

獨協医科大学 医学部

平成29年度 入学者選抜試験問題

一般入学試験

英語 (70分)

I 注意事項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 この問題冊子は25ページあります。ただし、出題ページは下記のとおりです。
4～25ページ
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督員に知らせなさい。
- 4 解答用紙には解答欄以外に次の記入欄があるので、その説明と解答用紙の「記入上の注意」を読み、それぞれ正しく記入し、マークしなさい。
 - ① 受験番号欄
受験番号を記入し、さらにその下のマーク欄にマークしなさい。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ります。
 - ② 氏名欄
氏名・フリガナを記入しなさい。
- 5 試験開始後30分間および試験終了前5分間は退出できません。
- 6 この表紙の受験番号欄に受験番号を記入しなさい。この問題冊子は試験終了後回収します。

II 解答上の注意

- 1 解答はすべて解答用紙の所定の欄へのマークによって行います。たとえば、

3

と表示のある問いに対して②と解答する場合は、次の〈例〉のように解答番号3の解答欄の②をマークします。

〈例〉

解答 番号	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
3	①	●	③	④	⑤	⑥	⑦	⑧	⑨	⑩

受 験 番 号			

(問題は次ページから始まる)

1 次の各問に答えなさい。

A 次の英文を読み、問に答えなさい。

One legacy of our Puritan heritage is a lingering child play. On the one hand, our work ethic makes us regard play as worthless and a waste of time. This attitude has been strengthened by contemporary changes in society. In today's high-tech society education is the only way to avoid boring and low-paid occupations. As a result the competition is intense as parents compete to get their children into the top schools (including nursery schools). On the other hand, we believe that play is a healthy pastime for children. Many of us recall growing up with the freedom to play with our friends without many of the constraints placed on contemporary young people.

The concept of the educational toy helps resolve this contradiction between . Educational toys are nothing new; many early toy makers claimed that their toys taught children basic skills and values. Prior to World War II, educational toys were designed to teach character and moral values. .

Most contemporary educational toys are created for preschool children, fueled by a widespread belief that education is a race and the earlier you start the better. The fastest-growing software for children is so-called lapware for infants from six months to two years. The infant sits on the parent's lap, looks at the computer screen, and interacts with it by pushing a mushroom-shaped mouse. Programs like Baby Wow claim to teach children their colors, shapes, and so on. A number of CDs are also available for infants, including the Baby Einstein series. I watched Baby Einstein and Baby Newton with my granddaughter Heather, who was eighteen months old at the time. She seemed to listen to the music but seldom watched the moving geometric forms on the screen. I wasn't sure what they were supposed to teach her.

For three- to five-year-old children there are even more educational toys. By far the largest producer and merchandiser of educational material for children is the LeapFrog company. The motto of this firm is "Learn something new every day." The games of LeapFrog's learning toys are claimed to do everything from raising a child's self-esteem

to stimulating brain growth. But there is little research that supports these claims.

Professionals the value of these early stimulation and education programs. Some argue that the brain is growing rapidly during this period and consequently stimulation is necessary to take advantage of this growth. Those who argue against this position point out that it is not the number of *neurons in the brain that is important but rather the complexity of their connections. Indeed, a lot of *synaptic pruning goes on in the early years so that older children have fewer neurons but more connections than preschoolers. At this point there is little clear evidence for either position.

What is clear is that these educational toys for young children are another example of . Parents are encouraged to buy such toys to give their children an educational edge. And there is a subtle message that parents who do not buy these educational toys for their children are really not doing a good job as parents. What I find troubling about these products is that they are designed and marketed more for their appeal to parents than for what is really in the best interests of the child. In the past, toy manufacturers tried to make toys that reflected parental beliefs and values. Today they create toys that speak to .

