

2015年度	
英	語
(問 題)	

〈H27091116〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～10ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべてHBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	● 良	○ 悪	○ 悪
マークを消す時	○ 良	○ 悪	○ 悪

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を書いてはならない。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---	---

- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

(例) 3825番⇒

万	千	百	十	一
	3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも、解答用紙は必ず提出すること。

次の会話文を読み、下記の設問に答えよ。

Robert is on vacation in Montreal. He is feeling sick and decides to call the hotel front desk.

Receptionist: Front desk. How may I help you?

Robert: Good evening. My name is Robert Breton in room 1329. I'm not feeling well and wonder if there is a doctor on duty at the hotel?

Receptionist: Unfortunately, we don't have a doctor on staff. If you like, I can try to connect you to the Montreal General. It's one of the biggest hospitals in the city.

Robert: That would be great.

Receptionist: Hold on, please ...

(a few moments later)

Nurse: Hello. This is Montreal General. (1)

Robert: I don't quite know what's wrong with me. I have a terrible headache and pain in my joints.

Nurse: (2) Are you coughing or running a fever? Any chest pains or difficulty breathing?

Robert: No cough and I just took my temperature. It is 37.5. It was 37 when I fell asleep a few hours ago. And my breathing is normal, I guess.

Nurse: Well, ひどい風邪をひいたみたいですね。At this point what you should do is stay warm; drink lots of liquids and try to rest. The weather is awful, so you should try to avoid going outside, if at all possible.

Robert: I'm not here on business. It's a shame to be spending time in a hotel on vacation, but I guess that's my bad luck. (3) I noticed there is a pharmacy right across the street from the hotel, but it's probably closed at this hour.

Nurse: As far as I am concerned, your condition is not very serious. Try to sleep. In the morning, speak with the pharmacist and buy a pain reliever.

Robert: Alright, I'll do that. So, you don't advise me to go to the hospital tonight?

Nurse: It's really up to you. The emergency room is very crowded tonight--you may have to wait a few hours.

Robert: (4) I didn't realize you are so busy.

Nurse: But if you don't feel better within 24 hours, definitely go see a doctor. You don't necessarily have to come here, of course.

Robert: I see. By the way, I have private medical insurance. Does the hospital accept it?

Nurse: Sorry, if you are not covered by the national insurance plan, you will have to settle the bill right away. The hospital will issue a receipt and you can then apply for reimbursement.

Robert: That's fine. You do take credit cards, I presume?

Nurse: Oh yes. All major cards are accepted.

Robert: Thank you. (5)

Nurse: It's not a problem at all. Hope you feel better.

(Original text)

設問 1. 会話文の空所(1)～(5)を埋めるのにもっとも適当なものを(a)～(j)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|--|--|
| (a) Any headache or other pain? | (f) Should I be taking any medication? |
| (b) Do you have any other symptoms? | (g) That's perfectly alright. |
| (c) I appreciate your time. | (h) What seems to be the problem? |
| (d) I can check for the closest drugstore. | (i) Where did you go last night? |
| (e) Oh, that's long! | (j) Your time is very valuable. |

設問 2. 下線部(イ)～(ニ)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|---------------------------------------|---------------------------------------|
| (イ) (a) It's embarrassing | (c) It's insulting |
| (b) It's humiliating | (d) It's regrettable |
| (ロ) (a) As a matter of fact | (c) In my view |
| (b) Don't worry | (d) On the whole |
| (ハ) (a) You have to make the decision | (c) You need to take some action |
| (b) You may forget about that | (d) You should consult with a doctor |
| (ニ) (a) I advise you to come here | (c) You may go to another hospital |
| (b) I believe you have no choice | (d) You should consider other options |

設問 3. 下線部(あ)を英語に直し、記述解答用紙の所定欄に書け。ただし、最初の一語は与えられている。

II 次の英文を読み、下記の設問に答えよ。

Dr. Lester Breslow, a public health leader whose research gave mathematical proof to the notion that people can live longer and healthier by changing habits like smoking, diet and sleep, died Monday at his home in Los Angeles. He was 97.

Dr. Breslow's most lauded accomplishment was a study of 6,928 people in Alameda County, California, that examined their ^(c)behavior over intervals of 20 years. It used quantitative analysis to prove that a 45-year-old with at least six of the seven healthy habits Dr. Breslow chose as important had ^(A)a life expectancy 11 years longer than someone with three or fewer.

