

英 語

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけない。
2. この問題冊子は 11 頁ある。試験開始後、頁の落丁・乱丁及び印刷不鮮明、また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ること。
3. 監督者の指示にしたがって解答用紙の下記の該当欄にそれぞれ正しく記入し、マークせよ。

① 受験番号欄

受験番号を 4 ケタで記入し、さらにその下のマーク欄に該当する 4 ケタをマークせよ。(例) 受験番号 0025 番 →

0	0	2	5
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 と記入。

② 氏名欄 氏名・フリガナを記入せよ。

4. 受験番号が正しくマークされていない場合は、採点できないことがある。
5. 解答は、解答用紙の解答欄に HB 鉛筆で正確にマークせよ。


例えば

30

 と表示された問題の正答として④を選んだ場合は、次の(例)のように解答番号 30 の解答欄の④を濃く完全にマークせよ。薄いもの不完全なものでは解答したことにはならない。

(例)

解答 番号	解 答 欄									
30	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩

6. 解答を修正する場合は必ず「消しゴム」であとが残らないように完全に消すこと。鉛筆の色や消しくずが残ったり、 のような消し方などをした場合は、修正したことにならない。
7. 解答はそれぞれの解答番号につき一個だけ選ぶこと。二個以上マークした場合は無解答とみなされる。
8. 試験終了後、問題冊子および解答用紙を机上に置き、試験監督者の指示に従い退場しなさい。

第1問 次の ~ の各群の単語①~⑤のうちから、最も強いアクセント(第一強勢)の位置が、ほかの4つの場合と異なるものを1つずつ選びなさい。

- | | | |
|-----------|-----------|----------|
| ① e-voke | ② e-volve | ③ ex-act |
| ④ ex-cuse | ⑤ ex-pert | |

- | | | |
|------------|-----------|-----------|
| ① com-ment | ② com-mit | ③ de-mand |
| ④ des-sert | ⑤ de-vice | |

- | | | |
|-------------|-------------|-------------|
| ① ar-ti-cle | ② bi-cy-cle | ③ mir-a-cle |
| ④ re-cy-cle | ⑤ ve-hi-cle | |

- | | | |
|--------------|---------------|-------------|
| ① cal-en-dar | ② cat-a-logue | ③ maj-es-ty |
| ④ pen-al-ty | ⑤ pre-ci-sion | |

- | | | |
|---------------|-----------------|---------------|
| ① a-bil-i-ty | ② dif-fi-cul-ty | ③ fa-cil-i-ty |
| ④ ma-jor-i-ty | ⑤ mi-nor-i-ty | |

第2問 次のa～fの各英文の空欄 ～ に入れるのに最も適当

なものを、それぞれ下の①～⑤のうちから1つずつ選びなさい。

a. Jane is by no stupid. She's just lazy.

- ① course ② degrees ③ manner
④ means ⑤ ways

b. We wanted to pay, but she on buying it herself.

- ① claimed ② demanded ③ desired
④ insisted ⑤ urged

c. If you haven't got a big plate, two small ones will .

- ① do ② enough ③ fine
④ make ⑤ sufficient

d. I don't regret her what I thought, even if it upset her.

- ① of telling ② tell ③ telling
④ to tell ⑤ to telling

e. If you ten million dollars, what would you do with it?

- ① are offered ② had been offered ③ offered
④ should offer ⑤ were offered

f. John turned around, because he heard his name while walking along the street.

- ① call ② called ③ calling
④ to be calling ⑤ to have called

第3問 次のa～fの各英文の空欄を、それぞれ下の①～⑥の語または語句で埋めて最適な英文にするとき、 ～ に入る語または語句を示しなさい。

a. There are about 6,000 stars that can be seen without a telescope. But one-fourth of these are Japan.

- ① be seen ② far ③ from
④ south ⑤ to ⑥ too

b. A reporter should compress to the length .

- ① a story ② its effect ③ minimum
④ possible ⑤ ruining ⑥ without

c. How far it is as important as it if the traffic .

- ① how long ② is heavy ③ is not
④ there ⑤ to get ⑥ will take

d. We had we are going again next summer.

