



2025年度

## 慶應義塾大学入学試験問題

### 理 工 学 部

# 英 語

- 注 意
1. 氏名と受験番号は、解答用紙（マークシート）および解答用紙（記述式）の所定の欄にそれぞれ記入しなさい。また、解答用紙（マークシート）には受験番号をマークしなさい。
  2. 解答用紙（マークシート）にマークするとき、次の〔例〕に従いなさい。  
〔例〕 解答欄  に対して、「1」と解答する場合は、右図のように解答欄（7）の ① にマークします。
  3. 解答用紙（マークシート）へのマークは、すべてHBの黒鉛筆を使用しなさい。
  4. 解答用紙（マークシート）および解答用紙（記述式）の余白および裏面には、何も書いてはいけません。
  5. 問題冊子は8ページからなります。8ページ目は余白です。
  6. 問題冊子の余白は、下書きに使用してもかまいません。
  7. 問題冊子は必ず持ち帰ってください。

(7)

●  
②  
③  
④  
⑤  
⑥  
⑦  
⑧  
⑨  
⑩

1. 次の英文を読み、設問に答えなさい。

Some of the most powerful and historically ancient beliefs about emotions are connected with dichotomies of gender, associating some mental states more with women, and others with men. Throughout western history, writers and philosophers have made distinctions between thinking and feeling, the head and the heart, reason and the passions, intellect and emotion. Those contrasts are all subtly different from each other, but the general picture is one that has proved hard to escape, and historically women have been more often associated with emotion, and men with ① alleged strength of intellect. In the early 1980s, the Black feminist writer Audre Lorde commented that men were still being taught that their ( 1 ) was understanding and knowledge, while they should 'keep women around to do their feeling for them, like ants do aphids\*'. For Lorde, this segregation of thought and feeling was harmful both for women, who were thereby excluded from knowledge, understanding, and respect, and also for men, ( 2 ) repressed feelings lead to pain, hostility, and violence.

There have been several different strategies in trying to overcome this ( 3 ) contrasting of female feeling with male rationality. In her writings in the 1790s, the English feminist Mary Wollstonecraft argued that women, like men, needed to be properly educated so that their powers of reason and understanding were fully developed, and were thus strong enough to control and guide their passions: women, like men, should be rational beings in ( 4 ) of their feelings. A second strategy is represented by Audre Lorde, who argued that both men and women needed to be fully in touch with their emotions, because 'Our feelings are our most genuine paths to knowledge.' Both Wollstonecraft's and Lorde's approaches maintain a distinction between feeling and understanding, but they try to find new ways to reconnect and revalue the two poles of that contrast, exhorting women to develop their qualities of intellect, or urging men to get in touch with the supposedly feminine domain of feelings.

A third strategy tries to overcome the duality by treating emotions themselves as forms of thought. The American moral philosopher Martha Nussbaum has been a prominent ② advocate of this view, ( 5 ) to which emotions are a kind of value judgement about the external world, infused with an intelligence and rationality of their own, depending on how accurately they represent the world to us. This is sometimes called the 'cognitive' view, and sometimes the 'neo-Stoic' theory of emotions, since it draws on ideas about the passions going back to ancient Greek and Roman Stoic philosophers. On this view, passions and emotions are opinions or judgements about the world. ( 6 ), my rage is the belief I have been insulted and should take revenge, while my terror is the belief that I am in ③ dire immediate danger.

One final way to mention in which the contrast between rational men and over-emotional women was ④ blurred during the 20th century arose from the experience of modern warfare. The terrible emotional aftermath of the First World War showed that men, as well as women, could suffer from hysteria and extreme nervousness, in the form of 'shell shock'. Of the four cases of 'extreme nervousness' in the Mass Observation report that included someone referred to as 'the weeping woman', two of the other three were men. One was a butcher who was described as being ill through the air raids: 'He was shell shocked in the last war,' a neighbour reported, 'and apparently he's gone a bit mental.' And as a final note, in the spirit of Martha Nussbaum, we should ask, in any case, how neurotic or irrational such responses really were, whether experienced by women or men. The emotional reaction of terror, as a negative value judgement about the ⑤ impending possible destruction of one's home by a bombing raid, surely seems quite a ( 7 ) and intelligent one.

