

平成 31 年度 一般入学試験(前期)問題

英 語

試験開始の合図があるまで問題冊子を開いてはならない。

注 意 事 項

1. 試験時間は 80 分である。
2. 試験開始の合図があるまで、筆記用具を手にとってはいけない。
3. 試験開始後に問題冊子の印刷不鮮明、ページの落丁等の不備、解答用紙の汚れ等を確認しなさい。これらがある場合には手を高く挙げて監督者に知らせること。
4. 解答番号は  から  までである。
5. 解答は指示された解答番号に従って解答用紙の解答欄にマークすること。
6. 解答用紙に正しく記入・マークしていない場合には、正しく採点されないことがある。
7. 指定された以外の個数をマークした場合には誤りとなる。
8. 下書きや計算は問題冊子の余白を利用すること。
9. 質問等がある場合には手を高く挙げて監督者に知らせること。
10. 試験終了の合図があったら直ちに筆記用具を机の上に置くこと。
11. 試験終了の合図の後に受験番号、氏名の記入漏れに気づいた場合には、手を高く挙げて許可を得てから記入すること。許可なく筆記用具を持つと不正行為とみなされる。
12. 試験終了後、問題冊子は持ち帰ること。

解答用紙記入要領

例：受験番号が「0123」番の「日本花子」さんの場合

受 験 番 号				
MB	0	1	2	3
	●	○	○	○
	○	●	○	○
	○	○	●	○
	○	○	○	●
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○
	○	○	○	○

フリガナ	ニ ッ ボ ン	ハ ナ コ
氏 名	日 本 花 子	

- 注 意 事 項**
1. 黒鉛筆(BまたはHBに限る)を使用すること。
  2. マークは、はみ出さないように○の内側を●のように丁寧に塗りつぶすこと。
  3. 所定の記入欄以外には何も記入しないこと。
- ※ マークの塗り方が正しくない場合には、採点されないことがある。

●	●	●	●	●	●	●	○	○	○
良い例					悪い例				

1. 受験番号の空欄に受験番号を記入し、さらにその下のマーク欄にマークする。次に、氏名を書き、フリガナをカタカナで記入する。
2. 受験番号欄と解答欄では、○の位置が異なるので注意する。
3. マークは黒鉛筆(BまたはHBに限る)を使い、はみ出さないように○の内側を●のように丁寧に塗りつぶす。
4. マークを消す場合は、消しゴムで跡が残らないように完全に消す。
5. 解答用紙は折り曲げたり、汚したりしない。
6. 所定の欄以外には何も記入しない。

# 英 語

## 解答上の注意

1. 解答は、解答用紙の解答欄にマークすること。

例えば、

4
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 と表示のある問題に対して、「①～⑨のうちから2つ選び、一緒にマークせよ。」の場合には例に従う。

例 ②と⑦と答えたいとき

解答 番号	解 答 欄
4	① ● ③ ④ ⑤ ⑥ ● ⑧ ⑨ ⑩

1 次の問い(問1～10)に答えよ。

【A】 問1～8の( )に入る語句として最も適切なものを、下の①～④のうちからそれぞれ1つずつ選べ。ただし、問6～8については、(a)と(b)の( )には共通の語が入る。

問1 I'm drinking water (  ) of soda because it's healthier.  
① substitute      ② replacement      ③ instead      ④ in terms

問2 His writing was terrible, so I could (  ) read it.  
① easily      ② hardly      ③ lately      ④ definitely

問3 (  ) you need help, please call me.  
① Would      ② Should      ③ Might      ④ Could

問4 This is the hotel (  ) my family would often stay when I was a child.  
① where      ② there      ③ of which      ④ with whom

問5 Our university is very different from (  ) it was ten years ago.  
① how      ② where      ③ when      ④ what

問6 (a) I wouldn't want to be in your (  ) right now.  
(b) He filled Jim's (  ) in the company.  
① suits      ② boots      ③ shoes      ④ gloves

問7 (a) We'd better (  ) away with these rules because they are out of date.  
(b) I can (  ) without a cellphone for a week.  
① get      ② make      ③ do      ④ take

問8 (a) It's up to you to (  ) that the job is done properly.  
(b) The way I (  ) it, we have two choices.  
① think      ② set      ③ put      ④ see

【B】 問9と問10の( )に語を入れて英文を完成させたとき、 ~  に入る語を、下の①~⑥のうちからそれぞれ1つずつ選べ。

問9 She ( ) ( ) (  ) it ( ) I ( ) (  ).

