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藤田保健衛生大学

平成 30 年度


推 薦 ・ A O 入 試
学 習 能 力 適 性 検 査

英 語

注意：第1問から第3問まではマークシートに解答しなさい。

第4問と第5問は記述用解答用紙に解答しなさい。

マークシートの記入について(注意事項)

1. 解答の作成には、H、F、HBの鉛筆を使用して正しくマークすること。
よい解答例 ● (正しくマークされている)
悪い解答例 ⊙ ⊖ (マークが部分的で解答とみなされない)
2. 解答を修正する場合は、必ず「プラスチック製消しゴム」であとが残らないように完全に消すこと。
鉛筆の色が残っていたり、「」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ので注意すること。
3. 解答用紙は、折り曲げたりメモやチェック等で汚したりしないよう特に注意すること。
4. 受験番号欄の記入方法《 受験番号記入例(右図)参照 》
① 受験番号を数字で記入する
② 受験番号の数字を正しくマークする
正しくマークされていない場合、採点できないことがあります。

— 受験番号記入例 —
受験番号1001の場合

受 験 番 号 欄			
千位	百位	十位	一位
1	0	0	1
○0	●0	●0	○0
●1	○1	○1	●1
○2	○2	○2	○2
○3	○3	○3	○3
○4	○4	○4	○4
○5	○5	○5	○5

注：選択する数字は『0』から順番に並んでいます。

第1問から第3問では、問題文の中の [] 内の数字はマークシートの間番号を示している。該当する間番号の解答記入欄に答をマークしなさい。

第1問 次の問 1～6 の空所 [1]～[6] に入れるのに最も適切なものを (1)～(4) から1つ選び、その番号をマークしなさい。

問 1. A Russian man [1] of stealing guns has been arrested in Greece.

- (1) believed (2) doubted (3) identified (4) suspected

問 2. If you cancel after 5:00 p.m. on the day [2] to use, a cancellation fee will apply.

- (1) earlier (2) following (3) former (4) prior

問 3. By 2020, India will have around 12 million elderly persons with difficulty [3] carrying out daily activities.

- (1) from (2) in (3) on (4) to

問 4. Indeed the nation's output of coal has increased, but challenges remain [4].

- (1) addressed (2) addressing (3) to be addressed (4) to address

問 5. What does it feel like [5] you're expressing forgiveness?

- (1) how (2) that (3) when (4) why

問 6. Police exchanged gunfire with the terrorist before capturing him [6].

- (1) alive (2) livable (3) live (4) lively

第2問 次の問 1～4 においては、それぞれ日本語の意味に合うように下の (1)～(7) の語句を並べかえて空所を補い、最も適切な文を完成させなさい。解答は [7]～[14] に入れるものの番号のみをマークしなさい。ただし文頭にくる文字も小文字にしてある。

問 1. 何が起きようとしているのだと思いますか。

_____ [7] _____ [8] _____?

- | | | | |
|--------------|----------|------------|--------|
| (1) about to | (2) do | (3) happen | (4) is |
| (5) think | (6) what | (7) you | |

問 2. コンサートの開催にかけた金額を考えると、中止にはできない。

_____ [9] _____ [10] _____ holding the concert,
we cannot cancel it.

- | | | | |
|-----------|-----------|-----------|----------|
| (1) given | (2) how | (3) money | (4) much |
| (5) on | (6) spent | (7) we've | |

問 3. 私は待つしかなかった。

_____ [11] _____ [12] _____.

- | | | | |
|-----------|----------|-------------|-------------|
| (1) but | (2) do | (3) I could | (4) nothing |
| (5) there | (6) wait | (7) was | |

問 4. 私にとって興味深かったのは、人間だけが言葉を話す動物であるということだった。

_____ [13] _____ [14] _____ human beings are
the only animal that can speak languages.

- | | | | |
|----------|-----------------|----------|------------|
| (1) as | (2) interesting | (3) me | (4) struck |
| (5) that | (6) was | (7) what | |

第3問 次の英文を読み、後の問いに答えなさい。

There are lots of stresses during the holiday season. You may have to prepare to spend time with lots of family. You may have to get your home ready for an invasion of guests. On top of everything else, you are expected to go out and buy lots of gifts. And despite all of the jokes about regifting, none of us wants to know that our gift was the one that got passed on down the line.

There [X] be all of those jokes about regifting if it [Y] easy to shop for others. Why is it so hard? What can you do about it?

