



医学部医学科英語入試問題

下記の注意事項をよく読んで解答してください。

◎注意事項

1. 配付された問題冊子および解答用マークシート (受験番号のマークの仕方) に、それぞれ受験番号(4桁)ならびに氏名を記入し、解答用マークシートの受験番号欄に自分の番号を正しくマークしてください。
2. マークには必ずHBの鉛筆を使用し、濃く正しくマークしてください。
 記入マーク例：良い例 
 悪い例 
3. マークを訂正する場合は、消しゴムで完全に消してください。
4. 解答用マークシートの所定の記入欄以外には何も記入しないでください。
5. 解答用マークシートを折り曲げたり、汚したりしないでください。
6. 「止め」の合図があったら、問題冊子の上に解答用マークシートを重ねて置いてください。

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千	百	十	一
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受験番号			
千	百	十	一
0	0	0	0
1	1	0	1
2	2	2	0
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1 次の英文を読み、設問1.～15.に最も適した答えをa.～d.の中から一つ選べ。

- 1 Throughout history, social observers have been fascinated by obvious demonstrations of successful interpersonal influence, whether the consequences of this influence were good, bad, or mixed. Individuals such as Henry Ford, Martin Luther King, Jr., Barbara Jordan, Ralph Nader, and Joan of Arc have been analyzed and reanalyzed to discover what made them leaders and what set them apart from less successful leaders. The implicit assumption here is that those who become leaders and do a good job of it possess a special set of traits that distinguishes them from the masses of followers. While philosophers and the popular media have advocated such a position for centuries, trait theories of leadership did not receive serious scientific attention until the 1900s.
- 2 During World War I the U.S. military recognized that it had a leadership problem. Never before had the country mounted such a massive war effort, and able officers were in short supply. Thus, the search for leadership traits that might be useful in identifying potential officers began. Following the war, and continuing through World War II, this interest expanded to include searching for leadership traits in populations as diverse as schoolchildren and business executives. Some studies tried to differentiate traits of leaders and followers, while others searched for traits that predicted leader effectiveness or distinguished lower-level leaders from higher-level leaders.
- 3 Just what is a trait, anyway? Traits are personal characteristics of an individual that include physical characteristics, intellectual ability, and personality. Research has shown that many traits are not associated with whether people become leaders or how effective they are. However, research also shows that some traits are associated with leadership. Exhibit 1 below provides a list of these traits. As you might expect, leaders (or more successful leaders) tend to be higher than average on these dimensions, although the connections are not very strong. Notice that the list portrays a high-energy person who really wants to have an impact on others but at the same time is smart and stable enough not to abuse his or her power. Interestingly, this is a very accurate summary description of Bombardier CEO Paul Tellier, who, while CEO of Canadian National Railways, orchestrated a turnaround that transformed the failing company into the best run and most efficient railroad in North America.

受験番号

氏名

Exhibit I: Traits associated with leadership effectiveness

- Intelligence
- Energy
- Self-confidence
- Dominance
- Motivation to lead
- Emotional stability
- Honesty and integrity
- Need for achievement

4 In recent years, there has been a renewed interest in the study of leadership traits, and a number of studies have shown that certain traits are more closely linked to leadership. For example, one study found that three of the "Big Five" dimensions of personality (agreeableness, extraversion, and openness to experience) are related to leadership behaviors. In addition, research that compared top performers with average performers in senior leadership positions found that the most effective leaders have high levels of emotional intelligence. The emotional intelligence of leaders has also been found to be positively related to the job satisfaction and organizational citizenship behavior of employees. Many prominent firms use personality tests and assessment centers to measure leadership traits when making hiring and promotion decisions. However, there are some aspects of the trait approach that limit its ultimate usefulness.

5 Even though some traits appear to be related to leadership, there are several reasons why the trait approach is not the best means of understanding and improving leadership. In many cases, it is difficult to determine whether traits make the leader or whether the opportunity for leadership produces the traits. For example, do dominant individuals tend to become leaders, or do employees become more dominant after they successfully occupy leadership roles? **[a]** This distinction is important. If the former is true, we might wish to seek out dominant people and appoint them to leadership roles. **[b]** If the latter is true, this strategy will not work. Secondly, even if we know that dominance, intelligence, or tallness is associated with effective leadership, we have few clues about what dominant or intelligent or tall people do to influence others successfully. **[c]** And finally, the most crucial problem of the trait approach to leadership is its failure to take into account the situation in which leadership occurs. **[d]** Intuitively, it seems reasonable that top executives and first-level supervisors might require different traits to be successful. Similarly, physical prowess might be useful in directing a logging crew but irrelevant to managing a team of scientists.

