

科目

外国語(英語)

医学部医学科

注 意

1. 開始の合図があるまで、この問題冊子を開いてはいけません。
2. 問題は1ページから11ページにわたっています。問題冊子に不備がある場合は、直ちにその旨を監督者に申し出てください。
3. 解答用紙は5枚で、問題冊子とは別になっています。解答は、すべて解答用紙の所定の欄に記入してください。指定された解答用紙以外に記入した場合は、評価(採点)の対象としません。
4. 受験番号は、5枚の解答用紙のそれぞれの上部の欄の2箇所に入力してください。
5. 解答用紙は持ち帰ってはいけません。
6. 下書き用紙には、下書き用のマス目を書いてありますので、活用してください。
7. 問題用紙と下書き用紙(3枚)は持ち帰ってください。

1

次の文章を読み、問いに答えなさい。

For six weeks over Lent* I stopped buying anything plastic. It's not a traditional sacrifice like chocolate or red wine but there's a flotilla* of non-biodegradable plastic rubbish in the Pacific three times the size of Britain and I wanted to stop adding to it. I also wanted to know if it was actually possible to live without the stuff. I looked around my flat and the truth dawned that everything in it had come wrapped, packed or capped in plastic.

Food packaging accounts for most of our plastic waste and it's often completely unnecessary. It's frustrating to go into the local supermarket and not be able to buy a plastic-free cucumber. I don't need oranges to come in plastic bags or little plastic windows in cardboard boxes or plastic seals under the lids of jars.

Toiletries and cosmetics were clearly also going to be a challenge. Thankfully my make-up lasted through the six weeks but I ran out of shampoo and conditioner pretty quickly and couldn't find toilet paper that wasn't wrapped in plastic. Even the good guys like Ecover* were against me when I discovered individually wrapped dishwasher tablets within a seemingly innocent cardboard box.

Despite the obstacles I managed to live a fairly normal plastic-free life. I discovered a sandwich shop near my office that still uses paper bags and a fruit and veg shop that sells everything loose. I found Barley water* in a glass bottle, and toothpaste in a metal tube. I managed to make two fully iced and decorated birthday cakes and made Easter eggs for all my family with not one bit of plastic. It just required planning, rather than the usual last-minute dash to the shops. Thinking about what I was eating, and being more involved in making it, was so much more rewarding.

But the best thing I discovered was how supportive and interested people were in what I was doing. Friends, family, colleagues and fellow Twitterati* (I blogged about my Lent challenge on Twitter*) all provided support and helpful suggestions. The owner of my local Italian deli sat me down for a lesson in pasta making. The bakery counter at Sainsbury's* gave me some of their fresh yeast so I could make my own bread. The ladies in the office canteen served my lunch in paper. And my friend wrapped my non-plastic birthday present in an embroidered tea towel.

Some advice was less helpful. Buying a cow to provide milk was not a practical solution for someone living in a top floor London flat. And I may have struggled to find plastic-free loo* roll. But it was milk and toilet paper that gave me the biggest problems. There isn't a milkman in my area anymore and I couldn't find milk in a glass bottle for all the tea in China. Oh, how I missed tea!

Shampoo and conditioner presented another issue. When my existing plastic bottles ran out I bought some in blocks. I like the ethos* of the company that sells them, and the girl in the shop was so helpful. Unfortunately the products didn't really work for me and I had hair like straw for three weeks. Perhaps the science bit* in those shampoo ads isn't such nonsense after all.

So what did I learn on my journey? I have to accept that plastic is everywhere because it's very good at what it does. It's cheap and extremely versatile but, very simply, we use too much of it and don't recycle it enough. I will now buy plastic-free whenever I can and have a cloth shopping bag stashed* in my handbag. Now spring has arrived I'm even experimenting with growing my own vegetables (it's possible even on a little London balcony), and I'm just starting to wonder if I prefer mint tea after all.

(Anne Watson, *www.guardian.co.uk*, slightly modified.)

