

平成 26 年度

慶應義塾大学入学試験問題

法 学 部

英 語

- 注 意
1. 指示があるまで開かないこと。
  2. 受験番号と氏名は、解答用紙のそれぞれ指定された箇所に必ず記入すること。  
さらに解答用紙の受験番号欄をマークすること。
  3. 解答は、必ず解答用紙の指定の欄をマークすること。
  4. 解答用紙（マークシート）の解答欄にマークするときには、すべて HB の黒鉛筆を使用し、また、次の解答例に従うこと。  
(解答例)  と表示のある問いに対して、「9」と解答する場合は、右に示すように解答欄 (12) の ⑨ にマークすること。
  5. 解答に際し、解答用紙の「注意事項」を必ず読むこと。
  6. 下書きの必要があれば、問題冊子の余白を利用すること。解答用紙の余白には何も書いてはいけない。
  7. この問題冊子は11頁ある。試験開始後ただちに落丁、乱丁等の有無を確認し、異常がある場合にはただちに監督者に申し出ること。

(12)

0  
1  
2  
3  
4  
5  
6  
7  
8  
●  
9

I. [A] *In each of the following groups (1)–(4), one of the five choices is not correct in English. Mark the number of the incorrect item on your answer sheet.*

- (1) 1. He objected to paying so much tax.  
2. He proposed to marrying her next year.  
3. He admitted to killing his wife.  
4. He returned to staring out of the window.  
5. He contributed to solving the mystery.
- (2) 1. I agreed to John's request.  
2. I agreed to disagree with John.  
3. I agreed to John's conditions.  
4. I agreed to honour John's wishes.  
5. I agreed to John's theory.
- (3) 1. Governments should never do deals with terrorists.  
2. The movie does not do justice to the book.  
3. Man-made chemicals can do harm to wildlife.  
4. One should not do trouble with one's classmates.  
5. Too much rain can do damage to crops.
- (4) 1. He has grown up into a fine young man.  
2. He was grown up by his grandmother.  
3. He grew up by himself.  
4. He grew up on a diet of fish and chips.  
5. He is grown up now.

[B] *Below are seven sentences from which one word has been removed. Choose the word from the list below (a) – (g) that best fits the meaning of each sentence and then change the form of the chosen word so that its form and meaning are appropriate to that sentence. Note that each word can only be used once.*

*The answer on your mark sheet should be the number of the letter from the KEY corresponding to the final letter of the correct answer. Numbers from the KEY may only be used in one answer.*

KEY

0 = c	1 = e	2 = f	3 = h	4 = l	5 = n	6 = r	7 = s
8 = t	9 = y						

- a. atmosphere      b. devil      c. exclusiveness      d. labour  
e. prevalence      f. vocation      g. volunteer

- (5) The speech was long, complicated and boring, making it [ 5 ] to listen to.  
 (6) The balloon flight was cancelled due to poor [ 6 ] conditions.  
 (7) The sign asked for "[ 7 ] contributions," but participants knew that they were expected to pay.  
 (8) His university degree combined both academic study and [ 8 ] training.  
 (9) Only the famous could enter; it was the most [ 9 ] club in town.  
 (10) She contrived a [ 10 ] plot to take over the world.  
 (11) Pilgrimage to the *Ise Shrine* was a custom [ 11 ] in Edo Japan.

II. In the dialogue that follows, words or phrases have been removed and replaced by spaces numbered (12)–(26). From the boxed lists [A], [B] and [C] below, choose the most appropriate word(s) or phrase (0–9) to fill each of the numbered spaces. In each list, each choice can only be used once. (Note that initial capitals have been ignored.)