\*aphids アブラムシ

(Adapted from Thomas Dixon, *The History of Emotions: A Very Short Introduction*, 2023)

[1] 下線部①～⑤の意味に最も近いものを選択肢1～5の中から選び、マークシートの解答欄 (1) から (5) にマークしなさい。

- |   |                |               |              |                 |               |
|---|----------------|---------------|--------------|-----------------|---------------|
| ① | 1. conclusive  | 2. elusive    | 3. lucrative | 4. self-evident | 5. supposed   |
| ② | 1. antagonist  | 2. champion   | 3. founder   | 4. opponent     | 5. pioneer    |
| ③ | 1. decadent    | 2. demanding  | 3. derisive  | 4. desperate    | 5. despicable |
| ④ | 1. eliminated  | 2. eradicated | 3. erased    | 4. obliterated  | 5. obscured   |
| ⑤ | 1. accelerated | 2. belated    | 3. imminent  | 4. permanent    | 5. unexpected |

[2] 空所(1)～(7)に入る最も適切な語または語句を選択肢1～5の中から選び、マークシートの解答欄 (6) から (12) にマークしなさい。

- |     |                 |                  |                 |                  |                  |
|-----|-----------------|------------------|-----------------|------------------|------------------|
| (1) | 1. deception    | 2. discontent    | 3. diversion    | 4. domain        | 5. duplicity     |
| (2) | 1. however      | 2. that          | 3. what         | 4. who           | 5. whose         |
| (3) | 1. arithmetical | 2. commendable   | 3. consensual   | 4. factual       | 5. stereotypical |
| (4) | 1. command      | 2. demand        | 3. favour       | 4. praise        | 5. quest         |
| (5) | 1. according    | 2. attending     | 3. compared     | 4. complementary | 5. contrary      |
| (6) | 1. By contrast  | 2. For instance  | 3. Nevertheless | 4. Still         | 5. That said     |
| (7) | 1. catastrophic | 2. multicultural | 3. patriotic    | 4. rational      | 5. superficial   |

[3] 英文の内容に最もふさわしいタイトルを選択肢1～5の中から選び、マークシートの解答欄 (13) にマークしなさい。

1. Feminist Theories: Wollstonecraft, Lorde, and Nussbaum
2. The Distinction between Female Feeling and Male Rationality
3. The Legacy of Ancient Greek and Roman Stoic Philosophy
4. The Terror of Modern Warfare: Men Also Get 'Shell Shock'
5. Thinking and Feeling: Approaches to Overcoming Gender Stereotypes

[4] 英文の内容に最も一致するものを選択肢1～6の中から2つを選び、マークシートの解答欄 (14) から (15) にマークしなさい。ただし、解答の順序は問いません。

1. Audre Lorde believes that men are hurt more than women by separating thought and feeling.
2. Greek philosophy says you should take revenge if you are angry.
3. Martha Nussbaum supports the idea that emotions are rational in that they are judgements about the world.
4. Mary Wollstonecraft believes that women can develop their capacity for rationality if they are better educated.
5. Wollstonecraft and Lorde destroyed the dichotomy between feeling and understanding.
6. Women cry more than men when they experience 'shell shock'.

[5] 本文に登場する以下の単語(ア)～(エ)の下線部の音と一致する発音を下線部に含む語を、それぞれの選択肢1～4の中から選び、マークシートの解答欄 (16) から (19) にマークしなさい。

- |     |                     |                      |                   |                   |                     |
|-----|---------------------|----------------------|-------------------|-------------------|---------------------|
| (ア) | <u>ta</u> ught      | 1. <u>a</u> bout     | 2. <u>co</u> at   | 3. <u>la</u> ugh  | 4. <u>th</u> aw     |
| (イ) | <u>ra</u> tionality | 1. <u>a</u> bility   | 2. <u>ca</u> t    | 3. <u>fa</u> rm   | 4. <u>ra</u> ce     |
| (ウ) | <u>th</u> us        | 1. <u>ae</u> sthetic | 2. <u>bre</u> ath | 3. <u>clo</u> the | 4. <u>Th</u> ailand |
| (エ) | <u>bu</u> tcher     | 1. <u>bu</u> ffer    | 2. <u>bu</u> llet | 3. <u>bu</u> ry   | 4. <u>bu</u> sy     |

