

英 語

〔注 意 事 項〕

1. 監督者の指示があるまでは、この問題冊子を開かないこと。
2. 解答用紙は、コンピュータで処理するので、折り曲げたり汚したりしないこと。
3. 解答用紙に、氏名・受験番号を記入し、受験番号をマークする。マークがない場合や誤って記入した場合の答えは無効となる。

受験番号のマーク例(13015の場合)

受 験 番 号				
1	3	0	1	5
万位	千位	百位	十位	一位
①	①	●	①	⑤
●	①	①	●	①
②	②	②	②	②
③	●	③	⑤	③
④	④	④	④	④
⑤	⑤	⑤	⑤	●
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

4. 解答用紙にマークするときは、HBまたはBの黒鉛筆を用いること。誤ってマークした場合には、消しゴムで丁寧に消し、消し^{ていねい}ずを完全に取り除いたうえで、新たにマークし直すこと。
5. 下記の例に従い、正しくマークすること。

(例えばcと答えたいとき)

正しいマーク例

①	②	●	④	⑤	⑥	⑦
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誤ったマーク例

①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦

- をする
- √をする
- 完全にマークしない
- 枠からはみ出す

6. 解答は、すべて解答用紙の所定の位置に記入すること。
7. 最後の問題Ⅳに自由英作文があるので、時間配分に注意すること。

I 次の英文を読み、下記の設問に答えなさい。①～⑩は段落番号を表す。

- ① Small children who land in the hospital emergency room after swallowing the wrong medication rarely get the stuff from a medicine cabinet or drawer, a new report suggests.

1

- ② Instead, children take pills or bottles off the floor, out of sofa cushions or from purses, countertops and other easy-to-see spots, says the report, released today by the non-profit group Safe Kids Worldwide, based in Washington, D.C.

- ③ The medications that prompt a scramble to the emergency room usually belong to adults—most often mothers and grandparents, according to records studied by the group.

- ④ Kids “are getting medications from Mom’s purse and Grandma’s pillbox,” says Rennie Ferguson, a researcher for Safe Kids. She looked at 2,315 emergency department records on children up to age 4, compiled by the Consumer Product Safety Commission^注 in 2011.

- ⑤ A total of 67,000 young children visited emergency rooms that year after accidental exposures to medication.

2

- ⑥ Such cases grew by 30% in a decade, the report says. Previous reports have noted a similar increase amid a growing number of prescription and non-prescription medications in homes. Emergency room case counts did fall slightly between 2010 and 2011, but the difference wasn’t statistically significant, Ferguson says.

- ⑦ In cases where records noted the source of the medications, 27% came from the floor or had been otherwise misplaced; 20% came from a purse, bag or wallet. Another 20% had been left out on counters, dressers, tables or nightstands, and 15% came from a pillbox or bag of pills. An additional

6% came from a cabinet or drawer.

3

- ⑧ The findings are not surprising, says Salvador Baeza, a pharmacist who directs the West Texas Regional Poison Center in El Paso. He was not involved in the report.

4

- ⑨ “You have some grandparents who have their whole pharmacy on the kitchen counter or the bathroom counter, and it is there for the taking,” he says.

5

- ⑩ Even careful parents who typically keep their medications in a safe spot can let their guard down, he says, and briefly leave medications unsecured. “These accidents can happen in an instant,” he adds.

6

- ⑪ The new data are good evidence that small children infrequently get into properly stored medication, Carr says.

7

- ⑫ If you are afraid that you might forget to take or give medication that is stored away out of sight, consider using a cellphone alarm or other reminders, she suggests.

8

- ⑬ Parents also can make sure visitors don't leave medications lying around in their purses or coat pockets, she says. They also should speak up and ask that medications be stored away when their children visit the homes of grandparents, other relatives or friends.

- ⑭ “That can be an awkward conversation,” Carr says. “But you can just say that ‘I have a very curious child who is just at that age where they get into everything’.”

- ⑮ When you do think a child has taken any medication improperly, the

best thing to do is call the national Poison Help Line at 800-222-1222, Baeza says. The line is open 24 hours a day and will connect you with a local center.

- ⑩ “If it’s something minor, we’ll let you know. And if it’s something dangerous, we’ll let you know,” he says.

