

前期日程試験

平成 30 年度医学科入学試験問題

英 語

〔注意事項〕

- 1 監督者の指示があるまで、この冊子を開いてはいけない。
- 2 解答用紙に受験番号と氏名を必ず記入すること。
- 3 この問題冊子の本文は、19 ページからなっている。落丁、乱丁及び印刷不鮮明な箇所等があれば、手をあげて監督者に知らせなさい。
- 4 この問題冊子の白紙と余白は、適宜下書きに使用してもよい。
- 5 解答は、すべて別紙「解答用紙」の指定された場所に記入すること。
- 6 この問題冊子は持ち帰ること。

I Read the following passage and answer the questions which follow.

Discussion of occupational rewards frequently focuses on average earnings. Although this is important, other aspects of the reward system also have significant consequences. The distribution of income over the working career is one. Nor should we ignore the nonmonetary rewards people derive from their work. Here, therefore, we will consider (a) the income profile of teachers over time and (b) the balance between monetary rewards and other kinds of rewards in teaching. Analyzing these aspects of the rewards found in teaching will help us understand the ethos of the occupation.

The term “income profile” refers to the typical flow of earnings over the working life of an individual. In entrepreneurial work, such profiles vary greatly; but where careers unfold in organizational contexts, it is possible to identify characteristic types of income profile. Our special interest lies in the distinction between “staged” and “unstaged” profiles. In some fields the beginner may start at a relatively low income but, with success, move into a series of significantly higher earning positions (e.g., law firm practice). Other occupations may offer relatively little staging; income gains may be steady but small. In fields where income rises sharply from one stage to the next, we usually find a corresponding shift in status; in occupations where annual increases are modest, it may be difficult to find clear status differences between practitioners. Classroom teaching is notably unstaged. The first part of this section explores how this affects the occupation.⁽¹⁾

The balance of monetary rewards and other rewards differs from occupation to occupation. Building janitors, for example, earn high incomes relative to their low-status position. The personal publicity and fame sought by the television performer may be hated by the financier. There are politicians who desire power and deliberately avoid financial gain, and serious artists may sacrifice money and power to win the approval of a small circle. What about

teachers? What rewards do they emphasize?

This examination of teaching careers and rewards brings together two strands in the occupation. The first is structural—we will see how the structure favors a particular kind of time orientation among teachers. Studying the balance of rewards, however, requires attention to the daily tasks of teachers and the meanings they attach to them.

Teaching was initiated as contractual, salaried work in early colonial times; thus some features of the reward system have centuries of tradition behind them. Other characteristics, however, result from conditions which prevailed during the Common School Crusade and the subsequent bureaucratization of public schools.

The growing schools of the nineteenth century faced the problem of recruiting thousands of teachers each year—they developed a system of payment that would attract new members and paid little attention to those who already taught. I suspect they did not have to worry about losing women who did not marry—they had few alternatives. A pattern was established: teachers with long service earned relatively little more than beginners. Subsequent efforts by teachers to raise salaries relied on a standardization strategy; the resulting salary schedules (the way of setting salary based on age, education, experience, qualifications, etc.) incorporated (2) increases through time, usually at a ratio of two (for highly experienced teachers) to one (for beginners). High rates of personnel change within the teaching profession continued well into the twentieth century, and teacher organizations consequently had many members with limited experience. The strategies of teacher organizations have reflected this influence; they have pressed for higher beginning salaries rather than for more income for experienced teachers.

The ways in which the organization and control of schools by local communities developed during the nineteenth century also affected payment

arrangements. Although teachers might teach in different grades and specialize in different subjects, they were largely generalists; each had many tasks in common with other teachers. The logic of the organization favored teachers when they pressed for single salary schedules which equalized payments across grades; how could one argue that particular grades were “more important” than others? Standard schedules also spared school boards the embarrassment of having to assign some students to highly paid teachers and others to low-paid teachers; in a system of common schools, such types of⁽³⁾ unfairness would have aroused objections.

The result is that income profiles of teachers today are predictable, comparatively unstaged, and “front-loaded.” A beginning teacher knows what he will earn and can see that long service brings limited reward. People who persist in teaching experience the drop-off in percentage gains associated with fixed dollar annual increases: each pay increase is a smaller percentage of the salary base than the previous one. Earnings are “front-loaded” in the sense that one begins at a high level relative to one’s ultimate earning potential.

