名古屋市立大学

平成29年度・入学試験問題

# 英　　語（前）

## 注　意　事　項

1. 試験開始の合図があるまで，この問題冊子を開いてはいけません。
2. この冊子は14ページあります。
3. 試験開始後，落丁・乱丁・印刷不鮮明の箇所があれば申し出なさい。
4. 解答はすべて解答用紙に，それぞれの問題の指示にしたがって記入しなさい。
5. 解答は特に指示のない限り日本語で書きなさい。
6. この冊子のどのページも切り離してはいけません。ただし，余白等は適宜利用してかまいません。
7. 試験終了後，問題冊子は持ち帰りなさい。

平成29年度個別学力検査　前期日程

医・経済・人文社会・芸術工・看護　学部

英　語　問　題

名古屋市立大学　入試課　052-853-8020

許可なしに転載、複製することを禁じます。

平成２９年度　名古屋市立大学　入学試験　　（様式３－２）

# 問　題　訂　正

科　目　名　：　英語（前）

＜訂正＞　１２ページ　上から７行目

（誤）　… high school geosciences …

（正）　… high school geoscience …

**問題 I** 次の文章を読み，下の問いに答えなさい。

I meet a great many talented artists, writers and musicians in my work as a lecturer, both at Central Saint Martins* and in the art world. Many go on to be successful but many others don't. What distinguishes the successful from the unsuccessful is the way they deal with the inevitable disappointments and difficulties that arise. Psychologists call it the 90-10 principle.(1) Ten per cent of life is what happens to you and ninety per cent is decided by how you react to what happens to you. We have no control over ten per cent of what happens to us — high winds rip the roof ( ア ), your train is delayed or a meteorite* lands on your car. The ninety per cent is different. You determine it.

James Dyson is a remarkable example of this positive trait. After he came up ( イ ) the idea for the world's first cyclone vacuum cleaner he worked for the next five years, designing, making and testing more than 5,000 prototypes. That means 4,999 failures that he had to pick himself up(2) from. Quite a feat*. He also had to finance it all himself. When Dyson finally produced a satisfactory model, he tried to sell it to manufacturers of traditional bag-type vacuum cleaners but they all rejected his bagless device. Eventually he sold his idea to a company in Japan, where it became a commercial success and won a design prize. Dyson opened a plant and within two years his Dual Cyclone model became the top-selling vacuum cleaner in Britain and spread across the world. Dyson's elegant and practical appliances have gone on to win many design awards and be exhibited in art and design museums around the world.

The key difference in successful creative people is their reaction to negative events. You can't control a meteorite landing on your car but you can control your reaction to it. When things go wrong, it triggers frustration, anger and disappointment in everyone. Some people fall ( ウ ) a downward spiral of negativity and abandon their project. The creative thinker is able to

put aside their annoyance and adopt a positive attitude—and therefore achieve a positive result. I was waiting for a train with my son Louis once when the station loudspeakers announced that it had been delayed ( エ ) an hour. The other passengers started moaning* and angrily shouted at the railway staff. For them the next hour was dead time.(3) For Louis it was an opportunity. He took out his sketchpad and started sketching the angry passengers. He was disappointed when the train arrived.(4) His reaction was a reminder ( オ ) me that there is no 'dead time': we should always be doing something like writing, drawing or just thinking.

What we learn from creative thinkers is that they control their negative feelings and channel them into something useful. Everyone is irritable and disappointed when things go wrong, but the creative quickly rally and try again. Their ( A ) to produce ( B ) ( C ) overrides ( D ) ( E ).(5) Attitude(6) is more important than ability.

出典　Rod Judkins, *The Art of Creative Thinking*, SCEPTRE, 2015
より一部修正

*注

Central Saint Martins：セントラル・セント・マーチンズ(ロンドン芸術大学の中のカレッジ)

meteorite：隕石

feat：偉業，芸当

moan：うめく，不平を言う

問 1　下線部(1)の意味する具体的な内容を 60 字以内の日本語で説明しなさい。

問 2　空欄(　ア　)～(　オ　)に入るもっとも適切な単語を下の[　　]の中から選びなさい。

[to　in　into　on　onto　off　at　with　within　by]

問 3　下線部(2)を内容に即して日本語に訳しなさい。

問 4　文脈の中で，下線部(3) dead time と対照的な意味で用いられている単語を同じ段落の中から一語抜き出して書きなさい。

問 5　Louis が下線部(4)のようになった理由を 30 字以内の日本語で説明しなさい。

問 6　下線部(5)の(　A　)～(　E　)内に下の[　　]内の単語を挿入して文章を完成しなさい。

[something　failure　desire　excellent　momentary]

問 7　下線部(6)の Attitude とは，どのような attitude であるのか 50 字以内の日本語で説明しなさい。

問題 II　次の文章を読み，下の問いに答えなさい。この文章は，19 世紀末にドイツ語で書かれた古典的名著を現代英語に翻訳したものです。

Times change, and we change with them. Our feet as well. At times they were small, at times they were large, at times they were narrow, at times they were broad. And the shoes shoemakers make are at times large, at times small, at times narrow, at times broad.