## 2. 次の英文を読み、設問に答えなさい。

On 1 July 2023, as Tour de France riders pedaled out of Bilbao, Spain, toward the French Pyrenees mountains, sports cardiologist\* Andre La Gerche tuned in from Melbourne, Australia. “It’s exciting watching the screen and knowing the engines”—the hearts powering the cyclists forward, says La Gerche, who works at the St. Vincent’s Institute of Medical Research and the Victor Chang Cardiac Research Institute. Five of the cyclists who won daily stages early in the race are also participants in an ambitious study, led by La Gerche, of the effects of endurance exercise on the heart. These include powerful protection against heart disease—but also the potential, in some endurance athletes, to bring on a troublesome arrhythmia\* called atrial fibrillation (AF).

Most AF patients are older than 65 and have known risk factors, particularly high blood pressure, obesity, and sleep apnea\*. Why cyclists, runners, and other athletes in otherwise ① impeccable health are sometimes at risk is poorly understood, and could involve both genetic factors and exercise-related remodeling of the heart and its electrical rhythms. In AF, the upper chambers of the heart, called the atria, beat erratically and at runaway speeds, out of sync with the lower chambers. The condition can cause fatigue, fainting, chest pain, and other symptoms, and it comes with more serious hazards when it persists long term.

For years, doctors have urged both their ② sedentary AF patients and those at risk to get moving. Activity is a ③ potent force for good, reducing the heart’s stiffness, improving blood flow, and promoting electrical stability—all of which likely help prevent and manage AF, says Adrian Elliott, a cardiac physiologist\* at the University of Adelaide. But studies over the past two decades suggest it may be possible to get too much of a good thing: Engaging in intense exercise over many years may itself tip the heart into an unhappy electrical state, giving some athletes a risk of AF as much as five times higher than nonathletes the same age. Most studies show endurance athletes develop AF later in life, though in some cases it can turn up during their sporting careers, Elliott says.

Elite rowers may have a higher AF risk than some other endurance athletes—perhaps because the sport attracts taller people. Height is a ④ documented AF risk factor, though the reasons are still being explored. Another factor may be that rowers routinely train as much as 20 or 30 hours a week. “How much exercise is too much?” Jack Goodman wonders, an exercise physiologist at the University of Toronto. The answer isn’t clear, and it likely depends on other factors, including genetics.

What to advise endurance athletes with AF is also unclear. Many aren’t comfortable with standard medicines. Blood thinners reduce stroke risk but also heighten bleeding if athletes fall off their bike or while running or skiing; beta blockers, prescribed to slow a racing heart, can reduce performance.

One common prescription for athletes with AF is to pare back physical activity. Marius Myrstad, an internal medicine doctor, recently launched the first trial to see whether that’s good advice—especially given that exercise has many benefits, too. The researchers will randomize 120 athletes with AF who run at least 5 hours or cycle at least 8 hours a week to either continue their ⑤ regimen or reduce its intensity and shorten it by about 20%. Heart monitors implanted under participants’ skin and training watches will track the number and duration of AF episodes in the two groups.

These athletes “really don’t want to stop competing or stop training if they don’t have to”, Myrstad says. “It’s the most natural thing to ask the patient in front of you, ‘Do you have to run this marathon? Can’t you just reduce the training?’”, he says, “but I’m not sure it’s right.”

\*cardiologist 心臓専門医, \*arrhythmia 不整脈, \*apnea 無呼吸, \*physiologist 生理学者

(Adapted from Jennifer Couzin-Frankel,

“Why are elite athletes prone to abnormal heart rhythms?”, *Science*, 2024)

[1] 下線部①～⑤の意味に最も近いものを選択肢1～5の中から選び、マークシートの解答欄 (20) から (24) にマークしなさい。

- |                  |               |              |                 |                 |
|------------------|---------------|--------------|-----------------|-----------------|
| ① 1. acceptable  | 2. broken     | 3. long      | 4. perfect      | 5. questionable |
| ② 1. inactive    | 2. long-term  | 3. low risk  | 4. sick         | 5. sleepy       |
| ③ 1. influential | 2. moderate   | 3. political | 4. powerful     | 5. serious      |
| ④ 1. computed    | 2. copied     | 3. filmed    | 4. standardized | 5. verified     |
| ⑤ 1. discipline  | 2. experiment | 3. resting   | 4. routine      | 5. running      |