Over a 70-year career, Dr. Breslow helped expand the very definition of public health, from the historical concentration on communicable diseases to a new concern with individual behavior and the effects of community and environment. As people lived longer and had more cancer and heart attacks, he was a leader in emphasizing the mounting importance of chronic diseases.

In 1969, as president of the American Public Health Association, he said the public health profession must go beyond issuing scientific reports and suggest social actions to improve people's lives. ⁽¹⁾"In the long run, housing may be more important than hospitals to health," he said. As an official of ^(c)the California health department in the 1940s and '50s, he did some of the early definitive studies on the harmful effects of smoking. Three of these studies were cited in the landmark report in 1964 linking cigarettes to lung diseases, particularly cancer.

But it was the Alameda County study that shook the public health world, because it proved with numbers that behavior indisputably affected longevity. Its recommendations: do not smoke; drink in moderation; sleep seven to eight hours; exercise at least moderately; eat regular meals; maintain a moderate weight; eat breakfast.

Lester Breslow was born March 17, 1915, in Bismarck, North Dakota, where his parents had moved

to escape the poverty of the Lower East Side of Manhattan. He graduated from the University of Minnesota Medical School in 1938 with the intention of being a psychiatrist, but he soured on the field while working at a psychiatric hospital in the summer because he doubted much ^(ホ) could be done to help the patients. He shifted to public health, he said, because he thought it suited his ideology as “a political activist for disadvantaged people.”

After serving as a captain in World War II, he was hired by the California health department as a chronic disease specialist. After 21 years at the agency, Dr. Breslow was hired by U.C.L.A. as dean of the public health school, a post he held for eight years.

Dr. Breslow himself did not smoke or drink. He walked regularly, practiced moderation in all things and enjoyed his vegetable garden.

(Adapted from *The New York Times*, April 14, 2012)

設問1. 下線部(A)の主語となっている部分の最後の語を(a)～(d)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) habits (b) chose (c) important (d) expectancy

設問2. 下線部(イ)～(ホ)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | |
|-----|--------------------------|--------------------------|
| (イ) | (a) controversial | (c) praised |
| | (b) criticized | (d) rewarding |
| (ロ) | (a) After hard work | (c) In the coming year |
| | (b) At the very end | (d) In the near future |
| (ハ) | (a) comprehensive | (c) forward-looking |
| | (b) conclusive | (d) typical |
| (ニ) | (a) greatly | (c) somewhat |
| | (b) negatively | (d) undeniably |
| (ホ) | (a) became fascinated by | (c) got disillusioned by |
| | (b) betrayed | (d) neglected |

設問3. 次の1.～5.について、本文の内容に合うものはマーク解答用紙のTの欄に、合わないものはマーク解答用紙のFの欄にマークせよ。

1. Dr. Breslow demonstrated statistically that healthy life habits can reduce the risk of chronic diseases.
2. Dr. Breslow showed that smoking is a major cause of lung cancer.
3. Dr. Breslow switched from psychiatry to public health because he was born into a poor family.
4. Dr. Breslow conducted most of his important studies in California because his experience during World War II gave him the necessary qualifications to work in that state.
5. Dr. Breslow lived long because he successfully changed his life habits at a young age.

設問4. 下線部(1)を日本語に訳し、記述解答用紙の所定欄に書け。ただし、文頭の訳語は与えられている。

||| 次の英文を読み、下記の設問に答えよ。

A job after graduation: it's what all parents want for their kids. So, what's the smartest way to invest tuition money to make that happen? The question is more (イ) than ever. The future of

the economy is still unpredictable, and many graduating students are unable to find jobs that pay well, if they can find jobs at all. As a result, parents and students have to think through the potential returns from different paths, and pick the one that has the best chance of paying off. For many, the most lucrative path seems obvious: be practical. Schools, in turn, are responding with new, specialized courses that promise to teach skills that students will need on the job, such as a degree in (A).

It all makes sense except for one thing: it probably won't always work. The trouble is that nobody can predict where the jobs will be—not the employers, not the schools, not the government officials who are making such loud calls for vocational training. The economy is simply too (□) to guess way ahead of time. Choosing the wrong path could make things worse, not better. So, how should the parents with strong interest in the economic success of their children proceed? What should they weigh as they decide where to put their limited capital to get the biggest return? Here are some things to consider.

