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慶應義塾大学入学試験問題

看護医療学部

外国語(英語)

- 注意
1. 受験番号と氏名を解答用紙の所定の欄にそれぞれ記入してください。
 2. 解答用紙は1枚です。解答は必ず所定の欄に記入してください。解答欄外の余白、採点欄および裏面には一切記入してはいけません。
 3. 解答欄に数字を入れる場合には、1マスに1字だけ明確に記入してください。
 4. 解答欄は(その1)と(その2)に分かれているので注意してください。
 5. 問題用紙の余白は下書きに用いてもかまいません。
 6. この冊子の総ページ数は16ページです。問題文は2～4, 6～8, 10～14ページに書かれています。試験開始直後、総ページ数および落丁などを確認し、不備がある場合はすぐに手を上げて監督者に知らせてください。
 7. 不明瞭な文字・まぎらわしい数字は採点の対象としないので注意してください。
 8. この問題冊子は試験終了後持ち帰ってください。

《 指示があるまでこの冊子は開かないこと 》

I. 下記はある米国人の女優が16歳当時の自分に宛てて書いた手紙である。文中の空欄(1)～(20)に入れるのに最適な語または句を、選択肢の中からそれぞれ1つずつ選び、解答欄に記号で記しなさい。

I know that no one has (1) you know that it's all right to say "no." I know that (2) your considerable attributes (you tell good stories; you are brave and fair; you do not lie; you are attractive—a bit awkward, but attractive) you think you have to do (3) others want you to do so they will (4) you. You don't know it, ~~but~~ I've been watching for (5) a while now and I don't like seeing you give yourself away.

You remind me (6) a colander. Do you know what a colander is? It's a bowl full of holes that people use to drain food. (7) holding yourself all together, as people who believe they have value do, you let yourself drain away.

The opposite of this (8) is what's called agency. Agency (9) you listen to your body and to your heart. If you (10) feel safe, your muscles get tight and your breathing becomes shallow. Then you should walk (11) instead of ignoring those signals and going along so people will like you and (12) know how scared you are.

I believe that one day in the future, if you (13) to value your intrinsic self, you will look back and remember the girl you are today and feel great compassion for her. You will feel angry (14) the people who only made you (15) loveable when you did as they wanted. Then you will forgive them (16) you will understand that they did the (17) they could. And once you have forgiven them, everything will (18) for you.

In the (19), practice standing on your two feet and saying "no" when you (20) like it.

- | | | | |
|-------------------|-------------------|------------|------------|
| 1. A. been making | B. been realizing | C. demands | D. let |
| 2. A. but for | B. despite | C. except | D. without |
| 3. A. if | B. once | C. since | D. what |
| 4. A. expect | B. like | C. predict | D. rely |
| 5. A. even | B. long | C. quite | D. such |
| 6. A. for | B. like | C. of | D. with |

- | | | | |
|------------------|------------------|----------------|---------------|
| 7. A. Instead of | B. Other than | C. Regardless | D. Tired of |
| 8. A. believing | B. draining | C. holding | D. using |
| 9. A. allows | B. anticipates | C. denies | D. means |
| 10. A. don't | B. refuse | C. shouldn't | D. wouldn't |
| 11. A. around | B. away | C. in | D. up |
| 12. A. may | B. request to | C. want not to | D. won't |
| 13. A. learn | B. require | C. understand | D. will fail |
| 14. A. by | B. for | C. of | D. with |
| 15. A. feel | B. look | C. pretend | D. really |
| 16. A. account | B. because | C. because of | D. by account |
| 17. A. all | B. best | C. better than | D. least |
| 18. A. arrive | B. come together | C. fall apart | D. go away |
| 19. A. meantime | B. period | C. situation | D. times |
| 20. A. are to | B. feel | C. sound | D. want to |

Ⅱ. 次の枠内に示された1～4の各文を入れるのに最も適した箇所を、下記文中の空欄 ～ から1つずつ選び、解答欄に記号で記しなさい。ただし1つの空欄には1文しか入らない。

1. He was probably the last person they could depend on.
2. It was unimaginable to me that I should depend on just one man for my fate.
3. She also finds flaws in her generation's values.
4. She raised two sons and a daughter.

For forty years, Mie Ueda worked as a telephone operator. Mie sometimes had doubts whether she and her husband were good parents. "We thought that our children were fine only as long as they got good grades at school and got a job at a so-called good company. But is this so? I have to say that our generation was at fault.... After all, it's how you raise a child that is important," she says.

She says she deeply regrets that she and her husband, just like many parents of her generation, were too busy working to spare much time for their children. "That was wrong," she acknowledges.

"When I was growing up, this society was not mature enough¹ for women to pursue a career," Mie recalls. "A woman's career was supposed to be spent as a housewife.

Mie's mother used to tell Mie that she could find happiness by depending on her husband. But Mie's father wasn't a good breadwinner*. She and her four brothers and three sisters led a life of misery and often had to scrape together money to get by.

So, I decided to keep working no matter what," she recalls. "Though my family was poor, I read a lot of books, trying to get as much knowledge from them as I could," she says, glancing at the dozens of books neatly aligned on her bookshelf.

