

2020年度

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. 解答欄に数字や記号を入れる場合には、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2～15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挙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. 以下の各文の（ ）内から、最も適切な語句をそれぞれ1つずつ選び、解答欄のその記号を○で囲みなさい。

1. Well, I've waited long enough... I guess I can't (A. go over B. look into C. put off D. think over) doing my homework any longer.
2. Hi, I'm just (A. call B. called C. calling D. to call) to confirm our reservation for Friday.
3. This traffic is terrible. Why didn't I listen to my friend when she told me (A. take B. taking C. to take D. took) the train?
4. If you had practiced your talk a few more times it (A. had been B. was C. would be D. would have been) better.
5. I don't like the idea (A. for B. of C. that D. which) using robots as nurses.
6. I (A. had never eaten B. never eat C. was never eaten D. was never eating) raw fish before I came to Japan.
7. I was really excited to see the new superhero movie, but it was actually pretty (A. disappoint B. disappointed C. disappointing D. disappointingly).
8. I'm going to have (A. me picked up by my parents B. me to be picked up by my parents C. my parents pick me up D. my parents to pick me up) at the station.
9. Miho's parents won't let her (A. go B. going C. to go D. to going) to the concert.
10. I never curse or use rude language. I simply (A. didn't rise B. don't rise C. wasn't raised D. won't raise) that way.
11. This year I want to (A. challenge B. challenge myself C. challenging D. challenging myself) to getting a 750 on the TOEIC!
12. I try and try to enjoy watching soccer, but I'm just not (A. interest B. interested C. interesting D. interestingly) in it.

13. I have a headache; I'd (A. rather B. rather not C. rather not to D. rather to not) go to this party.
14. I hope to study abroad in (A. a UK B. some UK C. the UK D. UK) someday.
15. I had a pet hamster, but he got (A. around B. away C. in D. off) and I never saw him again.
16. Do you know if (A. is Takashi coming B. Takashi is coming C. Takashi to come D. will Takashi come) to school today?
17. (A. Between B. By C. Throughout D. With) history, people have been keeping dogs as pets.
18. My cousin's band, The Wild Flamingos, (A. are playing B. is playing C. play D. to play) a concert in the park next weekend.
19. People living in Tokyo don't need a car to get (A. around B. in C. on D. up).
20. I don't know what (A. means this word B. the meaning this word C. this word means D. this word's meaning).

- II. 下記文中の空欄( 1 )～( 10 )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、解答欄のその記号を○で囲みなさい。

Someone's asked you for a small favor. How often do you say yes without thinking twice? How often do you refuse? How often have you kicked yourself ( 1 ) on for agreeing? And how often have you regretted saying no?

Where does this "disease to please" come from? The answer lies in game theory. The American scientist Robert Axelrod once ( 2 ) tournaments in which different computer programs competed against each other. Each program followed a specific strategy when interacting with its opponent—cooperating with it, betraying it, always giving way, and ( 3 ) on. In the long term, one strategy emerged as the most successful: first be cooperative, then imitate the behavior of your opponent throughout the rest of the game. So if—after my first move—my opponent cooperates, then I cooperate too. If my opponent doesn't cooperate, however, then I stop cooperating. If my opponent starts cooperating later, then I ( 4 ) my behavior to be cooperative once more.

This is precisely the behavior we see in the animal kingdom. It's called reciprocity. A chimpanzee shares its meal with another member of the group because it assumes that, next time its friend ( 5 ) food to share, it will return the favor. Reciprocity only works among animals with long memories. A chimpanzee can only pursue this strategy successfully if it remembers whether another member of the group has ( 6 ) shared food with it. Only a few highly developed species have the necessary capacity for ( 7 )—primarily apes. Since we human beings are merely a highly developed species of animal, this impulse toward reciprocity is present in us too.

