平成 26 年度　日本医科大学入学試験問題

〔 英　語 〕

受験番号	

注　意　事　項

1. 指示があるまで問題用紙は開かないこと。

2. 問題用紙および解答用紙配布後，監督者の指示に従い，配布枚数の確認を行うこと。

   （表紙を除き，問題冊子 9 ページ，解答用紙 1 枚）

   落丁，乱丁，印刷の不鮮明の箇所があったら，手を挙げて監督者に知らせること。

3. 解答時間は 9 時 00 分から 10 時 30 分までの 90 分。

   解答が終わっても，または試験を放棄する場合でも，試験終了までは退場できない。

4. 机上には，受験票と筆記用具および時計（計時機能のみ）以外は置かないこと。

5. 筆記用具は鉛筆，シャープペンシル，消しゴムのみとする。

   （コンパス，定規等は使用できない。）

6. 止むを得ず下敷を使用する場合は，監督者の許可を得ること。

7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。

8. この問題用紙の余白は草稿等に自由に用いてよい。

9. 耳栓の使用はできない。

10. 携帯電話等の電源は必ず切り，鞄の中にしまうこと。

11. 質問，用便，中途退室など用件のある場合は，無言のまま手を挙げて監督者の指示に従うこと。

12. 受験中不正行為があった場合は，試験の一切を無効とし，試験終了時間まで別室で待機を命じる。

13. 退室時は，試験問題および解答用紙を裏返しにすること。

[Ⅰ] 次の英文を読み，設問に答えなさい。なお＊印が付された語には，本文の後ろに注がある。

I couldn't do my job [1] in a team environment. Emergency physicians, physician assistants, nurse practitioners, registered nurses, licensed practical nurses, patient care associates, patient advocates, social workers and mental health specialists, along with registration and administrative personnel, are my regular companions — not to mention pharmacists, radiology teams, and our hospital's staff of physician specialists and technicians. We all have our roles to play, and we play them regularly in harmony.

Because of the variety and urgency of the cases we see, my team-based practice is the norm rather than the [ア] for an emergency department.

But emergency departments are not alone. These days, most physicians routinely call on a wide variety of expertise* to care for patients. We are practicing medicine in a world where we have identified more than 13,600 different diagnoses for what may ail our patients. There are 4,000 medical and surgical procedures to remedy those problems, along with more than 6,000 drug options, to reduce suffering, extend lives and sometimes stop a disease altogether.

The physician plays a central and leading role in this complex system. (1)No one, however, no matter how well-trained he or she is, can possibly know all the answers or individually do all the work required.

This complexity requires a systems-based approach to health care in which we have access to a wide variety of expertise, tools and other information. And we are moving in that direction. Even before passage of the Affordable Care Act, we began to see alternative care models like accountable care organizations and patient-centered medical homes offering the promise of better care for patients at lower overall cost. And in much-heralded** places like Mayo Clinic, the Geisinger Health Center in Pennsylvania, and Intermountain Healthcare, we have [イ] of team medical practices that have been successful over many years.

A decade ago, the majority of physicians were independent, self-employed or practicing in small groups. Today, only about a quarter of doctors are in solo or small group practice. We commonly have become [ウ] of integrated multispecialty physician practices, hospitals and health systems that offer the possibility for more support, improved life-work balance, and an opportunity to better serve our patients. There are trade-offs to these changes, certainly, but [2] doubt or deny that they are well under way.

Even though physician-led, team-based medicine appears to be the way of the

future, a lot must happen for it to succeed. And a lot of the change is going to be focused on physicians themselves.

Recently, an Institute of Medicine working group published an article in the Oct. 3, 2012, issue of *The Journal of the American Medical Association* (2)<u>concerning principles and values they consider key for successful interprofessional team-based care</u>. That working group suggested that it would not be a simple transition. Just putting a group of highly trained people together around a table or in a patient care environment does not make [A   ], just as putting 11 highly trained athletes on a field does not make a winning football team.

Shared responsibility without highly coordinated teamwork simply will not work well. As we continue this evolution in team-based care, sufficient time — and energy — must be allotted to training the teams to work together and to develop trust and recognition that each medical team member has unique skills and knowledge to help a patient. We must supplement and support this trust with open and timely communication.

Each member of the team should practice to the extent of his or her training and expertise. Team-based care does not imply or justify that the type, duration and quality of the education and experience of individual professionals no longer matters. [B   ], maximizing the contributions of each individual team member also requires recognition of the limitations of each team member.