Compared with most other kinds of middle-class work, teaching is relatively “career-less.”⁽⁴⁾ There is less opportunity for the movement upward which is the essence of career. People who work in highly established bureaucracies, for example, can move up a hierarchy of statuses, each movement involving a significant gain in income, and they can frequently do so without endangering their occupational identities. (A soldier is still a soldier when he is promoted.) White-collar work is often highly stratified; secretaries’ career lines may be attached to the fates of their bosses. Even apparently non-organizational professionals who work for fees have powerful interpersonal networks which produce career stages involving income, prestige, and control over one’s tasks and clients.

The potential upward steps in teaching are fewer and hold less significance than one normally finds in middle-class work. Becoming an⁽⁵⁾

administrator or specialist (e.g., a counselor) blurs one's identity as a teacher and means abrupt discontinuity in tasks. High-school teachers may assume part-time administrative duties as department chairmen; such promotion normally involves modest financial and prestige gains. A teacher may make a move to another school at the same level within the same system, which may offer advantages of better students or a better teaching environment. Some teachers increase their earnings by moving to more prosperous school systems. Seniority may bring certain informal benefits (e.g., more options in students and facilities). But in contrast to the larger packages of money, prestige, and power usually found in other careers, the typical career line of the classroom teacher is a gentle incline rather than a steep ascent. The status of the young tenured teacher is not appreciably different from that of the highly experienced old-timer.

Does the lack of staging in teaching careers make any appreciable difference in the work of teachers? That is obviously a difficult question, but there is a way to attack it. We can identify the functions performed by stages in other kinds of careers and inquire into the state of such functions within teaching. We can, for example, state that one function of staging in careers is to institutionalize the delay of professional fulfillment; stages force younger people to expend effort in the hope of ultimate gain. Beginners in staged fields may have to accept considerable deprivation in the early years—the professions offer good examples. A brilliant law student may go from the prestige of law review editor to service alongside a judge of the Supreme Court; but his next position may be as a lowly clerk in a large law firm. The beginning physician finds himself, after twenty years of continuous schooling, putting in months and perhaps years as a low-paid, low-ranked, and sleep-deprived intern and junior resident. Young professors may wait years before they can teach courses which reflect their specialized interests. Career lines of this nature orient people to the future; personal ambition is successively

sharpened and satisfied as the individual moves from one stage to the next. The law student strives for good grades so he can get a good position in a law firm; if he succeeds, he finds himself confronted with new challenges and goals — this time, to get a partnership. Staged careers produce cycles of effort, attainment, and renewed ambition. In tying the individual to the occupation, they give him a stake in its future. Staging gives reality and force to the idea of the future; it generates effort, ambition, and identification with the occupation.

Career staging may also serve another function; it may balance the relationships among effort, capacity, and reward. Not all who begin staged careers go the full route, but where the reward system is seen as legitimate, ⁽⁸⁾ people believe that the largest rewards go to those who earn them through effort and talent. Supporting beliefs emerge to reinforce the principle that reapers deserve the harvest; it is interesting how rarely Sumner's "aleatory element" (complete luck) is mentioned in journalistic accounts of outstanding success. There are mechanisms which give credibility to the beliefs; people who fail to get the scarcer rewards (e.g., promotion) may "confirm" the negative judgment made about them by reducing their effort. In short, there seems to be a concern about consistency in reward systems which justifies their outcomes.

If stages perform the functions I have attributed to them, we should find that their absence has consequences for teaching. We would expect that teachers would be less future-oriented than people in staged career systems ⁽⁹⁾ and that disjunctions would appear between effort and reward. Since a high proportion of the available rewards are quickly received — and subsequent rewards are less impressive — it makes little sense to sacrifice present earnings for future prospects. The delay of professional fulfillment becomes irrelevant. Since benefits are not highly differentiated within the teaching group, and since extra (10) brings little (11), those who do exert

extra effort are likely to feel underrewarded. People who work long hours and commit more of their life energies to work will realize that others who give less get similar rewards. I will hypothesize, then, that the lack of stages in the teaching career results in (a) the dominance of present versus future orientation among teachers and (b) a sense of relative deprivation among those who persist in teaching and work at above-average levels of effort.

The balance between effort and reward in teaching is complicated by the presence of members of both sexes in similar roles and the tendency for different things to happen in the lives of men and women. We will have to take account of these complications as we examine data on time perspective among teachers and the issue of disjunction between effort and reward.

