

平成 23 年度 金沢医科大学医学部入学試験問題
一般入学試験（英語）

1 第一強勢のある母音の発音が冒頭の語と同じ語を、それぞれ①～⑤から1つ選びなさい。

- 1 investigate ① adjective ② ingredient ③ inevitable ④ phenomenon ⑤ industry
2 acquaintance ① vague ② gradual ③ accurate ④ superior ⑤ inquire

2 次の会話文の 3, 4 に入る最も適切な英文を、それぞれ①～④から1つ選びなさい。

(1) Jane: Hi Katy. I'm really sorry but I have to call off our meeting.

Katy: What do you mean?

Jane: 3

Katy: You'd better start figuring out how to manage your schedule more efficiently.

- ① I don't really know why. Would you mind telling me the reason?
② That's exactly what I've been trying to show you.
③ I have to hand in my report tomorrow and I haven't started it yet.
④ Mr. Lee visited us yesterday to help us solve that problem.

(2) Greg: Mr. Smith was supposed to call me at three and now it's almost four!

Dave: If you were expecting a call, you should have told me.

Greg: 4

Dave: Well, I'm sorry, but please tell me the next time you're expecting a call.

- ① I had no idea you'd be on the phone so long.
② Didn't you say you were going to take a look at it?
③ Right. He just left to get a new telephone.
④ That's a good idea! Let's give him a call.

3 次の英文の 5 ~ 8 に入る最も適切な語句を、それぞれ①～⑤から1つ選びなさい。

(1) A number of new, innovative theories 5 proposed at this conference.

- ① have ② has ③ have been ④ has been ⑤ was

(2) A: The biology professor told us to bring thick gloves when we come to the lab today.

B: Oh, no.... Didn't she 6 all the snakes last month?

- ① run away ② run out with ③ ran out of ④ get rid of ⑤ get out of

(3) The doctor recommended that he 7 anything heavy until the back pain goes away.

- ① lifts not ② not lift ③ won't lift ④ not lifting ⑤ wasn't lifting

(4) A: Are you doing anything this weekend?

B: Not really. I was going to visit my cousin in Nara, but had second 8 because I realized I had an important meeting early Monday morning.

- ① ideas ② calls ③ thoughts ④ opinions ⑤ decisions

4 次の英文を読み、問いに答えなさい。

Some time in the next few days you are going to pick up your newspaper and see a headline like "Major Advance in Stem Cells Reported" or "New Theory of Global Warming Proposed." The stories following these headlines will be important. (ア) They will deal with issues that directly affect your life—issues about which you, as a citizen, will have to form an opinion about if you are to take part in your country's political discussions. More than ever before, scientific and technological issues (A) dominate, from global climate change, to the teaching of evolution, to the

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perceived gradual decline of competitiveness of your own country. Being able to understand these debates is becoming as important to you as being able to read. You must be scientifically literate*.

In spite of decades of well-meaning efforts, scientists and educators have failed to provide many people with the (B) fundamental background knowledge we all need to cope with the complex scientific and technological world of today and tomorrow. The aim of this book is to allow you to acquire that background—to fill in whatever blanks may have been left by your formal education. Our aim is to give you the information you need to become scientifically literate.

What is scientific literacy? For us, scientific literacy constitutes the knowledge you need to understand public issues. It is a mix of facts, vocabulary, concepts, history, and philosophy. It is not the specialized stuff of the experts, but the more general, less (C) precise knowledge used in political discussion. If you understand the news of the day as (イ) it relates to science, if you can take articles with headlines about stem cell research and the greenhouse effect and put them in a meaningful context—in short, if you can treat news about science in the same way that you treat everything else that comes over your horizon, then as far as we are concerned you are scientifically literate.

This definition of scientific literacy is going to seem rather minimal, perhaps even totally inadequate*, to some scholars. We feel very strongly (ウ) that those who insist that everyone must understand science at a deep level are confusing two important but separate aspects of scientific knowledge. The fact of the matter is that *doing* science is clearly distinct from *using* science; scientific literacy concerns only the latter.

