

I 1 ~ 10 の () に入る最も適当な語(句)を①~④より選び、その番号をマークしなさい。

- 1 They have been on bad () for years even though they have to work in the same department.
① accounts ② reasons ③ regards ④ terms
- 2 One way (), Robert will pay for what he's done.
① and other ② but otherwise ③ or another ④ so the other
- 3 Three sites are () consideration for the new factory.
① above ② of ③ under ④ with
- 4 It is the world's most competitive and () cycling race.
① demand ② demanding ③ demands ④ to demand
- 5 I was aware of some of the studies in parapsychology that were being conducted at major universities across the country, but they did not () my attention.
① fold ② hold ③ pay ④ stand
- 6 The promotion would make her about \$750 a year () off.
① better ② change ③ clear ④ head
- 7 "Does he have reasons for not wanting to join the club?" "None ()."
① how he knows of ② that I know of
③ who he knows ④ whom I know
- 8 They ask only a () of what a physician would charge.
① flattery ② fraction ③ fracture ④ friction
- 9 In the () of any evidence, the police had to let Myers go.
① absence ② case ③ time ④ way
- 10 The Foreign Minister held talks with his German ().
① alternative ② coincidence ③ counterpart ④ diplomacy

II 11 ~ 15 の英文において、下線部①～④に誤りがあれば、その番号をマークしなさい。
誤りがなければ⑤をマークしなさい。

- 11 Neither of my parent was a big reader so we didn't have that many books in the house.
① ② ③ ④
- 12 After the TV crew had waited for better weather for six weeks, it had to retire defeated, with its job not done.
① ② ③ ④
- 13 We look forward to her assuming a position of greater important for environmental concerns.
① ② ③ ④
- 14 Over Greenland, there seems to have been more winds blowing from south to north rather than from west to east.
① ② ③ ④
- 15 When sea level falls, the oceans recede from the continents, exposed vast areas of continental shelf to the atmosphere.
① ② ③ ④

III 16【 】～25【 】に入る最も適当な語を、【 】内の①～③または①～④より選び、その番号をマークしなさい。

When hospitals want to make a name for themselves, they spend on reputations and technology—on the esteemed surgeon or the top-of-the-line gamma knife and the star radiologist to operate it. Such investments attract publicity as well as patients 16【 ① looking ② providing ③ seeking 】 the best available health care. Lately, though, some hospitals have been making an 17【 ① uncompounded ② undertaken ③ unexpected 】 discovery. The kinds of expenditures that truly improve patient care 18【 ① are ② come ③ comes ④ is 】 often not directed at the top of their pay scale, with the famous specialists, but rather at the bottom, with the 19【 ① anonymous ② infamous ③ unanimous 】 janitors.

Hospitals have reached this realization while trying to cope with an alarming trend. Over the past decade the organisms that cause most infections in 20【 ① hospitalized ② hospitalizing ③ prevented ④ preventing 】 patients have become more difficult to treat. One reason is increasing drug resistance; some infections now respond to only one or two drugs in the vast armamentarium of antibiotics. But the problem also arises because the cast of organisms has changed.

Just a few years ago the poster bug for nasty bacteria that 21【 ① activate ② attack ③ support ④ treat 】 patients in hospitals was MRSA, or methicillin-resistant *Staphylococcus aureus*. Because MRSA clings to the skin, the chief strategy for limiting its spread was 22【 ① careless ② modest ③ thorough 】 hand washing. Now, however, the most dangerous bacteria are the ones that 23【 ① supply ② survive ③ vanish ④ vary 】 on inorganic surfaces such as keyboards, bed rails and privacy curtains. To get rid of these germs, hospitals must rely on the staff members who know every nook and cranny in each room, as well as which cleaning products contain 24【 ① that ② when ③ where ④ which 】 chemical compounds.

“Hand hygiene is very, very important,” says Michael Phillips, a hospital epidemiologist at New York University Langone Medical Center who has been studying this problem. “But we are 25【 ① becoming ② coming ③ returning ④ visiting 】 to understand that it is one of just several important interventions necessary to break the chain of infection that threatens our patients.”

(注) janitor: 清掃作業員

MRSA: メチシリン耐性黄色ブドウ球菌

(出典 Maryn McKenna. The Science of Health. In: Scientific American: Beyond the Limits of Science. September 2012)

IV 次の英文を読んで、以下の設問に答えなさい。

Participatory learning is happening now—not in the future, but now. Those coming into our educational system rely on participatory learning for information about virtually everything in their lives. Adults, too, turn first to the Internet and the “wisdom of crowds” and “smart mobs” to [26] [27] [28] [29] [30] [] car to buy, which cell phone service to use, which restaurants to frequent, and even which form of heart surgery promises the best results with the least [31]. Business and other professions turn more and more to collaborative learning forms. Again, this is not the future. This is the condition of life now, in 2009, for a majority certainly in the global north but increasingly through the use of mobile technologies in the global south, too.