- |          |          |        |
|----------|----------|--------|
| ① should | ② as     | ③ have |
| ④ done   | ⑤ showed | ⑥ her  |

問10 What (  ) ( ) (  ) to ( ) at the ( ) ( ) this evening?

- |              |       |          |
|--------------|-------|----------|
| ① say        | ② new | ③ eating |
| ④ restaurant | ⑤ you | ⑥ would  |

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次の英文を読み、下の問い(問1～7)に答えよ。

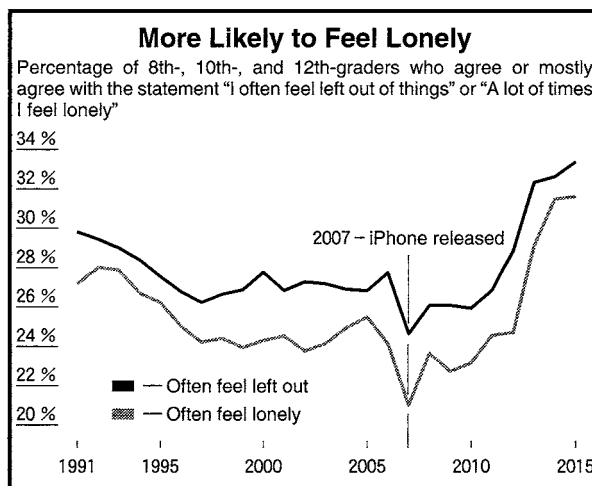
(a) Read the following excerpt from an online article.

The number of American teens who get together with their friends nearly every day dropped by more than 40 percent from 2000 to 2015; the decline has been especially steep recently. It's not only a matter of fewer kids partying; fewer kids are spending time simply hanging out. That's something most teens used to do: studious teens and athletes, poor kids and rich kids, average students and excellent students. The basketball court, the town pool, the park — they've all been replaced by virtual spaces accessed through applications and the web.

You might expect that teens spend so much time in these new spaces because it makes them happy, but most data suggest that it does not. The Monitoring the Future survey, funded by the National Institute on Drug Abuse and designed to be nationally representative, has asked 12th-graders more than 1,000 questions every year since 1975 and queried 8th- and 10th-graders since 1991. The survey asks teens how happy they are and also how much of their leisure time they spend on various activities, including nonscreen activities such as in-person social interaction and exercise, and, in recent years, screen activities such as using social media, texting, and browsing the web. The results could not be clearer: Teens who spend more time than average on screen activities are more likely to be unhappy, and those who spend more time than average on nonscreen activities are more likely to be happy.

Social-networking sites promise to connect us to friends. But the portrait of recent teens emerging from the data is one of a lonely, dislocated generation (see the graph).

Teens who visit social-networking sites every day but see their friends in person less frequently are the ( 15 ) the statements “A lot of times I feel lonely,” “I often feel left out of things,” and “I often wish I had more good friends.” Teens' feelings of loneliness spiked in 2013 and have remained high since.



This doesn't always mean that, on an individual level, kids who spend more time online are lonelier than kids who spend less time online. Teens who spend more time on social media also spend more time with their friends in person, on average — highly social teens are more social in both situations, and less social teens are less so. But at the generational level, when teens spend more time on smartphones and less time on in-person social interactions, loneliness is more common.

(Adapted from

[https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/?utm\\_source=fbb](https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/?utm_source=fbb)) # 1

(b) *After reading the above article, two friends start debating about smartphone usage.*

Lyra: After reading this article, one big thing was confirmed for me: How much I hate smartphones! I know they are convenient for accessing information and contacting friends, but what benefit do they have in making us better people in society?

Saul: Lyra! I think you are overreacting! Although this article talks about some of the negative points related to smartphones (like unhappiness and loneliness), there are good points as well. Think of how easy it is to stay connected with friends in far-away places. Our world has become smaller. I used to only have friends in my hometown when I was kid, but now my friends are in different countries around the world. If I didn't have a smartphone, I couldn't easily share my life with them.

Lyra: Sorry. I'm not persuaded. I have always had friends all over the world. When I was in high school, I used to send letters to them and . . .

Saul: Send letters? What! Who does that anymore! It just takes forever to get a response, and I just can't wait that long! As for me, I want to hear from them immediately. Therefore, texting on social media sites is so practical for me to stay in touch.