Notes:

neurons 「ニューロン, 神経細胞」

synaptic pruning 「シナプス (ニューロン間の接合部) の間引き」

問1 ~ の空所を補うのに最も適切なものを, 下の①~④の中からそれぞれ1つ選びマークしなさい。

① doubt over

② ambivalence toward

③ challenge for

④ belief in

- 2
- ① the beliefs that play is wasteful and children should spend as little time as possible playing
 - ② the beliefs that play is healthy and children should spend as much time as possible playing
 - ③ the belief that play is wasteful and the conviction that it is healthy
 - ④ the belief that play is beneficial and the conviction that it is unhealthy

- 3
- ① Today educational toys are contributing to strengthening the belief that play is a healthy pastime
 - ② Today educational toys are teaching children a lot of practical skills in addition to teaching them values
 - ③ Today educational toys are expected to widen the knowledge of children about the world they live in
 - ④ Today educational toys are narrowly conceived and designed to teach academic skills

- 4
- | | |
|------------------|----------------------------|
| ① disagree as to | ② accept without doubt |
| ③ approve of | ④ embrace enthusiastically |

- 5
- ① the fact that toys are less easily available to parents
 - ② the fact that the effect of toys on children has been limited
 - ③ how toys have become part of the consumer culture
 - ④ how toys could be substituted for teachers and parents

- 6
- ① parental hopes and expectations
 - ② parental fears and anxieties
 - ③ children's dreams and ambitions
 - ④ children's worries and concerns

問2 次の ・ の各問の答えとして最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

According to the passage, which of the following sentences is TRUE?

- ① Educational toys have successfully solved the question of whether play is wasteful or healthy for children.
- ② The concept of educational toys teaching children morals and values has hardly changed over time.
- ③ Not all experts wholeheartedly advocate the idea that early education programs are essential for promoting the growth of the brain.
- ④ Parents concerned about the education of their children can find a real relief in educational toys because they are based on high technology.

Which of the following opinions would the writer of the passage most likely agree with?

- ① The users of Baby Einstein and Baby Newton should watch the motions of geometric forms as carefully as possible.
- ② Educational toys should be given to children not as something for them to play with but as something for them to study with.
- ③ Parents should realize that educational toys do not provide the solutions to all the educational problems their children are faced with.
- ④ Parents should keep in mind that the earlier children begin studying, the greater the educational effect on them.

B 次の英文を読み、問に答えなさい。

Betty, an impulsive New Caledonian crow living in a research lab, was hungry. She could see a piece of meat at the bottom of a glass test tube, but without hands she was helpless to reach it. In the wild, crows like Betty use twigs as tools to dig into trees to get insects. However, the only thing in Betty's cage was a piece of wire. She picked up the wire and bent it until she had created a hook. Then grabbing the tool with her beak, she used it to remove the piece of meat from the test tube. The scientists in the lab watched in awe as Betty ate her lunch. They had known that crows could use objects like twigs to get food, but until they saw Betty manipulate the wire, they hadn't known that crows could actually make tools. They had made a profound discovery. Clearly, crows were than they had thought.

In another show of intelligence, a group of urban crows in a Tokyo suburb have learned a new way to get lunch. These brainy crows fly over intersections and drop nuts in the paths of cars. While the cars drive over the nuts, the crows wait for the light to change. When the light turns red, the cautious crows take advantage of the fact that the streets will be safe temporarily. They fly down to join the pedestrians on the crosswalk and proceed to eat the nuts without fear of being run over. The strategy has become widespread in the area as more crows learn it and then teach it to others, thus .

After observing crow behavior in the laboratory and in the wild, scientists are now convinced that the birds are not just acting . They are capable of planning and solving problems. They can even teach new behaviors to other crows.

In addition to tool building and problem solving, crows also appear to have developed advanced . A researcher at the University of Vermont, Bernd Heinrich, made a case for a sort of crow language when he discovered that (A) young crows clamor a great deal when feeding, as opposed to older crows. Heinrich concluded that the younger birds were encouraging their friends to join them in defending the food from other hungry animals. In contrast, older crows preferred not to advertise the presence of food so that they could eat quietly without worrying about competition from the

rougher gangs of young crows.

In Switzerland, biologist Thomas Bugnyar observed a *raven named Hugin remedy a problem with a larger, stronger bird. Hugin had learned to open containers that contained *breadcrumbs, but the other bird kept stealing them. The 13 Hugin eventually came up with a plan. He pretended to open an empty container, and when the larger bird came over to look for the bread, Hugin went to the right container, opened it, and ate his meal in peace.