注：Consumer Product Safety Commission 米国消費者製品安全委員会

出典：Kim Painter. (2013). *USA TODAY*, US Edition. March 20, 2013.

問 1 英文の内容に合うように、(1)~(5)の各文の空所を補うものとして最も適したものをそれぞれ選択肢 1 ~ 4 の中から選びなさい。

(1) According to paragraphs ① and ②, children who accidentally take other people’s medicine usually get them from _____.

1. a medicine cabinet
2. a drawer
3. an emergency room
4. an easy-to-see spot

(2) The report results were based on _____ cases.

1. 2, 315
2. 67, 000
3. adults’
4. researchers’

- (3) Accidental intake of medicine has _____ over the decade up to 2010.
1. gradually decreased
 2. maintained constant
 3. greatly increased
 4. fluctuated in number
- (4) Baeza _____.
1. was the leading researcher in the analysis of the consumer report
 2. argued against the interpretation of the study report
 3. gave an example of relevant troubles expected to happen
 4. complained about parents who leave their medicine inaccessible to children
- (5) Carr implies that _____.
1. adults leave medicine in prominent places so that they remember to take them
 2. alarms of cellphones are useful devices to distract children's attention from medicine
 3. children are eager to find medicine kept away in a cabinet or drawer
 4. it is difficult to ask grown-ups to be careful about when to store medicine

問 2 英文の内容に合うように、(1)~(3)の質問に対する答えとして最も適したものをそれぞれ選択肢 1 ~ 4 の中から選びなさい。

(1) What does the word “their” in paragraph ⑬ refer to?
(a)

1. medications'
2. parents'
3. reminders'
4. visitors'

(2) When should parents call the national Poison Help Line?

1. when their children take their medicine on purpose
2. when they know that they need to call an ambulance
3. when the medicine their babies have taken has minor effects
4. when their children swallow medicine unintentionally

(3) What is the best title for this passage?

1. Is your medicine out of children's reach?
2. Is medicine easy to find in the emergency room?
3. Is there medicine that can be properly stored?
4. Are there effective strategies for hiding medicine?

問 3 次の段落([A]と[B])は文中の ~
で示したいずれかの位置に入る。最も適した場所を選択肢 1 ~ 4の中から選
びなさい。

(1)[A] The drugs belonged to adults in 86% of cases, the report adds.
Moms (31%) and grandparents (38%) were the most common
sources.

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(2)[B] But there are many things parents and other caregivers can do to
minimize risks, says Kate Carr, Safe Kids president and CEO. The
first is to store medications out of sight and out of reach—“up and
away,” in the catchphrase of an ongoing medication safety
campaign led by the Centers for Disease Control and Prevention.

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II 次の英文を読み、下記の設問に答えなさい。

Some of the rice imported into the United States contains high levels of lead, according to a scientific study presented at an American Chemical Society meeting in New Orleans this week. The researchers calculate that based on the levels they found, consumers of all (1) are being exposed to much higher than acceptable amounts of lead when eating imported rice, which comprises some 7% of the rice Americans consume.

Tsanangurayi Tongesayi, Associate Professor of Chemistry at Monmouth University in New Jersey, and colleagues, say they found some of the highest levels of lead in baby food.

Lead in the Food Chain Is a Global Problem

Lead is a neurotoxin: it damages the brain, and in young children whose brains are still growing, it can seriously diminish their capacity to learn and develop intellectually. There is also evidence that it can disrupt children's behavior, such as make them more aggressive, impulsive and hyperactive.

(2) its effect on children's brains, lead increases blood pressure and causes cardiovascular diseases in adults. It can also cause calcium deficiency by replacing calcium in bones, and disrupt the production of haemoglobin causing anaemia.

The researchers point out that agriculture, mining, and the chemical industry in general, is putting more and more toxic heavy metals like lead into the environment and this is getting into the food chain.

While the level of contamination is not evenly spread around the globe, with some countries through tighter regulation being able to keep their levels down, because of the globalized food market, all populations are now equally at risk of being over-exposed to lead in food, regardless of where they live.