[A] Questions (12)–(16)

- |                |                   |                     |             |                  |
|----------------|-------------------|---------------------|-------------|------------------|
| 0. break it    | 1. take it        | 2. pick your brains | 3. make it  | 4. pick you over |
| 5. pick you up | 6. pick your nose | 7. pick on          | 8. pick out | 9. wake it       |

[B] Questions (17)–(21)

- |              |                |              |               |               |
|--------------|----------------|--------------|---------------|---------------|
| 0. stood up  | 1. stand about | 2. stand off | 3. stand on   | 4. stood with |
| 5. stand out | 6. stand for   | 7. stand in  | 8. stood down | 9. stood for  |

[C] Questions (22)–(26)

- |         |          |         |         |         |
|---------|----------|---------|---------|---------|
| 0. face | 1. foot  | 2. ear  | 3. nose | 4. hand |
| 5. leg  | 6. heart | 7. head | 8. arm  | 9. hair |

**Laura:** Hi, I'm glad you could (12) ! I worried that you might be too busy today.

**Aya:** Actually, I'm delighted you asked me. I've been stuck in the house all day and wasn't sure how much longer I could (13) .

**Laura:** Well, actually, I wanted to (14) about something.

**Aya:** Oh, really, what?

**Laura:** I wanted you to help me (15) a dress. You see, I'm going on a date with Tony.

**Aya:** Sounds fun! First I need to know where you plan to go.

**Laura:** Well, we're off for dinner at *Delmonico's*. Do you know the restaurant?

**Aya:** Yes, of course, it's *really* popular, even though it's not so easy to get to. Are you meeting him there or is he coming to (16) ?

**Laura:** I'm meeting him there, so I'll probably take a taxi. But now you've got me worried. I hadn't realized *Delmonico's* was *that* popular. I wonder what I should wear . . . I mean, I'd like to make an impression, but I don't want to (17) from the crowd too much.

- Aya:** Yes, that certainly is a concern. Also, have you thought if you might go on somewhere else afterwards?
- Laura:** If we finish dinner early, and things are going well, I thought I might suggest going to a late showing at the cinema.
- Aya:** That sounds good, but if you don't buy the tickets in advance, you might have to (18) in line at the ticket counter.
- Laura:** There's a lot of planning that goes into going on a date, isn't there? I really like this guy, so I hope after all this I don't get (19).
- Aya:** Oh, I'm sure you won't . . . But having said that, I once went on a date and the guy didn't turn up but instead sent his junior (*kōhai*) to (20) for him!
- Laura:** No way! I wouldn't have (21) that!
- Aya:** Clearly the guy just wasn't that into me, and at the time I felt a bit insulted. Still, I tried not to take it to (22).
- Laura:** Anyway, tell me, what was his junior like?
- Aya:** Well, interestingly, although we kind of got off on the wrong (23), I decided to give him a chance and he turned out to be an okay guy.
- Laura:** I'm not so surprised. I've been on a few dates with guys I didn't know at all well beforehand, but decided to go along and see what would happen. And, in the case of one guy, I ended up falling (24) over heels in love with him.
- Aya:** Yes, after all, you never know how things are going to go. I tend to want to plan a date down to every little detail, but I guess I should relax more and play it by (25).
- Laura:** You're so right! After all, dating is supposed to be fun, a way of letting your (26) down.

III. Below is a sequence of questions, numbered (27) — (36), made by an interviewer to an American Professor of Law. Beneath them are the professor's replies, numbered (0 — 9). Choose the number of the reply that most appropriately follows each question, and mark that number (0 — 9) on your answer sheet. **Each number can only be used once.**

**[Interviewer's Questions]**

- (27) In your latest book, you mention that the legal profession is about to enter a new era. Will you explain what changes will take place and why they're so important in the legal history of the United States?
- (28) Really? But what is wrong with the existing system?
- (29) That's very interesting, but why should lawyers comply with trends taking place outside their own profession?
- (30) You may be right in suggesting that competition is the ultimate law, but what triggered such a change in the clients' way of thinking?
- (31) If such a trend is unstoppable, what advice would you give to law firms?
- (32) What do you mean by that?
- (33) If the legal profession of the future is more closely associated with information technology in the way that you have outlined, will this affect things other than finances?
- (34) Actually though, some of my friends who became lawyers were attracted to the profession partly because of the huge income. Do you mean the era of rich lawyers will become a thing of the past?
- (35) It sounds like competition can pave the way for a reform of the industry, doesn't it?
- (36) Then, what does the future hold for the industry and for prospective lawyers, I mean college students who are majoring in law right now?

