

福島県立医科大学

平成24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。]

If you grew up female in America, you heard this: Sports are unfeminine. And this: Girls who play sports are *tomboys. You got this message: Real women don't spend their free time sliding feet-first into home plate or *smacking their fists into gloves.

So you didn't play or you did play and either way you didn't quite fit. You didn't fit in your body — didn't learn to live there, breathe there, feel dynamic and capable. Or maybe you fell madly, passionately in love with sports but didn't quite fit in society, never saw yourself — basketball player, cyclist, golfer — reflected in movies, billboards, magazines.

Or you took a middle ground, ⁽¹⁾shying away at first but then later sprinting toward aerobics and weight lifting and in-line skating, relishing your increasing endurance and grace and strength. Even then, though, you sensed that something was wrong: all the ads and articles seemed to focus on weight loss and beauty. While those may have inspired you to get fit in the first place, there are more important things, you now know, than how you looked. ⁽²⁾No one seemed to be talking about pride, pleasure, power, possibility.

If you grew up male in America, you heard this: Boys who don't play sports are *sissies or homosexuals. And this: Don't throw like a girl. You got this message: Sports are a male *initiation rite, as fundamental and natural as shaving and deep voices — a prerequisite, somehow, to becoming an American man. So you played football or soccer or baseball and felt competent, strong, and bonded with your male buddies. Or you didn't play and risked ridicule. ⁽³⁾

Whether we were inspired by *Babe Ruth or *Babe Didrikson or neither, and whether we played kickball with our brothers or sisters or both, all of us, female and male, learned to associate sports *prowess and sports privilege with masculinity. Even if the best athlete in the neighborhood was a girl, we learned from newspapers, television, and from our own parents' prejudices that batting, catching, throwing, and jumping are not neutral, human activities, but somehow more naturally a male domain. Gradually our culture's reverence for men's professional sports and its silence about women's athletic accomplishments shaped, defined, and limited how we felt about ourselves as women and men. ⁽⁴⁾

You may have noticed that boys are no longer the only ones shooting baskets in public parks. One girl often joins the boys now, her hair dark with sweat, her body alert as a squirrel's. Maybe they don't pass her the ball. Maybe she grabs it anyway, squeezes mightily through the barricade of bodies, leaps skyward, feet flying.

Or she teams with other girls. Gyms fill these days with the noisy sounds of women hard at play: basketballs seized by *calloused hands, sneakers squealing like shocked mice. The players' high, urgent voices resonate, too — "Here!" "Go!" — and right then nothing exists for them except the ball, the shifting *constellation of women, the chance to be fluid, smooth, alive.

What does this mean? What does it mean that everywhere, women are running, shooting baskets, getting sweaty and exhausted and *euphoric? What changes when a woman becomes an athlete?

Everything.

On playing fields and in gyms across America, women are engaged in a contest with higher stakes than trophies or ribbons or even prize money. ⁽⁵⁾ Through women's play, they are deciding who American women will be. Not just what games they will play, but what role they will play in this still-young nation. Not only what their bodies will look like, but what their bodies can do.

(Mariah B. Nelson, "We Don't Like Football, Do We?" modified)

註 tomboy: おてんば娘 smack: ピシヤリと音をたてる

sissy: よわむし initiation rite: 加入儀式

Babe Ruth: 20世紀前半, 大リーグで活躍したプロ野球選手の愛称。

Babe Didrikson: 20世紀前半, アメリカの陸上競技, ゴルフなどで活躍した女性選手の愛称。

prowess: 勇気 calloused: たこ〔まめ〕のできた

constellation: 群れ euphoric: 高揚した

問 1 下線部(1)と(3)が示す内容を本文に即して日本語で説明せよ。

問 2 下線部(2), (4), (5)を日本語に訳せ。

問 3 この文章の作者の、アメリカ女性に対しての基本的態度を最も適切に表している文を下のア～エのうちから選び、記号で答えよ。

ア. スポーツでは女性と男性は平等であったし、これからも女性は男性と対等であるべきである。

イ. スポーツに女性向き男性向きがあるように、実社会でも女性と男性はそれぞれの役割を果たすべきである。

ウ. スポーツに多くの女性が参加し、国の将来を男性と共に担うべきである。

エ. スポーツにおいても、女性は美を追求するべきである。

[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右のア～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。]

Information tools, such as the personal computer and the Internet, are increasingly critical to economic success and personal advancement. "Falling Through the Net: Defining the Digital Divide" finds that more Americans than ever have access to telephones, computers, and the Internet. At the same time, however, there is still a significant "digital divide" separating American information "haves" and "have nots." Indeed, in many instances, the digital divide has (1).

The good news is that Americans are more (2) than ever before. Access to computers and the Internet has soared for people in all *demographic groups and geographic locations. At the end of 1998, over 40 percent of American households owned computers, and one-quarter of all households had Internet access. Additionally, those who were less likely to have telephones are now more likely to have phones at home.

(3) this good news, however, is the persistence of the digital divide between the information rich (such as Whites, Asians/Pacific Islanders, those with higher incomes, those more educated, and dual-parent households) and the information poor (such as those who are younger, those with lower incomes and education levels, certain minorities, and those in rural areas or central cities). The 1998 data reveal significant disparities, including the following:

- Urban households with incomes of \$75,000 and higher are more than twenty times more likely to have access to the Internet than those at the lowest income levels, and more than nine times as likely to have a computer at home.
- Whites are more likely to have access to the Internet from home than Blacks or Hispanics have from any location.
- Black and Hispanic households are approximately one-third as likely to have home Internet access as households of Asian/Pacific Islander descent, and roughly two-fifths as likely as White households.
- (4) income level, Americans living in rural areas are (5) in Internet access. Indeed, at the lowest income levels, those in urban areas are more than twice as likely to have Internet access than those earning the same income in rural areas.

