

平成 23 年度

英 語 (全6の1)

1 次の英文を読んで、下記の問いに答えよ。

Throughout history, social observers have been fascinated by obvious demonstrations of successful interpersonal influence, whether the consequences of this influence were good, bad, or mixed. Individuals such as Henry Ford, Martin Luther King, Jr., Barbara Jordan, Ralph Nader, and Joan of Arc have been analyzed and reanalyzed to discover what made them leaders and what set them apart from less successful leaders. The (a) assumption here is that those who become leaders and do a good job of it possess a special set of traits — personal characteristics of an individual that include physical characteristics, intellectual ability and personality — that (b) them from the masses of followers. While philosophers and the current media have advocated such a position for centuries, trait theories of leadership did not receive serious attention until the 1900s.

During World War I the US military recognized that it had leadership problems. Never before had the country mounted such a massive war effort, and able officers were in short supply. Consequently, the search for leadership traits that might be useful in identifying potential officers began. This ongoing interest has since expanded to include searching for leadership traits in populations as diverse as schoolchildren and business executives. Some studies tried to differentiate traits of leaders and followers, while others searched for traits that predicted leader effectiveness or separated lower-level leaders from higher-level ones. Research has shown that many traits are not associated with whether people become leaders or how effective they are. However, research also shows that some traits are associated with leadership. As one might expect, leaders (or more successful leaders) tend to be higher than average on these (c), although the connections are not very strong.

For example, one study found that three of the “Big Five” aspects of personality (agreeableness, extraversion, and openness to experience) are related to leadership behaviors. In addition, research that compared top performers with average performers in senior leadership positions found that the most effective leaders have high levels of emotional intelligence. The emotional intelligence of leaders has also been found to be positively related to the job satisfaction and organizational citizenship behavior of employees. Many (d) firms use personality tests and assessment centers when making hiring and promotion decisions. However, there are some aspects of the trait approach that limit its ultimate usefulness.

Even though research has been able to identify some leadership traits, there are several reasons why the trait approach is not the best means of understanding and improving leadership. In many cases, it is difficult to determine whether traits make the leader or whether the opportunity for leadership produces the traits. Secondly, even if we know that dominance, intelligence, or tallness is associated with effective leadership, we have few clues about what dominant or intelligent or tall people do to influence others successfully. As a result, we have little information about how to train and develop leaders and no way to distinguish failures of leadership. And finally, the most crucial problem of the trait approach to leadership is its failure to take into account the situation in which leadership occurs. (e), it seems reasonable that top executives and first-level supervisors might require different traits to be successful. Similarly, physical prowess might be useful in directing a logging crew but irrelevant to managing a team of scientists.

In conclusion, although there are some traits that are associated with leadership success, traits alone are not sufficient for successful leadership. They are only a pre-condition for certain actions that a leader must take in order to be successful.

英 語 (全6の2)

1 本文の空所(a)~(e)に入れるのに最も適切な語を、下記の(1)~(4)からそれぞれ1つずつ選び、その番号をマークせよ。

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|-----------------------|-----------------|-------------------|-----------------|
| (a) (1) impressive | (2) important | (3) implosive | (4) implicit |
| (b) (1) determines | (2) defers | (3) distinguishes | (4) delineates |
| (c) (1) dissections | (2) directions | (3) digressions | (4) dimensions |
| (d) (1) premature | (2) promising | (3) primitive | (4) pristine |
| (e) (1) Intentionally | (2) Intuitively | (3) Intelligently | (4) Insipiently |

2 本文の内容と最もよく適合するものを下記の(a)~(h)から4つ選び、その記号をマークせよ。

- (a) The study of leadership traits is now in its second century.
- (b) What comprises "effective leadership" seems to depend on the situation in which it is exercised.
- (c) Successful leaders in history were analyzed to discover how they could have lived longer.
- (d) There are really no ways to isolate traits related to leadership other than educated guesses.
- (e) Emotional intelligence has been found to be a key factor in determining who will be above-average leaders.
- (f) America's quest to determine individuals' leadership traits began through participation in military conflict.
- (g) The trait approach to determining who will or will not become a leader has long since concluded.
- (h) The trait approach to leadership allows us to determine who can and who cannot lead well.

英 語 (全6の3)

- 2 次の英文が完成した文章になるように、その文意に沿って、(1)~(3)の(a)から(g)をそれぞれ並べ替えよ。そして、1番目、3番目、6番目にくる最も適切なものを1つずつ選び、その記号をマークせよ。

Had man been born of a fallen angel, then the contemporary predicament would lie as far beyond solution as it would lie beyond explanation. Our wars and our atrocities, our crimes and our quarrels, our tyrannies and our injustices could be ascribed to nothing other than singular human achievement. And we should (1) ((a) whose only notable talent (b) being endowed at birth (c) be left with (d) with virtue's treasury (e) of man (f) as a degenerate (g) a clear-cut portrait) had been to squander it. But we were born of risen apes, not fallen angels, and the apes were armed killers besides. And so what shall we wonder at? Our murders and massacres and missiles, and our irreconcilable regiments? Or our treaties whatever they may be worth; our symphonies however seldom they may be played; (2) ((a) battlefields (b) however (c) they may be (d) our peaceful acres (e) into (f) converted (g) frequently); our dreams however rarely they may be accomplished? The (3) ((a) but how (b) miracle of man (c) not how (d) he has sunk (e) is (f) far (g) magnificently) he has risen. We are known among the stars by our poems, not our corpses.