There is no need for the average citizen to be able to do what scientists do. You don't have to know how to design a microchip or sequence a section of DNA to understand the daily news, any more than you have to be able to design an airplane in order to understand how it can fly.

But the fact that you don't have to know how to design an airplane doesn't change the fact that you live in a world where airplanes exist, and your world is different because of them. In the same way, advances in fields like nanotechnology and bioengineering will affect your life in many ways, and you need to have enough background knowledge to understand how these changes are likely to occur and what their consequences are likely to be for you and your children. You must be able to put new advances into a context that will allow you to take part in the national debate about them.

注： literate = (well) educated, well informed or knowledgeable; inadequate = not enough, not good enough

(1) 下線部 (A) ~ (C) に意味の上で最も近い語句を、それぞれ①~⑤から 1 つ選びなさい。

- | | | | | | |
|----|----------------|--------------|--------------------|-----------------|--------------------|
| 9 | (A) ① prevail | ② consult | ③ become difficult | ④ turn over | ⑤ turn out |
| 10 | (B) ① specific | ② financial | ③ core | ④ psychological | ⑤ very interesting |
| 11 | (C) ① precious | ② collective | ③ dismissed | ④ progressive | ⑤ exact |

(2) 下線部 (ア), (イ) が指している語句を、それぞれ①~⑤から 1 つ選びなさい。

- | | | | | | |
|----|------------------|--------------|--------------|-----------|-------------|
| 12 | (ア) ① newspapers | ② stem cells | ③ theories | ④ stories | ⑤ headlines |
| 13 | (イ) ① stuff | ② knowledge | ③ discussion | ④ news | ⑤ day |

(3) 下線部 (ウ) の that 節の中の主語に対応する動詞を①~⑤から選びなさい。 14

- ① insist ② must understand ③ are confusing ④ separate ⑤ aspects

(4) 本文の内容と合う英文を①~⑧から 2 つ選びなさい。 15

- ① Only scientists should understand things like evolution and global warming.
- ② Scientific literacy is connected with *using* science, not *doing* science.
- ③ To be scientifically literate is not as important as some scholars in the past used to think.
- ④ Non-scientific people mustn't try to understand how to design an airplane because it could be dangerous to know how it flies.
- ⑤ This passage was probably written to directly warn people of the dangers of future natural disasters.
- ⑥ Facts, vocabulary, concepts and history are often all mixed together and are very confusing.
- ⑦ To be able to put new advances in context, we need to have some background knowledge about them.
- ⑧ Existing school education has been quite sufficient in helping us build our own opinions on current scientific issues.

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5 次の英文を読み、問いに答えなさい。

Although summary writing may be the simplest response to reading, preparing a good summary is not always as easy as it sounds. Since summarizing requires condensing a work into a briefer restatement of the main points, there is always the risk, if we do not read carefully, [16] we will overlook some main ideas and give too much attention to a minor point or example. Most students will have occasion to write summaries in at least one of the following situations:

1. To demonstrate that assigned material has been read and understood (A).
2. To complete a test question (B).
3. To have a record of [17] you have read for future study or research, or to prepare for class discussion.
4. To reproduce the main ideas of a work that you will also examine in some other way, such as in a book review.

For [18] of these purposes, you need a *summary*, a *brief statement that accurately reproduces, in your own words, the main points of a work, a statement that does not misrepresent or change the writer's ideas in any way.* If you are summarizing a writer's ideas in an argument, before proceeding to challenge them, fairness requires that you first represent the writer's position accurately. If your instructor assigns a summary of course readings, not an evaluation*, then [19] sure to watch your word choice as you restate each author's ideas (C). A good summary is a mark of your grip on the main ideas. To prepare good summaries, follow these guidelines:

Guidelines for Writing Summaries

- i) Write in a direct, objective style using your own words. Use few, if any, direct quotations*, probably none in a one-paragraph summary.
- ii) Begin with the writer's thesis and then provide other key points. Show the reader [20] the main ideas connect and relate to one another.
- iii) Do not include specific examples, illustrations, [21] background sections.
- iv) Combine main ideas into fewer sentences than were used in the original.
- v) Select precise, accurate verbs to show the author's relationship to ideas (D). Do not use vague verbs that provide only a list of ideas.
- vi) Do not make any judgments about the writer's style or ideas. Do not comment on your personal reaction to the piece you are summarizing.