Imports of Rice Into the US Are Growing

1

The United States is a big producer and (3) of rice, thanks to vast rice fields in Arkansas, California, Mississippi and Texas. But it also imports rice, and current estimates suggest about 7% of the rice Americans consume is from outside the US.

2

Americans consume around 4.4 million metric tons of rice per year, which is around 31 pounds (14 kg) per person.

3

Rice consumption in the US is growing, partly due to population growth, partly due to larger populations of Asians and Hispanics, and partly due to more new rice-based products.

The amount of imported rice that Americans consume is also growing. Since 1999 imports of rice and rice flour into the US have grown by more than 200%.

4

Tongesayi says rice from other countries has made its way into a wide variety of grocery stores and eateries in the US, from large supermarkets and restaurants, to niche outlets that specialize in ethnic foods.

Infants and Children Have the Highest Exposure Levels to Lead in Imported Rice

Tongesayi and his team found levels of lead in rice imported into the US ranged from 6 to 12 mg/kg.

They found the highest amounts of lead in rice imported from Taiwan and China. Rice from the Czech Republic, Bhutan, Italy, India and Thailand also

had high amounts of lead. Samples from other countries like Brazil and Pakistan were still being (4), so they weren't able to report on those.

From the contamination figures, the researchers then estimated what the daily exposure levels were likely to be for different groups in the population, and then compared them with the levels that the regulatory authorities say are tolerable. The comparators they used came from the Food and Drug Administration's (FDA's) Provisional Total Tolerable Intakes (PTTI).

Tongesayi says their analysis shows for adults, the daily exposure levels from eating imported rice are around 20-40 times higher than the FDA's PTTI levels.

But for infants and children, the daily exposure levels would be 30-60 times higher, something he describes as "particularly worrisome given that infants and children are especially vulnerable to the effects of lead poisoning."

He also points out that: "Asians consume more rice, and for these infants and children, exposures would be 60-120 times higher".

According to a recent report from the US Centers for Disease Control and Prevention (CDC), more than than^註 half a million American children aged 1 to 5 years have blood lead levels higher than 5 $\mu\text{g}/\text{dL}$, the new national threshold for (5).

注：than が二度使用されているが原典どおり提示した。

出典：Catharine Paddock. (2013). *Medical News Today*. April 13, 2013.

Retrieved from

<http://www.medicalnewstoday.com/printerfriendlynews.php?newsid=259063>

問 1 空所(1)～(5)を補うのに最も適したものをそれぞれ選択肢 1～4の中から選びなさい。

- | | |
|--------------------|------------------|
| (1) 1. farms | 2. ages |
| 3. continents | 4. countries |
| (2) 1. In spite of | 2. Regardless of |
| 3. Because of | 4. Apart from |
| (3) 1. consumer | 2. dealer |
| 3. examiner | 4. promoter |
| (4) 1. analyzed | 2. dropped |
| 3. rejected | 4. discussed |
| (5) 1. success | 2. concern |
| 3. surprise | 4. relief |

問 2 次の段落が文中の

1

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4

 で示したいずれかの位置に入る。最も適したものを選択肢 1～4の中から選びなさい。

Rice is the staple food of 3 billion people around the world. The Agricultural Marketing Resource Center in the US puts annual global rice consumption at around 437 million metric tons, with China and India being by far the biggest consumers. In 2011, these two countries accounted for around half of the total world consumption of rice.

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| 2. | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>2</td></tr></table> | 2 |
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| 4. | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4</td></tr></table> | 4 |
| 4 | | |

問 3 質問に対する答えとして最も適切なものをそれぞれ選択肢 1～4の中から
選びなさい。

(1) Why is the lead dangerous to young children?

1. because it may stop their heart from growing large enough
2. because it can make children quite depressed to do anything
3. because it will lead to the disorder of the muscles and blood
4. because it can make them violent and bad-tempered

(2) Why is the environment contaminated by lead?

1. The contamination is caused by the chemicals used for farming, the waste from the factories and so on.
2. The detailed cause is still unknown but some food companies may be to blame.
3. The cause of the contamination is the worldwide connection of the food manufacturing process.
4. Lead is a natural element found in rice and other grains.

(3) What is a possible cause for the ineffectiveness in regulating the lead problem?

