

2025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。
 3. 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。
 4. 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。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。
 5. この問題冊子の総ページ数は16ページです。問題文は2～14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、不備がある場合にはすぐに手を挙げて監督者に知らせてください。
 6. 問題冊子の余白は下書きに用いてもかまいません。
 7. 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()内の選択肢から、最適な語句をそれぞれ1つずつ選び、解答欄のその記号を○で囲みなさい。
1. A lot of people like liver, but it doesn't appeal (A. at B. for C. on D. to) me at all.
 2. Claudia is from Germany. She's not used to (A. be driven B. drive C. driving D. drove) on the left side of the road.
 3. He was accused (A. by B. for C. of D. with) stealing the money.
 4. He's late. He (A. can B. must C. should D. would) have missed the bus.
 5. He's not (A. enough tall for B. enough tall to C. tall enough for D. tall enough to) reach the shelf.
 6. Hiroyuki (A. didn't need B. doesn't need C. needn't D. needs) go to the meeting today; the topic doesn't concern him.
 7. I (A. didn't know B. don't know C. haven't known D. wasn't knowing) you were coming today.
 8. I don't understand why Haruka is so upset. She (A. can B. must C. should D. would) be very happy with these results.
 9. I have been feeling (A. anxiety B. anxious C. anxiously D. anxiousness) about the upcoming exam.
 10. I have been feeling quite (A. overwhelm B. overwhelmed C. overwhelming D. overwhelmingly) with all the work.
 11. I have been studying Japanese for months, and I'm (A. attaining B. doing C. getting D. making) progress.
 12. If I hadn't read it online, I (A. will never find out B. will not have found out C. would have never found out D. would not find out)!
 13. Is the wait going to be much longer? I (A. had B. has C. have D. having) been waiting for an hour.

14. My boss is (A. at B. in C. on D. to) her way to the meeting.
15. My daughter is (A. at B. in C. on D. to) the top of her class.
16. She suggested (A. go B. going C. gone D. to go) to the new restaurant.
17. She's (A. so B. such C. too D. very) a good singer.
18. She's the woman (A. which B. who C. whom D. whose) car was stolen.
19. The book is (A. about B. for C. of D. to) a girl who travels the world.
20. The company has implemented a new policy to cut (A. down B. off C. out D. through) on unnecessary expenses.

- II. 下記文中の空欄(1)～(10)に入れるのに最適な語句を、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。

The great and glorious emotions of joy, peace, pride and love are the ones we wish we could catch and bottle up. And then there are the emotions (1) feel so yucky that they make us want to run for the hills: guilt, anger, pain.

When we do something, we try to (2) what emotion we'll experience and when we'll experience it. Emotions are often a precursor* to a change in our physiology or a change in our (3); if we experience happiness, it motivates us to jump for joy, to spread a beaming smile across our face and to lean into it, to (4) more of whatever it was that created that emotion in us.

Pain is mightily useful if we've broken our leg—it alerts us to the need for help, for medical attention, and when we're in (5) it tells us if we've overdone it and need to rest.

Mental pain is no different, not really. It's alerting us to something that needs our attention, something (6) may or may not need support with, and it tells us if we've overdone it and need to rest.

There's an instinct to ignore the mental wound, but we wouldn't ignore a physical (7) in the same way, especially if it got infected and started going green. Mental wounds, when unattended to, continue to cause us pain until we take stock of them, and it's always in our (8), as it would be with any physical pain, to do so sooner rather than later.

Don't let the pain (9) vain. Pause to find out what's causing it, what's not working for you, and take congruous** action or seek appropriate care. In the same way you (10) if you had a splinter. Future-you will thank you for it.

