

2023年度 入学試験問題

英 語

注 意 事 項

- 開始の合図があるまで、問題用紙にふれてはいけません。
- 途中で提出したり、退室したりしてはいけません。
- 問題についての質問は一切受けつけません。
- 鉛筆を拾う等、用がある場合は、挙手して下さい。
- 終了の合図とともに鉛筆をおいて下さい。
- 解答用紙に、正しく記入・マークされていない場合は、採点できないことがあります。
特に、解答用紙の「科目」欄にマークがない場合、または複数の科目にマークされている場合は、0点になります。
- 解答は、解答用紙の解答欄にマークして下さい。例えば、

10

 と表示のある問いに対して③と解答する場合は、次の(例)のように解答番号10の解答欄の③にマークして下さい。

(例)

解答番号	解 答 欄
10	⊖ ⊕ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

- この注意事項に記載のないことは、監督者の指示に従って下さい。

受験番号		氏名	
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I 次の英文を読んで、下の問いに答えなさい。

The rhetoric of rising

[Text omitted.]

The age of globalization has *bestowed its rewards unevenly, to say the least. In the United States, most of the nation's income gains since the late 1970s have gone to the top 10 percent, while the bottom half received virtually none. In real terms, the median income for working-age men, about \$36,000, is less than it was four decades ago. Today, the richest 1 percent of Americans make more than the bottom half combined.

But even this explosion of inequality is not the primary source of populist anger. Americans have long tolerated inequalities of income and wealth, believing that, whatever one's starting point in life, it is possible to rise from rags to riches. This faith in the possibility of upward *mobility is at the heart of the American dream.

...This *rhetoric of opportunity is summed up in the slogan that those who work hard and play by the rules should be able to rise "as far as their talents will take them."

In recent years, politicians of both parties have reiterated this slogan... [Barack] Obama was fond of a variation of this theme, drawn from a pop song: "You can make it if you try." During his presidency, he used this line in speeches and public statements more than 140 times.

But the rhetoric of rising now *rings hollow. In today's economy, it is not easy to rise. Americans born to poor parents tend to stay poor as adults. Of those born in the bottom fifth of the income scale, only about one in twenty will make it to the top fifth; most will not even rise to the middle class. It is easier to rise from poverty in Canada or Germany, Denmark, and other European countries than it is in the United States.

This is at odds with the long-standing faith that mobility is America's answer to inequality. ...Seventy percent of Americans believe the poor (16) (ア out, イ it, ウ poverty, エ of, オ can, カ make) on their own, while only 35 percent of Europeans think so. This faith in mobility may explain why the U.S. has a less-generous *welfare state than most major European countries.

But today, the countries with the highest mobility tend to be those with the greatest equality. The ability to rise, it seems, depends...on access to education, health care, and other resources that equip people to succeed in the world of work.

The explosion of inequality in recent decades has not quickened upward mobility but, to the contrary, has enabled those on top to *consolidate their advantages and pass them on to their

children. Over the past half century, elite colleges and universities *dismantled barriers of race, religion, gender, and ethnicity that once restricted admission to the sons of the privileged. The *Scholastic Aptitude Test (SAT) was born of the promise to admit students based on *academic merit rather than class and family pedigree. But today's *meritocracy has hardened into a *hereditary aristocracy.

Two-thirds of the students at Harvard and Stanford come from the top fifth of the income scale. Despite generous financial aid policies, fewer than 4 percent of Ivy League students come from the bottom fifth. At Harvard and other Ivy League colleges, there are more students from families in the top *1 percent* (income of more than \$630,000 per year) than there are students from all the families in the bottom half of the income distribution combined.

The American faith that, with hard work and talent, anyone can rise no longer fits the facts on the ground....

The meritocratic ethic

The problem with meritocracy is (17) (ア practice, イ of, ウ short, エ that, オ the, カ falls, キ only, ク not) the ideal. If that were the problem, the solution would consist in perfecting equality of opportunity, in seeking a society in which people could, whatever their starting point in life, truly rise as far as their efforts and talents would take them. But it is doubtful that even a perfect meritocracy would be satisfying, either morally or politically.

[Text omitted.]

The relentless emphasis on creating a fair meritocracy, in which social positions reflect effort and talent, has a *corrosive effect on the way we interpret our success (or the lack of it). The notion that the system rewards talent and hard work encourages the winners to consider their success their own doing, a measure of their virtue—and to look down upon those less fortunate than themselves.