1. Laws and regulations will not work effectively as many people travel all around the world.
2. The imported final products or half-finished products with contaminated rice are difficult to examine.
3. The fact that the consumption level varies among the countries makes it quite difficult to cope with this problem by laws or regulations.
4. As the demand for rice is dramatically increasing globally, even the developed countries cannot avoid the lead problem.

- (4) Which one is NOT the reason of the increasing rice consumption in the US?
1. the increase of the rice import from outside the US
 2. the increasing number of Asians and Hispanics in the US
 3. the overall increase of the American population
 4. increased variety of food made from rice
- (5) In addition to the investigation of the amount of lead included in imported rice, what have the researchers done these days?
1. They have collected the data of the overall lead contamination in numerous countries.
 2. They have investigated the daily amount of the lead intake of the people to see if it is within the permissible level.
 3. They have investigated how the imported rice was distributed in the US through various marketing channels.
 4. They have been searching for the cause of the rice consumption increase since 1999.
- (6) According to the researchers, how many times higher is the daily exposure level of lead to Asian infants and children living in America, compared to average American adults?
1. 30-60 times
 2. 60-120 times
 3. 1-2 time(s)
 4. 1.5-6 times
- (7) What are the researchers mainly worried about?
1. high blood pressure levels of American children
 2. American's consumption of imported rice
 3. tolerable exposure levels to lead for Americans
 4. globalization and lead contamination

Ⅲ 次の英文を読み、下記の設問に答えなさい。①～⑦は段落番号を表す。

- ① Two new experiments, one involving people and the other animals, suggest that regular exercise can substantially improve memory, although different types of exercise seem to affect the brain quite differently. The news may offer consolation for the growing numbers of us who are entering age groups most at risk for cognitive decline.
- ② It was back in the 1990s that scientists at the Salk Institute for Biological Studies in La Jolla, Calif., first discovered that exercise bulks up the brain. In groundbreaking experiments, they showed that mice given access to running wheels produced far more cells in an area of the brain controlling memory creation than animals that didn't run. The exercised animals then performed better on memory tests than their sedentary^{註1} labmates.
- ③ 1 Since then, scientists have been working to understand precisely how, at a molecular level, exercise improves memory, as well as whether all types of exercise, including weight training, are beneficial.
- ④ The new studies provide some additional and inspiring clarity on those issues, as well as, incidentally, on how you can get lab rats to weight train.
- ⑤ For the human study, published in The Journal of Aging Research, scientists at the University of British Columbia recruited dozens of women ages 70 to 80 who had been found to have mild cognitive impairment, a condition that makes a person's memory and thinking more muddled than would be expected at a given age.
- ⑥ Mild cognitive impairment is also a recognized risk factor for increasing dementia. Seniors with the condition develop Alzheimer's disease at much higher rates than those of the same age with sharper memories.
- ⑦ Earlier, the same group of researchers had found that after weight training, older women with mild cognitive impairment improved their

associative memory, or the ability to recall things in context — a stranger's name and how you were introduced, for instance.

- ⑧ Now the scientists wanted to look at more essential types of memory, and at endurance exercise as well. So they randomly assigned their volunteers to six months of supervised exercise. Some of the women lifted weights twice a week. Others briskly walked. And some, as a control measure, skipped endurance exercise and instead stretched and toned.²
- ⑨ At the start and end of the six months, the women completed a battery of tests designed to study their verbal and spatial memory. Verbal memory is, among other things, your ability to remember words, and spatial memory is your remembrance of where things once were placed in space. Both deteriorate with age, a loss that's exaggerated in people with mild cognitive impairment.
- ⑩ And in this study, after six months, the women in the toning group scored worse on the memory tests than they had at the start of the study. Their cognitive impairment had grown.
- ⑪ But the women who had exercised, either by walking or weight training, performed better on almost all of the cognitive tests after six months than they had before.
- ⑫ There were, however, differences.
- ⑬ While both exercise groups improved almost equally on tests of spatial memory, the women who had walked showed greater gains in verbal memory than the women who had lifted weights.
- ⑭ 2 What these findings suggest, the authors conclude, is that endurance training and weight training may have different physiological effects within the brain and cause improvements in different types of memory.
- ⑮ 3 Specifically, the researchers taped weights to the animals' tails and had them repeatedly climb little ladders to simulate resistance training.