注

* precursor = 前触れ

** congruous = 一致する, 適合する

- | | | | | |
|-----|---------------|--------------|-------------|---------------|
| 1. | A. all | B. that | C. they | D. we |
| 2. | A. ascertain | B. deny | C. pursue | D. reassure |
| 3. | A. behaviours | B. decisions | C. mind | D. mood |
| 4. | A. ask for | B. do | C. feel | D. invite |
| 5. | A. fear | B. misery | C. need | D. recovery |
| 6. | A. that | B. they | C. we | D. you |
| 7. | A. demand | B. one | C. pain | D. strength |
| 8. | A. emotion | B. instinct | C. interest | D. mind |
| 9. | A. be in | B. be the | C. become | D. to be |
| 10. | A. did | B. have done | C. would | D. would have |

【出典】 Hardy, J. (2020). *Kind words for unkind days: A guide to surviving and thriving in difficult times*. Orion Spring.

- III. 次の枠内に示された1～4の各文を入れるのに最適な箇所を、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. Emotions are likely to move out from under you.
2. "Nobody feels great," he said.
3. Therapists, teachers, and parents in America all seem to proceed under the belief that checking in is a little like sticking a thermometer outside your front door: harmless and occasionally helpful.
4. Very often, kids should be skeptical* that their feelings reflect an accurate picture of the world and even ignore their feelings entirely.

Placing undue importance on your emotions is a little like stepping onto a wheeled chair to reach something on a high shelf. Worse, attending to our feelings often causes them to intensify. Leading kids to focus on their emotions can encourage them to be *more* emotional.

Adults should be telling kids how imperfect and unreliable their emotions can be. You read that right: a healthy emotional life involves a certain amount of daily *repression***.

But isn't it a good idea to inquire regularly about kids' feelings? Michael Linden, a professor of psychiatry at the Charité University Hospital in Berlin, thinks this is a terrible practice. "Asking somebody 'how are you feeling?' is inducing negative feelings. You shouldn't do that."

Why? I asked. If all you're doing is asking, each morning, *How are you feeling today, Brayden?*, isn't the child as free to provide a positive answer as a negative one?

That isn't true, Linden shot back. "Never, never ever. Sit in the bus and look at the people opposite from you. They don't look happy. Happiness is not the emotion of the day."

注

* skeptical = 疑い深い

** repression = 抑圧

【出典】 Shrier, A. (2024). *Bad therapy: Why the kids aren't growing up*. Swift.

WEB公開にあたり下記出典を追記しました。

Excerpt from *BAD THERAPY: WHY THE KIDS AREN'T GROWING UP* by Abigail Shrier, copyright © 2024 by Abigail Shrier. Used by permission of Sentinel, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC. All rights reserved.

- IV. 下記枠内の1～4の文を、文意から考えて最適な順に並べ替えなさい。その上で、下記各問の答えとして最適な記号を○で囲みなさい。

段落A When I was about eleven years old, my mother gave me some seed money to start my own business. I used the loan to buy some rice vodka to bribe the guard at a North Korean state-owned orchard that grew persimmons*. He let me and my sister sneak in and pick the fruit. We filled a big metal bucket and carried the persimmons for miles back to Kowon**, where I sold them in the market.

1. At the end of the day, I had enough money to pay back my mother, buy some candy, and purchase another bottle to bribe the orchard guard.
2. My sister picked fruit with me until my mother put a stop to our little business venture.
3. "These are the most delicious persimmons!" I cried out to the customers as they walked by. "Buy them here!"
4. We were wearing out our shoes too quickly walking to the orchard, and she couldn't afford to buy new ones.

段落B Still, I learned something important from my short time as a market vendor: once you start trading for yourself, you start thinking for yourself. Before the public distribution system collapsed, the government alone decided who would survive and who would starve. The markets took away the government's control. My small market transactions made me realize that I had some control over my own fate. It gave me a tiny taste of freedom.

注

* persimmon = 柿

** Kowon = 朝鮮民主主義人民共和国の地名

設問

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

【出典】 Park, Y. (2015). *In order to live: A North Korean girl's journey to freedom*. Penguin.