(Adapted from: *Schoolteacher: a sociological study* by Dan C. Lortie, 1975. The University of Chicago Press.)

QUESTIONS

Underlined 1: What does the underlined part mean? Answer the question by filling in the blank with an appropriate word or appropriate words.

It means that there is () clear status difference among teachers.

Blank 2: Fill in the blank with one word which is used in the paragraph so that the sentence is logical and meaningful in accordance with the context.

... the resulting salary schedules... incorporated (2) increases through time, usually at a ratio of two. . .

Underlined 3: Explain in Japanese what “such types of unfairness” means and who would have objected to them.

Underlined 4: Explain in Japanese the meaning of the underlined part, specifically by making clear the reason(s) why the author can say that teaching is relatively “career-less”.

Underlined 5: Explain in Japanese the meaning of the underlined part, specifically by making clear the reason(s) why the author can say that.

Underlined 6: Choose the answer which has the closest meaning to the word “modest” in the sentence. Write the LETTER of the answer.

(A) divergent

(B) rising

(C) sharp

(D) small

(E) ultimate

Underlined 7: Explain in Japanese the meaning of the underlined part, specifically by clarifying the word “they”.

Underlined 8: Explain in Japanese the meaning of the underlined part.

Underlined 9: Explain in Japanese the reason(s) why the author can say that.

Blanks 10 and 11: Fill in the blanks by using two different words from the paragraph, one for each blank, in order to make the sentence logical and meaningful in accordance with the context.

... and since extra (10) brings little (11), those who do exert extra effort. . .

Underlined 12: Explain in Japanese why such teachers may feel deprived.

II Read the passage below and answer the questions which follow.

So this is how I will spend my day, is it? Sitting alone in a lobby waiting for family that's not going to come?

I can't believe Simon forgot. Especially on the day of the circus. Especially Simon — that boy ⁽¹⁾ spent the first seven years of his life traveling with a circus.

To be fair, I suppose my oldest boy is seventy-one. Or is that sixty-nine? I'm tired of not knowing. When Rosemary comes back I'll ask her what year it is and settle the matter once and for all. She's very kind to me, Nurse Rosemary. She won't make me feel foolish even if I am. A man ought to know how old he is.

I glance at the clock, anxious with despair. The main event is over for sure. Oh, it's just not fair! All those worn-out old people who won't even know what they're looking at, and here's me! Trapped in this lobby!

Or am I?

I wrinkle my brow and blink. What, exactly, makes me think I'm trapped?

I glance from side to side. No one. I turn and look toward the hall. A nurse whizzes past, holding a medical chart and looking at her shoes.

I move to the edge of my seat and reach for my walker. By my estimation, I'm only eighteen feet from freedom. Well, there's an entire city ⁽²⁾ block to cover after I am outside, but if I go as quickly as possible I bet I can catch the last few acts. And the final event — it won't make up for missing the main event, but it's something. A warm glow passes through me and I snort back a giggle. I may be in my nineties, but who says I'm helpless?

The glass door slides open as I approach. Thank God for that — I don't ⁽³⁾ think I could manage the walker and a regular door. Now I'm unsteady, all right. But that's okay. I can cope with being unsteady.

I reach the sidewalk and stop, blinded by the sun.

I've been away from the real world for so long that the combination of ⁽⁴⁾engines running, dogs barking, and horns honking makes me emotional. The people on the sidewalk part and flow past me like I'm a stone in a (5). Nobody seems to think it odd that an old man is standing in his slippers on the sidewalk right outside an old folks' home. But it occurs to me that I'm still in plain sight if one of the nurses comes into the lobby.

I mustn't go too fast. Falling would be disastrous in so many ways. There ⁽⁶⁾are no floor tiles, so I measure my progress in feet — my feet. Each time I take a step, I bring the heel of one foot parallel to the toes of the other. And so it goes, 10 inches at a time. I stop occasionally to measure my progress. It's slow but steady. The reddish-purple and white tent is a little bigger each ⁽⁷⁾time I look up.

It takes me half an hour and I have to stop twice, but I'm practically there and already feeling the thrill of victory. I'm breathing heavily, but my legs are still steady. There was one woman I thought might make trouble, but I managed to get rid of her. I'm not proud of being impolite — I don't normally speak to people in that manner, and especially women — but damned if I was going to let some well-intentioned person spoil my outing. I'm not setting foot in that facility again until I've seen what's left of the show, and woe to the ⁽⁸⁾person who tries to make me return to the nursing home. Even if the nurses catch up with me right now, I'll purposely attract attention. I'll make noise. I'll embarrass them in public and make them fetch Rosemary. When she realizes how determined I am, she'll take me to the show. Even if she misses the rest of her shift, she'll take me — it is her last shift, after all.

