

入 学 試 験 問 題 (1 次)

外 国 語

平成 31 年 1 月 28 日

13 時 10 分—14 時 10 分

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子を開かないこと。
- 2 この問題冊子は表紙・白紙を除き 13 ページである。落丁、乱丁、印刷不鮮明の箇所等があった場合は申し出ること。
- 3 解答には必ず黒鉛筆(またはシャープペンシル)を使用すること。
- 4 解答は、各設問ごとに一つだけ選び、解答用紙の所定の解答欄の該当する記号を塗りつぶすこと。
- 5 解答を訂正する場合は、消しゴムできれいに消すこと。
- 6 監督員の指示に従って、問題冊子の表紙の指定欄に受験番号を記入し、解答用紙の指定欄に受験番号、受験番号のマーク、氏名を記入すること。
- 7 この問題冊子の余白は、草稿用に使用してよい。ただし、切り離してはならない。
- 8 解答用紙およびこの問題冊子は、持ち帰ってはならない。

受験番号					
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I. 次の英文を読み、1～8の問いに答えなさい。

In early 20th-century medicine, there were at least two different approaches to surgical innovation. The first approach is normally associated with “scientific” surgery. It used concepts of health and disease from the sciences, especially anatomy, physiology, pathology, and bacteriology. The second approach used “common-sense” skills with the surgeon as ⁽¹⁾“handy-man.” Mechanical principles were used to *anastomose bowel, prevent a fractured leg from contracting, or sew up a wound after removing a large tumor without any skin left over.

Changes in late nineteenth- and early twentieth-century medicine showed the rising popularity of scientific approaches. Science played a key role in Australian and New Zealand surgery, as the example of anatomy demonstrates. In the early twentieth century, anatomy remained the starting point for surgical training, supporting all other sciences. However, in 1929 when the College of Surgeons of Australasia (2 a) its entrance requirements, a two-part examination (2 b). Part 1 was an examination in anatomy and physiology, and Part 2 was an examination in surgery and surgical pathology.

The novelty of this proposal was not the emphasis on anatomy, but the inclusion of physiology. “It must be recognized that the surgeon of today is not ⁽³⁾a mere craftsman,” one director wrote in 1928. “He ought to be a scientist, educated in physiology and biochemistry, pathology, and bacteriology, as well as anatomy.” The other key requirements of a good surgeon were clinical judgment based on experience, and technical skill.

Surgeons were proud to consider what they did as both an “art” and a “science.” The ⁽⁴⁾“art” of surgery involved remaking a diseased or damaged body in a beautiful way. Archibald Watson the Australian anatomist and surgeon noted several examples of work he approved, and the words in his diary are interesting. He admired one doctor’s “beautiful clean incision,” and in another operation cutting a “beautiful curve through the diseased area.”

However, it was ⁽⁵⁾ perfectly possible to be a “good” surgeon without this skill.
⁽⁶⁾ The good surgeon of the early twentieth century relied on being very careful, in contrast to the nineteenth-century emphasis on speed. “The cleaner and gentler the act of operation,” said Sir Berkeley Moynihan in 1920, “the less the patient suffers.”

Ideas from science or from practical mechanics were used to try and solve problems on the bodies of patients. Sometimes they seemed to work, and sometimes they did not. ⁽⁷⁾ 臨床経験を積む過程で新たな知識が生み出される。
There was a ⁽⁸⁾ seamless web between the use of intellectual and physical tools, and combining concepts from anatomy and physiology with how a body looked and felt.

【Source: Sally Wilde & Geoffrey Hirst, “Learning from mistakes: early twentieth-century surgical practice.” *Journal of the History of Medicine and Allied Sciences*, 64(1), 38-77.】

Glossary:

anastomose bowel : 腸を吻合する。腸をつなぐ。

1. 下線部 “handy-man”の具体的な内容を表しているものを以下から選べ。

- ⁽¹⁾
- A. 手術で身体の問題を解決できる人
 - B. 手術に関する科学的原理を研究する人
 - C. 手術が最上の手段であると信じている人
 - D. 手術について高いレベルの知識をもっている人

2. 下線部 (2 a) と (2 b) に入れるのに最も適当な組合せを以下から選べ。

- A. was created, was considering
- B. was created, was considered
- C. was creating, was considering
- D. was creating, was considered

3. 下線部 a mere craftsman ⁽³⁾の具体的な内容を表しているものを以下から選べ。

- A. 医師の資格がない外科医
- B. 医学のみに幅広い知識を有する外科医
- C. 手術の実用的な側面しか知らない外科医
- D. 特定の専門領域の経験しか持たない外科医

4. 下線部 “art” of surgery ⁽⁴⁾の具体的な内容を表しているものを以下から選べ。

- A. do surgery quickly
- B. do surgery privately
- C. do surgery attractively
- D. do surgery functionally

5. 下線部 perfectly ⁽⁵⁾に最も近い意味の単語を以下から選べ。

- A. only
- B. very
- C. never
- D. barely

6. 下線部 The good surgeon of the early twentieth century relied on being
⁽⁶⁾very careful, in contrast to the nineteenth-century emphasis on speed. において
 示されている内容に最も近いものを以下から選べ。

