（一般前期）

平成 30 年度 医学部入学試験問題

英　語

注　意　事　項

1．問題は、指示があるまで開かないでください。
2．マークシートへの記入は、ＨＢ黒鉛筆又は 0.5mm 以上の芯のシャープペンシルとします。
3．監督者の指示に従ってマークシートに受験番号・氏名を記入してください。
4．試験問題の数は 42 問で、解答時間は 60 分です。
5．問題はすべて択一です。１問に２つ以上解答したときは誤りとします。
6．各問題には最大５個の選択肢があります。それぞれの問題に応じて、解答をマークしてください。

解答例）

1	㋐	㋑	●	㋓	㋔

とマークする。

7．解答を修正した場合は、消しゴムであとが残らないように完全に消してください。

鉛筆の色が残ったり

1	✖	㋑	●	㋓	㋔

のような消し方などをした場合は、修正したことにはなりません。

8．マークシートは折り曲げたり汚したりしないよう注意してください。

平成30年度 入 学 試 験 問 題　英 語

◎ 英語の試験問題は5枚綴りになっています。
◎ 解答は必ず解答用紙に記入すること。

I. 次の英文の空所に入れるのに最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。大文字と小文字の区別は考慮しないこと。

(1) If you need to (1) the sunlight, you should install blinds or curtains.
(ア) sublet　(イ) subdue　(ウ) subsist　(エ) subtotal

(2) (2) is criminal behavior, often associated with illegal actions engaged in by a youth.
(ア) desperation　(イ) delegation　(ウ) delinquency　(エ) destitution

(3) With extreme humidity, precious items in closets can get (3).
(ア) moldy　(イ) icy　(ウ) fussy　(エ) hazy

(4) Being (4) allowed me to save 10,000 yen to buy that book.
(ア) anecdotal　(イ) coronal　(ウ) equivocal　(エ) frugal

(5) Planners will help you (5) what you want and need in your home.
(ア) discern　(イ) disgust　(ウ) disdain　(エ) dissuade

(6) The jury (6) for almost an hour and then were excused for the evening.
(ア) decreed　(イ) deliberated　(ウ) designated　(エ) deterred

(7) One solution to the problem is to allow workers to have Skype meetings in (7) of making them come to the office on weekends.
(ア) change　(イ) instead　(ウ) myriad　(エ) lieu

(8) Although (8) came easy to you, all the efforts you have made so far are sure to bring success to your life.
(ア) anything never　(イ) anything didn't ever　(ウ) nothing ever　(エ) nothing never

(9) His speaking distance is so close that I barricade myself behind my desk to keep him at what (9) me a comfortable distance.
(ア) is to　(イ) must make　(ウ) would call　(エ) to separate

(10) Mr. Miyauchi tried to (10) his discontent after three painstaking, unproductive meetings.
(ア) spell　(イ) articulate　(ウ) whistle　(エ) expire

II. 次の各日本文の英訳として、文法や意味からみて最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

(11) この研究は今まで等閑視されてきた問題の解明に関するものです。
(ア) This study relates to illuminating the problem that has left untouched upon for a long time.
(イ) This research is concerned with the elucidation of the issue which has long been neglected.
(ウ) This inquiry concerns unraveling of the mystery to which not paid proper attention.
(エ) This investigation is related to clarifying the phenomenon that has been uncared.

(12) 子供たちにとって注射の針ほど嫌なものはほとんどない。
(ア) Nothing are more detestable than needle of injection for children.
(イ) Children dislike an injection needle more than something else.
(ウ) The reason children do not like injections are those needles.
(エ) There are few things children hate more than the needles used for injections.

(13) 様々なことに興味を持つのはいいが「多岐亡羊」ということも思い出さないとね。
(ア) Being curious about many subjects serves you fine, which in turn brings what is really important to you.
(イ) If you are absorbed in many issues, you may not notice somebody stole your sheep at crossroads.
(ウ) You may be interested in various things, but remember that too many options may make selecting difficult.
(エ) You can have various intriguing fields as long as you will not lose your best concern.