Of course, it is not quite as simple as that. The shape of our feet does not change from season to season. It takes a century, or at least a generation. One can't turn a large foot into a small one instantly. In that respect makers of other items of clothing have an easier time of it. Full waist, thin waist, high shoulders, sloping shoulders; these, and many other things, can be achieved with the aid of a new line, a bit of padding, or something similar. But shoemakers have to stick to the shape the foot happens to be. If they want to make small shoes, they (　ア　) until the race of megalopods* has died out.

But not all people at the same time have the same shape of foot. People who make greater use of their feet will develop larger ones, those who make less use, smaller ones. What can the shoemaker do about it? Which shape of foot should he make his standard? (1) For he, too, must endeavor to produce modern shoes. He, too, wants to get on in the world; he, too, is determined to make his products as marketable as possible.

What he does is what all craftsmen do. He bases his styles on the shape of foot of the socially dominant class. In the Middle Ages the knights were the dominant group, people who, from the large amount of time spent on horseback, had smaller feet than the lower classes. That meant the small foot was modern, and making the foot look longer with the turned-up toe shoes served to emphasize its slimness, which was regarded as the most desirable feature. When, however, knighthood declined and was replaced at the top of the social ladder by the pedestrian citizen, his large, broad foot with his

sedate* gait* came into fashion. During the seventeenth and eighteenth centuries the dominance of palaces meant that going on foot declined once again, and the widespread use of the sedan chair* led to the ascendancy* of small shoes with high heels, perfect for palace and park, but not suitable for the street.

But even in the course of this century the human foot has undergone a transformation. Changed social conditions have meant that year by year we walk more and more quickly. To save time is to save money. Even the higher classes — that is, people who actually have time to spare — have been caught up in this change and have increased their pace. (2) Nowadays the normal pace of a fit and active person is one that in the previous century was used by running servants preceding the carriages*. To walk as slowly as people did in earlier times would be impossible for us today. Life is too busy.

People of more advanced civilizations walk more quickly than those who are behind the times. In New York you always have (3) [ an / there / have / accident / the / must / been / feeling ] somewhere. And the Viennese* of the previous century, if they were to see Kärntnerstraße* today, would have the impression that something had happened.

As I have just said, we walk more quickly. And this means we push off from the ground more strongly with our big toe. And, indeed, our big toes are becoming bigger and stronger. Slowly strolling along results in a broadening of the foot, while fast walking, through the greater development of its main axis*, leads to a lengthening. And since the other toes, especially the little toe, cannot keep pace with this development and become weak through reduction in use, this produces ( イ ) of the foot.

出典 Adolf Loos, Footwear (1898), *Ornament and Crime* (*Selected Essays*), Ariadne Press, 1998 より一部修正

*注

megalopod：大きな足の人

sedate：落ち着いた，穏やかな

gait：歩き方，足取り

sedan chair：椅子かご

ascendancy：優勢

carriage：馬車

the Viennese：ウィーン市民，ウィーンっ子

Kärntnerstraße：ケルントナー通り（ウィーンにある大通り）

axis：軸

問 1　空欄（　ア　）に入る，文脈上もっとも適切な語句を下記の選択肢から選んで，記号で答えなさい。

(a) don't have to wait

(b) have to wait patiently

(c) don't have to do anything

(d) have to make small shoes

(e) have to make big shoes

問 2　下線部(1)の疑問にもっとも適切に答えている 1 文を本文の中から選び，最初の 3 語を英語で書きなさい。

問 3　本文の内容と合っている文章に○を，合っていない文章に×をつけなさい。

(1)　服のデザインは，新しいラインを取り入れたり詰め物をして形を変えたりして様々なヴァリエーションを創ることができるので，靴のデザインに比べてはるかに難しい。

(2)　人の体は時代が変化しても基本的に同じだが，服や靴のデザインは流行によって多様に変化していく。

(3)　ヨーロッパの中世では，馬に乗ることが多かった騎士の足に合わせて，細身でつま先が上を向いた靴が流行した。

(4)　中世の騎士の後には，市民が社会階層の上位となり，大きくて幅の広い靴が流行するようになった。

(5)　17 世紀から 18 世紀にかけて宮廷が支配的だった時代の小さくてかかとの高い靴は，宮殿，公園や通りを歩くのに適した形をしていた。

問 4　下線部(2)を 70 字以内の日本語に訳しなさい。

問 5　下線部(3)の［　　］内の単語を文意に合うように適切な語順に並べ替えなさい。

問 6　空欄(　イ　)に入るもっとも適切な語句を選んで，記号で答えなさい。

(a)　a narrowing

(b)　a widening

(c)　a shrinking

(d)　an expanding

(e)　an increasing

(f)　a decreasing

問 7　本文の内容と合っている文章を 2 つ選んで，記号で答えなさい。

(a) The shape of our feet changes every year.