- ⑩ After six weeks, the animals in both exercise groups scored better on memory tests than they had before they trained. But it was what was going on in their bodies and brains that was revelatory.^{z3} The scientists found that the runners' brains showed increased levels of a protein known as BDNF, or brain-derived neurotrophic factor, which is known to support the health of existing neurons and coax the creation of new brain cells. The rat weight-trainers' brains did not show increased levels of BDNF.
- ⑪ 4 The tail trainers, however, did have significantly higher levels of another protein, insulinlike growth factor, in their brains and blood than the runners did. This substance, too, promotes cell division and growth and most likely helps fragile newborn neurons to survive.
- ⑫ What all of this new research suggests, says Teresa Liu-Ambrose, an associate professor in the Brain Research Center at the University of British Columbia who oversaw the experiments with older women, is that for the most robust brain health, it's probably advisable to incorporate both aerobic and resistance training. It seems that each type of exercise "selectively targets different aspects of cognition," she says, probably by spark^(c)ing the release of different proteins in the body and brain.
- ⑬ But, she continues, no need to worry if you choose to concentrate solely on aerobic or resistance training, at least in terms of memory improvements. The differences in the effects of each type of exercise were subtle,^(d) she says, while the effects of exercise — any exercise — on overall cognitive function were profound.
- ⑭ "When we started these experiments," she says, "most of us thought that, at best, we'd see less decline" in memory function among the volunteers who exercised, which still would have represented success. But beyond merely stemming people's memory loss, she says, "we saw actual improvements," an outcome that, if you're waffling about^{z4} exercising today, is worth remembering.

注1 : sedentary (運動をしないで)いつも座っている

注2 : tone 体のバランスを調整する, 体を引き締める

注3 : revelatory 啓示的な

注4 : waffling about ~ ~について煮え切らない態度をとる

出典 : Gretchen Reynolds. (2013). Getting a brain boost through exercise. *The New York Times*. April 10, 2013. Retrieved from <http://well.blogs.nytimes.com/2013/04/10/how-exercise-may-boost-the-brain/>

問 1 以下の英文の書き出しに続くものとして最も適したものを, それぞれ選択肢 1 ~ 4 の中から選びなさい。

(1) The word beneficial in paragraph ③ is closest in meaning to

- (a)
- | | |
|---------------|-------------|
| 1. possible | 2. harmless |
| 3. productive | 4. helpful |

(2) The word incidentally in paragraph ④ is closest in meaning to

- (b)
- | | |
|-----------------|--------------|
| 1. by the way | 2. by chance |
| 3. by and large | 4. by far |

(3) The word sparking in paragraph ⑧ is closest in meaning to

- (c)
- | | |
|---------------|-------------|
| 1. triggering | 2. burning |
| 3. colliding | 4. blocking |

(4) The word subtle in paragraph ⑨ is closest in meaning to

- (d)
- | | |
|------------------|------------------|
| 1. overwhelming | 2. sophisticated |
| 3. insignificant | 4. overlooked |

問 2 次の文が本文中の 1 ~ 4 のいずれかの位置に入る。最も適切なものを1つ選びなさい。

That idea tallies nicely with the results of the other recent study of exercise and memory, in which lab rats either ran on wheels or, to the extent possible, lifted weights.

問 3 次の質問に対する答えとして最も適したものを、それぞれ選択肢 1 ~ 4 の中から選びなさい。

- (1) What was suggested in the study conducted at the Salk Institute?
1. By exercising, people may be able to retain memory better.
 2. By running, people can size up their brain.
 3. Any animals can be sedentary quite easily.
 4. Animals that did not run suffered from memory loss.
- (2) Who were the participants of the study that was published in The Journal of Aging Research?
1. 70 to 80 female students majoring in science at the University of British Columbia
 2. retired women who were interested in scientific experiments
 3. senior women who had greater memory decline than their peers
 4. older women who were diagnosed with Alzheimer's disease
- (3) What does "more essential types of memory" in paragraph ⑧ refer to?
1. associative and spatial memory
 2. verbal and spatial memory
 3. verbal and associative memory
 4. spatial and contextual memory