*注：Lent 四節祭(キリスト教)(断食などが行われる期間) flotilla 小型船の船団
 Ecover エコバール(植物由来の洗剤名) Barley water 麦を使った飲み物
 Twitterati インターネットのTwitter(ツイッター)で注目を集める投稿者たち
 Twitter ツイッター(インターネット上のコミュニケーションサービスサイト)
 Sainsbury's イギリスのスーパーマーケットの名前 loo トイレ
 ethos 主義, 気質 science bit 科学的な常套文句 stashed 隠して

(1) 下線部(A)~(D)のitは何を指していますか。以下の選択肢(a)~(i)の中から最も適切なものをお一つ選び、記号で答えなさい。尚、同じものを繰り返し選択してもかまいません。

(a) Lent	(b) anything plastic	(c) a traditional sacrifice
(d) plastic rubbish	(e) Britain	(f) the Pacific
(g) the stuff	(h) my flat	(i) to live without the stuff

(2) “Even the good guys”, “against me”, “innocent”の意味内容がわかるように、下線部(E)を日本語にしなさい。

(3) 下線部(F)の内容とほぼ同じ内容になるように書き換えたとき、下の空欄①、②に当てはまる英単語を一語書きなさい。

It is possible to make celebratory or seasonal refreshments by yourself without buying ready-made stuff in from the shops but only if you make to prepare.

(4) 以下の文章は筆者の取り組みについて箇条書きにしたものです。空欄①～⑤をうめる適切な日本語を、それぞれ指定の文字数で答えなさい。但し、句読点も一字に数えます。

- ・通常の地元のスーパーでは野菜を入れる がプラスチックになっているため問題であったが、筆者は 店舗を見つけることができた。
- ・化粧品は ので、今回の試みでは問題にならないことが分かった。
- ・ については、中身がなくなったので固形のものを買ったが、それは私には合わず、失敗だった。
- ・今回の最大の収穫は に出会えたことだった。

(5) 次の英文は、この試みを経て筆者が得た結論についてまとめたものです。空欄①～③に適した語一語を下の語群からそれぞれ選び、答えなさい。但し、単語は一度しか使用できません。

Thanks to its low cost and characteristics, plastic is in our society, but its use is now problematic.

excessive	exceptional	flexible	limited	polluted
severe	simple	overdose	overspread	widespread

2 は次のページから始まります。

2 次の文章を読み、問いに答えなさい。

In the late nineteen-sixties, Carolyn Weisz, a four-year-old with long brown hair, was invited into a “game room” at the Bing Nursery School, on the campus of Stanford University. The room was little more than a large closet, containing a desk and a chair. Carolyn was asked to sit down in the chair and pick a treat from a tray of marshmallows, cookies, and pretzel sticks*. Carolyn chose the marshmallow. Although she’s now forty-four, Carolyn still has a weakness for those air-puffed balls of corn syrup and gelatine. “I know I shouldn’t like them,” she says. “But they’re just so delicious!” A researcher then made Carolyn an offer: she could either eat one marshmallow right away or, if she was willing to wait while he stepped out for a few minutes, she could have two marshmallows when he returned. He said that if she rang a bell on the desk while he was away he would come running back, and she could eat one marshmallow but would forfeit* the second. Then he left the room.

Although Carolyn has no direct memory of the experiment, and the scientists would not release any information about the subjects, she strongly suspects that she was able to delay gratification. “I’ve always been really good at waiting,” Carolyn told me. “If you give me a challenge or a task, then I’m going to find a way to do it, even if it means not eating my favorite food.” Her mother, Karen Sortino, is still more certain: “Even as a young kid, Carolyn was very patient. I’m sure she would have waited.” But her brother Craig, who also took part in the experiment, displayed less fortitude*. Craig, a year older than Carolyn, still remembers the torment of trying to wait. “At a certain point, it must have occurred to me that I was all by myself,” he recalls. “And so I just started taking all the candy.” According to Craig, he was also tested with little plastic toys — he could have a second one if he held out — and he broke into the desk, where he figured there would be additional toys. “I took everything I could,” he says. “I cleaned them out. After that, I noticed the teachers encouraged me to not go into the experiment room anymore.”