注: evaluation 評価; quotation 引用

(1) 文章中の [16] ~ [21] に入る最も適切な語を、それぞれ①~⑩から1つ選びなさい。ただし、同じ語は2度使えません。

- ① be ② which ③ nor ④ what ⑤ each
⑥ both ⑦ or ⑧ one ⑨ how ⑩ that

(2) 文章中の空欄 (A) ~ (D) にはア~エの文が入る。最も適切な順番を、①~⑥から1つ選びなさい。 [22]

- ア. For example, avoid such judging words as "Jones then proceeds to develop the silly idea that..."
イ. "List the four chief causes of the Civil War" requires a summary of a textbook chapter or lecture notes
ウ. Korda asserts, Korda argues, Korda believes
エ. "Prepare and hand in a 100-word summary of each article on the reading list"

- ① アーウーイーエ ② イーエーアーウ ③ ウーアーエーイ
④ イーエーウーア ⑤ エーイーウーア ⑥ エーイーアーウ

(3) Complete the following sentence by choosing the most appropriate ending from ①~⑥. [23]

If you are writing a summary whose length is just one paragraph,

- ① you are most likely writing it for class discussion.
- ② the risk of missing the main points drastically increases.
- ③ you shouldn't use any direct quotations in it.

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- ④ be sure to include at least one specific example.
- ⑤ do not hesitate to add a personal opinion at the end.
- ⑥ make sure to include all the original sentences that describe the main ideas.

6 次の英文を読み、問いに答えなさい。

From birth, children are exposed to a variety of noises in their environment. Before they can begin to acquire language, they must first separate non-speech noises [24] speech sounds. The basics of this ability seem to be present at birth, since even newborns respond differently to human voices than to other sounds. Within two months of birth, infants can even recognize their mother's voice.

From about one month, children exhibit the ability to distinguish among certain speech sounds. In one experiment, infants were presented with a series of identical syllables* consisting of the string [ba]. These were followed by an incident of the syllable [pa]. A change in the children's sucking* rate (the normal reaction to a new stimulus*) indicated that they [25] the difference between the two syllables and, therefore, were able to distinguish between [p] and [b].

[26] this early sensitivity to distinctions among speech sounds, the ability to distinguish between meaningful words is not yet present. The appearance of this ability has been examined in a task in which children are presented with two toy animals named *bok* and *pok* and are asked to respond to sentences such as *Show me pok*. To respond correctly, children must not only hear the difference between [p] and [b] but also recognize that this difference is significant—that it is used to distinguish between words in their language. Children under eighteen months have [27] success in this type of task.

Even before children master the sound contrasts of their language, they begin to develop the movements of their speech organs such as tongue and lips that are needed to produce these distinctions in speech. The appearance of pronunciation skills begins around three or four months of age, when children start to produce babbling* sounds. (ア)【There are [28] [29] language communities.】Such characteristics across different languages suggest that early babbling is independent of the particular language to which children are exposed. In fact, even deaf children babble, although their sound production activity is somewhat less varied than that of hearing children. Moreover, it is known that children who for medical reasons are unable to babble can later develop normal pronunciation. (イ)【All this [30] [31] acquisition process.】

注： syllable(s) 音節； suck(ing) (指などを)しゃぶる, 吸う； stimulus 刺激； babbling (特に幼児の)片言(の)

(1) 文章中の [24] ~ [27] に入る最も適切な語句を、それぞれ①~⑤から 1 つ選びなさい。

- | | | | | | |
|------|-------------|--------------|------------|-------------------|-------------|
| [24] | ① with | ② from | ③ off | ④ over | ⑤ than |
| [25] | ① perceived | ② overlooked | ③ declared | ④ achieved | ⑤ conducted |
| [26] | ① In spite | ② Although | ③ Unless | ④ On the contrary | ⑤ Despite |
| [27] | ① little | ② a little | ③ few | ④ a few | ⑤ much |