Lyra: Let me guess. You are one of those people who are always walking, head bent over, staring at your phone screen.

Saul: Yeah, sometimes that's the case. What's wrong with that?

Lyra: You're missing life! While you're walking, involved with your phone world, you are ignoring the people around you, or you are missing a beautiful sunset. Doesn't that bother you?

Saul: Mmmm. . .maybe. I guess I never thought about that before.

問 1 According to the article and/or graph, which of the following is true about teens and smartphone use?

- ① Teens spent more time socializing after school in 2015 than in 2000.
- ② Spending more time on smartphones can be associated with loneliness in teens.
- ③ There is an increase in some teens feeling lonely, but most feel happy about their lives.
- ④ Most teen smartphone users stay home on the weekends and do not spend time with their family.

問 2 In the article, what does the phrase, these new spaces, refer to?

- ① parks and other places teenagers meet
- ② websites on the Internet
- ③ surveys and questionnaires
- ④ classrooms available online

問 3 In the article, which of the following is the most appropriate for (  )?

- ① teenagers who never say
- ② ones who are translating
- ③ reasons to be
- ④ most likely to agree with

問 4 Which of the following is NOT mentioned in the article and/or graph about smartphones?

- ① Fewer teenagers are playing team sports after school these days.
- ② Recently, teenagers spend less time outside school with their friends.
- ③ Social people may be social whether they are online or not.
- ④ Loneliness rates climbed after the release of the 2007 iPhone.

問 5 According to the conversation, what can we infer about Lyra's opinion about smartphones?

- ① She mostly believes smartphones make us insensitive to real life around us.
- ② She wants more people to start photographing the world.
- ③ Despite the fact so many people are using smartphones, she wants her friends to stop at her home.
- ④ She feels people are becoming more and more lonely because of smartphone usage.

問 6 According to the conversation, what is Saul's opinion about smartphones? 18

- ① Even though smartphones are useful, he wants to reduce his usage.
- ② He agrees with Lyra on most points, but he thinks she is overreacting.
- ③ He believes communicating with friends using a smartphone is convenient.
- ④ He doesn't feel unhappy because he uses his smartphone to call his family.

問 7 What are the article, graph and conversation mostly about? 19

- ① Smartphone usage has had an impact on people in the US.
- ② It is about the agreement about how smartphones have been bad for teenagers.
- ③ Loneliness is caused by smartphone usage and by not being social.
- ④ Smartphones are changing and so are our free time activities.



3 下の問い(問1～10)に答えよ。

【A】 次の英文を読み、問1～7に答えよ。

Art is and always has been an integral part of people's life. Today it takes a bigger place than ever before. ( 20 ) so many artists, so many art schools, so many museums, such an active market, and such broad public interest.

This is due to a new situation peculiar to our times. ( 21 ) our knowledge of art increased immeasurably through photographic reproductions that put the whole range of art within the grasp of anyone, but the tremendous number of images that are now constantly before our eyes has given us an appetite for the visual which never existed before. Pictures have ( 22 ) the written word as the principal means of conveying ideas. They are everywhere. Everything one buys is decorated with them. They invade the printed page. Everyone has a camera, and the most common forms of relaxation are the movies and television—images that entertain and inform. The great majority of these are advertisements—propaganda, intended to make us act without further thought: buy something, go somewhere, eat, drink, smoke, think in a certain way. Given no time for reflection, we are expected to react almost automatically. For the image to achieve this, the spectator must play a ( 23 ) role.

Now, the museum is a treasury of images. But these images are fundamentally different from the astonishing kind we are constantly assailed by. The work of art is an image to which we respond rather than submit, and this response is an <sup>\*1</sup>antidote to unquestioning acceptance. The museum offers something that is fast becoming lost in modern life: a place where one can exercise one's power of choice and appreciation entirely at one's own will. A place where enjoyment can be an inspiration to learning.

(Adapted from *Masterpieces of Fifty Centuries*, by Metropolitan Museum of Art, Dutton, 1971) #2

注) \*1antidote : 解毒剤

問1 Which of the following is the most appropriate for ( 20 )?

- ① There have been
- ② Never have there been
- ③ Never have been
- ④ Have there never been

問 2 Which of the following is the most appropriate for (  )?

- ① Not has                      ② Once                      ③ Not only has                      ④ When

問 3 Which of the following is the most appropriate for (  )?