Oh Lord. How am I going to survive that place when she's gone? The remembrance of her imminent departure ⁽⁹⁾torments my old body with grief, but it's quickly displaced by joy — I am now close enough to hear the music beating from the big tent. Oh, the sweet sound of circus music. I put my tongue in the corner of my mouth and hurry. I'm almost there now. Just a few

yards farther —

“Yo, Gramps. Where do you think you’re going?”

I stop and look up. A kid sits behind the ticket gate, his face framed by bags of pink and blue cotton candy. Flashing toys blink from the glass counter under his arms. There’s a ring through his eyebrow, something metallic through his bottom lip, a large tattoo on each shoulder. His hands have black nails.

“Where does it look like I’m going?” I grumble. I don’t have time for this. I’ve missed enough of the show as it is.

“Tickets are twelve dollars.”

“I don’t have any money.”

“Then you can’t go in.”

I am shocked, still struggling for words when a man comes up beside me. He’s older, clean-shaven, well dressed. The manager, I’m willing to bet.

“What’s going on here, Russ?”

The kid points his thumb at me. “I caught this old guy trying to sneak in.”

“Sneak!” I exclaim in rage.

The man takes one look at me and turns back to the kid. “What is the matter with you?”

Russ frowns and looks down.

The manager stands in front of me, smiling graciously. “Sir, I’d be happy to show you in. Would it be easier if you had a wheelchair? Then we wouldn’t have to worry about finding you a good seat.”

“That would be nice. Thank you,” I say, ready to weep with relief. My dispute with Russ left me shaking — the idea that I could make it this far only⁽¹⁰⁾to be turned away by a teenager with a pierced lip was horrifying. But all is okay. Not only have I made it, but I think maybe I’m going to get a ringside seat.

(Adapted from: *Water for Elephants* by Sara Gruen, 2007. Algonquin Books of Chapel Hill.)

QUESTIONS

Underlined 1: What is the most likely relationship of “Simon” with the narrator? Write the LETTER of the answer.

- (A) His best friend.
- (B) His brother.
- (C) His father.
- (D) His grandfather.
- (E) His son.

Underlined 2: In this sentence, what represents “freedom”? Choose the best answer and write the LETTER of it.

- (A) The exit.
- (B) The hall.
- (C) The lobby.
- (D) The old folks’ home.
- (E) The walker.

Underlined 3: What does “that” refer to here? Write your answer in English.

Underlined 4: From this sentence, what do we learn about the narrator?

Choose the best answer and write the LETTER of it.

- (A) He has been isolated from the general public.
- (B) He has not recently been near a busy road.
- (C) He has not recently heard barking dogs.
- (D) All of the above.
- (E) None of the above.

Blank 5: Choose the best answer to fill in the blank in accordance with the context. Write the LETTER of it.

- (A) ground
- (B) hole
- (C) shoe
- (D) stream
- (E) wall

Underlined 6: Other than being injured or killed, what is another way “Falling would be disastrous”? Write your answer in English.

Underlined 7: Explain in your own English words why “the reddish-purple and white tent is a little bigger” each time the narrator looks up.

Underlined 8: Complete the following sentence by using specific words from the story.

“That facility” is a/an _____.

Underlined 9: Who is going to be leaving in the near future? Write your answer in English.

Underlined 10: Choose the best answer to explain what is meant by “I could make it this far only to be turned away” and write the LETTER of it.

- (A) I could be denied entry after all of my effort.
- (B) I could be permitted in but miss the circus.
- (C) I could see the circus without help.
- (D) I could travel so far to the wrong entrance.
- (E) I could walk a long way and make a wrong turn.

III

Read the passage below and answer the questions which follow.

How can so many people believe things that are demonstrably false? This question has taken on new urgency as President Trump utters falsehoods about voter fraud, climate change and crime statistics that large parts of the American population believe to be true. But large groups of people believing falsehoods are not new, nor are they only found among extreme conservatives. Plenty of liberals believe, counter to scientific consensus, that genetically modified foods are poisonous and that vaccines cause autism.