(2) (ア) の文の空欄に入る①~⑥の語句を並べかえて文を完成させ、[28], [29] に入る語句を番号で答えなさい。

- ① different ② children ③ similar characteristics ④ from ⑤ produced by ⑥ in the babbling

(3) (イ) の文の空欄に入る①~⑥の語句を並べかえて文を完成させ、[30], [31] に入る語句を番号で答えなさい。

- ① not actually ② the language ③ precedes but is ④ suggests that ⑤ babbling ⑥ part of

(4) 本文の内容と合わない英文を①~⑦から 1 つ選びなさい。 [32]

- ① We humans are born with some ability to distinguish sounds.
- ② The results of one experiment suggested that even infants were able to distinguish between [p] and [b].
- ③ When babies are 8 weeks old, they can recognize their mother's voice.
- ④ Small children mustn't try to hear the difference between [p] and [b] if they can't respond well.
- ⑤ The organs necessary for producing the distinctions in speech are developed before the babies become able to hear the difference between sounds.
- ⑥ Babies start producing babbling sounds when they are about 100 days old.
- ⑦ Babbling at a young age seems to be independent of the particular language to which children are exposed.

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7 次の英文を読み、問いに答えなさい。

Cancer is relatively rare in children. Most cancers (98%) develop in adults, especially in people past middle age. About one out of every six adults will develop cancer during his or her lifetime, while about one out of every 330 children under age 20 will develop cancer. (①)

Cancer begins when cells in the body become abnormal* and grow uncontrollably. (②) In leukemia*, a cancer of the blood and blood-forming organs that starts in the bone marrow*, these abnormal cells rarely form a solid tumor, but instead crowd other types of cells in the bone marrow. (③) This prevents the production of normal red blood cells, white blood cells, and platelets*. (④)

Cancer in children most often forms in the parts of their bodies that are still growing and changing, such as their blood system, brain, and kidneys. (⑤) In general, cancers that occur in children behave differently than cancers in adults. Childhood cancer is a general term used to describe a range of cancer types found in children. (⑥)

In most cases, teenagers and young adults who have cancer should be treated at a center that specializes in childhood cancer, so they have access to the latest treatments and receive coordinated care by a team of doctors. This is especially true for teenagers who have leukemia and bone tumors. The few exceptions are teenagers with adult cancers. In these situations, it is appropriate for teenagers to receive treatments that are similar to adults, but also be given access to age-appropriate support programs for their social and emotional needs.

Most children and teens diagnosed* with cancer can be treated successfully. In 2008, an (ア) estimated 10,730 children (younger than 14) were diagnosed with cancer in the United States. Since 1975, the number of deaths from childhood cancer has decreased by almost 50%.

注： abnormal = not normal; leukemia 白血病; bone marrow 骨髄; platelets 血小板; diagnose 診断する

(1) 次の文が入る最も適切な箇所を、文章中の (①) ~ (⑥) から 1 つ選びなさい。 33

In most types of cancer, these abnormal cells form a solid growth of tissue, called a tumor.

(2) 次の問いに最も適切な答えを、それぞれ①～⑥から 1 つ選びなさい。

34 Where should teenagers and young adults go to receive treatments for their cancer?

- ① They should go to large, general hospitals with good facilities.
- ② They are considered children, so they should be treated at local children's hospital.
- ③ If they are over 15, they should all be treated like adults.
- ④ The hospitals that specialize in childhood cancer are the only place they can go.
- ⑤ It depends on the types of cancer they have developed.

35 The word (ア) estimated is closest in meaning to which of the following?

- ① expected exactly
- ② cost properly
- ③ calculated roughly
- ④ appreciated
- ⑤ experienced

36 Which of the following is NOT stated in the passage?

- ① Childhood cancer can be cured, but the treatments often take a long time and can also be dangerous.
- ② The number of children who die from cancer has dropped to almost half of what it used to be.
- ③ Older people develop cancer much more often than small children do.
- ④ Children's cancer tends to occur in their blood system, brain, and kidneys.
- ⑤ To describe various cancer types found in children, the general word *childhood cancer* is used.