(14) そのレストランではテーブルの間隔はゆったりしていて、隣の人と重なるようにして席につかねばならないというようなことはない。
(ア) At the restaurant, the tables are spread out so you don't feel like you're sitting on top of the people next to you.
(イ) There is leeway between tables at the restaurant and you don't have to be worried about having a seat coinciding with other guests.
(ウ) You can feel at ease in terms of space at the restaurant and can have enough margin from your neighbors.
(エ) The arrangement of tables at the restaurant makes you feel comfortable avoiding to take a seat close to others.

(15) 交渉事では腹を割って話しているふりをしながら、その実、腹の底をさらさないことだ。
(ア) In order not to show what you are thinking, you accommodate yourself to your counterpart at a negotiation.
(イ) Negotiating with others, make them believe that you talk wholeheartedly and conceal your guts.
(ウ) In a negotiation, pretend to have a heart-to-heart, but never show your real intentions.
(エ) At a negotiation table, you should come out frankly across the table, but not lose your heart to the opposite side.

(16) ネアンデルタール人は現代の人類との競争と気候変化に適応できず絶滅への道を進んだようである。
(ア) Rivalry with modern humans and incapability of the drastic weather shift, Neanderthals rolled down their way to extinction.
(イ) Neanderthals who were not able to win the competition with modern humans and nor able to cope with the climate change, went to their extinction.
(ウ) As for the reason why Neanderthals were extinct, it is most likely that they could not coerce with modern humans and the changeable weather.
(エ) Competition with modern humans and failure to adapt to climate change seem to have doomed Neanderthals to extinction.

(17) もし彼が経理の知識がないなら彼はなんの戦力にもならないだろうか。いやそんなことはない。
(ア) If he does not have a knowledge as accountant, doesn't he contribute to us? Yes, he does.
(イ) If he lacks the knowledge of accounting, does that mean he will not become an asset to us? No, not at all.
(ウ) If he falls short of the administration knowledge, does it mean that he does not add strength to us? By all means.
(エ) If he wants knowledge of money counting, cannot he be of some use to us? No, he can't.

(18) 患者は自分の医者の能力を疑っているという感じを与えたくないためにセカンドオピニオンを求めることに二の足を踏む。
(ア) Patients feel hesitant to ask for a second opinion, since they don't want to give the impression that they question their doctor's ability.
(イ) Patients think twice before they seek a second advice from another doctor because they are afraid to get an idea that they doubt the skill of a doctor.
(ウ) Patients are reluctant to ask about the second opinion for fearing that their doctor may become irritated with it.
(エ) Patients often come and go for getting second advice thinking they may give a feeling that they don't trust their doctor.

III. 次の語を並べかえて、適切な英文を完成させなさい。大文字と小文字の区別は考慮しないこと。解答は指定された箇所に入るものだけをマークしなさい。

(19) We were ( ) surprised that the small tree ( ) (19) ( ) ( ) rough hurricane winds.
(ア) up (イ) the (ウ) all (エ) to (オ) held

(20) He took a seat ( ) (20) ( ) ( ) ( ) other side of her desk.
(ア) on (イ) the (ウ) wife (エ) opposite (オ) his

(21) I was eager to ( ) started, but my dad told ( ) to ( ) (21) ( ).
(ア) my (イ) horses (ウ) hold (エ) get (オ) me

(22) I encourage you (　　) (　　) (　　) (　22　) (　　).
(ア) disaster　(イ) relief　(ウ) to　(エ) coordinate　(オ) initiatives

(23) With (　　) (　　) the (　23　) (　　) (　　), the board of directors have decided that they cannot change their decision.
(ア) question　(イ) overtime　(ウ) reference　(エ) of　(オ) to

(24) The seatbelt has been engineered for an increase (　　) (　　) (　　) (　　) (　24　) of an automobile accident.
(ア) of　(イ) occurrence　(ウ) in　(エ) the　(オ) safety

(25) It was (　　) of the teacher to spend a (　25　) (　　) of time (　　) the (　　).
(ア) amount　(イ) considerate　(ウ) considerable　(エ) considering　(オ) consequences

(26) My train (　26　) three (　　) of an (　　) late (　　) to (　　) on the line.
(ア) hour　(イ) trees　(ウ) due　(エ) arrived　(オ) quarters

IV. 次の英文の空所に入れるのに最も適切な語句を、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。

I finished reading the Oxford English Dictionary (OED) at 2:17 PM on July 18, 2007. My initial reaction was incredulity mixed with glee, followed by a surprising sense of (　27　). Why was this surprising? Because I still felt that I did not do anything concrete. All I did was sit down and read for a year, admittedly in a fairly persistent and ferocious fashion. Whether I deserved it or not, I got up and danced a small jig of triumph, startling some mice who had been creeping toward the sandwich in my backpack.