(b) Fast walking has led to the lengthening of the foot.

(c) All people from the same era have the same type of feet.

(d) People walked slower in previous centuries.

(e) Our big toes are not changing.

(f) Big feet were modern in the Middle Ages.

**問題III** 次の文章を読み，下の問いに答えなさい。

Suppose you wanted to teach children to play baseball or softball. How would you go about doing it? One approach might be to sit them down and start having them memorize the rules of the game, the dimensions of the field, the names and statistics of past players, and a host of other facts. You would stop teaching them periodically to review the material in preparation for multiple-choice assessment tests. The students who showed a great aptitude* for memorizing large numbers of facts could go into honors classes* ( ア ) they would memorize even larger numbers of facts. At the end of the process, without ever leaving the classroom, how well do you think the children would be able to play baseball or softball? More important, how many would even want to?

Why have we thought that this process (1) would work with teaching science to children?

The Next Generation Science Standards (NGSS) are intended to be a cure for this approach. They aim at rewriting K-12* science performance expectations in a way that will not only engage and excite students but also allow them to learn science by *doing* science, as opposed to memorizing facts *about* science. Research in science education has shown that letting students participate in the multiple practices that scientists actually do enables the children not only to enjoy and value the science more but to do a better job of retaining the scientific content. As the sports analogy suggests, this shouldn't be surprising — lots of kids know the rules of baseball and softball, and even statistics about their favorite players, but it isn't because they memorized them in a classroom.

The Next Generation Science Standards were completed in 2013, and so far about half of American students are ( イ ) to learning science in line with these principles. At the time of this publication, 12 states and the District of

Columbia have formally adopted them, several other states have settled on slight variations and many school districts in other states have also begun to adopt them.

It is tempting to suppose that things really won't change much: schools that used to teach to one set of standards will just be teaching to a new one. ( A ) The standards are an entirely new approach toward assessing student learning in science. There are no lists of facts that students will be required to memorize; the emphasis is on a higher level of understanding.

Here is an example of one performance expectation, taken from high school Earth and space science courses:

*Students who demonstrate understanding can analyze geoscience* data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.*

This example suggests several things about the next standards. First, aside from the content's being aimed at a higher level of understanding, action (in this case, analyzing and interpreting data) is the key here. Students [ are / do / on / rather / rely / required / something / than / to / to ] (2) memorization, categorization or classification. A typical assessment for this particular performance expectation might involve presenting students with a *new* data set and having them demonstrate their skills in constructing evidence-based forecasts and explanations.

Next, the standards contain substantial high school Earth and space science content — about a full year's worth; in ( ウ ), most high schools today don't require any. According to a 2009 report by the National Center for Education Statistics of the U.S. Department of Education, only ( エ ) ninth of American students take advanced geoscience courses in high school, and most of those are environmental science courses. With the NGSS, there are 15 middle school Earth and space science performance expectations and 19 high

school ones. (3) This is in recognition not only of the importance of the geosciences as a scientific field, equal to life and physical sciences, but of the relevance of the geosciences to modern human society. For both middle school and high school, science content would roughly consist of a year each of physical science (about a semester of both chemistry and physics), life science and geoscience. This is a departure from past curricula. As of 2013, only one state, North Carolina, required a year of high school geosciences (an environmental studies course), and only six states (Idaho, Kansas, Kentucky, Nebraska, New York and Utah) required the study of any high school Earth and space science concepts.

Third, climate science plays a significant role in the new standards. This is because of the dramatic global climate changes currently occurring on our planet, largely ( オ ) by human activities, and the recognition of the enormous influences that past climate changes have had on human history, including the migrations of peoples across continents and the rise and fall of civilizations.

出典　Michael Wysession, "Why the Next Generation Science Standards will succeed," *Scientific American*, August 2015 より一部修正

*注

aptitude：natural ability to learn something quickly and do it well

honors classes：成績優秀者クラス

K-12：幼稚園(kindergarten)から 12 年生(高校 3 年生相当)までの

geoscience：地球科学

問 1　下線部(1)が意味するところを 70 字以内の日本語で説明しなさい。

問 2　空欄(　A　)に入るもっとも適切な文を選んで記号で答えなさい。

(a) I see your points, though.

(b) But that is not the case.

(c) Nothing is wrong with that.

(d) That is out of the question.

問 3　下線部(2)の[　　]内の語を文意に合うように適切な語順に並べ替えなさい。

問 4　下線部(3)を日本語に訳しなさい。

問 5　空欄(　ア　)～(　オ　)に入るもっとも適切な単語を下の[　　]の中から選びなさい。ただし，必要な場合には適切な形に変えて書くこと。

[a　commit　contrast　drive　essence　the　that　where　which]

問題Ⅳ Read the quote below and then answer the following questions.

*"The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson."*

*Tom Bodett*

What is the most important lesson you have learned in life? Why is it an important lesson for you and how will it help you in the future? In 120 to 150 words, clearly state your own answer.