

滋賀医科大学
平成 23 年度
医学科(前期日程)入学試験問題

英 語

(注 意)

1. 問題冊子は試験開始の合図があるまで開かないこと。
2. 問題冊子は表紙のほか 9 ページである。
3. 試験中に問題冊子及び解答用紙の印刷不鮮明、ページの落丁・乱丁等に気付いた場合は、手を挙げて監督者に知らせること。
4. 解答用紙のすべてに受験番号及び氏名をはっきり記入すること。
5. 解答はすべて解答用紙の所定の解答欄に明瞭に記入すること。
6. 解答に関係のないことを書いた答案は、無効にすることがある。
7. 本学受験票を机の右上に出しておくこと。
8. 試験時間は 90 分である。
9. 問題冊子は持ち帰ってもよいが、解答用紙は持ち帰らないこと。

問題訂正

外国語（英語）

5 ページ 大問Ⅱ 上から2行目

(誤) . . . 。左肩に . . .

(正) . . . 。右肩に . . .

英

語 (3 問題)

- I. 以下の英文はカナダの新聞記事からとったものである。次の英文を読んで、下の設問に答えよ。
記号の解答以外は日本語で答えよ。右肩に＊印のある語(句)には注がある。(配点 70)

As teenagers mature into their senior year of high school, many parents begin to feel more comfortable about letting them drink alcohol. However, new research from brain scientists and parenting experts suggests that tolerating any such drinking may not be a good idea in the long run. According to Susan Tapert, a professor of psychiatry* at the University of California, San Diego, parents' approach to teen drinking does influence a teen's behavior. Tapert says that alcohol has a particularly toxic effect on the brain cells of adolescents because their brain cells are still growing.

The regions of the brain important for judgment, critical thinking, and memory do not fully mature until a person is in his or her mid-20s. Tapert found that alcohol can damage the normal growth and development of a teenager's brain cells in these regions. She claims that adolescents who engage in binge drinking, that is, having five or more drinks on occasion for males, or four or more drinks on occasion for females, tend to show some abnormalities* in their brain's white matter, the fibers that connect different parts of our brains. If binge drinking continues, within two to three years, it can result in subtle declines in a teen's thinking and memory, as shown in declines in attention and memory among the teens who had engaged in binge drinking. "Teenagers who start heavy drinking actually decline in several measures of cognitive* function, relative to kids who do not start heavy drinking during adolescence," she says. There are a lot of differences among individuals, but Tapert concludes that for some teens there may be no safe level of alcohol use. She saw negative effects in thinking and memory in teens after just 12 drinks in a month, or two or three binge drinking episodes a month.

If parents want to give a "no alcohol" message to their teens, what can they do? Alcohol researcher Caitlin Abar from Pennsylvania State University found that parents' efforts do play a role in shaping their teens' behavior. She studied how parents deal with their high school teenagers regarding alcohol use while still at home, and she then checked the teens' drinking behavior after their first few months of college. In her study of 300 teenagers and their parents, Abar found that children of parents who disapproved completely of underage* alcohol use tended to engage in less drinking overall and less binge drinking, once in college. In contrast, a parent's tolerance about teenage drinking is a significant risk factor for later binge drinking. "The parents who are more accepting of teen drinking in high school were more likely to have

children who engaged in risky drinking behaviors in college, compared to those children who had parents that were less accepting,” Abar says. The researchers also asked the teens about their parents’ drinking patterns and found that parents’ own drinking behavior influenced a teen’s later alcohol use. Abar found that the parents’ rules had the strongest effect. Complete disapproval of teen drinking by parents was the most protective, even more than when parents allowed a limited amount of alcohol consumption.

Other studies support Abar’s findings. Psychology professor Mark Wood from the University of Rhode Island says that parental monitoring — knowing where your teenagers are, who they are with, and what they are doing — also pays off in terms of less drinking when they go off to college. Wood says that the protective measures that parents take in high school, including attitudes and expectations, seem to continue to be influential after the children have left home for college.

