

医学部

[選抜・学士] ～第1次試験～

英語

試験時間 70 分

注意事項

- I. この科目は問題用紙が11ページ、解答用紙(マークカード)が1枚である。
 II. 解答用紙(マークカード)記入上の注意をよく読み、誤りのないように記入すること。
 III. 問題用紙は解答用紙(マークカード)とともに机上において退出すること。持ち帰っては行けない。

I 次の英文を読み、下記の設問に答えなさい。

On a warm summer day in 1941, professors, students, and visitors at Johns Hopkins University Hospital stopped to (1) an unusual sight. Dressed in a laboratory jacket, a young African-American crossed the campus. In that era of strict racial segregation, African-Americans on a college campus were usually maids or janitors*. African-American patients were treated at the hospital, but had to sneak in by a rear entrance. To see a black man outfitted as a researcher was an extraordinary sight—but Vivien Thomas was, in fact, an extraordinary man.

Thomas was born as a grandson of a slave in Louisiana and was raised in Tennessee. He was so impressed as a youth by his family physician that he pledged to “be like him”. After a year in college as a premedical student, the stock market crash and bank failures of 1929 wiped out his life's savings and (2) his dream. Thomas' college education and medical school were never completed. (3), Thomas began working at Vanderbilt University in Nashville, serving as a laboratory assistant to surgeon Alfred Blalock. ア

After putting in sixteen-hour days in the laboratory, Thomas tutored himself in anatomy, the study of body structures, and physiology, the study of bodily functions. Next, he taught himself surgical techniques using experiments on animals, including how to administer anesthesia* and sew up blood vessels. Thomas became a brilliant researcher, devising a number of useful surgical instruments. His respirator*, which (4) breathing when the chest was cut open, allowed surgeries that had not been possible (5).

When Blalock was offered a position at the prestigious Johns Hopkins University Hospital in Baltimore, he accepted upon one condition—that Vivien Thomas (6) to accompany him. There, Thomas and Blalock continued their collaboration in medical research and surgical methods.

In 1944, Blalock and the heart physician Taussig earned international acclaim for their “blue baby” operation on a baby girl. (7) throughout the history-making surgery, Thomas was able to help make this surgery successful because he had performed the same operation, which bypasses constricted vessels (8) from the heart, more than 300 times on dogs. This Blalock-Taussig surgery helped to save the lives of many babies with severe heart defects. During many complicated surgeries, Thomas stood at Blalock's right hand. There, he patiently advised his boss on the proper technique. One of Blalock's fellow doctors (9) to Thomas as “the surgical glove on Blalock's experimental hand,” but this only scratched the surface in describing Thomas' true contribution.

Though they could enjoy each other's company in the hospital lab, the two men's close relationship had to end at the laboratory door. Thomas was classified and paid as a janitor, earning extra money by serving drinks at Blalock's parties. His salary was so low that at one point he needed to seek a side job to make more money. Only then did Blalock (10) that his assistant receive a raise.

In 1976, Vivien Thomas was honored with the title Instructor Emeritus in Surgery at Johns Hopkins University. Today, his portrait hangs where it should, right next to that of Alfred Blalock in the Blalock Clinical Science Building at Johns Hopkins. To the end of his life, Thomas (11) a very humble man. Of his own life and work, he wrote: “(12) me, I just work here. I've thoroughly enjoyed the role I have played and only tried to be me.”

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Notes: janitor 「用務員」 anesthesia 「麻酔」 respirator 「人工呼吸装置」

問1 本文中の(1)～(12)の空欄に入る最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

- (1) ① carry out ② cling to ③ apply for
 ④ stare at ⑤ trifle with

- (2) ① embraced ② shattered ③ demonstrated
 ④ resumed ⑤ speculated
- (3) ① Ambiguously ② For instance ③ Lately
 ④ By comparison ⑤ Instead
- (4) ① took over ② did a favor for ③ gave in
 ④ put up with ⑤ corresponded with
- (5) ① namely ② in case ③ previously
 ④ to sum up ⑤ approximately
- (6) ① allowed ② be allowed ③ has been allowed
 ④ being allowed ⑤ had been allowed
- (7) ① Present ② Prevalent ③ Passive
 ④ Potential ⑤ Pious
- (8) ① are leading ② is led ③ lead
 ④ led ⑤ leading
- (9) ① referred ② acknowledged ③ conformed
 ④ urged ⑤ dared
- (10) ① saw it ② seen it ③ had seen it
 ④ see it ⑤ see to it
- (11) ① reminded ② remained ③ recovered
 ④ repented ⑤ resigned
- (12) ① Apart from ② In spite of ③ As for
 ④ Owing to ⑤ But for

問2 下記の(13)～(16)の各問の答えとして最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

- (13) Which of the following sentences should be inserted in ア ?
 ① A less unfortunate choice could have been made.
 ② A less favorable choice could not have been made.
 ③ A more fortunate choice could not have been made.
 ④ A more favorable choice could have been made.
 ⑤ A more forgettable choice could not have been made.