This puts education and educators in the position of bringing up the rearguard, of holding desperately to the fragments of an educational system which, in its form, content, and assessments, is deeply rooted in an antiquated [32] of learning. Every university in the global north, of course, is spending large sums of money revamping its technology offerings, creating great wired spaces where all forms of media can be accessed from the classroom. But how many have actually rethought the modes of organization, the structures of [33], and the relationships between and among groups of students, faculty, and others across campus or around the world? That larger challenge—to harness and focus the participatory learning methods in which our students are so accomplished—is only now beginning to be introduced and typically in relatively rare and isolated formats.

Most university education, certainly, is founded on ideas of individual training, discrete disciplines, and isolated achievement and [34]. What we want to ask is how much this very paradigm of individual achievement supports the effective learning styles of today's youth and prepares them for increasingly connected forms of civic participation and global commerce—or how much 記述A it is at odds with contemporary culture. That needs to be stated more forcefully: The future of [35] learning institutions is past—*it's over*—unless those directing the course of our learning institutions realize, now and urgently, the necessity of fundamental and foundational change.

- (注) revamp: make changes in the structure (of something)
harness: gain control over for a particular end

(出典 Cathy N. Davidson/David Theo Goldberg. *The Future of Learning Institutions in a Digital Age*. Cambridge, Mass.: MIT Press; 2009)

[26] [27] [28] [29] [30] [] の意味が通るように下記の語を並べ換える時、
[26], [27], [28], [29], [30] に入るものの番号を、マークしなさい。

- ① make ② which ③ help ④ about ⑤ decisions ⑥ them

[31], [32], [33], [34] にはそれぞれ互いに異なる1語が入る。最も適当な1語を①～⑤より選び、その番号をマークしなさい。

- ① accomplishment ② knowledge ③ mode ④ past ⑤ risk

記述 A it が指す事柄を表わす語句を本文中より抜き出し、記述式解答用紙に書きなさい。

35 に入る最も適切な1語を①～⑤より選び、その番号をマークしなさい。

- ① collaborative ② collective ③ competent
④ confident ⑤ conventional

V 次の英文を読んで、以下の設問に答えなさい。

Late one night many years ago, I was in my office at Cornell University putting together the freshman physics final exam that would be given the following morning. Since this was the honors class, I wanted to enliven things a little by giving them one somewhat more challenging problem. But it was late and I was hungry, so rather than carefully working through [36] possibilities, I quickly modified a standard problem that most of them had already encountered, wrote it into the exam, and headed home. (The details hardly matter, but the problem had to do with predicting the motion of a ladder, leaning against a wall, as it loses its footing and falls. I modified the standard problem by having the density of the ladder vary along its length.) During the exam the next morning, I sat down to write the solutions, [37] [38] [39] [40] [41] seemingly [42] [] to the problem had made it exceedingly difficult. The original problem took perhaps half a page to complete. This one took me six pages. I write big. But you get the point.

This little episode represents the rule rather than the exception. Textbook problems are very special, being carefully designed so that they're completely solvable with [43] effort. But modify textbook problems just a bit, changing this assumption or dropping that simplification, and they can quickly become intricate or intractable. That is, they can quickly become as difficult as analyzing typical real-world situations.

The fact is, the vast majority of phenomena, from the motion of planets to the interactions of particles, are just too complex to be described mathematically with complete precision. Instead, the task of the theoretical physicist is to figure out which complications in a given context can be discarded, yielding a manageable mathematical formulation that still captures [44] details. In predicting the course of the earth you'd better include the effects of the sun's gravity; if you include the moon's too, [記述 B] the better, but the mathematical complexity rises significantly. (In the nineteenth century, the French mathematician Charles-Eugène Delaunay published two 900-page volumes related to intricacies of the sun-earth-moon gravitational dance.) If you try to go further and account fully for the influence of all the other planets, the analysis becomes [45]. Luckily, for many applications, you can safely disregard [記述 B] but the sun's influence, since the effect of other bodies in the solar system on earth's motion is nominal. Such approximations illustrate my earlier assertion that the art of physics lies in deciding what to [記述 C].