The situation is frustrating because the problem seems easy to solve. The truth is obvious if you bother to look for it and learn the facts, right? This line of thinking leads to explanations of the deceived masses as “foolish people” or “uninformed idiots.” That makes us feel good about ourselves and perhaps intellectually superior, but it is very simplistic. These views reflect a misunderstanding of knowledge that focuses too narrowly on what goes on when we think. Here is the more modest truth: On their own, humans are not well-equipped to separate fact from fiction. This is a product of the way the mind works.

What really sets human beings apart from other animals is not our individual mental capacity. The secret to our success is our ability to jointly pursue complex goals by dividing cognitive labor. Hunting, trade, agriculture and manufacturing were all made possible by this ability. Chimpanzees can surpass young children on numerical and spatial reasoning tasks, but they cannot come close on tasks that require collaborating with another individual to achieve a common goal. Each of us knows only a little bit, but together we can achieve incredible feats once we realize that knowledge is not in our heads but is something shared.

Although we know that the earth revolves around the sun, we cannot recite the astronomical observations and calculations that led to that

conclusion. Although we know that smoking is a risk factor for cancer, few of us can articulate what smoke does to our cells, how cancers form, and why some kinds of smoke are more dangerous than others. Most of what we “know”—most of what anyone knows — about any topic is actually information stored elsewhere, often in a textbook or in some expert’s head. One consequence of the fact that knowledge is distributed in this way is that being part of a “community of knowledge” can make people believe they understand something when they really don’t.

An example of this is a recent experiment in which people were told about some new scientific study which was completely fictitious, in this case the discovery of rocks that glowed naturally in the dark. When the experimenters told a test group that the reason for the phenomenon had not yet been explained by scientists and then asked the respondents how well they understood how the rocks glow, they reported, naturally enough, that they did not understand at all. In a second group where the respondents were told that scientists could explain the reason for the glowing rocks, the respondents reported a little more understanding of the phenomenon. It was as though the scientists’ knowledge (which was never explained) had been directly transmitted to them!

The sense of understanding is likely to spread. The understanding that others have (or claim to possess) makes us feel smarter. This happens only when people believe they have access to the relevant information. When the experimental story indicated that the scientists worked for the Army and were keeping the explanation secret, people no longer felt that they had any understanding of why the rocks glowed.

The key point is not that people are irrational but rather that this supposed irrationality comes from a very rational place. People fail to distinguish what they know from what others know because it is often impossible to draw sharp boundaries between what I know and the knowledge

that I have adopted from others. This is especially true of divisive political issues. Your mind cannot master and retain sufficiently detailed knowledge about many of them. You must rely upon your community. But if you are not aware that you are relying on the knowledge of others, self-delusion is a likely outcome.

Collective delusions illustrate both the power and the defect of human thinking. It is remarkable that large groups of people can arrive at a common belief when few of them individually possess the requisite knowledge to support it. This is how we discovered the Higgs particle and increased human life expectancy by thirty years in the last century. But the same underlying forces may explain why we can come to believe outrageous things, which can lead to equally consequential but disastrous outcomes.

The fact that individual ignorance is our natural state is a bitter pill to swallow, but it can also be empowering. This knowledge can help us to differentiate those questions and issues that merit investigation from those that invite only reactive and superficial responses. This realization can also prompt us to demand expertise and detailed analysis from our leaders in every field, including our political leaders. A better understanding of how little is really inside our own heads would serve us well.

(Adapted from: “Believing obvious untruths”. In *The New York Times*.
Monday, March 6th, 2017. Opinion.)

QUESTIONS

According to the content of the passage, write T for True, F for False or N for Not mentioned in the text for each statement. Answer a question with “N” only if the statement is either not present in the text or cannot be inferred from the information in the text.

1. Liberals increasingly tend to believe falsehoods.
2. Individuals are well-equipped to separate fact from fiction given our superior cognitive skills to all other animals.
3. Many of the advances of civilization are the result of cognitive collaboration among individuals.
4. What we think we “know” is often information stored elsewhere that we have acquired second-hand from reliable sources.
5. When subjects in an experiment were told that scientists had an explanation for glowing rocks, the subjects seemed to have a better understanding of why the rocks glowed.
6. The knowledge that we gain from formal, educational institutions is less than that obtained from other collaborative communities.
7. A greater realization of our ignorance could be of benefit to human beings.

IV Read the following lines and answer the question in English in about 150 words.

Choose an invention that you think has had a major impact (positively, negatively or both) on the world. Discuss three specific ways that your choice has affected human life.