Meritocratic *hubris reflects the tendency of winners to inhale too deeply of their success, to forget the luck and good fortune that helped them on their way. It is the smug conviction of those who land on top that they deserve their fate, and that those on the bottom deserve theirs, too....

[Text omitted.]

【出典】 Sandel, M. J. (2020). *The tyranny of merit: What's become of the common good?* Penguin Books.

NOTES

*bestow	与える
*mobility	(社会経済的)移動
*rhetoric	修辞
*ring hollow	むなしく響く
*welfare state	福祉国家
*consolidate	固める, 強化する
*dismantle	解体する
*Scholastic Aptitude Test (SAT)	(米国の)大学進学適性試験
*academic merit	学力
*meritocracy	実力主義
*hereditary aristocracy	世襲貴族制
*corrosive	むしばむような
*hubris	尊大さ

問 1 英文を読み、次の質問(1)~(5)の答えとして最も適当なものをそれぞれ選択肢の中から1つ選びなさい。

(1) How has the income of middle-class males in the U.S. changed over the past 40 years?

- ① It has decreased.
- ② It has increased.
- ③ It has increased by around 10%.
- ④ It has decreased by around 1%.

(2) Why have Americans accepted higher levels of economic inequality than Europeans?

- ① They think government support reduces individual laziness.
- ② They think education and health are the responsibility of the individual.
- ③ They don't believe individual effort is the key to success.
- ④ They think they can increase their income by individual effort.

(3) What does the author say about economic mobility in the U.S.?

- ① Americans tend to remain at the same income level as their parents.
- ② Only around 20% of Americans born to poor parents can become rich.
- ③ Those who are born poor in America can become rich by moving to Europe.
- ④ Upward mobility has enabled the elite to keep their privilege.

(4) What point is the author making about America's elite universities?

- ① They use identifying characteristics such as race and religion to restrict admission to society's elite.
- ② They admit students based only on academic ability.
- ③ Most students come from high-income families.
- ④ Students from lower-income communities are well-represented.

(5) According to the author, what is the consequence of emphasizing equality of opportunity too much?

- ① It would be a perfect society, with each person rewarded and punished fairly.
- ② It would not be politically acceptable because it would disadvantage the elite.
- ③ It would make the rich think they have earned their wealth through hard work.
- ④ It would drive the poor to work harder and contribute to the economy.

問 2 本文中にある語句(6)~(10)の反意語をそれぞれ選択肢の中から1つ選びなさい。

- | | | |
|---|--------------------------------------|--------------------------------------|
| (6) <u>gains</u> :
<input type="text" value="6"/> | ① failures
③ prevents | ② losses
④ doubts |
| (7) <u>at odds with</u> :
<input type="text" value="7"/> | ① consistent with
③ combined with | ② together with
④ inaccurate with |
| (8) <u>faith</u> :
<input type="text" value="8"/> | ① debt
③ doubt | ② drought
④ debit |
| (9) <u>enabled</u> :
<input type="text" value="9"/> | ① practiced
③ progressed | ② promoted
④ prevented |
| (10) <u>doubtful</u> :
<input type="text" value="10"/> | ① likely
③ simple | ② allowed
④ careful |

問 3 本文中にある単語(11)~(15)と同じ意味の語句をそれぞれ選択肢の中から1つ選びなさい。

- | | | |
|---|-------------------------|-------------------------------|
| (11) <u>combined</u> :
<input type="text" value="11"/> | ① put off
③ put up | ② put together
④ put aside |
| (12) <u>primary</u> :
<input type="text" value="12"/> | ① natural
③ certain | ② main
④ current |
| (13) <u>equip</u> :
<input type="text" value="13"/> | ① shift
③ prepare | ② motivate
④ defend |
| (14) <u>notion</u> :
<input type="text" value="14"/> | ① truth
③ strategy | ② rule
④ idea |
| (15) <u>tendency</u> :
<input type="text" value="15"/> | ① pride
③ likelihood | ② extent
④ satisfaction |

問 4 (16)と(17)のカッコ内の単語を正しく並び替えなさい。正しい順番を選択肢の中から1つ選びなさい。

- (16)

16

- ① オーカーウーアーエイ
 - ② オーカーイーアーエーウ
 - ③ カーウーアーエーイーオ
 - ④ カーイーアーエーウーオ

- (17)