After I finished dancing my jig, I sat there and debated whether or not I wanted to read the bibliography. I told myself that it is not really part of the dictionary, and that furthermore, I'd already read all the names of the authors and their books as I went through the dictionary. And it is only a partial bibliography. That night over dinner I told my wife Alix that I was finished reading. She asked, "How was the bibliography?"

I replied in as (　28　) a way as I could manage that I'd decided not to read it. She gave me that steady look that is so quietly (　29　) of disapproval and after a moment said, "You are going to say that you read the whole OED and you are not going to read the bibliography?" The next day I began reading again.

Immediately I realized that I should have read the bibliography before reading Z, as this was not quite the exultant and (　30　) manner of finishing this project that I had envisioned. It is almost impossible to read, dull on such a (　31　) level that I had immense trouble getting through even a few pages at a time. The bibliography has no overt (　32　). It was about as exciting as reading the family tree of someone you do not know or care about at all.

The bibliography has no definitions to (　33　) at, no etymologies to leave me scratching my head in either wonderment or bafflement, no occasional editorial clucking to make me laugh. It contains none of the (　34　) or wit, or temperamental oddities that make up the previous twenty-one-thousand-odd pages. It is really nothing but a mildly interesting and very long list, and the more I tried to read through it the more it became clear that there was indeed only one important conclusion it could impart to me.

I missed reading the OED.

(27)	(ア) humor	(イ) accomplishment	(ウ) kindness	(エ) urgency
(28)	(ア) offhand	(イ) wayward	(ウ) involuntary	(エ) unconscious
(29)	(ア) rational	(イ) reasoned	(ウ) indicative	(エ) illogical
(30)	(ア) usual	(イ) dramatic	(ウ) customary	(エ) redundant
(31)	(ア) mandatory	(イ) moral	(ウ) municipal	(エ) monumental
(32)	(ア) activities	(イ) journeys	(ウ) detections	(エ) personality
(33)	(ア) marvel	(イ) devastate	(ウ) disconcert	(エ) flaccid
(34)	(ア) sling	(イ) stupor	(ウ) sparkle	(エ) sluggishness

V. 次の英文を読んで、下の問いに答えなさい。

According to cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions (i.e. beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance. Dissonance can be reduced in one of three ways.

First, individuals can change one or more of the attitudes, behavior, beliefs etc. so as to make the relationship between the two elements a (35) one. When one of the dissonant elements is a behavior, the individual can change or eliminate the behavior. However, this mode of dissonance reduction frequently presents problems for people, as it is often difficult for people to change (36) behavioral responses (e.g. giving up smoking).

A second cognitive method of reducing dissonance is to acquire new information that outweighs the dissonant beliefs. For example, thinking smoking causes lung cancer will cause dissonance if a person smokes. However, new information such as "research has not proved definitely that smoking causes lung cancer" may reduce the dissonance.

A third way to reduce dissonance is to reduce the importance of the cognitions (i.e. beliefs, attitudes). A person could convince (あ) that it is (い) to (う) than to (え). In other words, he could tell himself that a short life filled with smoking and sensual pleasures is better than a long life devoid of such joys. In this way, he would be decreasing the importance of the dissonant cognition (e.g. smoking is bad for one's health).

Notice that dissonance theory does not state that these modes of dissonance reduction will actually work, only that individuals who are in a state of cognitive dissonance will take steps to reduce the extent of their dissonance. One of the points that dissonance theorists are fond of making is that people will (39) go to all sorts of lengths to reduce dissonance.