(Adapted from an article in *American Medical News* by Steven J. Stack)

* expertise: special skill or knowledge that is acquired by training, study, or practice
**herald: to say in public that something is good or important

問1　この本文に含まれている単語について，次の(1)と(2)の①～④の中に最も強く発音される音節の母音が<u>他の3語と異なるもの</u>がそれぞれ1つある。その数字を書きなさい。

(1)　①　assistant　　②　athlete　　③　practitioner　　④　technician
(2)　①　complexity　　②　procedure　　③　professional　　④　specialist

問2 ⬚1⬚ と ⬚2⬚ に入る最も適切な表現をそれぞれ **a**〜**d** から 1 つ選び，記号で答えなさい。

⬚1⬚　**a.** if I hadn't been operated　**b.** if I wouldn't have operated
　　　c. if I didn't operate　　　**d.** without being operated

⬚2⬚　**a.** a little could　　**b.** little might
　　　c. a few should　　**d.** few would

問3 ⬚ア⬚ 〜 ⬚ウ⬚ に入れるのに適当な英語 1 語をそれぞれ書きなさい。すべて **e** で始まる単語を書くこと。

問4 [**A**]に入れるのに適当な英語を 5 語以内で書きなさい。

問5 [**B**]に入れるのに適切な英語を 3 語で書きなさい。前後の論理的な脈略を示す語句を書くこと。

問6 次の(1)〜(3)の意味に最も近い語義を持つ単語を本文から探し出し，そのまま英語で書き抜きなさい。

　(1) the opportunity or right to use something
　(2) indication of something favorable to come
　(3) to increase something to make it larger or better

問7 下線部(1)を日本語に訳しなさい。解答欄に記載されている訳語の前後の空所を埋める形で訳文を完成させなさい。

問8 下線部(2)について，they の意味を明らかにしながら日本語に訳しなさい。

[II] 次の英文を読んで，設問に答えなさい。なお＊印が付された語には，本文の後ろに注がある。

　　　Reading is a complex skill that most of us can perform without thought of how it is
　1　. Skilled drivers change gear without thinking about their grip on the gear lever
or the position of the heel of their left foot, and reading can also be described as being
skilled because the component activities require no thought. In reading the last couple of
sentences, you have inspected words and phrases of varying difficulty and you have
integrated the words into a cognitive* construction of meaning. Your mind is unlikely to
have been　2　with thoughts about the meaning of each word — whether, for
example, the word *grip* in the sentence about skilled driving was　3　to mean a
travelling bag or holdall, or whether it meant the act of grasping. When we read, we can
be said to transform written language into meanings, but it is only occasionally that we
need to　4　about an individual word. This is not to say that reading is always a
continuously smooth activity, because when we do come across unfamiliar words we are
disturbed by them and the calm flow of ideas is halted. On these occasions we often
　5　to inferring their meanings from the context in which they appear, and this
interrupts our personal reconstruction of the writer's story in our minds. We can solve
the problem of what the word probably means, and we can think about how the word
　6　in the sentence, about the meaning of the whole sentence, and about the ideas in
the paragraph. There is no single activity here that can be identified as reading and this
is why we shall regard reading　7　a set of component subskills. The closest that we
can come to defining reading is by use of a generality, by suggesting that it is a form of
problem solving that is directed　{　(a) recover　(b) in　(c) words　(d) at
(e) the integration　(f) of　(g) an attempt　(h) to　}　the writer's ideas.
By describing reading as 'problem solving' we have, of course, used one mysterious
activity　8　, and we present ourselves the difficulty of saying what it means to solve
a problem. Reading, like all forms of problem solving, can be described as an
information-processing task.

　　　The task of identifying the component processes (1)necessarily for reading is not
straightforward because they are not directly accessible. We might try to make the
readers' (2)mental activities more 'visible' by asking them to read a sentence (3)aloud,
but in doing this we are asking them to do more than recover the meanings conveyed by
the writer, and perhaps also asking them to do less. *More* because recognizing meanings
(4)do not require the conversion of words from a written form to an (5)overtly spoken
form, and *less* because we can sometimes pronounce [　A　]. So, converting printed

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or written material into a spoken representation may or may not [**B**] the text, but in any case pronunciation is not a required condition for reading. ⟨9⟩, we cannot investigate reading by simply asking volunteers to tell us (6)<u>what</u> they are thinking about while they read. Thinking about a well-practiced activity will often change the performance and interfere (7)<u>with</u> the (8)<u>execute</u> of an automatic action. We are unable to introspect** on any cognitive task without changing the activity, and so investigations have to be less direct. ⟨10⟩ ask readers what they are doing while they are reading, we can observe them as they read words and sentences (9)<u>that</u> vary (10)<u>in</u> some measurable way.

(Adapted from *Reading and Understanding* by Geoffrey Underwood and Vivienne Batt)

* cognitive: related to the process of knowing, understanding, and learning something

**introspect: to examine one's own thoughts or feelings

問1 ⟨1⟩ 〜 ⟨6⟩ に入れるのに最も適当な動詞を次の語群から選び，必要ならば適切な形に直して1語で書きなさい。なお，同じ語を繰り返して選ばないこととする。

accomplish	become	concentrate	correspond	decide	derive
fit	intend	occupy	resort	succeed	worry

問2 ⟨7⟩ 〜 ⟨10⟩ に入る最も適切な表現を，それぞれ **a** 〜 **d** から1つ選び，記号で答えなさい。

⟨7⟩
a. to be consisted of
b. as comprising
c. to be made of
d. as composing of

⟨8⟩
a. that describes the other
b. to describe another
c. that is described as another
d. to be described as the other

⟨9⟩
a. Although
b. Nevertheless
c. Similarly
d. Despite

⟨10⟩
a. It is true that we cannot
b. By contrast, we cannot
c. We cannot, however,
d. Whereas we cannot