17

- ① クーエーオーアーカーキーウーイ
 - ② クーキーエーオーアーカーウーイ
 - ③ エーキーオーアーカークーウーイ
 - ④ エーイーオーアーキーカーウーク

Ⅱ 次の英文を読んで、下の問いに答えなさい。

Nursing narratives: Student writing assignments deepen their ability to empathize and provide better patient care

The first year of nursing school is intense, nonstop, and leaves little time for *reflection. Because of this, students tend to focus more on the scientific knowledge than the emotional, social, and psychological aspects of nursing. Assistant Professor Jeanne Churchill, DNP...began assigning narratives to help students reflect on the quality of their interactions with patients. “I wanted them to explore the personal impact of their experiences, and how their feelings and reactions could help them become better nurses.”

[Text omitted.]

Building Self-Confidence

Writing about their *clinical experiences helps students notice the small things that make a difference, says Churchill, which can play an important role in the healing process. These small things can be as simple as...holding the hand of a *developmentally disabled boy...who had been admitted to the pediatric intensive care unit for respiratory failure and, one month later, (18) depended on a...machine to breathe:

*I just held his hand; told him that he was doing a great job, and made sure that he knew that in that moment I was there for him. Then it happened. That moment in time when I was able to physically see his body relax, just a little bit. His breathing became just a bit less *laborious, and more regular. His pulse dropped only by a few *digits. However, for him, that tiny step made all the difference in the world.*

Treating the Entire Family

To expand students' appreciation of the significance of their role during a birth, Laura Zeidenstein, DNP, director of Columbia's Nurse Midwifery program, also assigns reflective writing. She says the essays and poems she (19) students write boost their confidence in their own usefulness, as did one assignment to write a poem about their hands during birth. “Their hands are a big part of what students do,” she says. “Writing about their hands helps them learn to trust in themselves as clinicians.”

Writing about her hands helped Tiana Miller-Breland...understand that even as a nurse midwifery student, she brought needed skills to a woman's *labor and birth. “I realized that while I'm waiting, even in my stillness, I'm assessing and thinking with my hands,” says Miller-Breland, who wrote:

We, hands, are here to watch, to wait, to anticipate. To protect, support, prevent. To guide, to reach, to rest. To stretch. To flex, to elevate, to grasp. To grip, to hold, to clamp. To cut, to dry, to catch. To welcome, to present.

To help students understand how to care for the whole family, Zeidenstein has them write from the (20) of the *expectant parents, as well as the soon-to-be-birther baby. Birgit Dugan...described one father's anxiety during his wife's labor:

I'm biting my nails, pacing the floor, on the verge of tears. I hate that you're crying out in pain and I can't take it away. I feel helpless.

Then, Dugan imagined a baby's (21) to enter the world:

*I feel a drop as suddenly
My *bouncy world begins to leak
And now my head is well applied
I feel the need for "out!" inside.*

Making Connections

To cope with the stress of caring for very sick or *terminal patients, nurses recognize that they must guard against *interjecting emotional distance between themselves and their patients. Yet, it's because narrative nursing creates the space for clinicians to reflect on their and their patients' experiences that Lindsey Wright finds it so personally and professionally *rewarding. ...Wright established a bi-monthly narrative nursing group for her fellow students. Group members read and reflect on literature, and share personal writing about their clinical experiences. "Narrative nursing helps me empathize and genuinely listen to my patient," Wright says. In this way, narratives are making her more *nurturing and open, compassionate, and better able to connect with her patients. "It makes me a gentler, kinder, more insightful nurse."

Facing Fears

Writing about their limits as caregivers often helps students understand and accept that they, like their patients, are human and vulnerable. When a student realized that she was unable to physically comfort a six-year-old boy with....a genetic disease that causes the skin to *blister and *slough off after the (22) contact, she wrote:

Without the power of touch, I felt useless and incapable.

"The very thing she has been taught to do she cannot do—and that is to provide comfort through touch," Churchill notes. Yet, writing about her anguish deepened the student's compassion for her patient:

I thought about how I would feel if no one could touch me, if my friends could not put an arm around my shoulder when I was upset or rub my back when I was crying.

[Text omitted.]