- A. 20 世紀においては、手術時間が短縮されたこと。
- B. 20 世紀においては、手術による生存率が改善されたこと。
- C. 20 世紀においては、手術のテクニックが大きく進歩したこと。
- D. 20 世紀においては、丁寧な手術により患者の苦しみが軽減されたこと。

7. 下線部(7)の和文に対応する英文を、以下の〔 〕内の語句から完成させ、2 番
 目*(2)と7 番目*(7)にあたる語の組合せを選べ。

[new, experience, clinical, process, the, acquiring, knowledge, creates, of]

(1) *(2) (3) (4) (5) (6) *(7) (8) (9) .

	(2)	(7)
A	process	creates
B	acquiring	new
C	experience	of
D	clinical	knowledge

8. 下線部 seamless に最も近い意味の単語を以下から選べ。
⁽⁸⁾

- A. no mistake
- B. no separation
- C. no connection
- D. no cooperation

II. 次の英文を読み、9～17の問いに答えなさい。

In June of 1930, a *coup d'état in Romania brought to power King Carol II. He swiftly focused on the very first World Cup to take place a month later in Uruguay. The soccer competition was a chance to show to the world a new Romania under his rule, while kindling in Romanians a sense of their global prowess. King Carol pushed for his country's entry into the tournament and encouraged his country's soccer association to put together a squad.

This was not a simple task. It required them to spend three months abroad, an awkward interruption in the lives of men who often worked in factories or oil refineries. They feared, with good reason, representing Romania in Uruguay would cost them their jobs. So King Carol guaranteed all players for the national team would be given time off and have their employment restored upon their return.

Times have changed. King Carol's enthusiasm, however, for the potential national glories of the World Cup remains in both big and small countries. When Panama qualified for the first time last year, the country erupted in festivities and its president declared a national holiday. Four-time champion Italy failed to qualify after (11) every tournament for the past 60 years, deepening the mood of gloom and frustration in the country that in March elections rejected major political parties.

Though much enlarged, the World Cup is still at its core a pageant of nation-states. The tournament was conceived in early-20th-century Europe when nations were emerging from the wreckage of damaged empires, when the idea of national self-determination was popular, and when new forms of media, including radio, expanded the reach of the sport. Along with a flag and an anthem, a soccer team of citizens cooperating together on the pitch gave a country a tangible form.

(13)

But if soccer helped give nations meaning, so too has it transcended them in tapping the globalizing currents of more recent times. The 21st-century World Cup is something of a paradox. The success of this festival of nations relies a great deal on energies that cross borders and remove people from their national roots. It suggests that there is actually a false dichotomy between “globalism” and “nativism.” In both soccer and life, it is perfectly possible to be a proud representative of your nation while being helplessly, incurably global.

For one, the average soccer player at the World Cup is very ⁽¹⁵⁾ cosmopolitan. Sixty-five percent of the players selected for this year’s World Cup play professionally for clubs outside their home countries. Many national teams today reflect decades of migration. Four out of five African teams, for example, have rosters with players born in Western European countries like France, Belgium, and the Netherlands. More than 60 percent of the Moroccan team was born outside of Morocco, and some players are more comfortable speaking French, Flemish, or Dutch than Moroccan Arabic. Also, European national teams embody changing ⁽¹⁶⁾ demographics of their countries. Nearly a third of Portugal’s and Switzerland’s squads, for example, were born elsewhere.

I’m always amazed at how whole streets of Kolkata, India, for example, ⁽¹⁷⁾ 最愛の南米チームの色で飾られている. The World Cup isn’t just a *crucible for nation-making, for nations to live out collective dreams and tragedies. It is a universal theater, turning national identities into signs of longing for the wider world.

【Source: Kanishk Tharoor, “Is the World Cup for Nationalists or Citizens of the World?” *The New York Times*, June 11, 2018】

Glossary:

coup d’état : クーデター, 武力政変

crucible : るつば

9. 下線部 kindling ⁽⁹⁾ に最も近い意味の単語を以下から選べ。

- A. losing
- B. grading
- C. building
- D. decreasing

10. 下線部 an awkward interruption ⁽¹⁰⁾ の具体的な内容を表しているものを以下から選べ。

- A. they had never played soccer before
- B. it would cause economic hardship for them
- C. they did not want to leave their families for so long
- D. it was an important for them to contribute to society

11. Choose the phrase that best fits (11) to complete the sentence.

- A. have been to
- B. have been for
- C. having been at
- D. having been for

12. 下線部 when the idea of national self-determination was popular ⁽¹²⁾ において表現されている内容に最もふさわしいものを以下から選べ。

- A. many countries were forming new alliances
- B. all countries had survived economically after World War I
- C. smaller countries were becoming more politically independent
- D. larger countries were not trying to regain empires after World War I

13. What does the word tangible mean?
(13)

- A. visible
- B. hidden
- C. creative
- D. imaginary

14. Paragraph 5 is about how

- A. the World Cup created more negative feelings about globalization.
- B. the World Cup is a celebration of both national and international identity.
- C. the World Cup has become more popular with the spread of international media.
- D. the World Cup creates peace in the world as a substitute for armed conflict.