(出典 Brian Greene. The Hidden Reality: Parallel Universes and the Deep Laws of the Cosmos. New York: Vintage Books; 2011)

[36], [43], [44], [45] にはそれぞれ互いに異なる1語が入る。最も適当な1語を①～⑤より選び、その番号をマークしなさい。

- ① essential ② overwhelming ③ parallel ④ reasonable ⑤ various

[37] [38] [39] [40] [41] seemingly [42] [] の意味が通るように下記の語を並べ換える時、
[37], [38], [39], [40], [41], [42] に入るものの番号を、マークしなさい。

- ① that ② find ③ to ④ modification ⑤ my
⑥ only ⑦ modest

2箇所の [記述 B] に共通する適当な1語を、記述式解答用紙に書きなさい。

[記述 C] に入る最も適当な1語となるように破線部を補充する時に入る文字を、記述式解答用紙に書きなさい。

(破線の数は文字数を表わす)

i _ _ _ _ e

VI 次の英文を読んで、以下の設問に答えなさい。

Sometimes it's helpful to be reminded of the obvious—especially when it involves something that is frightening, unpleasant, or uncomfortable. As you undoubtedly already know, it's easy to look at your list of things to do and avoid, procrastinate, postpone, or even conveniently forget that which you least want to do. Somehow you find 記述 D a way to save the worst for last.

I've created a habit for myself that has undoubtedly saved me thousands of hours of unnecessary stressful or worrisome thinking. The habit I'm referring to involves attending to the most difficult or uncomfortable parts of my day first, before anything else; getting them out of the way.

For example, I may have to resolve a conflict, make a difficult phone call, deal with a sensitive 46, engage in a confrontation, turn someone down or disappoint them, or something else that I wish I didn't have to do. I've made a 47 to myself that, whenever possible and practical, I make that phone call first—before anything else. I get it over with! That way, I avoid all the stress that 48 49 50 51 had 52 53. But even more than that, I find that I'm usually more effective in dealing with the situation because I'm fresher and more alert. I haven't spent the day dreading or rehearsing my conversation. This makes me more responsive to the moment, a key element in solving most problems effectively and gracefully.

Without question, saving the most uncomfortable parts of your day for last is an extremely stressful thing to do. After all, it's not going to go away—so it's hanging over your head. Even if you're not consciously thinking or worrying about 記述 E it is you have to do (which you probably are), you're still aware of it. It's looming. The longer you wait, the more likely you are to blow it out of proportion, imagine the worst, and get yourself all worked up. While all this mental activity is going on, you remain tense and stressed, which of course, causes you to sweat practically everything that comes your 54. On a more subtle level, this fear and anxiety that you are feeling is a distraction to your 55. This affects your performance, judgment, and perspective.

(出典 Richard Carlson, Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others. New York: Hyperion; 1998)

記述 D a way to save the worst for last の和訳を記述式解答用紙に書きなさい。

46, 47, 54, 55 にはそれぞれ互いに異なる1語が入る。最も適当な1語を①～⑤より選び、その番号をマークしなさい。

- ① commitment ② concentration ③ issue ④ sigh ⑤ way

48 49 50 51 had 52 53 の意味が通るように下記の語を並べ換える時、
48, 49, 50, 51, 52, 53 に入るものの番号を、マークしなさい。

- ① been ② I ③ inevitable ④ waited ⑤ have ⑥ would

記述 E に入る最も適当な1語となるように破線部を補充する時に入る文字を、記述式解答用紙に書きなさい。

(破線の数は文字数を表わす)

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VII 英語による記述が指す1語となるように破線部を補充する時に入る文字を、記述式解管用紙に書きなさい。
(破線の数は文字数を表わす)

記述 F The long thin part of a plant, from which leaves, flowers, or fruit grow: s _ _ _ _ .

記述 G Translate orally the words of another person speaking a different language: in _ _ _ _ _ t.

記述 H Break up soil in preparation for sowing or planting: c _ _ _ _ _ te.

記述 I Extreme tiredness, typically resulting from mental or physical exertion or illness: f _ _ _ _ _ e.

記述 J The study of the countries, oceans, rivers, mountains, cities etc. of the world: g _ _ _ _ _ hy.

記述 K A set of steps built for going from one level of a building to another: s _ _ _ _ _ s.

VIII 英文が和文の意味を表わすように下記の語を並べ換える時に [56] ~ [75] に入るものの番号を、
マークしなさい。(ただし、文頭に来る語の頭字も小文字で示されている)

彼女の手紙を受け取って初めて、彼は彼女の気持ちが十分に分かった。

[56] [57] [58] [59] [60] [61] [] he fully understand her feelings.

- ① received ② did ③ not ④ letter ⑤ her ⑥ he ⑦ until

クリスマスには誰を招待したいとあなたは言ったのですか。

[62] [63] you [64] [65] [66] [67] [68] for Christmas?

- ① say ② you ③ invite ④ to ⑤ did ⑥ who ⑦ wanted

私は出来るだけいらだちを抑え、修正の作業に取りかかった。

I suppressed my irritation as [69] [70] [71] [72] [73] [74] [75] on the alterations.

- ① work ② could ③ to ④ and ⑤ I ⑥ set ⑦ best