【出典】 Kott, A. (2015). Nursing narratives: Student writing assignments deepen their ability to empathize and provide better patient care. *Columbia Nursing Magazine*, July 28. <https://www.nursing.columbia.edu/news/nursing-narratives>

NOTES

* reflection	内省
* clinical	臨床の
* developmentally disabled	発達障害のある
* laborious	困難な, 苦しい
* digit	数字
* labor	陣痛
* expectant	(本人・配偶者による)出産が予定されている
* bouncy	弾む
* terminal	末期の
* interject	差し挟む
* rewarding	やりがいがある
* nurture	(人を)育てる
* blister	水疱
* slough off	はがれる

問 1 本文中の空所 (18) ~ (22) に入れるのに最も適当なものをそれぞれ選択肢の中から 1 つ選びなさい。

(18) ① was ② which ③ still ④ yet

(19) ① has ② have ③ does ④ do

(20) ① features ② perspectives ③ aspects ④ illustrations

(21) ① impatience ② impairment ③ imbalance ④ inhibition

(22) ① holiest ② coziest ③ boldest ④ slightest

問 2 英文を読み、次の質問(23)~(25)の答えとして最も適当なものをそれぞれ選択肢の中から 1 つ選びなさい。

(23) According to Laura Zeidenstein, how does writing about their hands affect midwifery students?

- ① It helps them connect more deeply with their patients.
- ② It helps them recognize their own ability to help people.
- ③ It helps them assess the patient's condition.
- ④ It helps them understand their own weakness.

(24) According to Brigit Dugan's narrative, how did the father feel while the mother was giving birth?

- ① Like he was unable to do anything to help
- ② Like he was nervous about being a father
- ③ Like he was impatient for it to be over
- ④ Like he was deeply in love with his wife

(25) What do students do in Lindsey Wright's group?

- ① They read research articles and talk about how to put them into practice.
- ② They discuss their life experiences and reasons for becoming a nurse.
- ③ They read stories written by patients and empathize with them.
- ④ They write about and share their nursing experiences with each other.

問 3 英文を読み, 次の質問(26), (27)の答えとして最も適当なものをそれぞれ選択肢の中から1つ選びなさい。

(26) According to the article, which of the following is true?

26

- ① Students tend to focus more on the scientific side of nursing because they are afraid to confront their emotional issues.
- ② Writing about their experiences with their patients helps nurses become more compassionate and better listeners.
- ③ When a student was unable to touch her patient due to a medical condition, she was unable to feel empathetic.

(27) According to the article, which of the following sentences is true?

27

- ① Writing helps nursing students accept their own weaknesses and limitations.
- ② Writing encourages nursing students to build long-lasting relationships with patients.
- ③ Writing guides nursing students to develop their creative and artistic abilities.

III

以下の英文の空所に入れるのに最も適当な語句をそれぞれ選択肢の中から1つ選びなさい。

(28) The patient's condition continued to worsen no matter what the doctor did, causing the doctor to feel (). 28

- ① indifferent ② inaccurate ③ inconsistent ④ inadequate

(29) The students all loved their () history teacher, Mrs. Abbot. She always listened to their problems and offered kind advice. 29

- ① tedious ② benevolent ③ monotonous ④ enthralling

(30) The data I need is in these files, but they're all separate. Could you () the data and send it to me as a single file by Monday? 30

- ① incentivize ② eliminate ③ aggregate ④ calibrate

(31) There is a required textbook for our environmental science class, but the professor said she will also be giving us () readings. 31

- ① supplementary ② temporary ③ durable ④ coincidental

(32) If you don't follow the () exactly, you won't be able to put the table together properly. 32

- ① indexes ② publications ③ procedures ④ series

大問番号	設問番号	解答番号	正解	
I	問1	(1)	1	1
		(2)	2	4
		(3)	3	1
		(4)	4	3
		(5)	5	3
	問2	(6)	6	2
		(7)	7	1
		(8)	8	3
		(9)	9	4
		(10)	10	1
	問3	(11)	11	2
		(12)	12	2
		(13)	13	3
		(14)	14	4
		(15)	15	3
	問4	(16)	16	2
		(17)	17	2
II	問1	(18)	18	3
		(19)	19	1
		(20)	20	2
		(21)	21	1
		(22)	22	4
	問2	(23)	23	2
		(24)	24	1
		(25)	25	4
	問3	(26)	26	2
		(27)	27	1
III		(28)	28	4
		(29)	29	2
		(30)	30	3
		(31)	31	1
		(32)	32	3

2023 年度 聖路加国際大学 看護学部 一般選抜 B 方式
出典一覧

【英語】

I

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II

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