3 次の文章の下線部(A)の和訳と下線部(B)の英訳を解答欄に記入せよ。

Why is it that I always feel pessimistic about the lack of drive Japanese learners of English have toward learning English pronunciation^(A)? It was more than thirty years ago when I was on sabbatical at UCLA and had the opportunity to talk with a group of young Japanese students who were studying ESL there. We happened to get into a discussion about the issue of pronunciation when one of them said, 「英語の発音なんか大した問題ではないですよ。アメリカ人は、われわれ日本人がどんな発音^(B)をしても大体理解してくれますよ」 I remember that I found myself immediately blasting the speaker in a loud Hiroshima accent: “Hey, we shouldn’t rely too much on American kindness!” When it comes to the teaching and learning of the English sound system in Japan, I believe that both teachers and learners all the way from kindergarten to graduate school need to maintain a modest attitude, constantly reminding themselves of the old saying: “Remember how you got started.”

英 語 (全6の5)

4 次の英文(1)~(5)の空欄(ア)~(オ)に入れるのに最も適切なものを、下記の(a)~(d)の中からそれぞれ1つずつ選び、その記号をマークせよ。

- (1) It is important to (ア) in mind that we must try not to overeat.
 (a) tolerate (b) bear (c) stand (d) endure
- (2) She doesn't have enough strength left to hold out (イ).
 (a) for length (b) once again (c) to the most (d) much longer
- (3) Americans considered their automobiles as status symbols: something not only to drive, but to use to put (ウ) their friends and relatives.
 (a) out (b) toward (c) away (d) down
- (4) As anger and irritation grew, three of the committee members (エ) to walk out.
 (a) yelled (b) resisted (c) threatened (d) defended
- (5) She suffered severe injuries in a car accident and, (オ), she is unable to work anymore.
 (a) in return (b) for that (c) after then (d) as a result

5 次の英文(1)~(5)の下線部1~4の中で、英語の表現として最も不適切なものをそれぞれ1つずつ選び、その番号をマークせよ。

- (1) The company executive had been absent herself from the important board meeting without prior notice, for which she was later criticized by her colleagues.
 1 2 3 4
- (2) The possibility cannot be dismissed out that the improvement is largely due to absence of fatigue.
 1 2 3 4
- (3) As far as I could see, there was only one chair in the room and not furniture.
 1 2 3 4
- (4) A new kind of thought has been emerged, characterized by a balance between thinking and feeling.
 1 2 3 4
- (5) In fact I thought he must be dead by now, though I had no reason for this belief because he was younger than I did.
 1 2 3 4

英 語 (全6の6)

6 次の英文(1)~(5)の応答として最も不適切なものを、それぞれ下記の(A)~(D)の中から1つずつ選び、その記号をマークせよ。

- (1) Do you have anything to add before we close the meeting?
 (A) I really think we need more skating practice next time.
 (B) I just wanted to say that I've learned a lot today.
 (C) Well, to be honest, that's not what I was thinking.
 (D) If you ask me, there's no need to get together again tomorrow.
- (2) How can you stand this heat?
 (A) It's not so bad, really, when you think about it.
 (B) Oh, that was the other day!
 (C) Actually, I am suffering, too!
 (D) I like to imagine I am in a cooler place.
- (3) When do you expect him to contact you?
 (A) I'd be surprised if he ever does.
 (B) You're already booked to see him on the 23rd.
 (C) I'll get a hold of him, don't worry.
 (D) I suppose I'll hear from him on Thursday.
- (4) I just got the change from the cashier. How much do I owe everyone?
 (A) Nothing for me, thanks. I didn't pay enough to begin with.
 (B) Oh, just keep it for next time.
 (C) Let me get the check, would you? It's on me.
 (D) Actually, I think you paid too much.
- (5) "Quality over quantity" — that's what I say. There is already too much junk in this world!
 (A) Yes, but that approach may cost you a lot.
 (B) Well, let's keep shopping around for one, then.
 (C) I agree — who cares how good it is?
 (D) Indeed, we need things that last longer.

7 次のA. ~ E. のそれぞれ4つの単語の中から、下線の部分の発音が他のものと異なるものを1つずつ選び、その番号をマークせよ。

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|--------------------------|------------------------|--------------------------|----------------------|
| A. 1. mer <u>i</u> dian | 2. sp <u>i</u> ne | 3. ex <u>h</u> ibitive | 4. des <u>i</u> st |
| B. 1. impl <u>o</u> de | 2. tot <u>o</u> ter | 3. fore <u>b</u> ode | 4. mo <u>b</u> ilize |
| C. 1. fusill <u>a</u> de | 2. tac <u>i</u> turn | 3. antag <u>a</u> gonist | 4. ma <u>s</u> sacre |
| D. 1. shudd <u>e</u> r | 2. sl <u>u</u> mberous | 3. rob <u>u</u> stly | 4. ast <u>u</u> te |
| E. 1. ex <u>c</u> avate | 2. sp <u>e</u> ctrum | 3. repreh <u>e</u> nd | 4. leth <u>a</u> l |