(中略)

Most of the children were like Craig. They struggled to resist the treat and held out for an average of less than three minutes. “A few kids ate the marshmallow right away,” Walter Mischel, the Stanford professor of psychology in charge of the experiment, remembers. “They didn’t even bother ringing the bell. Other kids would stare directly at the marshmallow and then ring the bell thirty seconds later.” About thirty per cent of the children, however, were like Carolyn. They successfully delayed gratification until the researcher returned, some fifteen minutes later. These kids wrestled with temptation but found a way to resist.

The initial goal of the experiment was to identify the mental processes that allowed some

people to delay gratification while others simply surrendered. After publishing a few papers on the Bing studies in the early seventies, Mischel moved on to other areas of personality research. “There are only so many things you can do with kids trying not to eat marshmallows.”

But occasionally Mischel would ask his three daughters, all of whom attended the Bing, about their friends from nursery school. “It was really just idle dinnertime conversation,” he says. “I’d ask them, ‘How’s Jane? How’s Eric? How are they doing in school?’” Mischel began to notice a link between the children’s [and / for / to wait / marshmallow / their ability / the second / academic / as teen-agers / performance]. He asked his daughters to assess their friends academically on a scale of zero to five. Comparing these ratings with the original data set, he saw a correlation. “That’s when I realized I had to do this seriously,” he says. Starting in 1981, Mischel sent out a questionnaire to all the reachable parents, teachers, and academic advisers of the six hundred and fifty-three subjects who had participated in the marshmallow task, who were by then in high school. He asked about every trait he could think of, from their capacity to plan and think ahead to their ability to “cope well with problems” and get along with their peers. He also requested their S.A.T.* scores.

Once Mischel began analyzing the results, he noticed that low delayers, the children who rang the bell quickly, seemed more likely to have behavioral problems, both in school and at home. They got lower S.A.T. scores. They struggled in stressful situations, often had trouble paying attention, and found it difficult to maintain friendships. The child who could wait fifteen minutes had an S.A.T. score that was, on average, two hundred and ten points higher than that of the kid who could wait only thirty seconds.

(Jonah Lehrer, *The New Yorker*)

注：pretzel sticks 棒状のプレッツェル(塩味のビスケット) forfeit (罰として)失う

fortitude 不屈の精神

S.A.T. Scholastic Assessment [Aptitude] Test (アメリカ合衆国の)大学進学適性検査

- (1) 下線部(A)の the experiment はどのような手順で実施されたのですか。150字以上180字以内の日本語でその内容を説明しなさい。但し、句読点も一字に数えます。
- (2) 下線部(A)の the experiment の本来の目的について具体的な言及がなされている一文を本文中から探し、その文の最初の3語を解答欄に書きなさい。
- (3) Carolyn と Craig 兄妹のこの実験における反応がどのように違ったか。本文で述べられている具体的な事実を示しながら、130字以上160字以内の日本語でまとめなさい。但し、句読点も一字に数えます。

- (4) 下線部(B)の英単語を適切な表現となるように並び替えなさい。
- (5) 本文の内容に合うように、それぞれ指定された条件で適切な英文を解答欄に書きなさい。使用した単語数を解答欄に明記すること。

At the Bing Nursery School on the campus of Stanford University, studies were carried out in the 1960s to investigate different types of mental processes of young children. Two types were identified; one group, about seventy percent of them, , while the other, about thirty percent, . One day, however, Walter Mischel, the then leader of the study, noticed one interesting link when . Later, he designed a new research, the follow-up study of the one some 20 years before.