- ① matched                      ② opposed                      ③ helped                      ④ replaced

問 4 Which of the following is the most appropriate for (  )?

- ① passive                      ② positive                      ③ substantial                      ④ substitutable

問 5 Which of the following is the closest in meaning to submit in the passage?

- ① to give a plan or piece of writing to someone in authority  
② to agree to go through a process, especially when you have no choice  
③ to suggest something important in court  
④ to be ready for accepting something new

問 6 Which of the following is true about the passage?

- ① In modern society, pictures are the principle means of conveying ideas and inducing people to reflect deeply.  
② In modern society, images insist that we respond automatically and that makes people more active.  
③ In modern society, the written word is no longer the principle means of conveying ideas, but is still useful when people want to tell detailed information.  
④ In modern society, people implicitly obey the flood of images because it gives people such a short period of time to examine them.

問 7 Which of the following is true about the museum in the passage?

- ① It is a place where you are encouraged to consume as many images as you want.  
② It is a place where you can find your favorite images easily.  
③ It is a place where you are taught authentic knowledge about fine art.  
④ It is a place where you are motivated to respond and appreciate images by your own will.

【B】 次の英文を読み，問 8～10 に答えよ。

The historian of art is bound by his profession to dwell on diversity. He is trained to distinguish between different schools and successive styles; and if he reads the writings of his predecessors, he must be surprised, and perhaps depressed, by the diversity of their judgments. The works of art they admire, and the reasons they give for admiring them, seem to differ in every decade. He may well feel that the appreciation of art is merely a matter of fashion, and, as with fashion in dress, one comes to accept anything: with the difference that there is no unvarying human body under the dress.

Students of aesthetics, on the other hand, have tended to the opposite extreme. They have tried to find a single cause for the pleasure that we derive from works of art, and have usually been driven back to such (  ) terms as rhythm, harmony, or significant form, which do no more than push the need for definition one stage further into the semi-darkness.

Neither approach is satisfactory. The historian loses sense of ( A ), the aesthetician loses touch with ( B ).

(Adapted from *Masterpieces of Fifty Centuries*, by Metropolitan Museum of Art, Dutton, 1971)

問 8 Which of the following is true about the reason why the author stated he must be surprised, and perhaps depressed?

- ① It is because the history of art is so long and diverse that there are too many things to learn to be a historian of art.
- ② It is because the history of art has a sophisticated and cohesive concept and it is difficult to understand.
- ③ It is because the history of art has so many schools and there are few things in common between them.
- ④ It is because the history of art does not take care of the sense of aesthetics and only focuses on historical argument.

問 9 Which of the following is the most appropriate for (  )?

- ① vague                      ② useful                      ③ precise                      ④ academic

問10 Which of the following is the most appropriate combination for ( A ) and ( B )?

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A

B

- |          |                   |
|----------|-------------------|
| ① values | abstract concept  |
| ② values | direct experience |
| ③ wisdom | abstract concept  |
| ④ wisdom | direct experience |

4 次の英文を読み、下の問い(問1～6)に答えよ。

The nature-nurture and gene-environment controversies can be boiled down to a simple question: how much of any specific characteristic of an organism is generated by innate mechanisms, and how much is induced by the environment? At first glance, some examples seem to have straightforward answers. For example, height in humans is among the most heritable of features and might, therefore, be thought of as predominantly “nature” in origin. Choice of occupation, on the other hand, would seem to be predominantly “nurture” influenced, since (  ).

However, even these examples reveal the challenge of the nature-nurture question. Studies find that about 40 percent of occupations can be linked to shared genetic factors. This suggests that (  ). Individuals with above-average mechanical skills, for instance, would have been more likely to become plumbers, electricians, or computer technicians today than individuals with lower than average innate mechanical skills. Likewise, individuals with above-average mathematical skills are more likely to become bank tellers, accountants, or computer programmers today. Thus, the answer to the nature-nurture question is usually not “only nature” or “only nurture” but rather a description of how much each contributes causally to the specific issue.