Research studies by Wood, Abar, and others challenge the common parenting practice in much of Europe where kids are socialized to drink at the family table with the expectation that they will learn to drink responsibly. Dutch researcher Haske van der Vorst* has studied this “European drinking model.” According to van der Vorst, a lot of parents have the idea that if they let their children drink at home with friends, then at least they can control it somehow. Unfortunately, she says, based on her research, the European drinking model is not working. “The more teenagers drink at home, the more they will drink at other places, and the higher the risk for problematic alcohol use three years later,” says van der Vorst. Backing up these findings, a recent survey of 15- and 16-year-olds throughout Europe finds that the majority of European countries have a higher rate of teen drunkenness than in Canada. This does not surprise Abar, who questions the Canadian parents’ adoption of the European drinking model. “The most protective strategy for parents is to make it really clear to their teens that they completely disapprove of underage alcohol use.” Abar says that families that have a zero tolerance policy will not prevent college students and other teens from drinking; however, she says, teenagers from those households do tend to drink less.

(出典 <http://www.npr.org/templates/story/php?storyId=127222042> より改変引用。)

注

psychiatry＝精神医学

abnormality＝異常

cognitive＝認知の

underage＝未成年(の)

van der Vorst＝オランダ人の名字

設問 1 未成年者がアルコール摂取をすると、脳の発育と機能にどのような影響をもたらすと考えられているか、具体的に述べよ。

設問 2 親は高校生の飲酒をどの程度許容すると、最も効果的に飲酒を減らすことができると述べられているのか、以下の記号で答えよ。

- a. 0 %
- b. 10 %
- c. 50 %
- d. 100 %
- e. None of the above

設問 3 飲酒に対する許容度以外の親のどのような態度や振る舞いが、子供たちが大学生になったときの飲酒量に影響するか、二つ述べよ。

設問 4 “European drinking model” とは何か説明せよ。

設問 5 一般にヨーロッパの十代の子供はカナダの十代の子供に比べてどのくらい飲酒をしていると言えるか、以下のセンテンスの空欄を埋めるのに最もふさわしいものを選び、その記号で答えよ。

In general, European teens drink _____ Canadian teens.

- a. less than
- b. the same amount as
- c. more than
- d. no sooner than
- e. as frequently as

次のページにも英語の問題があります。

Ⅱ. 次の英文は、同時代に生きた2人の偉人について書かれている。これを読んで、下の設問に日本語で答えよ。左肩に*印のある語には注がある。(配点 90)

On February 12, 1809, two boys were born within a few hours of each other on either side of the Atlantic. One entered life in a comfortable family home, nicely called the Mount, which still stands in the leafy English countryside of Shrewsbury, Shropshire; the other opened his eyes for the first time in a nameless, long-lost cabin in the Kentucky woods. Charles Darwin was the fifth of six children, born into comfort but to a family with a long history of free thinking and radical beliefs. He came into a world of learning and money — one grandfather, Josiah Wedgwood, had made a fortune in ceramic plates. Abraham Lincoln was the second of three, born to an extremely poor farmer, Thomas Lincoln, who, when he wrote his name at all, often wrote it (his son recalled) with errors.

The obvious truths that were taught in school in 1809, involved what could be called a “vertical” organization of life — one in which we imagine a hierarchy of species on earth, descending from man on down toward animals, with judgment from heaven. Man was stuck in the middle, looking up nervously and down with a sense of superiority. People mostly believed that the kinds of organisms they saw on earth had always been here and always would be, that life had been fixed in place since the beginning of time that was thought to go back a few thousand years at most. People also believed that societies without inherited order were fundamentally weak and inclined to melt into instability or tyranny*.

By the time Abraham Lincoln and Charles Darwin were dead — the American murdered by a pro-slavery terrorist in 1865, the Englishman after a long illness in 1882 — the shape of history had changed, and the lives they had led and the things they had said had done a lot to change it. Very different beliefs, ones that we now treat as natural and recognize as just part of the background assumptions of our time, were in place. People were beginning to understand that the world was very, very old, and that the animals and plants in it had changed dramatically over the ages — and though just how they had changed was still debated, the best guesses, then as now, involved slow alteration through a competition for resources over a very long time. People were also convinced, on the whole, that democratic government, arrived at by reform or revolution, was a reasonable and strong way to organize a modern nation.