**[Law Professor's Answers]**

0. I would attribute it to the prolonged recession, as well as the recent development of information technology. The pressure to cut costs is extremely strong everywhere, while the Internet and e-mail have accelerated the pace of business in general. Under such circumstances, people have become more cost-conscious, and being time-consuming has now become akin to being unreasonable. As a result, being billed by the hour is becoming out of date.
1. Well, if they can sell information rather than legal solutions, they can sell this over and over again on the Internet. Such a service will stabilize their income while expanding the options available to their clients who are seeking more economical and quicker consultation.

2. Fundamentally, the profession continues to function based on the outdated idea that in order to receive good legal services, you must calculate the number of working hours a lawyer will need to be employed for, and then pay for these. This is at odds with the way people not employed in the legal profession do business.
3. Well, it may become a less lucrative and so less attractive career than it is now, but it will be more firmly connected with both people and technology. As for those wishing to enter the profession, they should focus on their own subject and on getting to know what those who are not lawyers are like and what their priorities are. They will also need to understand the importance of taking a collective approach to various problems, and to keep up with the latest advances in information technology.
4. Up to now in the legal profession clients have usually been charged by the hour. But such a fee system is being threatened because the idea no longer corresponds with a new business culture that is emerging outside the legal profession. And American law firms, for the first time in 60 years, now have to think about eliminating this hourly-paid model. If this could happen, it might completely change the course of this industry.
5. That a new model based on efficiency and availability should be built. The use of information technology will save time and eventually reduce the costs involved in legal consultation. Ultimately, this may lead to the creation of a completely new fee system, and it might also secure lawyers a new source of revenue.
6. In other industries, people are becoming reluctant to pay for work done by the hour. Instead, they want efficiency and results. Therefore, they are looking for more economical and faster legal services in order to cut their costs. This in turn will stimulate renewed competition among American law firms, and as part of this the search for a new way of calculating payment will be inevitable. Otherwise, lawyers might lose their clients.
7. Right. Of course, no one wants to see "fee wars" or the profession tearing itself apart, but a healthy dose of rivalry might bring our law firms back on track and in line with other professions. That is the point of my book.
8. Certainly. Taking advantage of the ever-increasing opportunities afforded by the Internet, for example, will not only facilitate affordable yet reasonably profitable legal services but also encourage increased interaction and teamwork between lawyers and those outside the profession. This may make the legal industry more solution-oriented rather than reward-oriented.
9. I don't see that happening anytime soon. For one thing, they have professional skills deserving of a high salary and such skills will always be needed by some people. But, in the long run, competition will make law firms reconsider their way of doing business, and they may discover that helping people and solving problems are their primary duties.

IV. Read the following passage and answer the questions that follow.

The Commander checked his watch again; the attack would commence in fifteen minutes. Yes, the point of no return would soon be upon him and the troops under his command. Dawn was still an hour away, and before them lay the slumbering town of San Cristobal, blissfully unaware of the approaching tumult<sub>(37)</sub>. Thinking back, the decision to launch the attack at 3:00 a.m. had been a somewhat capricious<sub>(38)</sub> one; after all, why not 2:30 or 3:30? Not that it mattered now, there could be no turning back, no postponement, no delay—the wheels of rebellion had been firmly set in motion. The hour of retribution would soon be upon them. The hands of the Commander's watch moved inexorably<sub>(39)</sub> toward the appointed hour.

Scarcely had he finished this thought when the heavens opened, a savage downpour ensuing<sub>(40)</sub>. Was this a portent<sub>(41)</sub> of the violence to come, the Commander wondered to himself. True, the storm clouds had been gathering ominously<sub>(42)</sub> all evening, but it was only now that they unleashed their cargo of icy-cold rain on those below. The Commander was grimacing<sub>(43)</sub>; such a colossal<sub>(44)</sub> downpour would bring with it poor visibility, mud, and soaking wet clothing and equipment. Yes, he thought, the going would surely be much harder now. Taking shelter briefly under a nearby tree in order to light his pipe, he felt the chill night air seeping<sub>(45)</sub> into his bones. It was now or never, he determined, and took one last puff on his pipe before giving the signal for the assault to start. Henceforth, his own destiny and that of the rebel cause would be inextricably<sub>(46)</sub> linked.