There are lots of reasons why it is hard to shop for others, but here are a couple of few big ones. First, remember that it is often hard to know what you want for yourself until you are actually in the situation in which you are faced with making a purchase or trying out something new. Since the 1970s, psychologists have pointed out that there is an inconsistency between people's attitudes — what they say that they will do — and their behavior — what they actually do. A big part of this (あ) between attitudes and behavior is that it is just hard to predict what you are going to want in the future. So, even if you ask people what they would like as a gift, when they actually get it, they may be disappointed.

Second, there is a tendency for people to act as though others have similar taste to themselves. This is not an explicit belief. If asked, you'd probably admit that your taste is different from other people's taste. However, when you're actually in a store looking at gifts, you tend to decide what you think looks fun or pretty or attractive or tasty based on your own biases. You make these judgments implicitly, without realizing the degree to which your own tastes are affecting your judgment. That's why you might nail the fact that your best friend needs a new sweater and still buy one that will never get worn.

What can you do about this? Here are 《A》a few suggestions. Try to base your judgments of what to get for someone on what they do rather than what they say. For people you know well, think about their activities. How do they spend their time? Get gifts that support those activities. For people you don't know that well, guide conversations with them or with others (like their parents if they are younger children) toward what they do rather than what they want. When you ask people what they want, they will often 《B》draw a blank. Even if they have ideas, they may not think about all of the activities they do during the year. But if you ask about what people like to do, they will give you a list of hobbies and leisure activities that may guide the selection of gifts.

One reason to focus on people's activities is that otherwise you tend to look for rather generic gifts that you feel might appeal to anyone. Often, the things that catch your eye in the store are gifts that you understand immediately when you see them. The problem with many of those gifts is that if you understand them immediately, there may not be much more to them than what is on the surface. (い), you may tire of them quickly as well. Many novelty gifts are like this, such as the trophy fish that sings a song when anyone gets near it, or the hat that allows you to attach a

drink can and straw to it. As much fun as gifts like this might look on display in the store, they quickly find themselves in the back of the closet gathering dust.

Finally, stay away from gifts that require you to make taste judgments. Unless you have great confidence in your taste and are repeatedly complimented by others for your judgments, stick with gifts that you can evaluate based on their features rather than on their beauty. It is just too hard to overcome your own biases to really see gifts through someone else's eyes.

<https://www.psychologytoday.com/blog/ulterior-motives/200912/why-is-it-so-hard-shop-others>

注 regifting: 誰かからもらった贈り物を別の人に贈り物としてあげること nail: 心に留める

問 1. 空所 [X], [Y] には次の ①～④ のいずれかが入る。最も適切な組み合わせを示しているものを (1)～(4) から 1 つ選び、その番号を [15] にマークしなさい。

① would ② wouldn't ③ were ④ weren't

(1) X: ①, Y: ③

(2) X: ①, Y: ④

(3) X: ②, Y: ③

(4) X: ②, Y: ④

問 2. 空所 (あ) に入れるのに最も適切なものを (1)～(4) から 1 つ選び、その番号を [16] にマークしなさい。

(1) choice (2) difference (3) similarity (4) trade

問 3. 下線部《A》についての本文の記述と合致するものを (1)～(5) から 2 つ 選び、その番号を [17], [18] にそれぞれマークしなさい (順不同)。

(1) You should avoid turning the flow of conversations with people you don't know well toward their activities.

(2) You should buy something for others on the basis of what they say, not what they do.

(3) You should buy something for people you know well based on what they want as well as on what they do.

(4) You should decide what you are buying for others in view of their activities.

(5) You should usually refrain from selecting gifts which call for you to make taste judgements.

問4. 下線部《B》と最も近い意味を表すものを (1)～(4) から1つ選び、その番号を [19] にマークしなさい。

- (1) come up with nothing
(3) keep something in mind

- (2) explain something
(4) watch nothing

問5. 空所 (い) に入れるのに最も適切なものを (1)～(4) から1つ選び、その番号を [20] にマークしなさい。

- (1) As a result (2) However (3) In contrast (4) Instead

問6. 本文の内容と合致するものを (1)～(4) から1つ選び、その番号を [21] にマークしなさい。

- (1) If you ask people in advance what they want as a gift, they are never disappointed when they actually get it.
(2) Even if you get a list of someone's hobbies, it is utterly useless when you select gifts for him/her.
(3) If you give novelty gifts to people, many of them will soon end up not being used.
(4) It is easy to overcome the biases that you have in selecting gifts, so you must get rid of them.