- (14) Which of the following is NOT meant by the underlined part イ ?
 ① Vivien Thomas was an invaluable associate throughout Blalock's career.
 ② Thomas was an indispensable surgical assistant for Blalock.
 ③ Blalock and Thomas worked very closely in the surgical laboratory.
 ④ Thomas played an insignificant role in Blalock's surgeries.
 ⑤ Thanks to the years of Thomas' assistance, Blalock was able to achieve new advances in surgical techniques.

- (15) Which of the following is NOT consistent with the content of the passage?
- ① Vivien Thomas was known as a modest person throughout his life.
 - ② The success of the "blue baby" operation had little to do with Thomas' operating-room expertise.
 - ③ At Blalock's lab, Thomas was engaged in innovation of surgical techniques using laboratory animals.
 - ④ The bank crash in 1929 forced Thomas to drop out of school for lack of funds.
 - ⑤ Vivien Thomas was a contributor to the development of heart operation techniques.
- (16) Which of the following is NOT consistent with the content of the passage?
- ① Vivien Thomas made a contribution to the development of an operation for babies who had a serious heart disease.
 - ② Vivien Thomas was successful in designing new surgical devices.
 - ③ Although he is one of the heroes in the history of heart surgery, Vivien Thomas did not have a college degree in the medical sciences.
 - ④ In his younger days, Vivien Thomas determined that he would pursue a medical career.
 - ⑤ In the middle of the 20th century, African-Americans with health problems were refused medical treatment at Johns Hopkins University Hospital due to racial discrimination.

II 高等学校のあり方に関する1と2の英文を読み、下の(17)～(20)の各書き出しに続くものとして最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

Passage 1

Our school administration should seriously consider giving students more responsibility and empowering the student council to play more than a symbolic role. Over the past year, the council has recommended several times that a conflict resolution board be set up, where students and faculty would settle student disputes. Yet the administration has responded with little interest, despite the evidence that other schools in our region have experimented successfully with such a project. Adults regularly emphasize to us the goals of responsibility and accountability. Isn't it time that students at St. Mathew's High were entrusted with achieving these goals?

Passage 2

Although it is fashionable these days to promote the notions of *partnership* and *participation* in schools, most schools work best when adults are clearly in charge. Professional studies have shown that students learn and behave best in a structured atmosphere. The fact is that students look to adults as role models and guides. Our school's faculty and administration should not sacrifice high standards and proper regulations in order to make students temporarily happy. Schools are not democracies, and students, often without recognizing the fact, depend on the guidance and wisdom of teachers and administrators in order to develop into healthy productive adults.

- (17) The underlined phrase "a symbolic role" in Passage 1 implies that ____.
- ① the school's administration should establish a student council as a symbol of trust in the student body
 - ② the ineffective student council inhibits the widespread powerlessness of students at the author's school
 - ③ the school administration should establish a conflict resolution board
 - ④ a more active role in decision-making would foster responsibility in students
 - ⑤ the student council now has little power in decision-making
- (18) The author of Passage 1 is probably ____.
- ① an adult
 - ② a school principal
 - ③ a student
 - ④ a conflict resolution board member
 - ⑤ a member of the school administration
- (19) The authors of Passage 1 and Passage 2 mainly disagree about ____.
- ① the value of adults as role models for students
 - ② the extent to which students should participate in school decision-making
 - ③ the need for establishing a friendly atmosphere in school life
 - ④ the importance of the guidance of parents
 - ⑤ the wisdom of abolishing a conflict resolution board
- (20) The author of Passage 2 would probably agree with the idea that ____.
- ① a conflict resolution board run entirely by students must be established immediately
 - ② teachers and parents provide unnecessary means of guidance and support for the students
 - ③ the student council of a school should take an active role in policy making
 - ④ students may not realize how much they rely on adult supervision
 - ⑤ parents should accept decisions and policies made by teachers and administrators

Ⅲ 次の(21)～(25)の各英文の空欄に入るものとして最も適切なものを、それぞれ①～⑤の中から一つずつ選びなさい。

(21) So closely related () of great apes and humans that the vast majority of their DNA is virtually indistinguishable.

- ① to the evolutionary histories ② are the evolutionary histories
③ to evolution are of histories ④ evolutionary histories are
⑤ of the evolutionary the histories are

(22) The U.S. government is split into three independent branches, () the executive, judicial and legislative bodies.

- ① to be comprised ② which comprised ③ comprise
④ are comprised ⑤ comprising

(23) () diabetes is detected is the main determinant as to whether it can be successfully treated.

- ① As early ② When earliest ③ The early
④ How early ⑤ Earlier than

(24) In human affairs, sometimes great things happen by chance. No wisdom or foresight can prevent everything, for () trivial circumstance can upset the careful planning of the wisest man.

- ① all the more ② worse ③ more
④ less ⑤ the most

(25) The folk arts () primitive people commemorated their customs and institutions, arts that were communal, are the sources out of which all fine arts have developed.