*If you looked up the underlined words (37)—(46) in the above passage in a dictionary, you would find the following definitions (0—9). In each case, decide which definition best matches the underlined word and mark that number on your answer sheet.*

0. a sign or warning that something usually bad or unpleasant is going to happen
1. in a manner that suggests an evil or misfortune to come
2. of an extent or degree that elicits awe; immense
3. in a way that forms a tangle from which it is impossible to get free; in a manner incapable of being disentangled
4. agitation of the mind or emotions; a disorderly commotion or disturbance, a tempestuous uprising
5. guided by whim or fancy rather than by judgment or settled purpose
6. looking disgusted, disapproving, or in pain
7. relentlessly, unceasingly, unstopably
8. flowing or passing slowly through small openings; entering or penetrating slowly; becoming diffused or spreading
9. taking place afterward or as a result

V. Read the text below and answer the questions that follow.

- [A] The search for the identity of a nation almost always emerges as a reaction to a challenge to pre-existing assumptions caused by an encounter with an alien existence. At such times, the history of the nation is invented as a storehouse of knowledge from which the inventor as a member of the nation can draw guides of behaviour. The origin of the nation especially is a convenient object for this creative activity because it belongs to the prehistoric era for which conclusive historical material is extremely rare compared to other historical times.
- [B] No consensus exists as to the theory of the origin of the Japanese nation. Just like constellations formed by drawing lines between stars, different individuals form different theories by combining scraps of historical materials. However, the theory of the Japanese nation altered whenever Japanese relations with the outside world changed. In talking about the history of the Japanese nation, many theorists merely express what is taking place in their own subconscious.
- [C] For mankind, nothing is more attractive than the ability to talk freely about one's past. One might be the descendant of any of the following: a pure and unstained nation, a fearless horse-riding group which conquered an indigenous people, a middle-eastern nation depicted in the Bible, a farming nation that migrated from the south islands. Perhaps, the reason why the theory of the origin of the Japanese nation has been and remains so popular in Japan is that it is the best way for people to live their dreams.
- [D] Even today, many people discuss the character of the "Japanese," and develop arguments on modern Japanese society, based on their ideas of the origin of the nation. What sort of relationship, however, is there between a time thousands or tens of thousands of years ago when, it is presumed, the nation originated, and the politics and society of today? The only link between the two is the tacit premise both that the inhabitants of the archipelago thousands of years ago were already "Japanese," and that their character has remained unchanged ever since.
- [E] Even if today's Japan is relatively homogeneous\* compared to other countries, the main reason for this lies in the international  of the nineteenth century that allowed Japan to avoid being colonized but did not enable it to become advanced enough to establish a large-scale empire. Unlike many third-world countries, Japan did not experience a colonial  under which borders were drawn up despite traditional ethnic  or a policy of rule through division that intensified differences between ethnic groups, nor were large numbers of alien peoples from other continents introduced to provide .

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\*Ethnically, culturally, linguistically and/or socially uniform/the same.



[F] 

54
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[G] Not only Japan but almost all nation-states have created myths about their origins. Unlike the heroism of many myths, however, what lies behind this way of thinking that searches for myths is the desire to escape present realities.

[H] The essence of mythologizing the past is to escape from the trouble and fear involved in facing up to the Other, and to project onto the past categories that people wish to apply to the present. Of course, stereotypes are to some degree necessary for human life. However, to avoid directly confronting the Other, and gradually to create stereotypes, to escape into myths, and to ( \_\_\_\_\_  \_\_\_\_\_ ) story because we are not able to endure the shock of even a small-scale interaction, is to deny and oppress the Other. Here lies the origin of all myths.

