Hong Kong homes.
 - clarify the causes of obesity in children in Hong Kong.
 - examine non-smoking mothers' views of their smoking husbands.

- D. In the early 1990s, smoking was prohibited in
- a. nearly 80 percent of private homes in the U.S.
 - b. just under 60 percent of private homes in the U.S.
 - c. around 40 percent of private homes in the U.S.
 - d. a little over 20 percent of private homes in the U.S.
- E. The final sentence of the passage implies that
- a. while there are geographical differences in rates of childhood exposure to second-hand tobacco smoke, the differences are not significant.
 - b. the reduction in childhood exposure to second-hand smoke has occurred much faster in Kentucky and West Virginia than in California and Utah.
 - c. more Hawaiians and Pacific Islanders live in California and Utah than in Kentucky and West Virginia.
 - d. the percentage of rich and well-educated residents of California and Utah is higher than that of Kentucky and West Virginia.

QUESTION 2: For each of the underlined words marked (1), (2), and (3) in the first paragraph of the passage, give one other word with a similar meaning that could be used instead.

QUESTION 3: Give one more "other factor" that could be used in the blank space at the end of the second paragraph to add to the two already given. Answer in English.

QUESTION 4: Translate the underlined expressions marked (4) and (5) in the fourth paragraph into Japanese.

QUESTION 5: Briefly summarize the main purpose of the second of the three studies described in the passage. Answer in Japanese.

受験番号

日本医科大学 一般

平成 23 年度

英語 解答用紙

採点	1	2	3

[I]	問 1															
	問 2															
	問 3	1					2									
	問 4	ア			イ											
	問 5				問 6											
	問 7	(1)			(2)			(3)								
	[II]	問 1	1					2					3			
4							5					6				
問 2		A					B									
		C					D									
問 3		ア			イ			問 4								
[III]	I'm terribly sorry, but															
[IV]	1	A			B			C			D			E		
	2	(1)					(2)					(3)				
	3															
	4	(4)						(5)								
	5															