WEB公開にあたり下記出典を追記しました。

Excerpt(s) from *IN ORDER TO LIVE: A NORTH KOREAN GIRL'S JOURNEY TO FREEDOM* by Yeonmi Park and Maryanne Vollers, copyright © 2015 by Yeonmi Park. Used by permission of Penguin Press, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC. All rights reserved.

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
 最適なアルファベット 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. _ c h _ _ _	【名詞】	流派	
2. _ o u _ _ _ _	【名詞】	地方	
3. _ a r _	【動詞】	分割する, 分ける	
4. _ e e _	【名詞】	感触	
5. _ l a _	【名詞】	芝居	
6. _ u r _	【名詞】	曲がり角	
7. _ n d _ _ _	【副詞】	確かに	
8. _ o u _ _	【動詞】	収納する	
9. _ t o _ _	【名詞】	階	
10. _ e a _ _ _	【名詞】	理性, 良識	
11. _ t u _ _	【名詞】	書齋	
12. _ e s _ _ _ _	【副詞】	さらに, その上	
13. _ o o _	【動詞】	予約する	
14. _ o o _	【名詞】	余地	
15. _ t a _ _	【動詞】	堪える	
16. _ o i _ _	【動詞】	指さす	
17. _ o d _	【名詞】	組織, 団体	
18. _ o l _	【動詞】	保留する	
19. _ e a _ _ _ _ _	【副詞】	その間に, 一方では	
20. _ a n _	【動詞】	着陸する	

- VI. 下記文中の下線部(1)～(5)には、文脈から考えて不適切な語が3つ含まれている。各下線部の番号と対応する解答欄において、①その語が適切であればZを、②その語が不適切であれば、それに代わる語を下記の語群からそれぞれ1つずつ選び、その記号を○で囲みなさい。

Hours spent working are among people's least happy of the day. Only half of American workers feel satisfied at work, and only one-third feel engaged at work. And our unhappiness at work doesn't (1)stay at work. Research shows that job satisfaction carries over and is a substantial determinant of overall life satisfaction.

As work hours make up such a significant portion of our lives, it's imperative we make these hours better. But how? Let me tell you about Candice Billups. When interviewed by researchers about her work, she said:

I LOVE patients. I love sick people. I have so much to offer sick people. Because when I don't feel good or when I have had to have surgeries, the one thing that has gotten me through has been (2)family...jokes, just being pleasant, being upbeat, and having a great attitude. And that's what I enjoy the most about being here. It's so upbeat here. In fact, I consider it the "house of hope."

Can you guess what Candice's job is, what work she does that makes her look forward to coming in every day? Can you imagine where she finds such positivity that it helps her through her own emotional lows and health struggles?

Candice is a (3)nurse at a cancer center. What she describes as the house of hope, an "upbeat" workplace, is actually a place where patients suffering from deadly disease come for chemotherapy treatment. Candice spends her workdays surrounded by people who are very, very sick and their families who are likely worried and scared. Officially, she is responsible for cleaning the rooms and bathrooms on the hospital's first floor and, because of the treatment side effects, this commonly requires wiping up vomit. On the face of it, Candice's job is anything but positive.

Yet somehow Candice enjoys the hours she spends working. More than a decade into a job that typically can't retain workers for even a year, she loves her work. This is because she knows (4)how she's doing it. Candice has purpose in her work, and she knows what that purpose is: she helps people by making their days brighter.

The purpose that Candice identified for herself in her work was ⁽⁵⁾not part of how the job was described to her. In fact, what she does while at work extends well beyond her official job description. In addition to keeping that floor of the hospital clean, she makes the space shine. She jokes with the patients and their families. She makes them feel comfortable, getting them ice, tissues, or a cup of juice. She genuinely cares for them, as well as for the doctors and nurses who are responsible for their treatment. She likes helping these people. She's also good at it. Her humor, warmth, and can-do personality are effective in brightening this space. The ultimate goal that she identified for herself aligns with Candice's values and strengths.