- ① a ② holiday ③ such
④ that ⑤ there ⑥ wonderful

e. Americans are often unaware that they give something to Japanese friends for _____ they are imposing _____ on _____ in some way.

- ① an obligation ② no particular reason ③ that kindness
④ their friends ⑤ to repay ⑥ when

f. In a Japanese university tennis club, for example, the youngest members used _____, _____, if , time _____ much tennis.

- ① any ② leaving ③ to be expected
④ to do the boring tasks ⑤ to play ⑥ very little

第4問 次の文章を読み、 ~ に入る最も適当な語句を下の①~⑩の中から1つずつ選びなさい。ただし、同一番号を重複使用した解答は無効とします。

注：

cane toad : giant toad と呼ばれるヒキガエル科ヒキガエル属の最大種、オオヒキガエル。なお、cane は sugar cane (サトウキビ) のことである。捕食者から攻撃を受けると、このオオヒキガエルは頭にある腺から lethal toxin (致命的な毒素) を分泌する。

their own unlikely match in the form of Australia's most prolific pest : おおよそその意味は、「オーストラリアきっての繁殖力をもつ、害をもたらす生物という思いもかけない競争相手」ということである。

quolls, small spotted marsupials : 「フクロネコ、小型の斑点模様のある有袋動物」。

A crocodile opens its jaws as a boat full of tourists passes. The crocodile may be its lunch, it may be yawning, as the native Australian boatman suggests. Or it could have just a cane toad. Crocodiles and other wildlife in the Alligator River system draw each year to the Kakadu National Park, on Australia's northern tip near Darwin. A few tourists who swim in these rivers do not . But now the people-eating crocodiles are their own unlikely match in the form of Australia's most prolific pest, the cane toad.

The toads were South America, via Hawaii, in 1935 in order to wipe out beetles that were destroying Queensland's sugar cane industry. This attempt, however, failed. The beetles lived high in the cane, and the toads proved not to be . Since then they have done nothing but . This year they were seen for the first time in Kakadu. The toads release a lethal toxin from glands on their heads when they are attacked. At least one crocodile

in Kakadu and in the Katherine River to the south have died after eating the toads.

There is for quolls, small spotted marsupials that are dying within seconds of jumping on the toads. Some sixty quolls have been islands off the nearby Arnhem Land coast to save them from extinction. The survivors may return if the toads can be wiped out. But after Queensland they are not going to stop at Kakadu.

- | | | |
|-------------------------|--------------------|-------------------------|
| ① bleed freely | ② breed and travel | ③ climbers |
| ④ come out alive | ⑤ deep misery | ⑥ descendants |
| ⑦ introduced from | ⑧ making | ⑨ meeting |
| ⑩ more sympathy | ⑪ several more | ⑫ shipped to |
| ⑬ swallowed | ⑭ thinking of | ⑮ their long march from |
| ⑯ thousands of tourists | | |

第5問 次の文章の内容と合っていると思われるものを、下に示した①～⑭の中から9つ選びなさい。ただし、解答の順序は問いませんが、同一番号を重複使用した解答は無効とします。

36

 ~

44

Medical students are some of the brightest people in the UK and are willing to work for the benefit of others more than just working for themselves. Because they already have these two characteristics, most will go on to make good doctors. The recruitment of medical students varies between countries and universities. However, over time nothing very much has changed. As well as being good at exams, you also have to have common sense and enthusiasm. It takes brains and character to survive the challenges of medical school.

The characteristics identified formally by some schools in their interview stage may help to identify the non-academic attributes we seek in doctors. The crucial question that interviewers may ask themselves is whether they would want this candidate to be their doctor. Other characteristics include good communication skills, sympathy, flexibility, good decision making skills, teamwork, honesty, ability to reflect, insight about illness and medicine, and insight about stress management.

On the way 5% will not complete their medical school training. The reasons for failing exams are generally unpredictable, and include mental health problems, family stress, debt, questioning the decision to study medicine, and lack of motivation to study for exams. The easier you find it to do well in exams before medical school, the more likely you will survive the course.

Stress is common among medical students, but those students who recognize their own problems often find it hard to seek support from the school, fearing a "black mark" on their overall evaluation having declared their "weakness". It may be we can predict who might be at more risk of stress during their time at medical school, but we are not sure what can be done to reduce the pressure.