6 In summary, although there are some traits that are associated with leadership success, traits alone are not sufficient for successful leadership. Traits are only a pre-condition for certain actions that a leader must take in order to be successful. In other words, possessing the appropriate traits for leadership makes it possible — and even more likely — that certain actions will be taken and will be successful.

(出典：WILLIAMSJ; ACADEMIC CONNECTIONS 4, 2009. Reprinted by permission of Pearson Education, Inc.)

1. According to paragraph 1, which of the following is true?
 - a. Demonstrations of negative interpersonal influence have proved to be more fascinating than positive influence to social observers.
 - b. Evaluation of Henry Ford, Martin Luther King, Jr., Barbara Jordan, Ralph Nader, and Joan of Arc has changed dramatically over the course of the century.
 - c. Personal traits of successful leaders are so varied that it has been practically impossible to make generalizations about them.
 - d. Trait theories of leadership first began to be scientifically studied in the 20th century.
2. The underlined phrase "implicit assumption" in paragraph 1 is closest in meaning to _____.
 - a. logical explanation
 - b. hypothetical question
 - c. obvious conclusion
 - d. tacit understanding
3. According to paragraph 2, what happened during World War II?
 - a. A leadership problem gained serious attention for the first time in history.
 - b. People learned competent officers didn't necessarily fight victorious battles.
 - c. Researchers began to look for leadership traits in successful businesspersons.
 - d. The U.S. military realized it didn't have as many able officers as it had expected.
4. According to paragraph 2, which of the following is NOT true?
 - a. The U.S. military had strategic difficulty despite the number of experienced officers.
 - b. The United States was obliged to put in as great a deal of effort into the first world war as ever.
 - c. Some researchers tried to clarify how lower-level leaders differed in their traits from higher-level ones.
 - d. The search for leadership traits useful in identifying potential officers continued even after World War I.

5. According to paragraph 3, which of the following is closest in meaning to a trait?
- a. the feeling that you can trust the abilities of yourself
 - b. the ability to understand and think logically
 - c. an understanding of what something is like
 - d. an identifiable quality of a person
6. According to paragraph 3, which traits in Exhibit 1 contribute to restraints on abuse of a leader's power?
- a. "Honesty and integrity" and "Dominance"
 - b. "Intelligence" and "Emotional stability"
 - c. "Need for achievement" and "Motivation to lead"
 - d. "Self-confidence" and "Energy"
7. The underlined word "orchestrated" in paragraph 3 is closest in meaning to _____.
- a. advocated
 - b. intensified
 - c. persecuted
 - d. organized
8. According to paragraph 4, what is closely related to employee satisfaction?
- a. Effective use of personality tests for evaluation.
 - b. Agreeableness of peer workers in the office.
 - c. Managers' ability to perceive emotions.
 - d. Organizational citizenship behavior.
9. According to paragraph 4, why do large companies use an assessment center?
- a. They want to make better judgements about who to promote.
 - b. They want to compare top performers with average performers.
 - c. They want to correctly predict the potentially most effective leaders.
 - d. They want to accurately evaluate leadership of employees.

10. According to paragraph 5, why is the trait approach NOT the best means of understanding leadership?
- a. Many employees become more dominant only after they are promoted.
 - b. Leadership cannot be improved as long as we rely on the trait approach.
 - c. We do not know for certain whether traits are the cause or the result of leadership.
 - d. In most cases the opportunity for leadership encourages the employees to work harder.
11. The underlined phrase "this strategy will not work" in paragraph 5 means that _____.
- a. dominance, intelligence and tallness do not necessarily entail effective leadership
 - b. promoting dominant workers to managing positions will not produce expected results
 - c. workers will become excessively dominant if they prematurely occupy leadership roles
 - d. dominant individuals more often become effective leaders than those who are less so
12. In paragraph 5, why is a logging crew mentioned?
- a. A team of scientists will help efficiently manage the crew.
 - b. It is the kind of work in which physical skills are highly valued.
 - c. A logging crew does not need leadership to achieve the best result.
 - d. Each crew member requires different traits to perform their task effectively.
13. Where would the following sentence best fit in paragraph 5? Choose a , b , c or d .
- As a result, we have little information about how to train and develop leaders and no way to diagnose failures of leadership.**
14. According to paragraph 5, which of the following is true?
- a. The trait approach to leadership does not consider who becomes the leader in what kind of work.
 - b. In managerial positions, the trait approach is the best means of improving leadership.
 - c. The most important trait for top executives and first-level supervisors is the motivation to lead.
 - d. What dominant people do to influence others can reasonably be predicted by the trait approach to leadership.

15. According to paragraph 6, which of the following is true?
- a. Successful leadership can sufficiently prove the validity of the trait approach to leadership.
 - b. There are several pre-conditions for a person to be truly successful as the leader of a group.
 - c. The appropriate traits for leadership often, if not always, lead to successful actions being taken.
 - d. It is possible to determine and even improve particular traits associated with leadership success.

