

奈良県立医科大学 推薦

平成 25 年 度

試 験 問 題

学 科 試 験

(9時～12時)

【注 意】

1. 試験開始の合図があるまで、この問題冊子の中をみてはならない。
2. 試験教科，試験科目，ページ，解答用紙および選択方法は下表のとおりである。

教 科	科 目	ペ ー ジ	解 答 用 紙 数	選 択 方 法
数 学	数 学	1 ～ 12	1 枚	数学，英語は必須解答とする。 理科は左の3科目のうちから1科目を選択せよ。
英 語	英 語	13 ～ 14	1 枚	
理 科	化 学	15 ～ 26	1 枚	
	生 物	27 ～ 40	1 枚	
	物 理	41 ～ 48	1 枚	

3. 監督者の指示に従って、選択しない理科科目を含む全解答用紙(5枚)に受験番号と選択科目(理科のみ)を記入せよ。
 - ① 受験番号欄に受験番号を記入せよ。
 - ② 理科は選択科目記入欄に選択する1科目を○印で示せ。

上記①，②の記入がないもの，および理科2科目または理科3科目選択した場合は答案全部を無効とする。
4. 解答はすべて解答用紙の対応する場所に記入せよ。
5. 問題冊子の余白を使って，計算等を行ってもよい。
6. 試験開始後，問題冊子の印刷不鮮明，ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は，手を挙げて監督者に知らせよ。
7. 解答用紙はいずれのページも切り離してはならない。
8. 解答用紙は持ち帰ってはならない。問題冊子は持ち帰ってよい。

英語

I. 次の英文を読んで、設問に答えよ。（*印の語には注がある。）

Does the thought of winning a contest excite you? Do you like to act on the spur of the moment? ⁽¹⁾Maybe you find yourself doing things for no other reason than the fact that they might be fun. I remember going to a party for my husband's company and meeting a couple from Sweden. It was a holiday party and the skiing season had begun. The woman said that she and her husband had been skiing the week before and that she'd signed up for a lesson with the resort coach. When she showed up, he asked her, "What's your goal?" "What do you mean?" "Well, do you want to be able to ski like a pro, or what?" She said, "I told him, 'I just want to have fun. Is there something wrong with that?'" "You Americans," she said to those of us listening to her story, "always having to have some goal."

We all respond to rewards, but what's rewarding for us may differ. My dad, for example, put family events such as attending my son's wedding in order of importance. That's rewarding to him and ⁽²⁾he would risk his health to go after that reward. ⁽³⁾The ski instructor in using the word "goal" was probably conveying the fact that, as an instructor, he was rewarded by helping those who sign up for his coaching to be better skiers. And the wife of my husband's colleague, by her response, suggests that she is rewarded by "having fun," a rather broad idea that means many things to different people. These are all examples of rewards in themselves. They can't be directly observed, but guide our thoughts and behaviors nonetheless. A feeling of peace, perhaps of satisfaction in a marriage or a job, and a sense of accomplishment—these are things we may work for, but that others cannot see. Positive communication can also be rewarding. For example, adolescent *diabetics manage blood sugar levels more effectively when parents praise them for doing so. ⁽⁴⁾This praise makes paying attention to the details of monitoring their levels a more rewarding experience because their parents express appreciation to their children for their effort.

Communication about health often assumes that good health is a reward, in fact, *the* reward. Communicating to us that our risk of getting *diabetes has greatly increased because we're overweight is therefore supposed to motivate us to lose weight and achieve good health as our reward. But the message has to compete with why and when food is rewarding to us. So the reward of *not* getting diabetes has to go up against and win over other reward cues, some of which are quite real and concrete. ⁽⁵⁾Little wonder that so often what seems to be such clear reason to act on behalf of our health isn't sufficient motivation for acting.

(注)

*diabetics 糖尿病患者

*diabetes 糖尿病

設問

1. 下線部(1)を和訳せよ。
2. 下線部(2)の意味を, “that reward”が指すものを明らかにして, 日本語でわかりやすく述べよ。
3. 下線部(3)を和訳せよ。
4. 下線部(4)を和訳せよ。
5. 下線部(5)を和訳せよ。

II. 次の日本語の下線部を英訳せよ。

飽食の時代といわれる現代の日本では, たしかに豊かな食生活を楽しむことができます。しかし, 私たちの食生活は, 物は豊富だが, 栄養のバランスのとれた食事をとっていない, というのが現状です。