The problems of finding a job after studying can add more stress. Will I be

able to work in my chosen specialty? People need doctors, and you will be able to practice. Compared with the alternative of commercial senior management, where job security is never assured and you may be required to move at any time, medicine is still a “safe” option. This security in the likelihood of being able to choose an area you want, geographically and in terms of specialty, and also being mainly free of oversight of your day to day activity, are an important additional benefit to the career of being a doctor.

Achieving satisfactory grades is only one part of the pressure. Another is the expectation of society. The 2004 UK Department of Health paper, *Medical Schools: Delivering the Doctors of the Future*, asks the impossible of people training to be doctors. You must be a skilled communicator; be able to learn and work flexibly in teams; have the skills of continuous learning based on real problems, which you can apply throughout your career; and be able to develop your practice in response to the rapid pace of change in technology and the rapidly expanding knowledge base.

To lessen the academic burden on students there is always debate about moving away from medical education aimed at training the generic “stem cell” doctor who can go on to do any specialty to a more focused approach training certain types of doctors, such as surgeons or general practitioners. The problem with this approach is that it requires the student to make a career choice before they have even seen the specialties for themselves.

We honestly do not know what will make a good doctor. We did not know a hundred years ago. We do not know now. And we certainly cannot guess what medicine will be like in ten years, in terms of skills or even knowledge. But what we do know is that practicing doctors will still be helping people, and if we stop nurturing that skill, replacing it with yet another “core competence”, then we will be doing more harm than good.

For students, the answer to survival must be different for each individual student. Our job as teachers is to help each individual student find the strength

to cope with the stresses that are not new but have always been part of the doctor's life. As a doctor or student you cannot help people with illness without sharing something of your own emotions, no matter how many self-help books you read. But that sharing brings with it the reward you spoke about at the interview to enter medical school.

- ① High intelligence and a strong will to work for others are two qualities common to medical students.
- ② How to select medical students differs among countries and universities, and it has changed very much for a long time.
- ③ Having common sense and enthusiasm is more important than being good at exams for students to survive the difficulties of medical school.
- ④ At a selection interview, what interviewers consider to be the decisive question is whether they would like to consult the candidate as their doctor.
- ⑤ The most important thing in the non-academic attributes that medical students should have is good communication skills.
- ⑥ About 5% of medical students will drop out before they finish medical school.
- ⑦ The reason why some of the medical students fail to keep on training is unpredictable, but stress is considered as the leading factor.
- ⑧ Family stress and debt are among the factors which discourage medical students from remaining motivated to study medicine.
- ⑨ The students who recognize their own problems of stress are often likely to seek support from the school more eagerly than others.
- ⑩ Stress is a common problem among medical students, but some of them are reluctant to consult the school because they believe that it may affect their school marks.
- ⑪ Finding jobs after studying can cause stress to new medical doctors, who may worry about being able to work in their chosen specialties.
- ⑫ New doctors have a lot of freedom with regard to their working hours.
- ⑬ The 2004 UK Department of Health paper says that it is imperative for medical schools to sort out the subjects really necessary for the students.

- ⑭ The author believes that medical students should fulfill the expectations of society, however impossible they seem.
- ⑮ The author recommends allowing medical students to make a career choice earlier to help lessen the academic burden on them.
- ⑯ Some believe that medical education in the UK should aim to train specialists during medical school.
- ⑰ Medical teachers used to know what was necessary to be a good doctor, but it has not been the case for a century.
- ⑱ Medical teachers cannot imagine what development medicine will attain in ten years regarding skills and knowledge.
- ⑲ It is likely that medical teachers will contribute to improved patient care if they introduce a new “core competence”.
- ⑳ Doctors are under so much stress that nervous breakdowns are extremely common.
- ㉑ While medical students usually have some stress, doctors very seldom do because they are financially well-rewarded.
- ㉒ With help from their teachers, medical students must find themselves the strength to deal with the stresses which will be part of their life as a doctor.
- ㉓ It is impossible for medical teachers to help each individual student find the strength to deal with the stresses because the answer to survival must be different for each individual student.
- ㉔ It is very important for doctors to share something of their own emotions when trying to help people.