[2] 本文の内容を踏まえ、以下の(1)～(5)の説明文に合致する最も適切な対象を選択肢1～9の中からそれぞれ選び、マークシートの解答欄 (25) から (29) にマークしなさい。同じ選択肢を2度選んではいけません。

- (1) They do not want to decrease their training if they do not have to.  
(2) They are over 65 and have risk factors.  
(3) They will separate athletes into two groups to test the effects of reduced training intensity and length.  
(4) They are involved in a study by Andre La Gerche.  
(5) They may have a higher risk of developing AF than other endurance athletes.

選択肢

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1. 120 athletes with AF in a study | 2. Athletes who fall off bikes |
| 3. Elite rowers                    | 4. Five Tour de France riders  |
| 5. Jack Goodman's research team    | 6. Marathon runners            |
| 7. Marius Myrstad's research team  | 8. Nonathletes                 |
| 9. The majority of AF patients     |                                |

[3] AFになったトップアスリートが以下の助言(X), (Y)に従った場合の代償は何か、最も適切なものを選択肢1～6の中から1つずつ選び、マークシートの解答欄 (30) から (31) にそれぞれマークしなさい。

- (X) Give them blood thinners to reduce stroke risk.  
(Y) Prescribe beta blockers to slow a racing heart.
- |   |  |
|---|--|
| 1. They may lose motivation.                                | 2. They may bleed a lot after a fall.            |
| 3. They may reduce the heart's stiffness.                   | 4. They may not perform as well as they used to. |
| 5. They may not be able to participate in future studies.   |  |
| 6. They may tip the heart into an unhappy electrical state. |  |

[4] 本文の内容を踏まえ、以下の質問文(ア)～(キ)の答えとして最も適切なものを選択肢1～9の中から選び、マークシートの解答欄 (32) から (38) にマークしなさい。同じ選択肢を2度選んではいけません。

- (ア) Why are elite athletes prone to abnormal heart rhythms?  
(イ) Why is Andre La Gerche excited to watch the Tour de France?  
(ウ) What are some common symptoms of AF?  
(エ) What common advice is given to patients with AF who are not endurance athletes?  
(オ) When it comes to exercise, why is it "possible to get too much of a good thing"?  
(カ) Why might elite rowers have a higher rate of AF than other athletes?  
(キ) Why is Marius Myrstad not sure whether it is right to tell athletes with AF to reduce their training?

選択肢

- |   |   |
|---|---|
| 1. Bleeding and high blood pressure.                                    | 2. Exercise more.                                   |
| 3. He is asking them to do less of something they are passionate about. |   |
| 4. He is a fan of professional sport.                                   | 5. It may cause AF.                                 |
| 6. Several of the riders are involved in his study.                     |   |
| 7. Scientists do not know for sure.                                     | 8. Tiredness, losing consciousness, and chest pain. |
| 9. They are taller.   |   |

3. Read the following dialogue between Mr. Hiyoshi and Ms. Yagami and answer the questions which follow.

(Mr. Hiyoshi has been visiting Ms. Yagami in the United States and is about to return home to Japan. They start by talking about Stanford, a man in Ms. Yagami's laboratory.)

Mr. Hiyoshi : I'm going to ① cut to the chase. Do you have feelings for Stanford or not?

Ms. Yagami : You're not one to ② beat around the bush, are you?

Mr. Hiyoshi : I hate being so direct, but it's driving me crazy. I have to know. You can ③ give it to me straight!

Ms. Yagami : Stanford's been a good friend to me since I moved to the States, but that's all he is to me—a friend. I swear.

Mr. Hiyoshi : I'm sorry. I don't mean to sound so insecure. It's just that I've been struggling with this long-distance thing. You know, I've been thinking of ④ throwing caution to the wind and moving to the States. What do you think?

Ms. Yagami : Well, if that's something you want to do, I'm all for it. I just want to make sure that you're doing it for the right reasons. I wouldn't want you to do something you're going to regret later.

[ 1 ] Choose the phrase with the most similar meaning for each of the underlined expressions ① through ④ in the dialogue. Mark your answers on the mark sheet in  through .