問3　第1パラグラフにある {　　　} 内の語句を最も適切な順序に並べかえて，4番目と6番目にくるものの記号を順に書きなさい。

問4　下線部(1)～(10)のうち3か所に文法的な誤りがある。誤りの番号をそれぞれ解答欄に書き，正しい英語に書き直した単語1語を矢印の右側に書きなさい。

問5　本文の内容に即して，[　　A　　] と [　　B　　] に入れるのに適当な英語表現を書きなさい。

[**III**] *Read this passage and answer the questions that follow.*

Much of daily journalism for nearly two centuries has focused on being fast and first. The extra editions of newspapers on city streets in the 1890s and the radio reports of the London bombings in World War Two illustrate how fast delivery of news (using the new technologies of the times) established journalism reputations in the nineteenth and twentieth centuries. The live television coverage of the aftermath of President John F. Kennedy's assassination in 1963 to live reporting from war zones in Iraq in March, 2003 and the Twitter and Skype reports from democratic protests in Egypt in February, 2011 all show that news audiences value the latest news delivered in the quickest and most reliable way.

Our ability to *get* information easily and quickly wherever we are and from whoever we want, thanks to mobile and digital technologies, has put the pressure on those of us who *deliver* it, i.e. journalists, to meet those expectations. In addition, the ability of anyone with a cellphone to commit a random act of journalism by sending a tweet or uploading a picture of a news event as it is happening, adds more pressure on journalists to meet audience demands for fast and first information. To [1] those expectations, journalists must take advantage of the tools available to get their reporting out quickly, while delivering the key elements of news. During the past decade, the tools that once limited live reporting to television networks with large amounts of technology and satellite time have been transformed into devices and delivery methods that are [A]. Less than a decade ago, some newspapers began using blogs to provide live reporting from major news events, such as important court hearings. It provided [2] in live news coverage. Nowadays, news organizations have a variety of Web tools for live coverage. These are tools you may already use to communicate to your friends and family or to people and online communities with similar interests. These are tools like Flickr, YouTube, Twitter, Facebook, i.e. any site where you can upload text, video, pictures and audio. But using these tools for journalism requires developing a sense of newsworthiness, a sense of ethics and a sense of responsibility to the audience and the story. These all involve decision-making while reporting the news.

Journalists often had the time and opportunity to gather information and then go back to the newsroom to sort through it all and then write a story, or a news script, or an online mix of text and pictures. While some decisions are made while reporting, others might be left until the production time for the story. The modern demand for instantaneous news means that journalists may be called upon to deliver a story often in the midst of the incomplete process of newsgathering. For decades, radio and television

reporters have had to do this type of instant decision-making about the readiness of information when they were doing live reporting. Sports journalists may have had to deliver "play-by-play" of the action of the game, keeping track of major events in the action (such as a run in baseball or [**B**]) even before they put together a story that summarizes the action of the game. Now, anyone can commit a random act of journalism instantly by posting information and pictures. As such, professional journalists should promote their [**3**], such as their credibility and reliability, so they can deliver the instant and accurate news that audiences demand and depend on.

(Janet Kolodzy, *Practicing Convergence Journalism*)

1. *Explain* <u>*in Japanese*</u> *what the writer means by "those expectations" in the first sentence of the second paragraph.*

2. *Translate the underlined expression into Japanese (third paragraph).*

3. *Select the best option to fill each of the blank spaces marked* [**1**] *to* [**3**]*.*

   [**1**]   **a.** address   **b.** awaken

           c. confirm   **d.** disappoint

   [**2**]   **a.** radio and television with a way to compete with newspapers
           b. newspapers with a way to compete with radio and television
           c. radio and television with the opportunity to be more highly valued than newspapers
           d. newspapers with the opportunity to be more highly valued than radio and television

   [**3**]   **a.** beliefs   **b.** identities

           c. views   **d.** strengths

4. *Fill the blank space marked* [**A**] *with an appropriate expression. Answer in English, using at least five words.*

5. *Give another example of a major event in the action of the game that could be used to fill the blank space marked* [**B**]*. Answer in English, using at least four words.*

6. Which *three* of the following (**a.** to **h.**) are <u>not</u> in accordance with the writer's ideas of journalism?

   a. The radio and the television raised the pace of the fast-and-immediate approach of journalism in the twentieth century.

   b. For almost two hundred years the development of media technologies has been viewed as a serious threat to their preceding technologies.

   c. Much of the impact of portable technologies, in combination with the Internet, is in the pressure on journalism to provide an immediate response to any event anywhere.

   d. Today's news audiences seem to be more attracted to online news sources than to traditional print media.

   e. The adoption of the latest technology in newsgathering and reporting news has opened up new moral and ethical questions for journalists.

   f. Journalists are expected to be accurate and even-handed while adhering to certain standards of action that promote trust and reliability.

   g. The need for journalism to be collaborative and profitable can guide the decisions journalists make about what and how to report.

   h. The author maintains that those who commit a random act of journalism will increase because of the ease of use and availability of tools to gather information and report news.