First and foremost, all students should consider the graduation rates at various schools. You can pick the perfect school in terms of courses, location, price or atmosphere. But none of it (^) a student any good if he or she doesn't end up with a degree. After all, college improves job prospects only if a student graduates.

What's more, it is also important to look at how long it takes students to graduate. Many parents and students don't realize that even top schools differ greatly in their ability to graduate students on time. Consider the difference between elite private and public universities. Certain research has found that the private school has a much wider range of support services—counseling, tutoring and so forth—that vastly improve the odds that a student will actually graduate, and will do so in four years. An expensive, private school may end up being (=) if a student doesn't have to be there as long.

Finally, a crucial point that doesn't get discussed much concerns the danger of specialization. It may be worse to have the *wrong* career focus in college than having *no* career focus—because skills for one career often can't be used elsewhere. Let's say a student spends four years learning to market pharmaceuticals. But what can he or she do with that degree if the drug companies aren't hiring? The skills don't transfer easily anyplace else.

Focusing on a very specific field also means that you miss out on courses that might broaden your abilities. Courses that teach, say, hospitality management or sports medicine may crowd out a logic class that can help students learn to improve their reasoning or an English class that sharpens their writing. Both of those skills can help in any field, unlike the narrowly focused ones. A narrow educational focus forces students to pick a career at age 17 or 18, before they know much of anything about their interests and abilities. And if they choose *mistakenly*, it can be very difficult for them to start over once they're older.

So, what are the practical lessons for the venture-investor parents and their children? In a nutshell, students that go the practical route should have options to delay choosing majors and specialized courses, so that there is likely to be a better match between course work and employer interests. Students can rely on real-time information from the career office to estimate demand. Because of the need to adjust, it also helps to be at a school where switching majors is easy. Smaller programs with lower tuition may entail limited resources, which in turn means that students may have to stay more than four years to get all the courses that are required for a new major. It is always important to reiterate that students and parents should assess the quality of college education and future career development from various perspectives.

(Adapted from *The Wall Street Journal*, November 15, 2013)

設問 1. 下線部(1)～(4)の意味にもっとも近いものを、(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|-------------------|-----------------|-----------------|------------------|
| (1) | (a) convenient | (b) profitable | (c) resourceful | (d) transparent |
| (2) | (a) attention | (b) manpower | (c) money | (d) time |
| (3) | (a) determination | (b) opportunity | (c) probability | (d) risk |
| (4) | (a) extinguish | (b) overshadow | (c) renovate | (d) underperform |

設問 2. 空所(イ)～(ニ)を埋めるのもっとも適当なものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|----|------------------------------|-----------------------------|---------------|--------------|
| イ. | (a) complicated and pressing | (c) relevant and accessible | | |
| | (b) important and academic | (d) timely and novel | | |
| ロ. | (a) inactive | (b) promising | (c) thriving | (d) unstable |
| ハ. | (a) benefits | (b) does | (c) satisfies | (d) suits |
| ニ. | (a) cheaper | (c) less economical | | |
| | (b) faster | (d) more beneficial | | |

設問 3. 次の 1.～4.について、本文の内容にもっとも合うものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

1. Given the challenging economic situation, many students and parents prefer more practical programs because these programs are believed to
 - (a) create a meaningful and inspiring environment for students.
 - (b) lead to better networking opportunities.
 - (c) offer students much more freedom when choosing a career.
 - (d) provide training directly related to future job prospects.
2. The author considers expensive private elite universities as a good option because
 - (a) students can receive well-organized and individualized support for on-time graduation.
 - (b) students improve social skills valuable for future employment.
 - (c) they offer a wide variety of business as well as liberal arts classes.
 - (d) they provide ample practical job training and internship experiences.
3. According to the author, highly practical courses at universities
 - (a) allow students to combine theoretical and practical knowledge to meet employers' demands.
 - (b) enable students to pay lower tuition by reducing the number of required courses.
 - (c) leave students with little freedom to take classes which may be useful for their future.
 - (d) prepare students for future leadership roles and management responsibilities.
4. The author suggests that students should select universities which
 - (a) grant generous financial aid to needy applicants.
 - (b) make it possible for them to postpone their graduation date easily.
 - (c) permit them to change their major without difficulty.
 - (d) teach up-to-date practical skills.