- |                                |                                  |
|--------------------------------|----------------------------------|
| ① 1. dodge the question        | 2. drag this on                  |
| 3. get to the point            | 4. sit on this                   |
| ② 1. avoid the main topic      | 2. bark up the wrong tree        |
| 3. get angry                   | 4. miss the forest for the trees |
| ③ 1. give me the short version | 2. let me down easy              |
| 3. tell me honestly            | 4. water it down                 |
| ④ 1. giving in to fate         | 2. sitting on the fence          |
| 3. taking a breather           | 4. taking a risk                 |

[ 2 ] Read the following message from Mr. Hiyoshi to Ms. Yagami and answer the questions below.

Thanks for our talk the other night. You've really given me peace of ( A ). I realize that I need to be much more trusting. Thanks too for your advice about not ( B ) into things. It was very helpful. I'm going to take some time to think things ( C ). Moving to the States could be a great move for me, but I want to ( D ) up the pros and cons first. I also want to make sure I don't get in the ( E ) of your studies. I know how important they are to you. I'm really proud of how far you've ( F ). You're going to graduate soon! I know you need to keep your eye on the ( G ). What I'm trying to say is that I'm ( H ) you 100%. I'm so proud of everything you're doing.

Choose the best options below for letters ( A ) through ( D ). Mark your answers on the mark sheet in  through . You may not choose the same answer more than once.

- |            |            |            |          |         |
|------------|------------|------------|----------|---------|
| 1. bumping | 2. down    | 3. heart   | 4. keep  | 5. mind |
| 6. over    | 7. running | 8. rushing | 9. weigh |         |

Choose the best options below for letters ( E ) through ( H ). Mark your answers on the mark sheet in  through . You may not choose the same answer more than once.

- |           |            |            |            |         |
|-----------|------------|------------|------------|---------|
| 1. around | 2. before  | 3. behind  | 4. believe | 5. come |
| 6. prize  | 7. studied | 8. support | 9. way     |         |

4. ( 1 ) ~ ( 5 ) の各文の空所に入る語として最も適切なものを選択肢 1 ~ 6 の中から選び、マークシートの解答欄  から  にマークしなさい。

( 1 ) Although it was once commonly believed that the universe was unchanging, today it is a scientific consensus that the universe is (     ).

1. altered                      2. expanding                      3. infinite                      4. organic  
5. shrinking                      6. supersonic

( 2 ) When a scientific hypothesis has been tested experimentally many times and has not been (     ), it may become known as a law or a principle.

1. contradicted                      2. criticized                      3. disliked                      4. evaluated  
5. scrutinized                      6. validated

( 3 ) Like the glass panes in a greenhouse, atmospheric gases such as water vapor and carbon dioxide (     ) long-wavelength terrestrial radiation, thereby giving rise to global warming.

1. affect                      2. augment                      3. damp                      4. extract  
5. soften                      6. trap

( 4 ) The speed at which (     ) waves travel and the paths that they take provide physicists with a clear view into the Earth's interior, which consists of the crust, mantle, outer core, and inner core.

1. aeroacoustic                      2. electromagnetic                      3. gravitational                      4. longitudinal  
5. seismic                      6. transverse

( 5 ) Physical quantities have (     ) such as mass, length, and time.

1. amount                      2. dimensions                      3. extent                      4. numbers  
5. qualities                      6. sizes

5. 次の文を読み、下線部分を英語で表現しなさい。ただし、解答の際は必ず today と tomorrow という語の両方を使用し、1つのセンテンスで表すこと。解答は解答用紙（記述式）に記入しなさい。

先年私が慶應義塾長在任中、今日の同大学工学部が始めて藤原工業大学として創立せられ、私は一時その学長を兼任したことがある。時の学部長は工学博士谷村豊太郎氏であったが、識見ある同氏は、よく世間の実業家方面から申し出される、すぐ役に立つ人間を造ってもらいたいという注文に対し、すぐ役に立つ人間はすぐ役に立たなくなる人間だ、と応酬して、同大学において基本的理論をしっかり教え込む方針を確立した。すぐ役に立つ人間はすぐ役に立たなくなるとは至言である。同様の意味において、すぐ役に立つ本はすぐ役に立たなくなる本であるといえる。

(小泉信三、『読書論』、1964年(新版)より一部改変)

