

宮崎大学

# 平成23年度入学試験問題

英 語

(後期日程)

医学部医学科

## 注意事項

- 1 試験時間は90分です。
- 2 試験開始の合図があるまで、この問題用紙の中を見てはいけません。
- 3 この問題用紙は表紙を含めて5枚あります。
- 4 この解答用紙は4枚あります。
- 5 答えは、解答用紙に横書きで書きなさい。
- 6 試験中に問題用紙及び解答用紙の印刷不鮮明、ページの落丁・乱丁及び汚れ等に気づいた場合は、手を挙げて監督者に知らせなさい。
- 7 解答用紙4枚すべてに、受験番号を記入しなさい。
- 8 試験終了後、問題用紙は持ち帰りなさい。

宮崎大学

平成23年度個別学力検査問題訂正

教科・科目名	英語（医学部医学科）
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次のとおり問題を訂正してください。

〔後期日程〕

問題訂正

1. 4ページ, 問4

(誤) LaDonna Ledmondが . . . .

(正) LaDonna Redmondが . . . .

2. 4ページ, 問5の選択肢のうちのa), b), c)

(誤) a) Tutors neighborhood kids

b) Holds exhibitions on . . . .

c) Teaches kids about . . . .

(正) a) Tutoring neighborhood kids

b) Holding exhibitions on . . . .

c) Teaching kids about . . . .

1. 次の英文を読んで、下の問に答えなさい。

Over 150 years after the publication of Charles Darwin's *On the Origin of Species by Means of Natural Selection*, a battle continues in the United States over how the origins of life should be taught in American schools. On one side of the debate are scientists and teachers, who accept Darwinism and the Theory of Evolution as scientific fact. On the other side is a group consisting mainly of conservative Christians, who believe human origins can be explained by Creationism or, as they put it, Intelligent Design.

Darwin's Theory of Evolution argues that life on Earth evolved through natural selection, a process through which plants and animals change over long periods of time by adapting to their environments. Historically in the United States, evolution's opponents have tried to have it removed from public school curriculums. Perhaps the most famous example of this was the 1925 *Scopes* "monkey" trial, in which a law in the state of Tennessee that banned the teaching of evolution in public schools was defeated in court. Because of this case and many other cases that followed, it became illegal to try to prevent public schools from teaching about Darwin and evolution.

Generally speaking, opponents of evolution believe in Creationism. That is, they believe that the story of creation told in the Old Testament of The Bible, in which God created space, the stars, the Earth, animals, and humans ("Adam and Eve"), is much like a scientific explanation for the creation of Earth and the development of life. Some Creationists ("creation scientists") have attempted to find scientific evidence to show that the creation story of The Bible is true. Some believers in Creation Science reject not only evolution but also the idea that the universe and the Earth are billions of years old.

Because of laws dealing with the separation of church and state, Creationism and Creation Science are banned from being taught in American public schools, either along with or in place of evolution<sup>(1)</sup>, so opponents of evolution have been forced to change their method of attack. Recently they have suggested Intelligent Design as an alternative to the Theory of Evolution. Intelligent Design argues that life is much too complex to have developed through natural processes alone--some outside force (possibly God) must have been involved in the origin and development of life. People in favor of Intelligent Design argue that, because God is mentioned only as a *possible* "designer," Intelligent Design is non-religious and therefore a reasonable scientific theory. It should be pointed out, however, that supporters of Intelligent Design, like Creationists, reject many commonly accepted scientific concepts—for example, that humans evolved from apes and that the world is billions of years old.

Opponents of evolution also argue that since evolution is a "theory" (that is, not a "fact") it can be looked at critically, and other theories (such as Intelligent Design) should be taught in science classes together with evolution. And it appears, in fact, that the American public itself supports such views. In a 2006 survey, 63 percent of Americans said they believed that humans and other living things have either always existed in their present form or have evolved over time under the guidance of God<sup>(2)</sup>. Only 26 percent believe that life evolved through natural selection alone. And, 64 percent of Americans are in favor of teaching both Intelligent Design and the Theory of Evolution in classrooms.

Most American scientists, however, consider evolution to be a well-established scientific theory for explaining the origins and development of life. They also argue that a "scientific theory" is not like a "guess." Rather, it is an established explanation for things that have been repeatedly observed in tests and experiments. For most scientists, evolution and natural selection are "facts." They reject Creationism as religion, not science, and they say that Intelligent Design is simply an attempt to explain Creationism in scientific terms. For the scientific community, introducing Intelligent Design into classrooms would represent a huge step backwards for education in the United States, and would make the American educational system a joke<sup>(3)</sup>.