The fact that Hugin understood that there was a difference between what he knew and what the other crow knew was big news for researchers, as it suggested that crows were capable of higher order thinking. The fact that Hugin acted on that knowledge to get rid of the other crow showed that (B) crows are capable of recognizing opportunities in much the same way that humans do when they manipulate a situation to their advantage.

These stories of crow genius caught the attention of a writer named Joshua Klein. He wondered if crows could be trained, so he decided to do an experiment. Klein built a device that he called a vending machine. Inside the machine were nuts. Knowing that crows are attracted to shiny things, he threw coins on the ground around the machine, which made the area a popular site for the birds. After accidentally dropping coins into the machine a few times and discovering that nuts would appear, the crows soon learned how the machine functioned. The crows started 14 picking up the coins and dropping them into the machine in exchange for peanuts.

Klein's experiment in teaching crows how to activate the vending machine, along with other research, shows that crows can be trained, a talent that is particularly useful in large cities, where the environment is constantly changing. While many city residents see crows as a noisy, messy problem, Klein wonders what would happen if we could find ways to 15 and even give them useful work. After all, if crows can use a vending machine, (C) why can't they be trained to do other things? For example, why can't they be trained to pick up garbage or search for victims after a natural disaster?

Notes:

raven 「オオガラス」 breadcrumbs 「パンくず」

問1 ~ の空所を補うのに最も適切なものを、下の①~④の中からそれぞれ1つ選びマークしなさい。

- | | | | | |
|---------------------------------|--------------------------------------|----------------------------|-----------------|---------------|
| <input type="text" value="9"/> | ① more likely to eat meat | ② more intelligent | | |
| | ③ less likely to eat meat | ④ less intelligent | | |
| <input type="text" value="10"/> | ① restricting the access | ② evaluating the traffic | | |
| | ③ protecting the territory | ④ reinforcing the behavior | | |
| <input type="text" value="11"/> | ① instinctively | ② comprehensively | | |
| | ③ deliberately | ④ suspiciously | | |
| <input type="text" value="12"/> | ① athletic ability | ② teaching techniques | | |
| | ③ social skills | ④ artistic crafts | | |
| <input type="text" value="13"/> | ① innocent | ② malicious | ③ frustrated | ④ optimistic |
| <input type="text" value="14"/> | ① casually | ② randomly | ③ intentionally | ④ unwillingly |
| <input type="text" value="15"/> | ① domesticate crows | ② isolate crows | | |
| | ③ make crows compete with each other | | | |
| | ④ let crows struggle for survival | | | |

問2 下線部(A)~(C)の意味に最も近いものを、下の①~④の中からそれぞれ1つ選びマークしなさい。

(A)

- ① Younger crows usually demand a lot of food and oppose older crows being around when they eat.
- ② Older crows do not make so much noise as younger crows when they are eating their food.
- ③ Younger crows are in sharp contrast with older crows in how they obtain their food from their parents.
- ④ Compared to older crows, younger crows, when they are given food, usually try to get as much food as they can.

(B)

17

- ① Crows realize that they can control their environment in order to protect themselves from most humans.
- ② Crows have the same opportunities as most humans to avoid undesirable situations.
- ③ Crows can take advantage of the opportunity to deceive other crows almost as humans do other people.
- ④ Almost like humans, crows can grasp a chance to alter a situation in a way which is favorable for them.

(C)

18

- ① We can assume that teaching crows to do something other than using a vending machine is possible.
- ② We cannot conclude that crows can do other things besides merely using a vending machine.
- ③ By using a vending machine, crows may have realized that they can do other things as well.
- ④ At present it could be said that using a vending machine is all that crows can do skillfully.

問3 次の 19 ・ 20 の各問の答えとして最も適切なものを、下の①～④の中からそれぞれ1つ選びマークしなさい。

- 19 According to the passage, which of the following sentences is NOT TRUE?
- ① Tool making by a crow in a research laboratory was beyond the imagination of scientists until they saw it with their own eyes.
 - ② It has been found out that crows in the laboratory are more capable of displaying their intelligence in solving problems than those in the wild.
 - ③ When a crow discovers a new and effective way of doing something, it often spreads that knowledge among other crows, and more and more of them behave the same way.
 - ④ Inspired by the amazing talents of crows, a writer conducted an experiment to confirm whether training crows would be possible.