- (4) How did the researchers get the rats to lift weights?
1. by putting a tiny barbell on the rats' shoulders and getting them to go up and down the ladders
 2. by putting a tiny barbell on the rats' shoulders and having them run on the wheels
 3. by attaching a weight to the rats' tails and having them run on the wheels
 4. by attaching a weight to the rats' tails and getting them to go up and down the ladders
- (5) According to the passage, what is NOT recommended for improving memory?
1. stretching and toning
 2. walking on a regular basis
 3. concentrating on one type of exercise
 4. undertaking both aerobic and resistant exercises

IV 次の英文を読み、下記の設問に答えなさい。

Our next interview in the HR Thought Leadership^{註1} series features Ed Shaw, Global Lead of Talent Development, on the topic of leadership. Ed offers his insights and advice on how to create and lead a high functioning team and how to inspire others to achieve success and innovation.

Q: How would you define a great leader?

I think a great leader is someone who is able to understand and listen to the needs of the employees, helping them to develop their career and skills. Great leaders also need to have clarity on their expectations, in-line with business goals, support they can provide, availability to the team and individuals, and have strong written and verbal communication skills, alongside listening skills. I think the formal approach, setting up a cadence^{註2} of one-on-one and team meetings, is important but that this also needs to be supplemented with informal elements, such as dropping someone a^{註3} SMS^{註4} to thank them or to check in periodically. If people know that you're thinking about them and that you are there if they do need you, you empower them to go ahead and take a few more risks because they know they have your support. And when they are not sure about something, they know they can come and check in with you in the moment that they need you.

Q: What leadership practices do you feel are most helpful in achieving team success and innovation?

I think encouraging innovation is about initially challenging your team to aim high and acknowledge that we can occasionally fail. You can almost say that you need to make mistakes in order to progress. Something my boss has

been very good at is allowing me the freedom to make mistakes. And, as long as I was clear on the learning from that mistake, it was accepted. Obviously if you continue to make the same mistake, you're not progressing and not gaining wisdom that you can apply to the next lesson. When you're allowing people the freedom to innovate, the reality is on occasion they're going to make the wrong choice.

Mistakes can only be made if we're cognizant of the risks. People can't go off in isolation and make decisions on something that actually can have a risk to the company or from a legal standpoint. So the risk must be clear, and agreed upfront, otherwise it could be too dangerous. Also, there must be no surprises. I think giving people the safety net of your support, but allowing them the empowerment to go and define their own approach and their own way of achieving a goal is great. But there cannot be surprises because that's how you disrupt a business. If the consideration for risk has been discussed then I ^(b)always try to encourage my team to find their own path, and bring their own flair—this, in turn, leads to the team member stretching their ability to succeed.

I believe that my role is to help the team become successful and I think my boss considers my success when the team over-delivers on everything they should. Therefore, if the team is successful, that's what ultimately makes me successful.

Q: What are the key elements to a successful team?

The team leader's first role is to define their perspective on leadership and their part in the team. For instance, how they will operate, what is their leadership and personal style, what is their expectation of the team or individuals, what will they do for the team and what will they not. So once the scope, boundaries and framework for the team are established, you can then

define the roles, how people are going to be organized and rewarded, and how they will be evaluated based on those criteria.

Hopefully by defining the ground rules of how you're going to operate will allow people the freedom to succeed, as long as you're open in your communication; whether those receiving praise or those receiving constructive feedback. I think that's what encourages people to go off and surpass obstacles because once they see someone make a mistake and their mistake is called out, not because that person has made an error but more around the learning we can all take from it, people will feel they have a safe environment in which they can go and take a little risk, potentially to achieve greater results, knowing they have your support. The worse thing a leader can do is purposely have their own agenda — you're the keeper of the team, you're not the team.

The other element the leader brings, to ensure tangible success, is the vision from the outset — being able to clearly define the end state, though not necessarily the steps to achieve the goal; the team's diversity can ensure the delivery, once the vision is crystalised for all.

So my view is that great leaders contribute to a team's success by setting the vision clearly to all, encouraging participation in building the steps to achieve, surrounding themselves by a diverse group of individuals with complementary skills that cause creative abrasion²⁸⁵, and then ensure the team's success is visible, clearly communicated and recognized, to the team's credit versus their own.