But be careful. Reciprocity has its own ( 8 ). Ever since I realized that spontaneously agreeing to things is a deep-seated biological reflex, I've been using a "five-second no" as a counter-tactic. If I'm asked for a favor, I mull\* it over for exactly five seconds before ( 9 ) my mind—and the answer is mostly no. I'd prefer to systematically turn down most requests and risk unpopularity than the other way ( 10 ). Why not give it a try? It's rare to find yourself immediately dismissed as unpleasant. In fact, most people will secretly admire your consistency.

注

\*mull ... = ～を熟考する

- |                    |                |               |                   |
|--------------------|----------------|---------------|-------------------|
| 1. A. late         | B. lately      | C. later      | D. latest         |
| 2. A. did          | B. held        | C. opened     | D. took           |
| 3. A. further      | B. like        | C. more       | D. so             |
| 4. A. adapt        | B. adjust      | C. adopt      | D. changed        |
| 5. A. has          | B. will have   | C. would have | D. would have had |
| 6. A. previously   | B. promisingly | C. rarely     | D. reluctantly    |
| 7. A. memorying    | B. recall      | C. remember   | D. resent         |
| 8. A. damages      | B. dangers     | C. devalues   | D. revenges       |
| 9. A. calming down | B. confirming  | C. deciding   | D. making up      |
| 10. A. around      | B. down        | C. out        | D. up             |

【出典】

Dobelli, R. (2017). *The art of the good life: Clear thinking for business and a better life*. Sceptre.

III. 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、解答欄のその記号を○で囲みなさい。ただし 1 つの空欄には 1 文しか入らない。

1. And that extra processing of the material that they were doing benefited them.
2. But they are developing lots of technologies now and various stylus and tablet technologies that are getting better and better.
3. Do studies like these mean wise college students will start migrating back to notebooks?
4. For one thing, research shows that laptops and tablets have a tendency to be distracting—it's so easy to click over to Facebook in that dull lecture.

As laptops become smaller and more ubiquitous\*, and with the advent of tablets, the idea of taking notes by hand just seems old-fashioned to many students today. Typing your notes is faster—which comes in handy when there's a lot of information to take down. But it turns out there are still advantages to doing things the old-fashioned way.

And a study has shown that the fact that you have to be slower when you take notes by hand is what makes it more useful in the long run. In the study, researchers sought to test how note-taking by hand or by computer affects learning.

“When people type their notes, they have this tendency to try to take verbatim\*\* notes and write down as much of the lecture as they can,” a researcher explained. “The students who were taking longhand\*\*\* notes in our studies were forced to be more selective—because you can't write as fast as you can type. ”

Because people can type faster than they write, using a laptop will make people more likely to try to transcribe\*\*\*\* everything they're hearing. However, when writing longhand, you process the information better but have less to look back at.

“I think it is a hard sell to get people to go back to pen and paper,” a researcher said. “ And I think that will be sort of an easier sell to college students and people of that generation. ”

注

\*ubiquitous = どこにでもある

\*\*verbatim = 一字一句変えない

\*\*\*longhand = (タイプなどでなく) 手書きの

\*\*\*\*transcribe = 書き取る

【出典】

Doubek, J. (2016, April 17). *Attention, students: Put your laptops away*. National Public Radio.  
<https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

- IV. 以下の文中の枠内に 1～4 の文が入る場合、文意から考えてどの順で並べると最も適切か。下記の各問の答えとして最も適切な記号を○で囲みなさい。

**段落 A** At the end of 2017, China announced that it would no longer receive plastic waste from other countries, its waste systems no longer able to deal with plastic coming from elsewhere given increased rates of domestic plastic production. European and North American countries now have to search for new destinations for their waste. One possible outcome of this is that waste from the West could end up maxing out the capacity of infrastructure in South East Asia, making it even harder for some of these countries to deal with the problems arising from their own plastic use.

**段落 B** This is why attempts to blame other countries for letting more plastic get into the ocean should be viewed with scepticism. Although it may technically be the case, there are likely to be a variety of factors such as waste exports, lack of safe drinking water requiring plastic bottles, and lack of investment by companies producing the plastic in the first place that are making it near impossible for them to deal effectively with the amount of waste being produced.

