

福島県立医科大学

平成 23 年 度
医学部前期入学試験問題

英 語

(時間：100 分)

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 試験中に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付いた場合は、手を挙げて監督者に知らせなさい。
- 3 解答は、すべて解答用紙の所定の欄に記入しなさい。
- 4 試験終了後、解答用紙のみを回収します。

[1] 次の文章を読み、問いに答えよ。[*印の付いた語句には註あり。]

*Baby boomers have ushered in most every major trend over the past 50 years. But it was their grandparents who initiated the most radical *demographic change of the past half-century — a dramatic decline in death rates at older ages. In fact, about the time boomers were burning *draft cards, their elders quietly began the most radical demographic change. By 1990 there were more than 1.5 million Americans age 85 and over who wouldn't have been alive if death rates had stayed at the 1960 level.

Estimating this trend, demographer James Vaupel has made a bold prediction: Half of the girls and a third of the boys recently born in the developed world will live to be 100. Vaupel similarly expects millions of children born around the 1950s to defy federal population forecasts and make good on their favorite slogan, *"Hell no, we won't go!"— he has projected there could be nearly 37 million boomers age 85 and over by 2050, more than twice the government's best guess. That would mean a much higher proportion of senior citizens nationwide than Florida has today.

Vaupel is no shallow visionary. A few years ago many of his colleagues scorned him when he challenged a principle about aging. It holds that death rates rise with age in adult animals, including humans — the older you are, the theory goes, the more likely you are to die. Aided by other researchers, he collected data on everything from Swedish women to flies to show it isn't so; for good measure, he threw in supporting data on the death rates of old cars. The team demonstrated that mortality can stay at a particular level and, strangely, even (A) among the very old.

Some of the causes are obvious, such as the averting of millions of fatal heart attacks by blood-pressure drugs widely used since the 1960s. But many experts on aging feel that such well-known factors can't explain the trend's surprising speed and breadth.

As an explanation, some demographers theorize that deep, little-understood changes are happening that will help sustain the trend for decades. Vaupel has proposed that the aging process may actually slow down in very old people. That particular idea remains highly controversial. But Vaupel's confident and hopeful view that longevity gains will continue is widely shared. Indeed, many demographers are now more optimistic than *the Social Security Administration, which projects that the (B) in old-age death rates will slow to a crawl early in the next century.

For most of this century death rates and the prevalence of chronic diseases among the elderly have dropped at the same time. But "we're balanced on a razor's edge," says Eric Stallard, a demographer. If medical advances make mortality fall faster than disease, we'll end up spending costly extra years in nursing homes. Or worse: "We may face the gruesome prospect of poor, disabled, homeless older Americans living out the end of their lives on city streets and in parks," warns Edward L. Schneider, dean of gerontology at the University of South Carolina.

(David Stipp, "Hell No, We Won't Go," *Fortune*, July 19, 1999, modified)

註 baby boomer: ベビーブーム(1940年代中頃～1960年代中頃)に生まれた人

demographic: 人口統計学的な

draft card: 徴兵カード

"Hell no, we won't go": ベトナム戦争に加担することを拒否する意思を表明したスローガン

the Social Security Administration: 社会保障局(アメリカ連邦政府の機関)

問 1 下線部(1)と(2)を日本語に訳せ。人名は英語のままを書くこと。

問 2 下線部(3)～(5)が示す内容を本文に即して日本語で説明せよ。人名は英語のままを書くこと。

問 3 (A) と (B) の各部分に入る最も適切な 1 語をそれぞれ本文中から選び、書け。

[2] 次の文章を読み、(1)～(10)の部分に入る最も適切な語句をそれぞれ下のア～エのうちから1つずつ選び、記号で答えよ。[*印の付いた語句には註あり。]

Most people assume that their memories accurately capture what happened in the past and that these memories are permanent. Unfortunately, memories do change over time. They are not an (1) record of the past, as though a video of an event had been saved on a mental hard disk. Rather, memories are reconstructed, and their reconstruction is influenced by (2) attitudes, beliefs, and available information. This reconstructive nature of the past means that how we think and feel today influences how we remember yesterday. Even such subtle influences as the way in which we are asked about the past can dramatically influence our memory of “what (3) happened.”

In a famous study that showed the reconstructive nature of memory by Elizabeth Loftus, two groups of participants were shown a videotape of an accident involving two cars. The researchers then changed one thing—the (4) that was used to ask each group how fast the cars were traveling when they collided. One group was asked, “How fast were the cars going when they *smashed into* each other?” This group reported that the cars were going about forty-one miles per hour, on average. Those in the second group were asked, “How fast were the cars going when they *contacted* each other?” The people in this group, who had seen the (5) scene as those in group one, reported that the cars were going only about thirty-two miles per hour, on average. Participants were then asked whether they remembered seeing broken glass after the collision. (6) the fact that there was no broken glass, three times as many participants in the “smashed” group than in the “contacted” group reported seeing the nonexistent broken glass.

Clearly, the participants in this study had not stored a videolike memory of the accident that they could play back at will. They had stored a (7) impression of the accident and, when asked to recall specifics, filled in details based on information available to them (8). For example, participants in the “smashed” group reconstructed their memory so that it was consistent with a more violent collision, with the cars going faster and the broken glass that often results from such a collision. In (9), participants in the “contacted” group remembered the cars going more slowly and, consistent with the slower speed, no broken glass that would (10) a more violent crash. Such *leading questions are used every day by skillful trial lawyers.