設問 4. 空所(A)を埋めるのもっとも適当なものを一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|-----------------------------|------------------------------|
| (a) Art History | (c) Pharmaceutical Marketing |
| (b) International Relations | (d) Western Civilization |

設問5. 下線部(あ)の意味にもっとも近いものを(a)～(d)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) parents with a good understanding of investment
- (b) parents with a practical attitude towards their children's future
- (c) parents with a sense of passion for business
- (d) parents with a spirit of adventure

IV 次の英文を読み、下記の設問に答えよ。

If you would like to write better than everybody else, you have to *want* to write better than everybody else. You must take an obsessive pride in the smallest details of your craft. And you must be willing to defend what you've written against editors, agents and publishers, whose sights may be different from yours, whose standards not as high. Too many writers are pressured into settling for less than their best.

Which brings us to editors. Are they friends or enemies? Like everything else, they come in all varieties. I think with gratitude of a half-dozen editors who sharpened my writing by changing its focus or emphasis, or detecting weakness of logic or structure, or cutting various forms of excess. Twice I threw out an entire chapter of a book because editors told me it was unnecessary. But above all I remember those good editors for their generosity. They had an enthusiasm for whatever project we were trying to bring off together as writer and editor. Their confidence that I could make it work kept me going.

What a good editor brings to a piece of writing is an objective eye that the writer has long since lost, and there is no end of ways in which an editor can improve a manuscript: trimming, clarifying, tidying a hundred of inconsistencies of tense and pronouns, noticing all the sentences that could be read in two different ways, dividing awkward long sentences into short ones.

For these acts of salvation, editors can't be thanked deeply enough. Unfortunately, they can also do considerable harm. In general the damage takes two forms: altering style and altering content.

A good editor likes nothing better than a text he hardly has to touch. A bad editor has a compulsion to make unnecessary changes, proving with busywork that he hasn't forgotten the minor points of grammar and usage. He catches cracks in the road but does not enjoy the scenery.

Very often it simply doesn't occur to him that a writer is writing by ear, trying to achieve a particular sound, or playing with words just for the pleasure of wordplay. One of the saddest moments for writers is the one when they realize that their editor has missed the point of what they are trying to do.

Ideally, the relationship between a writer and an editor should be one of negotiation and trust. Frequently an editor will make a change to clarify a vague sentence and will unintentionally lose an important point—a fact or a nuance that the writer included for reasons the editor didn't know about. In such cases the writer should ask to have his point back. The editor, if he agrees, should oblige. But he should also insist on his right to fix whatever had been unclear. The process, in short, is one in which the writer and the editor proceed through the manuscript together, finding for every problem the solution that best serves the finished article.

(Adapted from William Zinsser: *On Writing Well*, Sixth Edition, 1998)

設問 1. 下線部(1)～(5)の意味にもっとも近いものを(a)～(d)からそれぞれ一つずつ選び、マーク解答用紙の所定欄にマークせよ。

- (1) (a) accepting editors' versions that writers find inadequate
(b) continuing to write without doing their best in the future
(c) getting paid less than they had expected
(d) promising to write the next article for less money
- (2) (a) are all different in their approach
(b) expect writers to contribute a variety of articles
(c) fill their magazines with articles on every topic
(d) want to appeal to all kinds of readers
- (3) (a) effectively end (c) routinely deliver
(b) neatly classify (d) successfully complete
- (4) (a) a definite number of methods (c) no effective way
(b) a limitless range of options (d) no path forward
- (5) (a) accept the writer's opinion (c) force his opinion on the writer
(b) express his thanks (d) make an immediate apology

設問 2. 本文の内容に合わないものをそれぞれ一つずつ選び、マーク解答用紙の所定欄にマークせよ。

- (1) A good editor
 - (a) asks a writer to make ambiguous sentences clear.
 - (b) gives an unbiased opinion of what a writer takes for granted.
 - (c) is eager to cooperate with a writer to produce a satisfactory result.
 - (d) is willing to modify any writing to satisfy his preference.
 - (e) points out where a text lacks logic and structure.
- (2) A bad editor
 - (a) is apt to make revisions without a valid reason.
 - (b) is often not aware of a nuanced impression the writer wants to convey.
 - (c) is overly concerned with minor details without getting the writer's whole picture.
 - (d) often lacks a sense of rhythm, thereby failing to grasp the writer's intention.
 - (e) trusts the writer, so he does not have to read the manuscript too closely.