この後の第4問と第5問は記述用解答用紙に解答しなさい。

第4問 次の英文を読み、後の問いに答えなさい。

“This might have been the most important thing I did in medical school,” the fourth-year student said. “It felt like we had an impact.”

The student was reflecting on a program during his final semester of medical school in which he collaborated with a team of students from nursing, pharmacy, social work, and anthropology. The team worked with three patients who were identified by their primary care physician as having uncontrolled health problems. The students sought to identify underlying barriers to improving the patients’ health by visiting them in their homes and accompanying them to health care visits. Then they leveraged the expertise of each of their disciplines to develop solutions to overcome those barriers.

For example, one patient’s medical conditions had recently become uncontrolled. None of her health care practitioners had identified the underlying cause — grief over the recent death of her husband. But by spending time with her in her home, the students came to recognize the effects of loss and mourning. The social work and nursing students got the patient’s daughter involved in helping to support her mother, while the medical and pharmacy students developed a more streamlined approach to managing her medications. By the end of the semester, the patient’s medical conditions had stabilized, and the students, the patient, and her daughter were working together to enhance the woman’s health — for instance, by reading nutrition labels together and developing strategies for healthier eating. Through this experience, the students gained firsthand knowledge of the potential of interprofessional teams to adapt to — and better meet — the needs of patients and society. That is the promise of interprofessional education (IPE).

【 あ 】

As the World Health Organization defines it, “Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” The recent surge in interest in IPE grew out of the patient-safety movement: failures of teamwork and interprofessional communication were, and continue to be, frequent causes of harmful medical errors. Training practitioners with better skills in teamwork and communication is thought to be essential for preventing these errors.

【 い 】

In addition, IPE has been promoted as part of the solution to other problems facing society's health. Training health care professionals who know how to adapt within a team to the needs of a population may help reduce health inequities and reverse rising costs by providing patients with the amount and type of expertise demanded by the complexity and acuity of their individual needs. An interprofessional practitioner ensures that each patient receives care from the professionals most suited to his or her needs.

【 う 】

But the positive experiences of both learners and faculty in IPE programs has created a sustained impetus to overcome these obstacles. Federal funders, especially the Health Resources and Services Administration, and private foundations, led by the Macy Foundation have stimulated programs throughout the country to expand and study IPE.

【 え 】

At Virginia Commonwealth University, about 2000 students and 100 faculty members participate each year in a series of IPE experiences. These experiences are sequenced across each participating program's curriculum to build interprofessional competency in parallel with students' professional development. For example, all first-year medical students participate in a one-credit, 10-session quality and safety course with nursing and pharmacy students. The students work in teams to examine concepts of quality and apply them through case studies and other group activities.

【 お 】

Later in training, all fourth-year medical students partner with nursing students for a 6-hour simulation-based course on critical care skills. Together, they learn how to perform assessments and initial interventions in patients with a sudden deterioration in clinical status. The course prepares them for the first day of internship or bedside care, including by teaching them how to communicate up, down, and across the hierarchies of health care to recruit the most appropriate members for the care team. «B»In addition, these medical students collaborate with nursing and pharmacy students in a semester-long, Web-based exercise during which they make management decisions as they follow a virtual geriatric patient through 7 years of her life. As the patient

progresses from being healthy to requiring hospice care over the course of four modules, the student teams face new challenges to the patient's health and must adjust their approach to meet her needs.

【 か 】

Through IPE activities, students, faculty, and practitioners learn that although investing in interprofessional collaboration can be time consuming and sometimes frustrating, it results in the development of teams that can better manage complex or uncertain situations. Done well, IPE instills this perspective — that the outcomes of collaboration are worth the effort.

【 き 】

Institutional leaders, program directors, and faculty are also recognizing that implementing IPE requires investment. Although IPE can be viewed as curriculum (what material is learned) or an instructional method (how material is learned), «c»its real promise lies in its role as a lever for promoting change. Investing in IPE can make institutions of higher education and health care more collaborative and prompt educators, practitioners, and students to view health care and education from new perspectives while bolstering their work tackling today's complex challenges.

【 く 】

Although we may not have all the answers about how best to conduct IPE, we have learned enough to know that it can provide the essential foundation for this new approach to health care. As the student quoted above made clear, IPE can train practitioners to work more effectively as teams and to deliver care that has a greater impact on patients.