Upon graduating from junior high school, Mie began to work as a telephone operator while attending night school. She did this for four years.

注

*breadwinner = (一家の生計を支える)稼ぎ手

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- Ⅲ. 以下の文中のPart Aに(1)～(4), Part Bに(5)～(8)がそれぞれ入る場合, どの順で並べると文意から考えて最も適切か。下記の各問の答えを解答欄に記号で記しなさい。

段落A Robert Provine, a social researcher at the University of Maryland, Baltimore, found that laughing was more than 30 times as likely to occur in participants in a social situation than in a solitary setting. Laughter, he found in his study, has less to do with jokes and funny stories and more to do with building relationships.

Part A

- (1) All participants found the clips similarly amusing, but those who watched the video clips alone laughed significantly fewer times than did those who watched the video clip with another person present, whether it was a friend or a stranger.
- (2) He then asked the participants how amusing they found the clip and observed and measured how many times they laughed and how hard, and for how long.
- (3) In this study, participants were videotaped watching a humorous video clip in three different situations: alone, with a same-sex stranger, and with a same-sex friend.
- (4) Moreover, the frequency, intensity, and time spent laughing were far greater in both situations involving another person than when they were alone.

段落B His studies found that only 15 percent of our laughter has to do with jokes. Laughter occurred much more frequently during social interaction. These results demonstrated that the more social a situation is, the more often people will laugh and the longer each laugh will last.

段落C Professor Provine also did research on the commonalities and differences between human and chimpanzee laughter. He found that human laughter is different from that of our primate cousins*. Chimpanzee laughter sounds like panting, with only one sound made per outward or inward breath.

Part B

- (5) As a result, humans can break up an exhalation and modulate it to produce language and laughter.
- (6) It's this back-and-forth between breath cycle and vocalization** that makes it impossible for most primates to speak or laugh.
- (7) This difference has its roots going back millions of years, deep in the story of human evolution.
- (8) When humans began walking upright, it freed the upper body from weight-bearing functions and allowed better breath control.

段落D This contrasts with chimpanzees, that can have linguistic concepts, but can't physically make the sounds of speech or laughter. Thus humans, because we walk upright, have a huge range of freedom in the sounds we make, including speech and laughter.

注

*our primate cousins=私達の霊長目のいとこ(チンパンジーのことを指す)

**vocalization=発音すること

〈次のページに続きます〉

設問

Part A

1. 段落Aの後にすぐ続く文
A. (1) B. (2) C. (3) D. (4)
2. 文(1)の後にすぐ続く文または段落
A. (2) B. (3) C. (4) D. 段落B
3. 文(2)の後にすぐ続く文または段落
A. (1) B. (3) C. (4) D. 段落B
4. 文(3)の後にすぐ続く文または段落
A. (1) B. (2) C. (4) D. 段落B
5. 文(4)の後にすぐ続く文または段落
A. (1) B. (2) C. (3) D. 段落B

Part B

6. 段落Cの後にすぐ続く文
A. (5) B. (6) C. (7) D. (8)
7. 文(5)の後にすぐ続く文または段落
A. (6) B. (7) C. (8) D. 段落D
8. 文(6)の後にすぐ続く文または段落
A. (5) B. (7) C. (8) D. 段落D
9. 文(7)の後にすぐ続く文または段落
A. (5) B. (6) C. (8) D. 段落D
10. 文(8)の後にすぐ続く文または段落
A. (5) B. (6) C. (7) D. 段落D

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IV. 以下は“Medical Ecology”と題する、6段落で構成される文章である。次の出だしの段落に段落(1)～(4)を続ける場合、全体の論旨の展開から考えてどのような順で並べると最も適切か。下記の各問の答えを解答欄に記号で記しなさい。

出だしの段落 A new approach to health is emerging as researchers become more familiar with the vast number of microbes, fungi, and viruses* that call our bodies home. In the approach, known as medical ecology, researchers are seeking to become managers of an invisible ecology, getting rid of the bad while encouraging the good.

(1) As researchers become more aware of the vast range and scope of the medical ecological system, the dangers of disrupting it are also becoming clearer. In some cases the results are clear and immediate. For example, sometimes a treatment will kill the bacteria in a person's body. Into this disrupted ecosystem, a bad species sometimes invades, causing the person to be hospitalized.

(2) In other cases, the effects of a disruption may only appear after a longer time. Consider the case of a child who is treated with high levels of antibiotics for a common childhood disease, such as influenza. This disruption of its medical ecosystem may leave the child at greater risk of allergies and asthma later on.

(3) This ecology is not static; it grows and changes. For example, mothers promote the health of their children by passing on their microbes at and around birth. The microbe ecology becomes increasingly complex as the child grows, helping the child stay healthy as the immune system somehow learns which microbes are good, and which are bad.

(4) This invisible ecology occurs everywhere in and on our bodies. For example, in any one person's mouth, experts estimate there may be as many as 5,000 species of bacteria, many of them essential to our health. Skin bacteria are also essential. They feed on the waxy secretions of skin cells, and then produce a moisturizing film that keeps our skin supple and prevents cracks, thus keeping out invading diseases.