The interaction between nature and nurture in determining the height of adults is even more illustrative and became evident to me several years ago during a trip to Japan. I am <sup>\*1</sup>five-foot-four, but I never much think about the height of others. However, while riding in an elevator at a scientific meeting in Japan one afternoon, I noticed that I was looking down on the heads of most of the other adults in the elevator. This was an unusual enough experience that I immediately began wondering whether there was anything unique about my co-riders. The only thing I could figure out was that all of the individuals in the elevator were (  ). Later, during another elevator ride, I noticed that the Japanese attendees who were ( A ) than I were either ( B ) than I or at face levels, as is the case in the United States. The difference in the two experiences seemed to be the age of my fellow riders, but this was puzzling since I had learned previously that height is one of the most genetically determined of traits. How could this be?

It is universally accepted that the heritability of height is greater than 0.9, placing it among the most genetic of traits. Supporting this is the finding that the heritability of height in children adopted at birth correlates strongly with the height of their ( C ) parents, not their ( D ) ones. However, the distribution of height in Japan differs between <sup>\*2</sup>cohorts born after World War II and before it, even though height is distributed in the <sup>\*3</sup>Gaussian bell-shaped curve in each cohort. How can we explain the dramatic height difference between these two generations? From other research we know that mean adult height has increased

gradually over the twentieth century, which is attributable presumably to improved nutrition. Thus, the likely explanation for the different final height in the two Japanese cohorts is that ( E ) event, for example, a change in diet (most likely the availability of more calories and protein), strongly influences final achieved height. That is, the potential height of an individual can only be fully reached when the environment provides adequate nutrition (and perhaps other factors) for the genetic endowment to reach its full potential, that is, to be fully expressed. If all individuals are exposed to the same environment, then the “place” a person occupies in the distribution of height in the population is genetically determined. If the amount of food or other necessary elements that individuals are exposed to during development is less than maximal or varies significantly, then ( F ) plays a significant role.

(Adapted from *The Why of Things: Causality in Science, Medicine, and Life*, by Peter Rabins, Columbia University Press, 2013) #3

注) \*<sup>1</sup> five-foot-four : 約 162.5 cm

\*<sup>2</sup> cohort(s) : 統計上の因子(年齢など)を共有する集団

\*<sup>3</sup> Gaussian bell-shaped curve : 正規分布の曲線

問 1 Which of the following is the most appropriate for ( 

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 )?

- ① many occupations of today did not exist one hundred years ago and many occupations of the recent past do not exist today
- ② occupations including lawyers and medical doctors require a highly specific education lasting for many years
- ③ many occupations have been taken over due to a hereditary system
- ④ the skills and personality factors that influence job choice and performance are shaped by genetic endowment
- ⑤ professions associated with arts, sports, or science demand innate talent

問 2 Which of the following is the most appropriate for ( 

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 )?

- ① many occupations of today did not exist one hundred years ago and many occupations of the recent past do not exist today
- ② occupations including lawyers and medical doctors require a highly specific education lasting for many years
- ③ many occupations have been taken over due to a hereditary system
- ④ the skills and personality factors that influence job choice and performance are shaped by genetic endowment
- ⑤ professions associated with arts, sports, or science demand innate talent

問 3 Which of the following is the most appropriate for ( 32 )?

- ① either my age or younger
- ② either my age or older
- ③ either Asians or Americans
- ④ either women or younger children

問 4 Which of the following is the most appropriate combination for ( A ) and ( B )?

33

A                      B

- ① older                      taller
- ② smaller                      older
- ③ younger                      taller
- ④ smaller                      younger

問 5 Which of the following is the most appropriate combination for ( C ) and ( D )?

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C                      D

- ① nurturing                      genetic
- ② birth                      adoptive
- ③ foster                      real
- ④ legal                      biological

問 6 Which of the following is the most appropriate combination for ( E ) and ( F )?

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E                                      F

- ① a genetic                      the environment
- ② a genetic                      their heritability
- ③ an environmental                      the environment
- ④ an environmental                      their heritability

5 次の英文を読み、下の問い(問1～10)に答えよ。

For most of us, metaphor is a figure of speech in which one thing is compared with another by saying that one is the other, as in *He is a lion*. Or, as the Encyclopedia Britannica puts it: “*metaphor* is a figure of speech that implies comparison between two unlike entities, as distinguished from \**simile*, an explicit comparison signalled by the words ‘( 36 )’ or ‘as.’” For example, we would consider the word *lion* to be a metaphor in the sentence “Achilles was a lion in the fight.” We would probably also say that the word is used metaphorically in order to achieve some ( 38 ) effect, since we speak and write metaphorically to communicate eloquently, to impress others with “beautiful,” esthetically pleasing words, or to express some deep emotion. Perhaps we would also add that what makes the metaphorical identification of Achilles with a lion possible is that Achilles and lions have something ( 39 ): namely, their bravery and strength.