The theory of cognitive dissonance has been widely researched in a number of situations to develop the basic idea in more detail, and various factors have been identified which may be important in attitude change. Life is filled with decisions, and decisions (as a general rule) arouse dissonance. For example, suppose you had to decide whether to accept a job in an absolutely beautiful area of the country, or turn down the job so you could be near your friends and family. Either way, you would experience dissonance. (40) for the beautiful streams, mountains, and valleys.

Both alternatives have their good points and bad points. (41) The thing is that making a decision cuts off the possibility that you can enjoy the advantages of the unchosen alternative, yet it assures you that you must accept the disadvantages of the chosen alternative.

People have several ways to reduce dissonance that is aroused by making a decision. One thing they can do is to change the behavior. As noted earlier, this is often very difficult, so people frequently employ a variety of mental maneuvers. A common way to reduce dissonance is to increase the attractiveness of the chosen alternative and to decrease the attractiveness of the rejected alternative. This is referred to as "spreading apart the alternatives."

問1 空所(35)に入る最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。
(ア) construction (イ) condition (ウ) consonant (エ) confidence

問 2 空所(36)に入る最も適切なものを、(ア)～(エ)の中から一つ選び、その記号をマークしなさい。
(ア) well-timed (イ) well-balanced (ウ) well-spent (エ) well-learned

問 3 第 3 段落の内容に最も適合するものを、(ア)～(エ)の中から一つ選び、その記号を(37)にマークしなさい。
(ア) To get a view which can weaken the conflicting beliefs may help reduce the dissonance.
(イ) In order to reduce the dissonance, one of the quickest ways is to give up a behavior which goes against a common view.
(ウ) One can be less worried about dissonance if one can be reminded of something which negates their favorite point.
(エ) Taking a position against the opposing cognition is of great value to reduce the dissonance.

問 4 第 4 段落の空所群(あ)～(え)に入れるのに最も適切な語句(a)~(e)の順序を、(ア)～(エ)の中から一つ選びその記号を(38)にマークしなさい(ただし(a)～(e)の中で使用しないものが一つあるので注意)。

(a) save for tomorrow (b) better (c) themselves (d) enjoy life for ever (e) live for today

(ア) (b-c-a-d)
(イ) (c-b-e-a)
(ウ) (b-c-e-a)
(エ) (c-b-a-e)

問 5　下線部(39) go to all sorts of lengths に最も意味が近いものを、(ア)～(エ) から一つ選び、その記号をマークしなさい。
(ア) make any possible pains　(イ) go along the distance　(ウ) do what one can do　(エ) travel in all directions

問 6　次の語句(a)～(e)を並びかえて、空所(40)に入れるのに最も適切なものを(ア)～(エ)の中から一つ選びなさい(ただし(a)~(e)の中で使用しないものが一つある。また文の始めに来る語も小文字になっている)。

(a) if you turned the job down　(b) you would miss your loved ones　(c) you would miss the opportunity
(d) you would pine　(e) if you took the job

(ア)　(d e; b a)
(イ)　(a b; e c)
(ウ)　(c a; b e)
(エ)　(e b; a d)

問 7　下線部(41)の伝えようとする意味と最も近い文を、(ア)～(エ)の中から一つ選び、その記号を(41)にマークしなさい。
(ア) The bottom line is that decision making necessarily brings a chance of choosing the disadvantageous alternative rather than the other one which may be more advantageous.
(イ) It is a problem that making a decision always means losing the advantages of the unchosen choice and receiving the disadvantages of the chosen one.
(ウ) It is ironic that choosing one alternative even after careful consideration makes us regret not choosing the other one which may seem more advantageous later.
(エ) The fundamental difficulty in making decisions is that we will never get the possible advantages of what we select and accept disadvantages of what we don't choose.

問 8　本文の内容から最も正しいものを、(ア)～(エ)の中から一つ選び、その記号を(42)にマークしなさい。
(ア) The dissonance theory has been studied so widely that many aspects of the issue have yet to be clarified.
(イ) Dissonance in cognition is a natural phenomenon which may happen to anybody at any time and can be eliminated effectively by various measures.
(ウ) We face many decisions in our daily lives, and in most cases, these will cause dissonance.
(エ) An inconsistency among behaviors and beliefs may lead to a person's mental instability. Therefore, the elimination system automatically starts functioning to overcome this mental disharmony.