最後の段落 Researchers are just beginning to study our medical ecology rigorously and systematically. Much remains unclear. As with any ecosystem, the human medical ecology is not the place to find simple answers. But the initial results in a number of areas are promising.

注

*microbes, fungi, and viruses = 微生物, 菌類, そしてウィルス

設問

1. 出だしの段落の後にすぐ続く段落
A. (1) B. (2) C. (3) D. (4)
2. 段落(1)の後にすぐ続く段落
A. (2) B. (3) C. (4) D. 最後の段落
3. 段落(2)の後にすぐ続く段落
A. (1) B. (3) C. (4) D. 最後の段落
4. 段落(3)の後にすぐ続く段落
A. (1) B. (2) C. (4) D. 最後の段落
5. 段落(4)の後にすぐ続く段落
A. (1) B. (2) C. (3) D. 最後の段落

V. 次の "Teachers everywhere" と題する文章を読み、以下の各問に答えなさい。

I can clearly remember something that happened when I was in third grade. I was walking with my mother on a street in New York City. I had just been put into ¹⁾ a special class at school because I had done well on an IQ test, and my new teacher had told us that being in her class meant that we were brighter than most of the people in the country. As we moved through the hurrying crowds, I remembered this and was filled with an outrageous pride. I told my mother that my teacher had said that I was smarter than most of the people around us. She stopped walking immediately and knelt down so that we were at eye level with each other. As the crowd flowed past us on either side, she told me that every one of the people around us had a secret wisdom; each of them knew something more about how to live, about being happy, about loving than I did.

I looked up at the people passing by. They were all adults. "Is this because they are all grown-ups, Mama?" I asked her, taken aback. "No darling. It will always be that way," she told me. ²⁾ "It is how things are." I looked again at the crowd moving around us. Suddenly I wanted to know them all, to learn from them, to be friends.

³⁾ This lesson became lost among the many others of my childhood, but shortly after I became a physician I had a dream (that was so powerful that I remembered it even though I did not understand it. In this dream, I am standing in the threshold of a door. I seem to have been standing there a long time. People are passing through the door. I cannot see where they are going or where they have come from, but somehow this does not seem to matter. I meet them one at a time in the doorway. ⁴⁾ As they pass through they stop and look into my face for a moment and hand me something, each one something different. They say, "Here, here is something for you to keep." And then they go on. I feel enormously grateful. (a)

Perhaps we are all standing in such a doorway. Some people pass through it on their way to the rest of their lives, lives that we may never know or see. Others pass through it to their deaths and the Unknown.

設問

- (1) 下線部(1)の“a special class”とは何を指すか？最も適切な語を以下から選び、解答欄に記号で記しなさい。
- A. a class for cheerful children
 - B. a class for handicapped children
 - C. a class for talented children
 - D. a class for thin children
- (2) 下線部(2)の説明として最も適切な文を以下から選び、解答欄に記号で記しなさい。
- A. 大人はいつもそうなのだ
 - B. 人生とはそういうものだ
 - C. それは仕方のないことだ
 - D. 物事はありのままだがよい
- (3) 下線部(3)の意味に最も近い英文を以下から選び、解答欄に記号で記しなさい。
- A. As time passed, I stopped attending the special class as I eventually grew out of it.
 - B. I forgot what I learned that day along with many other things I learned in my childhood.
 - C. Just like many other of my childhood friends, I no longer remember the lesson.
 - D. My childhood gradually disappeared as I became involved in the special class.
- (4) 下線部(4)を和訳しなさい。
- (5) 本文中の空所(a)に入れるのに最も適切な文となるように、文中からそれぞれ1語を選んで空欄(1)～(4)を埋めなさい。その際、綴りを変えてはいけな。またすべての字を小文字およびブロック体で書くこと。なお、(1)～(4)にはすべて違う単語が入る。
- Everyone leaves (1) behind. When I awoke from that (2),
I had (3) sense of (4) value of every life.
- (6) この文章の最後に加えるのに最も適切な文を以下から選び、解答欄に記号で記しなさい。
- A. Everyone has something to teach us.
 - B. So I learned new values in the life of each person.
 - C. Teachers at school are special so we should value them.
 - D. We need to realize how important values are.

VI. 以下の設問に答えなさい。

In 100 to 150 words in English, write a short essay in response to the following.

When you were a child, what were you afraid of? Write about the fear and how you have dealt with it.

【出典】

- I. Galliano, J. (ed.) (2009). *Dear Me: A letter to my sixteen-year-old self*. Simon & Schuster: London.
- II. Based on: Kambayashi, T. (2004). A very happy life. In *KUHAKU and other accounts from Japan* (pp. 150-155). Chin Music Press: Seattle, WA.
- III. Based on: Zimmer, C. (2012). Tending the body's microbial garden. *The New York Times*, June 18.
- IV. Remen, R. N. (2000). *My grandfather's blessings*. Riverhead Books: NY.
- V. Pease, A., & Pease, B. (2005). *The definitive book of body language*. Orion: London.

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