Indeed, this is a widely shared view — the most common conception of metaphor, both in scholarly circles and in the popular mind. This ( 40 ) concept can be briefly characterized by pointing out five of its most commonly accepted features. First, metaphor is a property of words; it is a linguistic phenomenon. The metaphorical use of *lion* is a characteristic of a linguistic expression. Second, metaphor is used for some artistic and rhetorical purpose, such as when Shakespeare writes “all the world is a stage.” Third, metaphor is based on a resemblance between the two entities that are compared and identified. Achilles must share some features with lions in order for us to be able to use the word *lion* as a metaphor for Achilles. Fourth, metaphor is a conscious and deliberate use of words, and you must have a special ( 41 ) to be able to do it and do it well. Only great poets or eloquent speakers, such as, say, Shakespeare and Churchill, can be its masters. Fifth, it is also commonly held that metaphor is a figure of speech that we can do without; we use it for special effects, and it is not an inevitable part of everyday human communication, let alone everyday human thought and reasoning.

A new view of metaphor that challenged all these aspects of the powerful traditional theory in a coherent and systematic way was first developed by linguists George Lakoff and Mark Johnson in 1980 in their seminal study: *Metaphors We Live By*. Their conception has become known as the “cognitive linguistic view of metaphor.” Lakoff and Johnson challenged the deeply entrenched view of metaphor by claiming that (I) metaphor is a property of concepts, and not of ( 43 ); (II) the function of metaphor is to better understand certain concepts, and not just some artistic or esthetic purpose; (III) metaphor is often *not* based on similarity; (IV) metaphor is used effortlessly in everyday life by ordinary people, not



just by special talented people; and (V) metaphor, far from being an excessive though pleasing linguistic ornament, is an inevitable process of human thought and reasoning.

(Adapted from *Metaphor: A Practical Introduction*, by Zoltan Kovecses, Oxford University Press, 2002) #4

注) \*1 simile : 直喩(喩喩の一種)

問 1 Which of the following is the most appropriate for (  )?

- ① into                      ② from                      ③ within                      ④ like

問 2 Which of the following is the correct explanation for Achilles was a lion in the fight?

- ① Achilles fought bravely like a lion.  
② Achilles resembled a lion.  
③ Achilles had a fight with a lion.  
④ Achilles transformed into a lion.

問 3 Which of the following is the most appropriate for (  )?

- ① realistic and poetic  
② artistic and rhetorical  
③ esthetic and common  
④ naturalistic and beautiful

問 4 Which of the following is the most appropriate for (  )?

- ① in advance              ② in public              ③ in common              ④ in short

問 5 Which of the following is the most appropriate for (  )?

- ① innovative              ② personal              ③ implicit              ④ traditional

問 6 Which of the following is the most appropriate for (  )?

- ① talent                      ② chance                      ③ bribe                      ④ teacher

問 7 What does metaphor is a figure of speech that we can do without mean? 42

- ① Metaphors have been regarded as necessary for human thought and reasoning.
- ② It has been generally accepted that we do not need to use metaphors in our daily lives.
- ③ Human communication emerges from the special effects of metaphors.
- ④ Metaphorical use is the primary function of human language.

問 8 Which of the following is the most appropriate for ( 43 )?

- ① communication    ② thought    ③ words    ④ comparison

問 9 Which of the following is true about the final paragraph? 44

- ① Metaphors are often represented with signalling words.
- ② Metaphors cannot be used with the view to communicate eloquently.
- ③ Special talent and training are necessary to recognize metaphors.
- ④ Some linguists regard metaphors as inseparable from human thought.

問10 Which of the following underlined facts is NOT mentioned in the passage? 45

As a traditional view, metaphors have been regarded as figurative language. It is hard<sup>(A)</sup>  
to understand metaphors, but they can be used to convey special and clear language with<sup>(B)</sup>  
eloquence and beauty. In the light of the traditional perspective, metaphors have been<sup>(C)</sup>  
separated from everyday human communication. On the other hand, a new view of<sup>(D)</sup>  
metaphors claims that they are of great significance for human thought and reasoning.