1. However, a 2017 cleanup effort in Manila Bay collected 54,620 pieces of plastic, documenting where possible the brand of every item they collected.
2. One such example is the Philippines which, according to a 2015 study published in *Science*, is the third worst polluter into the oceans.
3. Out of the top five worst offending companies, three are well-known multinational corporations: Unilever, Nestlé and Procter & Gamble.
4. These are companies that in some countries are going to great lengths to demonstrate their sustainability credentials\*; however, clearly they are still a major part of the environmental problem on the other side of the world.

**段落 C** One of the biggest issues with these consumer goods companies is their production of sachets\*\*. Sachets allow for very small quantities of liquids to be packaged. Unfortunately these sachets are non-recyclable and are sold in



huge quantities; this means that they are winding up on the beaches across South East Asia as people cannot easily dispose of them responsibly. Countries in South East Asia are often blamed as being disproportionately\*\*\* responsible for the plastic pollution crisis; however, the culpability\*\*\*\* of companies that are producing irresponsible products is rarely discussed.

注

\*sustainability credential = 環境に配慮している証明

\*\*sachet = 小袋

\*\*\*disproportionately = 不釣り合いに

\*\*\*\*culpability = 過失

設問

1. 段落B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C
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C
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C
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C

【出典】

McCallum, W. (2018). *How to give up plastic: A guide to changing the world, one plastic bottle at a time*. Penguin.

V. 以下の各組の \_ にアルファベット各1文字を入れると,【 】内に示す品詞および後に続く日本語と合致する英単語1語になる。各語の1文字目として最も適切なアルファベット1文字を選び,解答欄のその記号を○で囲みなさい。

- |     |                 |       |                |      |
|-----|-----------------|-------|----------------|------|
| 《例》 | _ u r _ _       | 【名詞】  | 看護師            | 正解：N |
| 1.  | _ a i _ _       | 【名詞】  | 胴の一番くびれた部分・腰   |      |
| 2.  | _ u c _ _ _ _   | 【名詞】  | 競売・競り売り        |      |
| 3.  | _ i s _ _ _     | 【名詞】  | みじめさ・悲惨さ       |      |
| 4.  | _ m i _         | 【動詞】  | 省略する・抜かす       |      |
| 5.  | _ a c _ _ _ _ _ | 【名詞】  | 細菌(類)          |      |
| 6.  | _ c h _         | 【動詞】  | 痛む・疼く          |      |
| 7.  | _ t t _ _ _ _ _ | 【名詞】  | 発言・発話          |      |
| 8.  | _ a v _ _ _ _ _ | 【副詞】  | 都合よく・有利に       |      |
| 9.  | _ a t _ _       | 【形容詞】 | 致命的な・取り返しのつかない |      |
| 10. | _ a y _ _ _     | 【名詞】  | 設計・配置          |      |
| 11. | _ e l _ _ _ _ _ | 【名詞】  | 息抜き・休養         |      |
| 12. | _ c e _ _       | 【名詞】  | 香り・におい         |      |
| 13. | _ h o _ _       | 【名詞】  | 聖歌隊            |      |
| 14. | _ e r _ _ _     | 【形容詞】 | 続きの・連続の        |      |
| 15. | _ e n _ _ _ _   | 【名詞】  | 更新・再建          |      |
| 16. | _ e f _ _ _ _   | 【名詞】  | 初期設定・不履行       |      |
| 17. | _ h r _ _ _     | 【動詞】  | 縮む・収縮する        |      |

18. \_ m b \_ \_ \_ \_ \_ 【動詞】 (人に) 恥ずかしい思いをさせる
19. \_ i n \_ \_ \_ \_ \_ 【名詞】 小型の模型・縮小したもの
20. \_ a s \_ 【動詞】 突進する・疾走する

VI. 以下の文章を読み、以下の各問に答えなさい。

A recent survey concluded that the average British person will say *sorry* more than 1.9 million times in his or her lifetime. This may strike some as a conservative estimate. From this, one could deduce that the British are especially polite. This might be true if *sorry* were always, or even usually, a straightforward apology. It isn't. There are, for instance, a dozen inflections\* of the word *sorry*. Only one of them means "I'm sorry."