- 20 Which idea of the following sentences could the passage suggest?
- ① We should sometimes be aware of the danger of overestimating the intelligence of crows.
 - ② It is natural that every clever action of crows should lead us to disbelieve that they have the power to solve all human problems.
 - ③ There is a possibility that we will someday regard crows as something that can coexist with people, and not as something to get rid of.
 - ④ Since we know that crows have great intelligence, they may become more of a menace to humans.

英語の試験問題は次に続く。

2 次の各問に答えなさい。

A 次の会話文を読み、問に答えなさい。

- David : Hi Naomi. Today I'd like to talk about a truly Japanese art form.
- Naomi : Ikebana? Woodblock prints of Mount Fuji?
- David : No, nothing like that. What I have in mind is the art of small talk.
- Naomi : Small talk is not an art. It's the world's most boring use of language. Needless to say, I don't do it.
- David : Everybody does it to some extent. You greet people, don't you? Greetings are a form of small talk.
- Naomi : I don't believe I greeted you this morning, David. Please excuse my rudeness, but it shows how I feel about small talk.
- David : I forgive you because I know you, but I wouldn't forgive anyone else. Small talk is the art of filling in silences that would otherwise be embarrassing. How would you feel if we sat down in this coffee shop and said nothing?
- Naomi : 21
- David : I agree, but a first meeting with a friend in the morning is not the time for it. If we sat and said nothing, I'd feel that something was wrong.
- Naomi : And I'd feel calm. So tell me why small talk is a truly Japanese art.
- David : As we know, the Japanese tend to avoid expressing their true feelings directly. People prefer to drop hints and use ambiguous language that the other person will understand. Small talk provides a great opportunity to practice this art.
- Naomi : So Japanese small talk is not meaningless at all?
- David : (A) It combines the meaningless with the meaningful. Next time you hear two ladies talking as they take out their garbage, listen carefully and you'll see what I mean. You could even learn the art yourself.
- Naomi : Well yes, I understand that, but I prefer to express my opinions in plain, simple language!

問1 Fill in by choosing the most appropriate statement from those below.

- ① I'd be in heaven. We need to break the ice.
- ② I'd hate it. I feel uncomfortable with silence.
- ③ I'd be bored. We should get to the point.
- ④ I'd love it. I think silence is so soothing.

問2 Why does David think small talk is a Japanese art form? Choose the most appropriate statement from those below.

- ① Because the Japanese usually try to avoid silence during the conversation and small talk is an easy way to fill the silence.
- ② Because small talk makes it possible for the Japanese to communicate indirectly what they have to say instead of expressing it clearly.
- ③ Because the Japanese generally find it desirable to mean what they say and small talk is the best possible way to meet their expectations.
- ④ Because small talk is traditionally a communication tool favorable for the Japanese, who prefer simple, clear expressions to subtle, literary ones.

問3 What does David want to say in the underlined part (A)?

- ① Small talk sounds meaningless, but it actually means a lot when you communicate with each other.
- ② Small talk is so confusing that you can't understand what people really mean or the reason why people use the form of small talk.
- ③ You should distinguish, through small talk, those who say something meaningless from those who say something meaningful.
- ④ Small talk, with its few sensible remarks, is seldom worth considering.

B 次の(1)・(2)の英文について、(1)ではア～エを、(2)ではア～カを、論理的に意味が通るように並べかえたものとして最も適切な選択肢を、①～④の中からそれぞれ1つ選びマークしなさい。

(1)

24

Wildlife trade is by no means always a problem and most wildlife trade is legal. However, it has the potential to be very damaging.

ア. Recent overexploitation of wildlife for trade has affected countless species.

イ. Populations of species on earth declined by an average 40 % between 1970 and 2000 — and the second-biggest direct threat to species survival, after habitat destruction, is wildlife trade.

ウ. Historically, such overexploitation has caused extinctions or severely threatened species and, as human populations have expanded, demand for wildlife has only increased.

エ. Perhaps the most obvious problem associated with wildlife trade is that it can cause overexploitation to the point where the survival of a species hangs in the balance.

This has been well-publicized in the cases of tigers, rhinoceroses, elephants and others, but many other species are affected.

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

英語の試験問題は次に続く。

(2)

25

It's clear that there's a link between stress and heart health; what is not clear yet is why the two are connected.