- ① (A)                      ② (B)                      ③ (C)                      ④ (D)

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次の英文を読み、下の問い(問1～10)に答えよ。

Richard Grayson was a retired professor of <sup>\*1</sup>epidemiology. He had been a patient of mine for the previous ten years, and I was one of his sole supports during a messy divorce. He was a lover of good food and wine and now had no appetite and couldn't tolerate alcohol. He looked gaunt and tired. He had lost twenty pounds, his skin color was a pasty white, and his eyes were slightly <sup>\*2</sup>jaundiced. I ordered a CT scan of his abdomen, knowing that the news would not be good. He had a stage IV cancer in his liver — which likely originated in his <sup>\*3</sup>bile ducts — aggressive and incurable.

Richard wanted to know the facts. The cancer surgeon advised him that surgery would be risky and unlikely to improve survival or quality of life. Richard said that he would never consider chemotherapy, but I encouraged him to see an <sup>\*4</sup>oncologist, just to find out. This muddied the waters. Richard learned that chemotherapy offered a 20 percent chance of extending his life by an average of a few months while possibly improving his energy and appetite. No one could know whether he would be one of the lucky ones whose cancer would respond — or one of the 80 percent who just had side effects with no benefits at all. He consulted another oncologist, searched the Internet, and wrote to friends and colleagues, including some of the most highly regarded oncologists in the world. The options were dizzying, including a “promising” experimental treatment. Richard knew well that only 5 to 10 percent of experimental cancer drugs prove effective, and no one knew what the side effects might be.

During his entire career Richard had taught students how to design and interpret the results of clinical trials and assess the risks and benefits of treatments. He understood the statistics of his own situation well and knew how his situation was different: the average patients in those research studies were younger and their cancers were less advanced. You couldn't imagine a patient who was better informed. However, the ( A ) information and statistics that Richard acquired, the ( B ) anxious and bewildered he became. His knowledge of medicine, statistics, research methodology, and probabilities carried him just so far. Despite being well-informed, he felt lost.

Like most patients facing a serious and complex situation, Richard was experiencing cognitive overload; the stakes were high and emotions were raw, medical evidence was unclear, and the risks and the benefits weren't completely known. He came back to see me to help sort this out. He asked, “What would you do if you were me?”

Before I move on to what happened, sit with me for a minute. Imagine you're the physician in the exam room and this question was lobbed into your court. I knew that nothing

was going to save Richard's life, that having to make decisions was adding to his burden, and that he was frightened and his fear made it hard for him to think clearly. Whoever made the decision, Richard would have to live with the consequences.

In a previous era when physicians comfortably assumed a paternalist role, the doctor's job was to assemble the facts and provide a plan: "We should start chemotherapy this Friday. My assistant can set it up for you." The patient's voice was secondary. Now things are a bit different, but things haven't changed that much. Patients are commonly offered a role in decision making, but doctors often make an offer that is hard to refuse, a choiceless choice. They might say, "Research suggests that for <sup>\*5</sup>metastatic bile-duct cancer, chemotherapy with <sup>\*6</sup>gemcitabine plus <sup>\*7</sup>cisplatin offers the best chance of longer survival; it can give you more ( 50 )— and in most cases it's high-quality time. And if that doesn't work for you, we have other options. Does that sound reasonable? If so, we can start this Friday." Some physicians will try to build the patient's confidence: "I've had two patients recently who did well on gemcitabine plus cisplatin in similar circumstances." Some offer numerous options and provide exquisite detail about the clinical research upon which their recommendations are based. Giving a nod to patient autonomy, a physician might say, "Go home and discuss the options with your family and let me know what you'd like to do," and if pressed, might even say, "I can't really tell you what to do. Everybody's different. The choice is up to you." But the patient hears, "Chemo or die."

I sometimes hear physicians say, "It's up to you." This allows them to remain aloof and displaces fear and uncertainty to the patient, leaving the clinician with a false sense of having been patient centered. Rather than promoting the intimate discussions that patients deserve in such circumstances, it disempowers patients by depriving them of the support that they need. They are abandoned to their rights. No one wants a physician who is going to fall apart when facing the possibility of the death of one of his patients, nor do they want a physician who is unmoved by suffering. Shared decision making is not only providing information; it is facing uncertainty together. That's why it can be emotionally wrenching for physicians too. They have to work with the anxiety that they feel when facing uncertainty, enter into the unknown with the patient. Eric Larson calls it "emotional labor"— the emotional work that is part of the job.