2 次の英文を読み、1.～10.の下線部に入る最も適した語(句)をa.～d.の中から一つ選べ。

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3 次の英文を読み、設問 1. ～15. に最も適した答えを a. ～ d. の中から一つ選べ。

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- 4 冒頭の文に続く 1. ～10. の各英文それぞれについて、下線部分に誤りを含んでいるものを記号 a. ～d. の中から一つ選べ。

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5 次の英文を読み、設問1.～15.に最も適した答えをa.～d.の中から一つ選べ。

- 1 Many Americans will face some form of significant medical decision-making during their lifetimes, either for themselves or for their loved ones. Often, the choices they confront will raise challenging ethical questions: when to remove a relative from life support, whether to donate an organ to a family member, how to approach screening of an expected child in utero.
- 2 Unfortunately, most of us give little thought to these issues until they actually arise, and then we find ourselves woefully underprepared for the complex dilemmas we face. This need not be the case. However, change will only occur when bioethics is broadly incorporated into school curricula and when our nation's thought leaders begin to place emphasis on the importance of reflecting meaningfully in advance upon these issues.
- 3 Reasons for bioethics illiteracy are as numerous as the issues patients and family members are likely to confront. The steep decline of religious engagement and social capital starting in the 1960s has occurred simultaneously with rapid and transformative advances in medical technology, creating a vacuum in which Americans confront increasingly more difficult choices without the ability to rely upon traditional moral and communal guideposts.
- 4 End-of-life decision-making offers one challenge that many Americans are likely to encounter and for which few adequately prepare. As of 2017, only 36.7 percent of Americans had completed any form of advance directive either indicating their medical wishes or appointing a health care decision-maker in the case that they were to become incapacitated. Far fewer, in my experience, have done so in a productive way: discussing their preferences with their proxy or relatives, documenting their directive in a manner that is accessible, etc.
- 5 On numerous occasions as a physician, I have called a patient's appointed health care decision-maker and discovered that the patient had never informed the proxy of her role, let alone discussed his wishes. Studies have shown that a significant plurality of proxies do not know patients' preferences on such matters as basic as code status, and the number is likely lower for decision-makers who are not formal proxies, but merely family members called upon for guidance. When I survey audiences, one of the leading places people store their advance directive forms is in their safe deposit boxes, to which they may not have access during a severe illness. Even a close colleague who taught bioethics with me at a major university refused to discuss or document his medical wishes in advance, dismissing my urging as "inviting bad news."
- 6 The consequences cannot be overstated. For society, the costs are often economic: millions expended on "heroic" measures that patients never desired. For physicians, the emotional burden of providing futile or excessive care can be severe. And for relatives, already overwhelmed by the grave suffering of a loved one, rendering decisions in the ether of darkness can prove a genuine

torment—sometimes even tearing families apart. Two sisters may disagree, for instance, on whether a patient would want artificial nutrition, leading to conflict that might have been prevented with an earlier discussion with their brother.

- 7 The tools to incorporate such issues into our education agenda are readily available. [a] I designed a two-part secondary school bioethics curriculum for the *New York Times*' Learning Network last year. [b] An even more extensive curriculum for teens is available from New York University's School of Medicine. [c] Rather, they can provide flexible tools for recognizing and grappling with a wide range of potential scenarios. [d]
- 8 Often merely recognizing such issues in advance is winning the greater part of the battle. Just as we teach calculus and poetry while recognizing that most students are unlikely to become mathematicians or bards, bioethics education offers a versatile skill set that can be applied to issues well outside the scientific arena. At present, bioethics is taught sporadically at various levels, but not with frequency, and even obtaining comprehensive data on its prevalence is daunting.
- 9 In addition, incorporating bioethics into school curricula at an early age can only improve our public discourse. Far too many of us see moral choices in black and white and believe that those who disagree with us on hot button topics in bioethics are genuinely evil. Without advancing particular causes or views, we can teach children the complexities and nuances of these issues—as well as an appreciation for the opinions of those with whom we disagree. Recognizing that our opponents are not our enemies, but rather well-intentioned people acting in good faith who start with different premises and thus arrive at different conclusions, is a necessary prerequisite for meaningful persuasion.
- 10 Significant strides have been made in the past generation in educating physicians and other health care professionals in ethics, although there is obviously still a long way to go. In contrast, almost no progress has been made in educating the general public. Yet as I often tell lay audiences, bioethicists are fun people to know: always armed with a salient anecdote or hypothetical to liven up a cocktail party or wedding.
- 11 The only place you do not want to meet us is in the hospital—and the soundest way to prevent that is to educate yourself on these subjects while you are healthy and to explore your values and goals with your loved ones. Widespread education on these issues, starting on the secondary school level, is an important way to ensure that this occurs.