設問 3. 下線部(あ)を、省略されている語句を補って省略のない形にして、記述解答用紙の所定欄に書け。

設問 4. 下線部(A)を日本語に訳し、記述解答用紙の所定欄に書け。

V 次の英文を読み、以下の設問に答えよ。

Seeing stars? It may be from one header too many. Following a lawsuit (A) in California on Wednesday, there is growing pressure for FIFA—soccer's international governing body—to limit the potential for brain damage from the beautiful game. The lawsuit claims that FIFA, alongside a number of US soccer organisations, have been negligent in their handling of head injuries.

Rather than seeking financial compensation, the plaintiffs are asking for the rules of football to be changed to better prevent concussions* in the sport. One proposal is to allow a temporary substitution of an injured player so that he or she can be properly examined.

[1]

The lawsuit comes after some players at this year's FIFA World Cup in Brazil received little immediate medical treatment following nasty head clashes. For instance, Uruguay's Álvaro Pereira was left unconscious after his head came into contact with the knee of England's Raheem Sterling during one match—but he continued to play once he had come round. In the semi-finals, the Netherlands' Georginio Wijnaldum clashed heads with Argentina's Javier Mascherano, and in the final Germany's Christoph Kramer played (B) for half an hour after suffering a blow to the head.

Antonio Belli, a surgeon at the University of Birmingham, UK, says that perhaps three serious head injuries could be enough to cause permanent brain damage. Some studies suggest that even repeated head-to-ball contact, a normal part of the game, might lead to reduced cognitive function, possibly caused by damage to the brain's frontal areas.

[2]

This month, both FIFA and the English Football Association (FA) released statements outlining plans for research into footballing head injuries. "The World Cup this year probably did the world of concussion in sport a favour, because it's provided a strong incentive for having rules and regulations in place to more effectively manage it," says Craig Ranson, a sports medicine specialist at a university in the UK.

FIFA's ongoing research efforts include a study of Swiss football players throughout the 2014-15 season. Both male and female players received a brain assessment before the season began, and will undergo follow-up examinations should they experience a head injury. The study could help reveal ^(a) the long-term effect of head injuries, and when it is safe for an injured player to return to the game. "The thing to try and work (C) is if there is any physical problem with the brain after concussion," says Ranson.

The FA is taking a longer view. It has announced plans to research head injuries following a meeting with the family of former player Jeff Astle, who died aged 59 in 2002 from chronic traumatic encephalopathy** — a condition more often seen in boxers.

Willie Stewart, a doctor at a hospital in Glasgow, UK, diagnosed Astle's condition, and has been in discussions with the FA. "I'm hoping to work with them to look at the incidence of injury-related diseases in retired footballers," says Stewart. He says the work can be done relatively quickly and will give an insight into whether this is a big problem. "Anecdotally, the answer would seem to be yes," Stewart says.

(Adapted from *New Scientist*, August 29, 2014)

注 *concussion 脳震とう **traumatic encephalopathy 外傷性脳障害

設問1. 次の1.～6.について、本文の内容に合うものはマーク解答用紙のTの欄に、合わないものはマーク解答用紙のFの欄にマークせよ。

1. Some players and their parents are seeking payment from FIFA for head injuries sustained in football.
2. The 2014 World Cup in Brazil saw some improvement in dealing with players' head injuries.
3. Unlike head-to-head contacts, heading a ball has virtually no adverse impact on the brain.
4. The current research initiative by FIFA subjects Swiss footballers to regular check-ups throughout the 2014-15 season.
5. The long-term effects of a head clash on the player are yet to be determined.
6. Stewart intends to use for his research those with past professional experience in sports.

設問 2. 空所 (A) ~ (C) を埋めるのもっとも適当なものを (a) ~ (d) の中から一つずつ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|-----------|--------------------|-----------------|---------------|
| (A) | (a) filed | (b) has been filed | (c) to be filed | (d) was filed |
| (B) | (a) along | (b) off | (c) on | (d) out |
| (C) | (a) for | (b) out | (c) over | (d) up |

設問 3. 空所【1】および【2】を埋めるのもっとも適当な小見出しを (i) ~ (v) の中から一つずつ選び、マーク解答用紙の所定欄にマークせよ。ただし、各選択肢は一度しか使えない。

- | | | |
|---------------------|-------------------------|------------------------|
| (i) Clash of heads | (ii) Limits of heading | (iii) Medical advances |
| (iv) New directions | (v) Players' complaints | |

設問 4. 下線部(あ)を、主語を明示して日本語に訳し、記述解答用紙の所定欄に書け。

[以 下 余 白]