In these circumstances, patients want to ( 52 ); however, they exercise their voices less commonly than you might think. I can imagine several reasons why. Having greater choice means assuming a greater burden of responsibility. They're overwhelmed by the sheer quantity of information. They may want to please the physician. Even well-informed, highly educated patients fear that by questioning their physician, they will get lower-quality care.

I said, “Let’s walk through this.” I started with larger questions, hoping that within them lay the answer to the more specific question about treatment choices: “What’s the hardest part? How will you know that the choice is the right one? What in your life, right now, brings you joy? Where do you want to be living, and with whom? When will you know you’ve done enough? Is there anything about this decision for which you’d not be able to forgive yourself?”

After each question I was silent. Not trying to direct the conversation, I was just listening. The silences were just a few seconds each, but they had a quality of spaciousness, lending a deeper emotional tone to this discussion than the discourse of scans, tests, and drugs that had dominated most of Richard’s prior visits with his physicians. Some of the questions went unanswered. It was hard to be silent; it would have been easier to dispense information, recommendations, reassurances. But, by choosing to live with the questions rather than fill the space with mere answers, something else happened. Those five minutes led us to a greater sense of shared understanding. My just listening exposed me to his angst, not just his dilemma. I understood him better and he understood ( 53 ) better.

“I’m willing to take the chance with the high-dose chemo,” he said. “But, I first need to ask whether I can switch to the low dose if it’s too much for me.” This decision was not “my” decision nor was it Richard’s; it was shared, having emerged through conversation, through being together; the decision was navigation more than negotiation. I was surprised; I had misjudged him. Somehow I thought he — as a scientist — would have decided otherwise, given the low possibility of survival. He wanted the \*<sup>8</sup>moon shot and was willing to tolerate the pain.

While this may have been the right choice for him, others would have chosen differently. He had enough information and advice, so I asked and didn’t recommend. Richard had few side effects from the chemo and enjoyed a reasonable quality of life until six months later, when the tumor again started to grow. He was soon in hospice; he felt that he had made the best choices under the circumstances; he had no regrets.

(Adapted from *Attending: Medicine, Mindfulness, and Humanity*, by Ronald Epstein, Scribner, 2017) #5

- 注) \*<sup>1</sup>epidemiology : 疫 学      \*<sup>2</sup>jaundiced : 黄だんの      \*<sup>3</sup>bile duct(s) : 胆 管  
\*<sup>4</sup>oncologist : 腫瘍専門医      \*<sup>5</sup>metastatic : 転移性の  
\*<sup>6</sup>gemcitabine : ゲムシタピン(抗がん剤の一種)  
\*<sup>7</sup>cisplatin : シスプラチン(抗がん剤の一種)  
\*<sup>8</sup>moon shot : 困難だが成功すれば大きな利益をもたらす可能性のある挑戦

問 1 According to the passage, which of the following is true about Richard Grayson?

46

- ① He was one of the author's colleagues working as an epidemiology professor at the same medical university.
- ② He was one of the mental health professionals the author had relied on for more than ten years.
- ③ He had been one of the author's patients for ten years and was diagnosed with cancer.
- ④ He used to be one of the author's patients, but he found another, better oncologist.

問 2 What does the phrase, one of the lucky ones in the passage, mean?

47

- ① a new experimental drug which is effective for 80% of the people suffering from cancer without side effects
- ② a very effective chemotherapy which is effective for 20% of cancer patients but has side effects
- ③ a patient who can have the best therapy based on the up-to-date medical research
- ④ a patient who can improve his or her quality of life and survival rate of cancer with a certain chemotherapy

問 3 Which of the following is the most appropriate combination for ( A ) and ( B )?

48

- |   | A    | B    |
|---|------|------|
| ① | more | less |
| ② | more | more |
| ③ | less | less |
| ④ | less | more |

問 4 What does the phrase, a paternalist role in the passage, mean?

49

- ① to diagnose a patient's disease and discuss consent for treatment
- ② to give several choices to a patient with careful instructions
- ③ to give a diagnosis and plan for a choiceless treatment
- ④ to listen to a patient's voice carefully like a family member

問 5 Which of the following is the most appropriate for ( )?

50

- ① safety
- ② choice
- ③ time
- ④ confidence



◇出典許諾一覧

#1 (大問 2) p. 5

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#2 (大問 3) p. 8

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#3 (大問 4) p. 13

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#4 (大問 5) p. 16

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#5 (大問 6) p. 20

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