15. According to paragraph 6, what does the word cosmopolitan *not* mean?
(15)

- A. a soccer player who plays in a foreign league
- B. a soccer player who plays for his parents' birth country
- C. a soccer player who plays for the country he immigrated to
- D. a soccer player who plays for the country he left in childhood

16. What does the word demographics mean?
(16)

- A. climate
- B. population
- C. economics
- D. infrastructure

17. 下線部(17)の和文に対応する英文を、以下の〔 〕内の語句から完成させ、3 番目*(3)と 6 番目*(6)にあたる語の組合せを選べ。

〔with, South, beloved, decorated, teams, of, become, American, colors〕

I'm always amazed at how whole streets of Kolkata, India, for example,

(1) (2) *(3) (4) (5) *(6) (7) (8) (9) .

	(3)	(6)
A	with	beloved
B	American	decorated
C	teams	become
D	colors	teams

III. 次の英文を読み、18～25 の問題に最も適した答えを選べ。

The people who are most successful at learning are those who are able to digest the data surrounding them, absorb insights embedded in their experiences, and take advantages of information flowing past. They transform what life throws at them, rather than just taking it as it comes. They know the best lessons are those that force us to *do* something and to manipulate information.

⁽¹⁸⁾ They take data and transform it into knowledge whenever they can. Whether we use the engineering design process or test an idea at work or simply talk through a concept with a friend, by manipulating information we make it easier to understand.

In one study published in 2014, researchers from Princeton and UCLA examined the difference between students who took notes by hand while watching a lecture, and those who used laptops. Recording a speaker's comments via ⁽¹⁹⁾ longhand is both harder and less efficient than typing on a keyboard. Fingers *cramp. Writing is slower than typing, and so you can't accurately record as many words. In contrast, students who use laptops spend less time actively working during a lecture, and yet they still collect about twice as many notes as their handwriting peers. Put differently, writing is more ⁽²⁰⁾ than typing, because it requires more labor and captures fewer ⁽²¹⁾ verbatim phrases.

When researchers looked at the test scores of those two groups, however, they found that the hand writers scored twice as well as the typists in remembering what a lecturer said. The scientists, at first, were skeptical. Maybe the hand writers were spending more time studying after class? They conducted a second experiment, but this time they put the laptop users and the hand writers in the same lecture and then took away their notes as soon as it was over, so students couldn't study on their own. A week later, they brought everyone back. Once again, those who took notes by hand scored better on a

test of the lecture's content. No matter what constraints were placed on the group, the students who forced themselves to use a more ⁽²³⁾ cumbersome note-taking method learned more.

In our own lives, the same lesson applies: When we encounter new information and want to learn from it, we should force ourselves to do something with the data. It's not enough for your bathroom scale to send daily updates to an app on your phone. If you want to lose weight, force yourself to plot those measurements on graph paper and you'll be more likely to choose a salad over a hamburger for lunch. If you read a book filled with new ideas, force yourself to put it down and explain the concepts to someone sitting next to you and you'll be more likely to apply them in your life. When you find a new piece of information, force yourself to think about it, to use it in an experiment or describe it to a friend and then you will start building ⁽²⁴⁾ the mental software that is at the core of learning.

[Source: Charles Duhigg, *Smarter Faster Better*, Random House, 2016. pp. 264-266]

Glossary:

cramp : ふるえる

18. The sentence, "⁽¹⁸⁾ They take data and transform it into knowledge whenever they can." refers to

- A. people who design processes to test ideas.
- B. people who change information to understand it.
- C. people who take advantage to make experiences.
- D. people who manipulate experiments to process ideas.

19. What does the word longhand mean?
(19)

- A. Writing notes by hand.
- B. Writing every comment.
- C. Typing notes on a laptop.
- D. Typing by recording many words.

20. Choose the word that best fits (20) to complete the sentence.

- A. active
- B. difficult
- C. extensive
- D. economical

21. What does the word verbatim mean?
(21)

- A. ideal
- B. exact
- C. useful
- D. memorable

22. Why did scientists take away students' notes after the second experiment?
(paragraph 3)

- A. To prevent students from teaching each other.
- B. To prevent students from studying outside class.
- C. To examine the notes from both groups of students.
- D. To examine the group of students who could take notes faster.

23. What does the words cumbersome mean?
(23)

- A. short
- B. bland
- C. illogical
- D. inconvenient

24. What does the term the mental software refer to?
(24)

- A. The data to analyze by force.
- B. The choice to learn new concepts.
- C. The memory to remember experiences.
- D. The ability to process new information.

25. The main idea from this passage is that . . . helps learning.

- A. modifying information
- B. encountering new knowledge
- C. forcing yourself to copy information
- D. understanding knowledge constraints