<http://www.nejm.org/doi/full/10.1056/NEJMp1705665> (改変あり)

注 anthropology: 人類学	leverage: 活かす	expertise: 専門知識	streamlined: 能率的な
health inequity: 健康格差	acuity: 強さ	impetus: 推進力	competency: 能力
deterioration: 悪化	geriatric: 老人の	instill: 浸透させる	bolster: 支援する

- 問 1. 下線部《A》の内容を本文中の具体例を挙げて日本語で説明しなさい。
- 問 2. IPE が注目されるようになってきた理由を 2 点、本文の内容に即して日本語で答えなさい。
- 問 3. 下線部《B》を和訳しなさい。
- 問 4. 下線部《C》の意味を本文の内容に即して具体的に日本語で説明しなさい。
- 問 5. 次の (1) と (2) の段落はそれぞれ本文のどの位置に置くのが最も適切か、【あ】～【く】の記号で答えなさい。

(1) Finally, some medical students, like the one quoted above, have opportunities to participate in interprofessional teams that take real responsibility for helping patients in clinical settings. Though these experiences are resource-intensive for faculty and institutions, students given these opportunities as electives or extracurricular activities have found them transformative, since they witness the direct benefit to patients.

注 elective: 選択科目 extracurricular: 課外の

(2) These are lofty aspirations — and as with all educational interventions, the time lag between training and demonstrated impact on health outcomes creates challenges for educators and researchers. Moreover, IPE faces numerous other barriers. The curricula of schools for all health professionals are already overloaded with topics to cover. Facilitating collaboration among interprofessional learners requires more faculty time than lecturing. Logistically, there are few spaces with the capacity to accommodate students from multiple programs, and the schedules for all these students and faculty have to be aligned. Finally, faculty members may not be comfortable teaching an emerging topic area — and indeed, IPE subject matter is still evolving, as researchers continue to define core concepts and educators work to translate them into curricula.

注 lofty: 高邁な aspiration: 目標 logistically: 実行するためには
align: 調整する

第5問 次の英文を読み、下線部 (1)～(4) の日本語を英訳しなさい。

New stores focusing on the good environment of the local region have been opening one after the other along Furukawacho Shopping Street, in Higashiyama Ward, Kyoto City, where an increasing number of vacant stores has been conspicuous. These shops, in which people can enjoy an extraordinary atmosphere, are breathing fresh life into the shopping street, and include a facility where people can experience VR (virtual reality) ninja training and a store specializing in cotton candy.

Two new stores opened in late July in a building that was previously a combined greengrocer and private residence. (1)1階には作品を鑑賞するだけでなく芸術家との交流も楽しめるギャラリーが開かれている。The amusement facility “Ninja VR Kyoto” opened on the second floor offering a full-scale VR training experience, such as throwing “Shuriken,” or ninja star, or blowing “Fukiya” arrows. It seems that the experiences in such facilities, which take advantage of the atmosphere of old private houses with transom windows and worn sliding doors, are also popular with tourists.

The shopping street used to be called “Higashi no Nishiki,” or the eastern Nishiki Market, following after “Nishiki Market Shopping Street” in Nakagyo Ward. (2)そこはかつて肉屋 (butcher shop)や魚屋などの住民の日常生活に密接に結び付いた店が軒を連ねていたが、近年では店主の高齢化などにより閉店が続いている。On the other hand, many old stores have been converted into guest houses thanks to its convenient location connecting Gion and Okazaki.

Accompanying the increasing number of guest houses, there is also a focus on shops where tourists can come and go, and so the cotton candy store “Jeremy & Jemimah” opened this March. Arisa Tsubakimori, a representative of the operating company, said, “It is pity that the number of closed shutters is conspicuous in spite of the good location. I want to create a new trend.” (3)住居兼店舗だった建物を利用し、2階はゆっくりと綿菓子を楽しめるスペースに改装された。

(4)新たな出店による商店街の活性化への期待は高まっている。Yohei Fujimura, the head of the Furukawacho Shopping Street promotion association, said, “First, I want the number of people passing through here to increase. Then, I hope that the trend will lead to the revitalization of our shopping street which is loved by local people.”

<http://e.kyoto-np.jp/news/20170906/2858.html>

transom window: 欄間

worn sliding door: 破れた襖