Why is it that so many Americans have doubts about something that most in the scientific community accept as a true explanation of the origins and development of life? There is no simple answer to this question, but two things seem clear. Firstly, many Americans believe that Darwin's ideas go against what The Bible has taught them about "creation," and that if evolution is indeed fact, then there cannot be an active and loving God who cares for creation. And secondly, some opponents of evolution have argued that Darwin's ideas are politically and socially dangerous. The idea that stronger

animals are more successful than weaker ones, for example, when applied to humans, has been used to justify serious crimes committed against both individuals and groups of people<sup>(4)</sup>.

Central to this debate is a basic disagreement about what should be taught to children in American schools regarding the origins and development of life. In recent years people on both sides of the debate have been arguing more strongly and more publicly. This argument will not end soon.

*Adapted from THE PEW FORUM ON RELIGION & PUBLIC LIFE Feb.4/2009.*

### Questions:

Q1. Fill in each blank with one word to complete the following paragraph.

Although it has been a) \_\_\_\_\_ than 150 years b) \_\_\_\_\_ the publication of Darwin's *On the Origin of Species by Means of Natural Selection*, there is a debate in the United States over how to c) \_\_\_\_\_ students d) \_\_\_\_\_ the origins and development of life. e) \_\_\_\_\_ to Darwin, living things f) \_\_\_\_\_ to their environments through a process in which they g) \_\_\_\_\_ over long periods of time. The Theory of Evolution is h) \_\_\_\_\_ by most scientists and teachers as scientific fact. Many conservative Christians do not i) \_\_\_\_\_ in evolution and argue in j) \_\_\_\_\_ of Creationism (or Intelligent Design).

Q2. Translate (1), (2) and (4) into Japanese.

Q3. Unscramble the following to make an English sentence that is true according to the article. Answer using a) to j).

- a) offers
- b) explanation
- c) believe
- d) than
- e) that
- f) a better
- g) Creationists
- h) of human origins
- i) Darwin's Theory of Evolution
- j) The Bible

Q4. Which four of the following statements are false according to the article? Answer using a) to h).

- a) Natural selection is a process that causes life to evolve over time.
- b) After the *Scopes* "monkey" trial it became illegal to teach evolution in schools.
- c) According to The Bible, God created the universe and everything in it.
- d) Some "creation scientists" reject not only evolution, but also the idea that the universe and the Earth are billions of years old.
- e) Intelligent Design argues that God could not have designed all living things.
- f) Creationists and people in favor of Intelligent Design share some of the same beliefs.
- g) A majority of the American public do not want Intelligent Design to be taught in schools.
- h) American scientists guess that the Theory of Evolution explains the origins and development of life.

Q5. Explain in Japanese the main difference between Creationism and Intelligent Design.

Q6. Explain (3) in Japanese.

Q7. Explain in Japanese the two reasons given for the American public's doubts about Darwin and the Theory of Evolution.

Q8. Do you think that it would be acceptable to teach Intelligent Design/Creationism in science classes in Japan? Explain your answer in English. (about 100 words)

2. 以下の英文を読んで問に答えなさい。

Imagine not having access to quality food. If you're hungry and there is no grocery store near your home, you have no option but to buy the cheaper and quicker alternatives at a fast food restaurant or a convenience store. This<sup>(1)</sup> is the reality for over 600,000 people in the city of Chicago, according to Mari Gallagher Research and Consulting Group. They live in what is known as a "food desert."

A food desert is defined as a neighborhood, or a group of neighborhoods, without a mainstream grocery store.<sup>(2)</sup> In a 2006 study, Gallagher identified 44 square miles in Chicago that qualify as a food desert, which includes a large part of the far Southside of Chicago affecting a large percentage of the city's African-American population. About 478,000 blacks live in the Chicago food deserts, compared with about 78,000 whites and 57,000 Latinos, according to the research of Gallagher's consulting group.