- ① 10語以上15語以内。但し、ピリオドやカンマなどの句読点は単語数に数えません。
- ② 5語以上15語以内。但し、ピリオドやカンマなどの句読点は単語数に数えません。
- ③ 10語以上20語以内。但し、ピリオドやカンマなどの句読点は単語数に数えません。
- (6) 下線部(C)の do this seriously の具体的な内容の記述と合っているものには○を、異なっているものには×を記入しなさい。
- (a) Send a questionnaire to as many parents, teachers and other specialists as possible who had taken part in the experiment.
- (b) Ask subjects about a wide range of characteristics such as their ability to plan and their degree of sociability with friends.
- (c) Include data from the questionnaire but also numerical results of a standardized examination in America.
- (d) Make a statistical correlation between results from his daughters' ratings on a 0-5 academic scale and the original data of his participants.
- (e) Report that the less patient the subjects were to delay their pleasure, the more likely they were to have some behavioral problems as well as less likely to achieve academically.
- (f) Investigate whether the mental processes of controlling human desire can be the cause of future behavioral problems and even contribute to academic achievement.
- (7) 下線部(D)を日本語にしなさい。

3 は次のページから始まります。

3

次の各問いに答えなさい。

(1) ①～⑤のそれぞれについて、(a)の文とできるだけ近い意味になるように(b)の文を完成させなさい。

- ① (a) Ken was late for the meeting this morning because his bus was delayed.
(b) If his bus _____ this morning.
- ② (a) The last time I saw Yoko was the day she married a young lawyer from England.
(b) I have _____ the day she married a young lawyer from England.
- ③ (a) A power failure brought the air conditioning to a halt.
(b) The air conditioner _____.
- ④ (a) I put up a fence in my backyard so that my neighbor wouldn't walk on my garden.
(b) I put up a fence in my backyard in order to _____.
- ⑤ (a) Ken is the only student to have won the essay contest three times running.
(b) Apart _____ ever won the essay contest three times running.

(2) 次の各文の空所に入れるのに最も適切な語句を(a)~(d)から一つ選び、記号で書きなさい。

- ① A Turkish rug that looks ordinary _____ may become a work of art when it is hung on a wall.
(a) to lie on a floor (b) lies on the floor
(c) to be lying on the floor (d) lying on the floor
- ② _____, even dangerous white bears can become skilful performers at zoos.
(a) When to train (b) To train them (c) When trained (d) As trained
- ③ Good mileage and reasonable price, taken together, _____ the purchasing impact of a new car.
(a) very powerfully influence (b) very influence powerfully
(c) powerfully very influence (d) influence powerfully very
- ④ Most of _____ researchers know about the new phenomena is based on his study.
(a) these (b) their (c) which (d) what
- ⑤ Although he is now a famous artist, only a few pieces of work _____ while he was alive.
(a) published (b) to publish (c) were published (d) have published
- ⑥ The situation is perfect for me. I couldn't feel _____ about that.
(a) good (b) better (c) bad (d) worse
- ⑦ I'm afraid Sam took my criticism to _____.
(a) memory (b) mind (c) heart (d) head
- ⑧ As long as he is kind to his wife, she always _____ a blind eye to his gambling.
(a) closes (b) turns (c) gives (d) shuts
- ⑨ The champion has over thirty ring victories _____ his belt.
(a) with (b) of (c) under (d) around
- ⑩ After our team hit a home run in the top of the ninth, the game was all but _____ the bag.
(a) in (b) on (c) under (d) off

- 4 次の日本語を読み、感じたことや考えたことを、自分の体験等を含めながら、解答欄を満たす長さの英文でまとめなさい。その際、解答欄のマス目一つに英単語一語程度の目安で書くこと。尚、長い英単語はマス目を超えても構いません。

家庭とは、ほんとうに私たちが安心して失敗することのできる場所。失敗しても、それで迷惑をかけた相手に憎まれないというか、その上であらためてお互いに和解し合うことのできる場所、その基本的なモデルです。 (大江健三郎, 「家族のきずな」の両義性)