Q: Do you think good leadership qualities are innate in people or can they be taught?

I think people can be born with the tendency towards strong leadership, or possess natural leadership skills — this puts them in a stronger position for

leadership roles and makes others naturally gravitate towards them. I think certain people possess qualities and strengths in their personality make-ups that contribute towards a tendency to display more strengths and skills of leadership—they will still need to hone these skills and ensure they are cognizant of other's perceptions, but these in-born qualities of communication, or visionary ability, make them leaders more readily or more obviously. However, I think you can teach someone and anyone to be a better leader. Leadership skills may be (A) but they can also be (B). In an established company, you need to take a combination of both. Find positions for your natural leaders that play to their strengths, but built²⁵ a robust leadership development portfolio to expand aspiring leadership capability in parallel; obviously this portfolio can also be utilized to improve existing natural leaders as much as those who wish to emulate them.

Q: Any last words?

To become a great leader, your self-(C) needs to be a key priority. You cannot have blind spots as a leader, because if they're blind to you, you can almost guarantee that they're not blind to other people. You need to make sure you establish a feedback network early, to make sure you understand which pieces are maintained and which pieces you may have lost focused. That continual self-(C) and reflection is what allows people to become the best leaders and reduces the risks of allowing key leadership skills to decline or be eliminated.

注1：HR Thought Leadership 人的資源についてのオピニオンリーダーシップ

注2：cadence 調子, 歩調

注3：文法的には an であるが, 原典どおり提示した。

注4：SMS Short Message Service ショートメッセージサービス

注5：abrasion 摩耗

注6：文法的には build であるが, 原典どおり提示した。

出典：Tom Flanagan. (2013). Ed Shaw on Leadership, Innovation, and Success [interview]. *Business 2 Community*. April 25, 2013. Retrieved from <http://www.business2community.com/expert-interviews/ed-shaw-on-leadership-innovation-and-success-interview-0476468>

問 1 下線部の単語の英文内で使われている意味として, 最も適切なものをそれぞれ選択肢 1～4の中から選びなさい。

(1) periodically

(a)

1. regularly

2. constantly

3. definitely

4. spontaneously

(2) disrupt

(b)

1. forbid

2. hinder

3. diminish

4. prohibit

(3) tangible

(c)

1. tolerable

2. valuable

3. imaginable

4. attainable

(4) gravitate

(d)

1. provoke

2. drag

3. attract

4. slide

(5) robust

(e)

1. firm

2. organized

3. endangered

4. rewarded

問 2 英文の内容に合うように、(1)~(5)の空所を補うものとして最も適したものをそれぞれ選択肢 1 ~ 4 の中から選びなさい。ただし、(4)および(5)は本文からの抜き出しである。

(1) One of the characteristics of a great leader is being able to _____.

1. communicate indirectly instead of face to face

2. respond to the needs of employees

3. make sure the employees don't make mistakes

4. speak many languages to various employees

(2) According to Mr. Shaw's interview, what could be helpful for team success and innovation is _____.

1. allowing continued mistake during development

2. giving the freedom to take calculated risks

3. concealing business practices to avoid legal problem

4. encouraging employees to work independently at first

(3) The key elements to a successful team are to _____.

1. keep the team agenda and disregard mistakes

2. be critical of mistakes and evaluate personal styles

3. give rewards and provide constructive feedback

4. define how to operate and clarify the vision

(4) Leadership skills may be (A) but they can also be (B).

1. A: inherent B: developed
2. A: innate B: declined
3. A: operated B: learned
4. A: nurtured B: built

(5) To become a great leader, your self-(C) needs to be a key priority.

1. confidence
2. defense
3. awareness
4. discipline

V 自由英作文問題

下記のテーマについて、英語で自分の考えを述べなさい。書体は活字体でも筆記体でもよいが、解答は所定の範囲内に収めなさい。

In some countries, especially in Europe, selling animal-tested cosmetics is banned. What do you think about it? Write your opinion and explain in detail why you think that way (the more you write, the better your score will likely be). Any writing that is not related to this topic will not receive credit.