The study shows that African-Americans must travel the farthest on average to a grocery store. While whites travel an average of 0.39 miles and Latinos an average of 0.36, African Americans travel 0.59 miles to reach a grocery store. African Americans, however, live much closer to fast food restaurants than Whites and Latinos.<sup>(3)</sup>

While it may not seem like a huge difficulty that people have to travel slightly farther to reach a better grocery store, it<sup>(4)</sup> can be next to impossible for some families. About 64,000 households in food deserts lack access to a car, and carrying bags on a public bus or train can be too much of a problem for the elderly, those with disabilities, and children. Over 100,000 of the inhabitants of food deserts are single mothers. Choosing to shop at the corner store is the easiest, fastest, and cheapest option for most people living in these areas.

LaDonna Redmond, of Chicago's West Englewood neighborhood, decided to take action when her son was diagnosed with severe food allergies ten years ago. "It was pretty difficult. I had to travel around to figure out where to get food," in addition to figuring out what kind of food to feed him, she said. She has recently decided to open her own grocery store in her Southside neighborhood to help other people in need.

Some of the findings in the Gallagher research are surprising: 10 out of every 1000 living in a food desert die from cancer compared to fewer than 7 living in neighborhoods with better quality food. Also, 11 out of 1000 people living in food deserts die from heart disease compared with fewer than 6 in other neighborhoods. One of the most disturbing findings of this study is the fact that one-third of Chicago's food desert inhabitants are children. Despite the negative outcomes, some people are trying to improve food options in these neighborhoods.

"Denial of safe, healthy food, mainly in large areas of Chicago's Southside and Westside neighborhoods, leads to these outcomes. Children in particular suffer the consequences of being deprived access to good food because their bodies and brains are still in development.<sup>(5)</sup>" says David Meyers of the Chicory Center. "The Chicory Center participates in the movement to challenge this reality by partnering with organizations with deep Southside roots."

Various groups, such as God's Gang, are attempting to stop the spread of food deserts throughout Chicago. God's Gang is a volunteer-run organization that tutors neighborhood kids, holds exhibitions on Black history, and teaches kids about food and agriculture through farming, raising animals, and urban gardening, according to AreaChicago.org.

Another reason for hope: food deserts appear to be slowly shrinking. In 2006, 632,974 Chicagoans were living in food deserts. In 2008, 23,940 fewer Chicagoans were living in the deserts. This may be due to efforts to open new grocery stores in some areas. Meyers says that the decreasing numbers are a good sign.

Although the improvement is "probably minimal at this point," he said, organizations like Chicory Center are bringing greater awareness to the issue of food deserts. Eventually more people will want to take part in helping to solve the problem.

(PBS NEWSHOUR Dec.17/2009から抜粋改変)

問1. 下線部(1), (4)の指す内容を日本語で書きなさい。

問2. 下線部(2), (3), (5)を日本語に訳しなさい。

問3. 本文中のデータに基づいて以下の 1)~4)に答えなさい。

- 1) シカゴの food desert 住人 (2006 年)のうちガンにかかった人数はおよそ何人か、以下の a)~e)から選び記号で答えなさい。  
a) 約 4,200 人    b) 約 6,000 人    c) 約 6,300 人    d) 約 7,000 人    e) 約 7,300 人
- 2) シカゴの food desert 住人 (2006 年)のうち心臓病にかかった人数はおよそ何人か、以下の a)~e)から選び記号で答えなさい。  
a) 約 3,790 人    b) 約 3,850 人    c) 約 6,000 人    d) 約 6,960 人    e) 約 7,200 人
- 3) シカゴの food desert 住人 (2006 年)のうち子供の人数はおよそ何人か、以下の a)~e)から選び記号で答えなさい。  
a) 約 200,000 人    b) 約 195,000 人    c) 約 211,000 人    d) 約 192,000 人    e) 約 204,000 人
- 4) 2006 年から 2 年後、food desert 住人は約何パーセント増加または減少したか。小数点以下 2 桁までのパーセントを答えなさい。解答は「~%増加」または「~%減少」で書きなさい。

問4. LaDonna Ledmond が行動を起こしたきっかけと、最近彼女が何を始めようと決心したか。日本語で説明しなさい。

問5. 以下の a)~e)にある God's Gang の活動のうち一つを取り上げその記号を書き、それが food desert の住人にもたらすと思われる影響や変化について 100 語以内の英語であなたの考えを書きなさい。

- a) Tutors neighborhood kids
- b) Holds exhibitions on Black history
- c) Teaches kids about agriculture and food through farming
- d) Raising animals
- e) Urban gardening