- ① by which ② at which ③ of which
④ on which ⑤ from which

Ⅳ 次の(26)～(30)の各英文の①～⑤の下線部の中で誤っているものを、それぞれ一つずつ選びなさい。

(26) The films of the 1920's played a part in spreading a homogeneous urban culture that was tending to reduce regional differences.

- ① ② ③
④ ⑤

(27) Heroic literature revolves around human beings who surpass ordinary men and women by their strong, skill, and courage.

- ① ② ③
④ ⑤

(28) Nowadays, a jumbo jet can lift nearly five hundred people and their luggages into the air with its magnificent engine power.

- ① ② ③ ④
⑤

(29) Never saying anything interested, the sales representative failed to win the hearts and minds of his customers.

- ① ② ③ ④
⑤

(30) The invention of the generator made possible to produce large amounts of electric current.

- ① ② ③ ④ ⑤

V 次の(ア)～(エ)の会話が成立するように、(31)～(36)の空欄に入る最も適切なものを、それぞれ①～④の中から一つずつ選びなさい。

(ア) Peter: There are still problems with our research department. (31)

Jack: How about Charles Manning? He's the best qualified to manage it.

Peter: No, this time I think we need to go outside the company.

- (31) ① I think we'll have to find a new person to run it.
② I believe we'll have to make new regulations for our company.
③ We must put a help wanted advertisement on our company's bulletin board.
④ Probably, we have to invite someone from another section of our company.

(イ) Teacher: What word comes to your mind when you think of "privilege"?

Sara: I don't know exactly, but is that like an advantage or something?

Teacher: (32) A privilege is some sort of an advantage.

- (32) ① It is, really?
② That's not quite it.
③ That's it.
④ Is that the way it goes?

(ウ) Ellen: What is your sister Pat going to be when she graduates with her degree? I once heard she wanted to become an astronaut.

Bill: She's never changed her mind. Actually she applied to NASA but failed.

Ellen: (33) It's tough to get accepted.

- (33) ① I feel she's not fair enough.
② Maybe, she should have spent more time with her head in the clouds.
③ You should be proud of her for trying.
④ She has been so spoiled. That's why she can't be sympathetic with others.

(エ) Beck: I thought you liked your sociology class.

Susan: I do. I mean, it's a lot of reading and everything. But I enjoy that, even though it takes a lot of time.

Beck: So (34)

Susan: OK, last week Dr. Jensen assigned a paper.

Beck: Well, I think that's fairly standard for a sociology class.

Susan: Sure. It's on the syllabus, but... but he didn't clarify what he wants us to do when he talked about it in class. So I don't know how to start.

Beck: Hmm. (35)

Susan: At midterm, so I have time, but still, I'd like to get going on it.

Beck: Yeah, but like you say, you have time. Just wait until next week and ask him about it again in class.

Susan: I could, but won't he be insulted? After all, he already explained it once.

Beck: Oh, (36) Rather, he'd probably be glad that you want to do it correctly.

Susan: Maybe he would. He is a great teacher, after all.

- (34) ① what made you take the course?
② what's the rush?
③ how come you liked it?
④ what's the deal?

- (35) ① Where are you off to?
② What's up?
③ When's the paper due?
④ What have you been up to?

- (36) ① I think he'd be deeply moved by this.
② I don't think he'd care.
③ I think he'd be too surprised to speak.
④ I don't think he'd be too patriotic to answer.

Ⅵ 次の(ア)～(ウ)の日本語の文の意味を表すように、空欄にそれぞれ①～⑩の語(句)を入れて完成させ、(37)～(42)に入るものを一つずつ選びなさい。

(ア) 子供時代にひどい虐待を受けた人々は、後の人生に深刻な情緒的問題を経験する可能性がより高い。

(イ) 研究者たちは、高いストレスから強迫神経症に至るまでの成人期における不調が、子供時代の精神的外傷で引き起こされうると、主張してきた。

(ウ) したがって、子供の扱い、特に発達の初期の年月においての扱いが一生を通じて影響を与えるものであることを、親は自覚する必要がある。

(ア) People () () (37) () in () () more (38) () () serious emotional problems () in life.

- | | | | |
|--------------|----------------|---------|--------------|
| ① childhood | ② severe abuse | ③ later | ④ have lived |
| ⑤ experience | ⑥ are | ⑦ to | ⑧ through |
| ⑨ who | ⑩ likely | | |

(イ) Researchers have argued that () () () (39) () () (40) () () () childhood psychological trauma.

- | | | | |
|----------------------|----------------------|-------------|----------------|
| ① to | ② high stress levels | ③ caused by | ④ disorders in |
| ⑤ obsessive neurosis | ⑥ ranging | ⑦ be | ⑧ adulthood |
| ⑨ from | ⑩ can | | |

(ウ) Therefore, parents need to () () () of their children, particularly () (41) () () () (42) () ().

- | | | | |
|---------------|-------------------|-------------|-----------|
| ① of | ② effects | ③ that | ④ has |
| ⑤ in | ⑥ the treatment | ⑦ life-long | ⑧ realize |
| ⑨ development | ⑩ the early years | | |