[I] The conclusion, therefore, is very simple. It is not sufficient to fight against myths by destroying one myth and replacing it with another, as in for example, (a) the myth of the homogeneous nation and substituting it with the myth of the mixed nation. Instead, ultimately we should aim to liberate ourselves from all myths. This is something which will require some work. As one becomes older and more experienced, human knowledge is (b) and beliefs are deepened, while on the other hand the physical strength to interact sincerely with the Other on an individual basis (c). It is this gap between overconfidence and physical weakness that allows myths to (d). Myths are not necessary to coexist with the Other. What is needed is a little strength and wisdom.

(47) *Which of the following ideas is expressed in paragraph [A]?*

1. The absence of historical records forces nations to invent their origins.
2. Most nations' myths describe visits by alien species.
3. Each nation records its own history and stores this in the form of legends.
4. Contact with that which is foreign prompts a quest for national identity.

(48) *Which of the following ideas is **not** expressed in paragraph [B]?*

1. Theories about Japan altered in response to its dealings with other countries.
2. Theories about Japan were connected to the country's international relations.
3. Theories on Japan's history are based on astrologers' horoscopes.
4. Theories on Japan's history have reflected their inventors' assumptions about the world.

(49) According to paragraph [D], which of the following pairs below does the author seem not to doubt?

- a. Those living in Japan millennia ago should be considered "Japanese."
- b. Numerous theories on contemporary Japan are founded on notions of the nation's origins.
- c. Contemporary Japanese share the same national character as their ancestors.
- d. There exists an implicit assumption concerning ancient and modern Japanese people.

- |          |          |          |
|----------|----------|----------|
| 1. a & b | 2. a & c | 3. a & d |
| 4. b & c | 5. b & d | 6. c & d |

(50) — (53) Choose the most appropriate word from the following list to fill the blank spaces

—  in paragraph [E]. Each number can only be used once.

- |               |                 |           |                |
|---------------|-----------------|-----------|----------------|
| 0. boundaries | 1. conditions   | 2. labour | 3. limitations |
| 4. regulation | 5. requirements | 6. rule   | 7. ruling      |
| 8. scenery    | 9. toil         |           |                |

(54) The following four sentences make up paragraph [F], but the order in which they appeared in the original text has been changed.

[i] There might even have been an established anthropological theory supporting the differences between the two. [ii] Furthermore, unlike many other imperial powers, Japan did not advance into remote regions. [iii] If Japan had been divided and ruled in the nineteenth century, "Japanese" living in the south of Japan might have been classified as a different ethnic group with a different language from those living in the north. [iv] Nor did she rule her colonies long enough to establish a close relationship that would allow for large-scale migration even after her former colonies became independent as happened in the case of Great Britain.

Choose which of the sequences below best represents the original sentence order of the paragraph.

- |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| 0. ii, iii, iv, i | 1. iii, iv, i, ii | 2. ii, iv, i, iii | 3. iii, i, iv, ii |
| 4. ii, i, iv, iii | 5. iii, ii, i, iv | 6. ii, iii, i, iv | 7. iii, ii, iv, i |
| 8. ii, iv, iii, i | 9. iii, iv, ii, i |                   |                   |

(55)—(56) In the bracketed space marked **X** in paragraph [H] nine words have been removed from the text and are numbered below in alphabetical order. Rearrange them so that they are grammatically correct and in a way that best matches the meaning of the whole sentence. Mark the number of the fifth word as the answer to question (55), and the number of the ninth word as the answer to question (56).

1. a            2. attempt            3. entire            4. explain            5. single  
 6. the            7. to            8. with            9. world

(57) In paragraph [I], four verbs have been removed. Choose the number of the word group from the list below which best represents the correct verbs in their correct forms as they appeared in the original text.

answer number	(a)	(b)	(c)	(d)
1.	accumulating	decreased	emerges	criticise
2.	accumulating	emerged	criticises	decrease
3.	criticising	accumulated	decreases	emerge
4.	criticising	emerged	accumulates	decrease
5.	decreasing	accumulated	criticises	emerge
6.	decreasing	criticised	emerges	accumulate
7.	emerging	criticised	decreases	accumulate
8.	emerging	decreased	accumulates	criticise