ア. "This is notable because *arterial inflammation is an important driver of atherosclerotic disease, the major cause of heart attacks and stroke," says study author Dr. Ahmed Tawakol, co-director of the cardiac MR PET CT program at Massachusetts General Hospital.

イ. Only 5% of people with low brain stress experienced an adverse heart problem.

ウ. In the new study, presented at the American College of Cardiology's 65th Annual Scientific Session, researchers used imaging to look at 293 people's brains and arteries.

エ. The researchers found that 35% of the people with high brain stress suffered a heart event over the nearly five-year study period.

オ. They found that stress activity in an area of the brain called the amygdala, which is where emotions are processed, was linked to more inflammation in a person's arteries.

カ. Now, a new study suggests that people with higher levels of stress also have more inflammation in their arteries, putting them at higher risk for heart problems.

Note:

arterial inflammation 「動脈炎」

- ① カ-エ-イ-ウ-オ-ア
- ② ウ-オ-ア-カ-エ-イ
- ③ ウ-エ-イ-カ-オ-ア
- ④ カ-ウ-オ-ア-エ-イ

C 次の英文において、 ~ の空所を補うのに最も適切なものを、以下の①~⑧の中からそれぞれ1つ選びマークしなさい。

People like to know what's coming for them, even if it's bad, a new study suggests. A small study published in 2016 found that people are more stressed out when there is the possibility they will experience discomfort as opposed to when .

In the study, published in the journal *Nature Communications*, people were shown a bunch of rocks and were asked to guess whether a snake was underneath them. When a snake *was* under the rock, the men and women received an electric shock on the back of their hand. The researchers measured how stressed the individuals felt and looked at physical markers of stress like *pupil dilation and sweat. They found that most of the men and women felt more stressed when , compared to when they knew definitely the shock was coming.

Of course, there are many day-to-day situations without snakes and shocks where this kind of thing happens. "Knowing for sure that your plane was cancelled might be less stressful than being kept in nervous suspense as it is repeatedly delayed," says Archy de Berker of the University College London, who led the study. "Another might be waiting for medical results. If , you might not be as stressed as when you're completely uncertain about the outcome."

The researchers acknowledge that the study was small, but that it nevertheless adds nuance to the understanding of how . "Uncertainty is difficult for the brain because ," says de Berker. "I suspect stress — both the arousal component and the unpleasantness of it — helps us deal with uncertain situations possibly by making us more alert, and also encourages us to avoid them."

While the current study didn't look at this specifically, de Berker suggests practices like meditation could help soothe the stressful reaction to uncertainty. "I suspect that some meditative or religious practices which *extoll the virtue of acknowledging only the present tense, or accepting our fate, might help reduce stress by weakening our sensitivity to uncertainty," he says. "Since , if you're completely absorbed in the present, then it seems likely that uncertainty will impact your stress less."

Notes:

pupil dilation 「瞳孔散大」 extoll 「～を熱烈に称賛する」

- ① people respond to stress
- ② you're confident that it's gone well, or you're certain it's gone badly
- ③ you reject the idea that something bad will happen in the future
- ④ uncertainty is about what's going to happen in the future
- ⑤ you're trying to find a way to cope with stress
- ⑥ it makes it hard to figure out what to do and what decisions to make
- ⑦ they were uncertain
- ⑧ they knew for sure something bad is coming

3 日本文の意味に合うように () 内の語 (句) を正しく並べかえ, 3番目と7番目に来る番号をマークしなさい。ただし, 文頭に来る単語も書き出しは小文字となっている。

(1) お金を賢く使うのは貯めるよりもはるかに難しい, とよくいわれる。

3番目 7番目

It is often (① money wisely ② than ③ spending ④ it ⑤ is ⑥ harder ⑦ saving ⑧ much ⑨ said that).

(2) 忘れないうちに, ノートに書き留めておきなさい。

3番目 7番目

(① it ② in ③ before ④ your ⑤ down ⑥ you ⑦ write ⑧ forget ⑨ notebook) it.

(3) この問題はとても込み入っていたので, 私たちはどこから手をつけたらよいかわからなかった。

3番目 7番目

This was (① where ② that ③ complicated ④ we ⑤ to ⑥ so ⑦ problem ⑧ didn't know ⑨ a) begin.