語群

- A. an essential B. decrease C. hope D. janitor E. no invaluable
F. start G. surgeon H. why I. with whom J. work

【出典】 Holmes, C. (2024). *Happier hour: How to spend your time for a better, more meaningful life*. Penguin Life.

VII. 以下は、第42代米国大統領の長女である Chelsea Clinton が綴った文章である。文中空欄 ～ に入れるのに最適な文となるように、各日本語文の下に示された語群中の語句を選んで並べ替え、各 _____ に1つずつ入れなさい。このうち 1 ～ 5 に入る語句の記号を、解答欄ごとに○で囲みなさい。ただし以下の点に注意すること。

- 1) 語群中の語句は、文頭に来るべきものも小文字で始まっている
- 2) 各文内において、同じ語句が複数回使用される場合がある
- 3) 各語群には、必要でない語句も含まれている場合がある

When I was 16, I was preoccupied with my studies. I also went to ballet every day after school, and I was quite serious about it. I remember clearly my mother coming into my room in the evening and telling me I shouldn't be doing my homework—I should be out with my friends and needed a bit more balance in my life. But I was so curious and loved school.

I'd like to reassure my 16-year-old self, moving from Little Rock, Arkansas to the White House, so worried that I'd never make any new friends. My two best friends came to stay with us for a week or so during those first months. And for the first time my parents let me have a phone in my bedroom so I could call my friends whenever I wanted. When I wasn't doing schoolwork or at ballet, I was on the phone talking to my friends back in Little Rock. We talked *a lot*. They were very important to me, and they're still my closest friends today.

I watched *The West Wing* when it came out and I just remember thinking, "I wish politics really operated like that." Especially today—the idea of general agreements over shared goals and intense debate about how to reach them. Today in my country we don't have a sense of shared ends—it's quite the opposite.

I think if you met the 16-year-old Chelsea today you'd find her friendly. I understood it was my responsibility to help people overcome their preconceptions about me and wanted to show that I wasn't snobbish. I wasn't shy, but I was not outwardly confident either. I've always had a strong sense of myself inside, but I've never been loud.

I was very aware of the comments about my appearance in the media when I was young. I was picked on at elementary school by some not very nice

people—generally boys—who made fun of my appearance. But I’m so grateful that when it happened to me in Washington, it was these older men saying these mean things to a 12-year-old girl. I mean, it was crazy—why were these old men picking on me? That said nothing about me and a whole lot about them. Something clearly hadn’t gone right for them in their lives and they were now trying to bully a child. B

空欄A ワシントンで過ごした十代の間、両親はあらゆる手を尽くし、私が彼女たちとの友情を育めるようにしてくれた。

My parents did everything they could _____ 1 _____ 2
my _____ in Washington.

語群

- | | | | | |
|------------|-------------|----------------|------------|----------|
| A. allow | B. do | C. friendships | D. I | E. me |
| F. nurture | G. possibly | H. raise | I. so | J. spent |
| K. teenage | L. that | M. those | N. through | O. to |
| P. within | Q. years | | | |

空欄B そのような経験をしたことで、罵詈雑言を浴びせられることがあっても、それは自分が何者かということとは無関係であり、すべてはいじめる側の問題なのだと、若い頃から理解することができた。

_____ understand 3 in my _____ 4 when we 5 verbally abused
by other people, it’s not about who we are, it’s all about the bullies.

語群

- | | | | | |
|---------|-----------|----------|---------|----------|
| A. are | B. by | C. could | D. due | E. early |
| F. from | G. helped | H. I | I. led | J. life |
| K. me | L. that | M. to | N. were | |

【出典】 Clinton, C. (2021). Chelsea Clinton. In J. Graham (Ed.), *Letter to my younger self: The Big Issue presents... 100 inspiring people on the moments that shaped their lives* (pp. 122–125). Blink.

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〈 以下余白 〉

