

長崎大学

令和2年度入学試験問題

英語

筆記試験問題

注意事項

試験開始後、問題冊子及び解答用紙のページを確かめ、落丁、乱丁あるいは印刷が不鮮明なものがあれば、新しいものと交換するので挙手すること。

1. 試験開始の合図があるまで、問題用紙を開かないこと。
2. 試験開始後は、すべての解答用紙に受験番号（2か所）・氏名を記入すること。
3. 解答は、必ず解答用紙の指定されたところに記入すること。
4. 解答用紙は持ち出さないこと。
5. 以下の問題を選択して解答すること。

志望学部	解答すべき問題
経済学部	A B C D E
医学部・歯学部・薬学部	A B C D E
環境科学部	A B C D E
教育学部 (中学校教育コース文系)	A B C D E
教育学部 (中学校教育コース文系以外)	A B C D
工学部	A B C D
情報データ科学部	A B C D
多文化社会学部	A B C F

A 次の英文を読み、後続く設問に答えなさい。

My job was to help my students learn seventh-grade math.

Even that first week, it was obvious that some of my students picked up mathematical concepts more easily than their classmates. Teaching the most talented students in the class was a joy. They were, quite literally, "quick studies." Without much assistance, they saw the pattern in a series of math problems that less able students struggled to understand. They'd watch me do a problem once on the board and say, "I get it!" and then work out the next one correctly on their own.

And yet, at the end of the first marking period, I was surprised to find that some of these very able students weren't doing as well as I'd expected. Some did very well, of course. But more than a few of my most talented students were earning lackluster grades or worse.

In contrast, several of the students who struggled at first were doing better than I'd expected. These "overachievers" would reliably come to class every day with everything they needed. Instead of playing around and looking out the window, they took notes and asked questions. When they didn't get something the first time around, they tried again and again, sometimes coming for extra help during their lunch period or during afternoon classes. Their hard work showed in their grades.

Apparently, giftedness did not guarantee achievement. Talent for math was different from excelling in math class.

That came as a surprise. After all, conventional wisdom says that math is a subject in which the more talented students are expected to be better than their classmates, leaving classmates who are simply "not math people" behind. To be honest, I began the school year with that very assumption. It seemed a sure bet that those for whom things came easily would continue to outpace their classmates. In fact, I expected that the achievement gap separating the naturals from the rest of the class would only widen over time.

I'd been distracted by talent.

Gradually, I began to ask myself hard questions. When I taught a lesson and the concept failed to be understood, could it be that the struggling student needed to struggle just a bit longer? Could it be that I needed to find a different way to

explain what I was trying to get across? Before jumping to the conclusion that talent was destiny, should I be considering the importance of effort? And, as a teacher, wasn't it my responsibility to figure out how to sustain effort — both the students' and my own just a bit longer?

At the same time, I began to reflect on how smart even my weakest students sounded when they talked about things that genuinely interested them. These were conversations I found almost impossible to follow: discourses on basketball statistics, the lyrics to songs they really liked, and complicated plotlines about who was no longer speaking to whom and why. When I got to know my students better, I discovered that all of them had mastered any number of complicated ideas in their very complicated daily lives.

My students weren't equally _____. Still, when it came to learning seventh-grade math, could it be that if they and I applied sufficient effort over time, they'd get to where they needed? Surely, I thought, they were all _____ enough.

(Adapted from *Grit: The Power of Passion and Perseverance* by Angela Duckworth, 2016)

- 問 1. 下線部(1)はどのようなことですか。日本語で二点述べなさい。
- 問 2. 下線部(2)について、わかりやすく日本語で説明しなさい。
- 問 3. 下線部(3)の “that very assumption” が指す内容を具体的に日本語で述べなさい。
- 問 4. 文脈から判断して、下線部(4)に最も近い意味を持つものを(A)～(D)より選び、その記号を書きなさい。
- (A) misled by (B) fascinated by (C) interested in (D) unsatisfied with
- 問 5. 文脈から判断して、下線部(5)に最も近い意味を持つものを(A)～(D)より選び、その記号を書きなさい。
- (A) eliminate (B) consider (C) communicate (D) argue
- 問 6. 下線部(6)の具体例を本文から三つ英語で抜き出しなさい。
- 問 7. 下線部(7)に共通して入る適切な語を、本文中から英語一語で抜き出しなさい。

B 次の英文を読み、後続く設問にすべて英語で答えなさい。

Lucy ran out of the empty room into the passage and found the other three.

"It's all right," she repeated, "I've come back."

"What on earth are you talking about, Lucy?" asked Susan.

"Why?" said Lucy in amazement, "haven't you all been wondering where I was?"

"So you've been hiding, have you?" said Peter.

"Poor old Lu, hiding and nobody noticed! You'll have to hide longer than that if you want people to start looking for you."

"But I've been away for hours and hours," said Lucy. The others all stared at one another.

"Batty!" said Edmund, tapping his head.

⁽¹⁾ "What do you mean, Lu?" asked Peter.

"What I said," answered Lucy. "It was just after breakfast when I went into the *wardrobe, and I've been away for hours and hours, and had tea, and all sorts of things have happened."