(4) 肉がお嫌いなら牛肉を豆腐に代えることも可能です。

3番目 7番目

You (① like ② substitute ③ for ④ you ⑤ can ⑥ don't ⑦ beef ⑧ tofu ⑨ if) meat.

(5) 聞いた話では, 精神的価値に興味を示す若者がますます増えているということだ。

3番目 7番目

From what I have heard, (① young people ② interest ③ number of ④ showing ⑤ a ⑥ an ⑦ in ⑧ growing ⑨ are) spiritual values.

(6) この冊子にはその印刷機を操作するのに必要なことが全て書いてあります。

3番目 7番目

(① tells ② you need ③ to ④ know ⑤ to operate
⑥ all ⑦ this booklet ⑧ you ⑨ that) the printing machine.

(7) メイは、私だけが彼女のことを本当に理解している友人である、と言っている。

3番目 7番目

May says I am (① her ② only ③ the ④ understands
⑤ she ⑥ really ⑦ friend ⑧ has ⑨ who).

(8) この写真を見るといつも、あなたとよく遊んだ小学校時代を思い出す。

3番目 7番目

This picture always (① of ② the ③ used to ④ reminds
⑤ when ⑥ elementary school ⑦ me ⑧ I ⑨ days) play
with you.

(9) 国によっては、人々は今でも食糧不足で苦しんでいます。どんな援助でもいただければ、大変ありがたいです。

3番目 7番目

In some countries, people are still suffering from food shortages.
(① greatly ② be ③ will ④ appreciated ⑤ whatever
⑥ can ⑦ you ⑧ help ⑨ offer).

(10) 通常「カルチャーショック」という用語で呼ばれる、新しい社会へ反応したり適応したりする過程には、4つの明確な段階がある。

3番目 7番目

(① reacting ② new society ③ process ④ of ⑤ to
⑥ and ⑦ the ⑧ a ⑨ adjusting), usually termed "culture shock,"
has four distinct stages.

4 日本文の意味に合うように 52 ~ 61 に入れるのに最も適切な語(句)を、下の ①~④の中からそれぞれ1つ選びマークしなさい。

(1) その大学の新生生の数は、昨年倍増した。

The number of new students at the university 52 last year.

- ① doubled ② could double ③ has doubled ④ has been doubled

(2) 医者は私に朝食後に栄養補助食品を摂取するように勧めた。

The doctor suggested to me that a supplement 53 after breakfast.

- ① should take ② be taken
③ was taken ④ should have taken

(3) 彼は信じようとはしなかったが、やはりそれは本当のことだった。

He didn't try to believe it, but it was 54 true.

- ① none other than ② just another
③ none the less ④ among other than

(4) 体のあちこちに傷を負っている兵士たちは、治療のために医療施設に送られる。

The soldiers 55 all over their bodies will be taken to a medical facility for treatment.

- ① wounding ② wounded ③ are wounding ④ are wounded

(5) その商品がよく売れたため、それ以来、我が社の売り上げは右肩上がりです。

That product was a great success and, 56 , our company has been growing since then.

- ① that is because ② as a result
③ for one reason ④ owing to cause

(6) 真面目になるのがいつも割に合うとは限らない。それが彼の口癖だ。

It doesn't always to be serious. It's his favorite phrase.

- ① pay ② achieve ③ succeed ④ make

(7) 皆様、300便は空港での悪天候のため、遅れております。

Attention please. Flight 300 due to the bad weather at the airport.

- ① has lately arrived ② was later arriving
③ has been delayed ④ was delay

(8) 孤独は間違いなく、詩人や哲学者には必要である。

Solitude, no , is necessary to the poet and the philosopher.

- ① matter ② problem ③ answer ④ doubt

(9) 英語が世界共通語の役割を果たしている以上、私たちはそれに慣れる必要がある。

English is serving the role as a common language in the world, we need to get used to it.

- ① Than ② Now ③ Supposed ④ Except that

(10) デビッドは衣服が清潔ならば、どのような服装をしようと気にしない。

David doesn't care how he dresses clean.

- ① as far as his cloth is ② as far as his clothes are
③ as long as his cloth is ④ as long as his clothes are