(Philip Zimbardo and John Boyd, *The Time Paradox*, modified)

註 leading question: 誘導尋問

- | | | | | | | | |
|-------|---|--------|--|-------|--|-------|--|
| (1) { | ア. individual
イ. objective
ウ. impressive
エ. official | (2) { | ア. current
イ. critical
ウ. positive
エ. traditional | (3) { | ア. commonly
イ. really
ウ. just
エ. rarely | (4) { | ア. programming
イ. matching
ウ. wording
エ. modeling |
| (5) { | ア. familiar
イ. vague
ウ. changing
エ. same | (6) { | ア. Apart from
イ. Given
ウ. Despite
エ. Owing to | (7) { | ア. deep
イ. clear
ウ. rough
エ. negative | (8) { | ア. in the present
イ. at the best
ウ. at any time
エ. in advance |
| (9) { | ア. contrast
イ. addition
ウ. brief
エ. any case | (10) { | ア. avoid
イ. overlook
ウ. cause
エ. accompany | | | | |

[3] 次の文章を読み、問いに答えよ。〔*印の付いた語句には註あり。〕

Everyone “knows” that families make children what they are. The belief that experiences shape personality is an extremely strong one, with a foundation in “common sense” as well as in theoretical emphases left from decades ago. For many years, popular ideas derived from *psychoanalytic theory have stressed the effects that parents have on their children’s emotional development. Studies of parenting “styles” have emphasized behavioral differences among children who were brought up in different ways.

However, recent research showed that variation among personalities within families is greater than variation between families. This means that personality differences among children of the same family can be very high — actually greater than differences among children of different families. Although these facts do not indicate that family experiences have no effect on personality, they certainly suggest that cause and effect are quite complicated.

An important point to (A) in mind is that children in a family have many *nonshared* experiences as well as some shared ones. Shared experiences are usually factors such as the house the family lives in or the educational level of the parents. Nonshared experiences (B) gender differences, differences in school or athletic success, and the consequences of being a younger or an older child, to name a few. Nonshared experiences may have stronger influences on personality development than do shared experiences within the family, and they may occur outside the family as well as at home. Some nonshared experiences, such as those related to gender, can determine other important experiences, especially within traditional societies. For instance, in some cultures, boys may have more personal freedom than girls do and less anxiety about the implications of others’ behavior toward them. Nonshared experiences can begin within the family but can also connect with or cause individual experiences in school and in the community.

Personality development is also influenced by a factor that is present so soon after birth that it is thought to be innate, not learned. This factor, temperament, involves an individual’s constitutional or biological tendencies to respond to the world in certain ways. Temperamental characteristics remain fairly consistent from birth through childhood and *adolescence and appear to (C) a major role in the determination of behavior patterns.

Of course, 12-year-old children will not behave in exactly the same way they did when they were 12 months old, and the concept of temperament does not suggest that they do. However, temperamental aspects of personality involve similar patterns in the context of different ages and stages of development. For example, 12-month-old infants who show a temperamental pattern of withdrawal from new situations may scream with fear when approached by a friendly stranger. As 12-year-olds, these same children may not scream but perhaps may appear unhappy and unfriendly when they are introduced to a new neighbor.

Various ways of assessing temperament offer some understanding of innate personality differences that seem to exist independent of experiences. The fact of early and persistent individual differences suggests strongly that _____.

(Jean Mercer, *Child Development*, modified)

註 psychoanalytic theory: 精神分析理論

adolescence: 青春期

問 1 下線部(1)のようになる原因を本文に即して日本語で説明せよ。

問 2 (A)～(C)の部分に入る最も適切な語をそれぞれ下のア～エのうちから1つずつ選び、記号で答えよ。

- | | | | | | |
|-----|---|-----|--|-----|--|
| (A) | {
ア. catch
イ. keep
ウ. make
エ. prove | (B) | {
ア. compare
イ. examine
ウ. involve
エ. need | (C) | {
ア. adopt
イ. change
ウ. ignore
エ. play |
|-----|---|-----|--|-----|--|

問 3 下線部(2)と(3)を日本語に訳せ。

問 4 下線部(4)が示す内容を本文に即して日本語で答えよ。

問 5 下線部(5)は具体的にどのようなものかを本文に即して日本語で説明せよ。

問 6 下線部(6)に入るべき最も適切な内容のものを下のア～オのうちから1つ選び、記号で答えよ。

ア. the interaction between temperament and experiences forms the basis for later personality

イ. experience is only one of many factors that determine later personality

ウ. experience mainly contributes to the shaping of later personal characteristics

エ. different temperaments depend on the different experiences and related factors

オ. experience determines the relationship between temperament and personal characteristics

[4] (1)～(4)の文を英語に訳せ。

(1) 文科系の学問と理科系の学問は異なるという意見もあれば、根本では同じだという意見もある。

(2) コンピュータ・リテラシーとは、十分な知識と技術でコンピュータを操作できる能力のことをいう。

(3) 英語のパラグラフでは、パラグラフのトピックと直接関係のない文を含むものは、規準から外れたパラグラフとみなされる。

(4) アメリカでは、4年間の大学教育を受けた後、初めて医師になるための専門的な教育を受けるのが一般的である。