It's all in the tone, of course, and this is where *sorry* becomes permanently lost in translation. An American friend will never forget when she finally figured out that *sorry* can be a tool of passive aggression in Britain's hierarchical social system — a form of dismissal. When she was a college kid in England and people gave her an apology that was not sincere, but meant to put her in her place, <sup>(A)</sup> she would respond earnestly, "Oh, no, it's OK! Don't worry!" Why wouldn't she? <sup>(1)</sup> There are times when luck favors the ignorant.

The British have a reputation for <sup>(2)</sup> being passive-aggressive because they seem not to be saying what they mean — at least, not with words. In British culture, a word like *sorry* takes on shades of meaning that someone from outside will not be able to discern with any degree of sophistication, especially if he or she is from a culture that is more comfortable with confrontation, or one that condones\*\* a wider range of small talk among strangers. The British use *sorry* to protest, to ask you to repeat yourself, to soothe, and to smooth over social awkwardness as much as — if not more than — they use it to apologize. But most of the time, their object is politeness of a particularly British kind, to wit: <sup>(B)</sup> politeness as refusal.

British courtesy often takes the form of what sociolinguists Penelope Brown and Stephen C. Levinson have called <sup>(3)</sup> "negative politeness" — which depends on keeping a respectful distance from others and not imposing on them. Its opposite, <sup>(C)</sup> positive politeness, is inclusive and assumes others' desire for our approval.

Only the Japanese — masters of negative politeness — have anything even approaching the British *sorry* reflex. No wonder visiting Americans are so often caught off guard\*\*\*, and so often feel they've been the objects of passive aggression or 4 instead of politeness. Their misunderstanding of what

constitutes politeness in Britain is not surprising, since Americans epitomize\*\*\*\* positive politeness.

(5) When Americans say *sorry*, they mostly mean it. But, at least to British ears, they don't necessarily mean anything else they say. Americans repeat seemingly empty phrases like "Have a nice day!" (D) They also give and receive compliments easily, even among strangers. The British find this behavior highly suspect. Hence, the American reputation for insincerity.

注

\*inflection = 抑揚

\*\*condone = 大目に見る

\*\*\*off guard = 油断して

\*\*\*\*epitomize = ~の典型である

## 設問

1. 下線部（1）の意味に最も近い日本語の諺を以下から選び、解答欄のその記号を○で囲みなさい。
  - A. 知らぬが仏
  - B. 聞くは一時の恥
  - C. 言うは易し行うは難し
  - D. 門前の小僧習わぬ経を読む
2. 下線部（2）“being passive-aggressive”の例として最も適切なものを文中下線部（A）～（D）から選び、解答欄のその記号を○で囲みなさい。
3. 下線部（3）“negative politeness”とは何か。この文の主張に最も近い説明を以下から選び、解答欄のその記号を○で囲みなさい。
  - A. 消極的な丁寧さ
  - B. 過度の自己卑下
  - C. 恩知らずな振る舞い
  - D. 周囲に迷惑をかけないこと

4. 文中空欄  に入れるのに最も適切な語を以下から選び、解答欄のその記号を○で囲みなさい。

A. apology

B. dismissal

C. distance

D. misunderstanding

5. 下線部(5)を“they”が何を指すか明らかにして和訳しなさい。

【出典】

Moore, E. (2015). *That's not English*. Vintage.

VII. 以下の設問に答えなさい。

In 100 to 150 words, write a short essay in English in response to the following statement. Please use examples and give reasons for your answer.

Your answer will be evaluated on:

- Strength of ideas
- Organization and presentation of ideas
- Grammatical range and accuracy
- Vocabulary range and accuracy
- Relevance to the question

*Answers of less than fifty (50) words will receive a mark of zero (0) points.*

A few decades ago, families often had many children. Nowadays, more and more families are choosing to have only one or two children. Are smaller families better than larger ones? Why or why not?

〈 以下余白 〉