(出典：The Silent Crisis of Bioethics Illiteracy by Jacob M. Appel, Scientific American, November 5, 2019. Reproduced with permission. Copyright (c) 2019 SCIENTIFIC AMERICAN, a Division of Springer Nature America, Inc. All rights reserved.)

1. According to paragraph 1, a person NOT likely to pose a challenging ethical question is _____.
 - a. an athlete who is paraplegic
 - b. a sister with incurable kidney failure
 - c. an uncle who is pronounced brain-dead
 - d. a pregnant woman with a genetic disorder

2. According to paragraph 2, which problem is the author deeply concerned about?
 - a. Students are not required to study bioethics in class.
 - b. Many of us face too many complex dilemmas in life.
 - c. Politicians place too much emphasis on ethical issues.
 - d. People make light of bioethics problems when they occur.

3. According to paragraph 3, what is partly responsible for the difficult ethical choices many people confront?
 - a. inequality in social capital
 - b. weaknesses in religious education
 - c. a trend towards traditional values
 - d. revolutionary progress in medicine

4. The underlined word "incapacitated" in paragraph 4 is closest in meaning to _____.
 - a. completely overwhelmed
 - b. too unwell to live normally
 - c. extremely happy and excited
 - d. too frightened to behave reasonably

5. According to paragraph 4, what does the author recommend people do in advance?
 - a. Discuss their wishes with their doctor in a productive way.
 - b. Ask their relatives to appoint a reliable health care decision-maker for them.
 - c. Produce a legal document stipulating who they want their property to be given to.
 - d. Leave instructions concerning what they want to happen in a particular situation.

6. According to paragraph 5, which of the following does the author find problematic?
 - a. Close relatives are called upon for guidance only in an emergency.
 - b. People discuss their wishes with the proxy only while they are in good health.
 - c. A majority of patients may not have access to their relatives during a severe illness.
 - d. Many people keep important information or instructions in places not easily accessible.

7. Which of the following is an appropriate description of the underlined phrase "code status" in paragraph 5?
 - a. money or property that is received from someone when that person dies
 - b. something that reduces the effects or symptoms of a medical condition without curing it
 - c. the type of treatment a person would or would not receive if their heart or breathing were to stop
 - d. a group of people who listen to the details of a case in court and decide whether someone is guilty or not

8. Which is NOT among the consequences the author mentions in paragraph 6?
 - a. Many children suffer mental torment after their parent's death.
 - b. A patient's relatives are forced to make highly delicate decisions.
 - c. Medical expenses are a tremendous burden on the nation's economy.
 - d. Doctors find it extremely stressful to provide unnecessary medical care.

9. Where would the following sentence best fit in paragraph 7? Choose a , b , c or d .
Needless to say, such curricula cannot address all of the theoretical issues that might arise over a lifetime.

10. According to paragraph 8, which of the following is true?
 - a. Bioethics is not currently taught on a regular basis at school.
 - b. Mere recognition of a problem does not lead to a satisfactory solution.
 - c. Bioethics education may not be beneficial to students who study both calculus and poetry.
 - d. There isn't enough funding for bioethics research despite comprehensive data on its prevalence.

11. The underlined phrase "in black and white" in paragraph 9 is closest in meaning to _____.
- a. printed as legal documents
 - b. as being either right or wrong
 - c. in a straightforward manner
 - d. involving racial discrimination
12. According to paragraph 9, what is necessary for a meaningful persuasion?
- a. To start teaching bioethics at elementary school level.
 - b. To be willing to listen to people who disagree with you.
 - c. To stop disagreeing with those who appear to be genuinely evil.
 - d. To teach young children the diverse causes or views about the issue.
13. According to paragraph 10, which of the following will the author agree with?
- a. There has been remarkable progress in educating lay people in ethical issues.
 - b. Bioethicists are a kind of people who would rather avoid attending a social gathering.
 - c. There are still many things to be done in teaching ethics to physicians and medical experts.
 - d. Little conscious effort has been made in educating doctors in bioethics over the past decades.
14. The underlined word "salient" in paragraph 10 is closest in meaning to _____.
- a. notable
 - b. legible
 - c. futile
 - d. chronic
15. According to paragraph 11, what is most important in preparing for issues discussed in the passage?
- a. Find out about your core values.
 - b. Study bioethics in secondary school.
 - c. Become healthy enough to pursue your goals in life.
 - d. Spend as much time as you can with your loved ones.

6 次の日本語の下線部1～5を英訳した場合、それぞれ最も適切な英文をa.～e.より一つ選べ。

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