Most of all, people thought that the world had changed, and would continue to change, and the hierarchies of nature, race, and class that had governed the world, where power flowed in a fixed chain on down, were false. Life was increasingly lived on what we can think of as a “horizontal,” with man looking behind only to see what had happened before, and forward to see what he could make next.

We must be realistic about what they were like; not saints nor heroes nor Gods but people. Lincoln summed up in one word was shrewd, a lawyer from the countryside with a keen sense of human weakness and a talent for clever argument, colder than we would think, and more of a politician than we would like him to be. Darwin we would likely find dull, much more so than we would like our heroes to be — one of those naturalists who go on and on narrowly on their favorite subjects.

The deepest thing the two men had in common, though, is in what they said and wrote — their mastery of a new kind of liberal language.⁽⁵⁾ They matter most because they wrote so well. Darwin and Lincoln helped remake our language and generate a new kind of style that we still respond to in politics and popular science alike. They particularized in everything, and their general vision arises from the details and the nuance. They also shared logic as a form of powerful speech. Finally, each used technical language, the fine, detailed language of naturalist science for Darwin and the tedious language of legal reasoning for the American. They thus arrived at a new ideal of liberal speech, one that expresses their hope, their faith, in plain English, that people's minds and hearts can be altered by the slow crawl of fact as much as by the long process of explanation.

Even mountains⁽⁶⁾ are made of pebbles, built up over time, and an entire mountain range of minds has risen slowly between them and us. Most of the rest have been forgotten over the ages, but Darwin and Lincoln remain high peaks within those mountains of modernity, and they look out toward each other. From the top of one you can see the other, and what you see is how far we have come.

(出典 *Smithsonian*, February 2009, pp.51-54 より改変引用。)

注

tyranny＝圧政

設問 1 最初のパラグラフでは下線部 (1) の two boys (Lincoln と Darwin) のそれぞれについて、どのような家庭環境に生まれたか、ポイントを大きく二つにまとめて述べよ。

設問 2 下線部 (2) の、a “vertical” organization of life について、わかりやすく説明せよ。

設問 3 下線部 (3) について、第 3 パラグラフに書かれているこれまでとは異った考え方を、二つのポイントに分けてまとめよ。

設問 4 下線部 (4) の “horizontal” は、下線部 (2) の中の “vertical” に相対する考え方として表されている、それを説明せよ。

設問 5 本文の後半部分で Lincoln と Darwin の虚像と実像について書かれているが、それぞれを簡潔にまとめよ。

設問 6 下線部 (5) では Lincoln と Darwin が, “a new kind of liberal language” を創ったことについて述べている。これらはどのような特徴をもった言語か, ポイントを 3 つに絞って述べよ。

設問 7 下線部 (6) mountains に託して, 筆者はこの文章をどのように結論づけているか説明せよ。

次のページにも英語の問題があります。

Ⅲ. 以下の文は、初対面の人との歓談の仕方についての国民性を述べたエッセーの一部である。この文の意味をよく理解して、80 語から 100 語の単語を用いて英文で要約せよ。(配点 40)

もともと歓談の文化の貧しかったわが国だから、会話、話というものを大切にしない。会話の作法などあったものではない。

なんの用意もないが、なにかしゃべらなくては座が保たないということがあると、しかたなく、自分の仕事の話をする。しているときはおもしろくない仕事だが、人に話してみると、新鮮な喜びがある。調子によってえんえんしゃべる。

本人はいい気でも、きく側は別である。珍しいことでも、いろいろきいていると興味を失う。あまり長いと、いやになる。こういうのが英語ではショップ・トークと呼ばれ、はしたないこととされる。とくに求められないかぎり、職場のことをしゃべっては、まわりが迷惑である。なるべく、人の気をそこねないように話すのが、社交である。

(出典 外山滋比古、『人に聞けない大人の言葉づかい』、中経出版[東京、2008 年]より改変引用。)