For many groups, the digital divide has widened as the information "haves" (6) the "have nots" in gaining access to electronic resources. The following gaps with regard to home Internet access are representative:

- The gaps between White and Hispanic households, and between White and Black households, are now more than five percentage points larger than they were in 1997.
- The digital divides based on education and income level have also (7) in the last year alone. Between 1997 and 1998, the divide between those at the highest and lowest education levels increased 25 percent, and the divide between those at the highest and lowest income levels (8) 29 percent.

Nevertheless, the news is not all (9). For Americans with incomes of \$75,000 and higher, the divide between Whites and Blacks has actually (10) considerably in the last year. This finding suggests that the most affluent American families, irrespective of race, are connecting to the Net.

(U.S. Department of Commerce, "Falling Through the Net: Defining the Digital Divide," modified)

註 demographic: 人口統計学の

- (1) {
 ア. decreased
 イ. widened
 ウ. disappeared
 エ. continued
- (2) {
 ア. wealthy
 イ. global
 ウ. informative
 エ. connected
- (3) {
 ア. Owing to
 イ. Instead of
 ウ. Accompanying
 エ. Underlying
- (4) {
 ア. Regardless of
 イ. According to
 ウ. Following
 エ. On account of
- (5) {
 ア. improving
 イ. lagging behind
 ウ. approaching
 エ. stable
- (6) {
 ア. control
 イ. expand
 ウ. exceed
 エ. thrive
- (7) {
 ア. continued
 イ. increased
 ウ. surpassed
 エ. existed
- (8) {
 ア. grew
 イ. narrowed
 ウ. continued
 エ. stayed
- (9) {
 ア. encouraging
 イ. discouraged
 ウ. irrelevant
 エ. discouraging
- (10) {
 ア. narrowed
 イ. widened
 ウ. continued
 エ. disappointed

[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。]

For thousands of years, children could reliably expect to have certain experiences. Infants would hear their parents and other adults talking. Babies would see objects, some of them colored, some of them moving. Food would be obtained from nearby land. The sun would bring light when it rose and leave darkness behind when it set. Our brains evolved to make the most of these situations.

(A) But times have changed. Since the invention of agriculture, and especially since industrialization, the environment has changed substantially and in many cases has come under our (a), making some of these realities a lot less reliable. What happens when experiences necessary to our development are hard to find? Artificial light is much less bright than sunlight and seems to interfere with the normal matching of lens power to eye size through experience. Grocery stores are full of processed food, which lacks fiber, nutrients, and variety compared to our ancestral diet. Our brains have evolved to seek out sugar and fat because such foods were rare treats during our evolution, but now they are readily available. These dietary changes may (b) to the rise in fatness and some types of cancer.

These examples illustrate a fundamental conceptual problem with trying to separate the effects of genes from the effects of the environment: the two influences are inextricably linked. Evolution has selected genes that produced an adaptive outcome in our ancestral environment, but these genes may not interact as effectively with our current environment.

That doesn't mean that there's anything wrong with the modern world, nor that there's anything wrong with our genes; it's just that they don't play nicely together in some cases. For instance, type 2 *diabetes, which is linked to a variety of lifestyle risk factors, is also highly (c). This may seem less confusing if you think of genes and environment as having a conversation about how growth should proceed. In this framework, particular genes and certain environmental conditions can easily interact to produce an unfavorable outcome that would not have resulted from variations in either the genes or the environmental conditions alone.

(Sandra Aamodt and Sam Wang, *Welcome to Your Child's Brain*, modified)

註 diabetes: 糖尿病

問 1 下線部(A)~(C)が表す内容として最も適切なものをそれぞれ下のア~エのうちから1つずつ選び、記号で答えよ。

- | | | | |
|-----|--|-----|---|
| (A) | {
ア. create from nothing
イ. change completely
ウ. use quite effectively
エ. overcome with great effort | (B) | {
ア. something very enjoyable
イ. something difficult to get
ウ. something good for the health
エ. something very nutritious |
| (C) | {
ア. automatically
イ. obviously
ウ. closely
エ. actually | | |

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. agreement
イ. control
ウ. guidance
エ. policy | (b) | {
ア. adjust
イ. resort
ウ. contribute
エ. respond | (c) | {
ア. treatable
イ. hereditary
ウ. prevalent
エ. selective |
|-----|---|-----|--|-----|--|

問 3 下線部(1), (5), (6)を日本語に訳せ。下線部(5)中の they に関しては, 示す内容を明示すること。

問 4 下線部(2)と(3)が示す具体的内容を本文に即して日本語で述べよ。

問 5 下線部(4)に関して, 左の英文の筆者は下に示すように文の後半(波線部分)を省略している。本文に即してこの部分に入る適切な英語を考えて書け。なお, 解答欄には省略されている部分だけ書けば良い。

these genes may not interact as effectively with our current environment ~~~~~

[4] (1)~(4)の文を英語に訳せ。

- (1) 今年の冬は例年になく雪が多い。こんな大雪になったのは15年ぶりらしい。
- (2) すべての物質は, その特徴に基づいて, 固体, 液体, 気体の3つに大きく分類される。
- (3) 周囲の気温の変化にかかわらず, 私たちの体温は基本的に一定に保たれる。
- (4) 動物と病気の間での戦いが何億年にもわたって続き, その結果として目や脳と同じぐらい繊細で精巧な防御機構が動物の体に備わった。