"Don't be silly, Lucy," said Susan. "We've only just come out of that room a moment ago, and you were there then."

"She's not being silly at all," said Peter, "she's just making up a story for fun, aren't you, Lu? And why shouldn't she?"

"No, Peter, I'm not," she said. "It's — it's a magic wardrobe. There's a forest inside it, and it's snowing, and I saw a Faun and a Witch; come and see." The others did not know what to think, but Lucy was so excited that they all went back with her into the room. She rushed ahead of them, flung open the door of the wardrobe and cried,

"Now! Go in and see for yourselves."

"Why, you goose," said Susan, putting her head inside and pulling the fur coats apart, "It's just an ordinary wardrobe. Look! There's the back of it." Then everyone looked in and pulled the coats apart; and they all saw — Lucy herself saw — a perfectly ordinary wardrobe.

There was no forest and no snow, only the back of the wardrobe, with hooks on it. Peter went in and tapped his fingers on it to make sure that it was solid.

"A really good hoax, Lu," he said as he came out again; "you have really taken us in, I must admit. ⁽²⁾ We half believed you."

"But it wasn't a hoax at all," said Lucy, "really and truly. It was all different a moment ago. ⁽²⁾ Honestly it was. I promise."

"Come, Lu," said Peter, "that's going a bit far. You've had your fun. Hadn't you better drop it now?" Lucy grew very red in the face and tried to say something, ⁽³⁾ though she hardly knew what she was trying to say, and burst into tears. For the next few days she was very (). ⁽⁴⁾ She could have made up with the others quite easily at any moment if she could have brought herself to say that the whole thing was only a story made up for fun. But Lucy was a very truthful girl and she knew that she was really in the right; and she could not bring herself to say this. ⁽⁵⁾

(Adapted from *The Lion, the Witch and the Wardrobe* by C. S. Lewis, 1950)

*wardrobe: closet

Answer the following questions in English.

1. According to Lucy's sister and brothers, what time of day is this conversation taking place?
2. Where had Lucy come from before running into the empty room?
3. Which of the following words is the closest in meaning to the underlined word (1) "batty"?
(A) disappointing (B) crazy (C) interesting (D) funny
4. For how long did Lucy say she was away?

5. Which of the following words is the closest in meaning to the underlined word (2) "hoax"?

- (A) joke (B) gift (C) thought (D) sport

6. Which of the following phrases best replaces the underlined phrase (3) "drop it"?

- (A) stop discussing the topic
(B) drop the coat
(C) go in the closet
(D) keep playing the game

7. Complete the underlined sentence (4) with the most appropriate word.

(4) For the next few days she was very ().

8. What does the author mean by the underlined word (5) "this"?

C 次の文が自然な英文になるように、(A) から (J) の中に入れるべき最も適切な語を 1 ~ 15 の中から選び、数字で答えなさい。ただし、同じ語を二度使ってははいけません。

Many people describe their negotiations (A) words from the world of war or competition. On the other hand, it has also become quite commonplace to talk about win-win negotiations, because everyone knows they (B) to think this is the best way forward. It does not take a lot of scratching of the surface to discover, but most people view negotiation as a (C) or even a fight. The rhetoric surrounding negotiation will shape the expectations of what is going to (D). You're going in to fight for something. It will probably be rough. But if you *self-righteously argue, you need to get them to give you at least some sort of concession. In this phrase there is a very clear perception that negotiation can be conflict-ridden because it is seen as a fight between (E) parties to distribute a fixed content. Expecting this will affect both how you prepare for the meeting, and also how you behave in the meeting itself, and there is a risk that you will be negatively influenced by this. For example, anticipating disagreement or opposition from your counterpart may make you think and act defensively before you even meet. Not many people (F) to consider how they will negotiate but (G) focused on content and what they wish to achieve. So, the point is that if the process becomes the lens through (H) we view and interpret the result, then it makes a lot of sense to prepare for (I) to negotiate. When we expect resistance and sharp competition, then most of us have a tendency to prepare razor-sharp arguments and perhaps even (J).

(Adapted from *Women Negotiating — in the Workplace and at Home*
by Malene Rix, 2011)

*self-righteously: 独善的に

- | | | | | |
|-----------|----------|----------------|----------|-------------|
| 1. happen | 2. stop | 3. opportunity | 4. stay | 5. should |
| 6. ought | 7. which | 8. how | 9. where | 10. do |
| 11. with | 12. for | 13. opposing | 14. game | 15. threats |

<多文化社会学部を除く，すべての学部受験者が解答すること>

D 以下の1～10の英文の下線部の意味と最も近い選択肢を，A～Dから一つ選びなさい。

1. I am going to have an enormous breakfast this morning.

- A. a tiny B. a delicious C. a healthy D. a huge

2. She doesn't shy away from giving her opinions.

- A. avoid B. risk C. imagine D. forget

3. The boundaries between history and storytelling are not always clear.

- A. comparisons B. relationships C. problems D. lines

4. It is important to have a dependable friend to share your problems with.

- A. a generous B. a kind C. a reliable D. a rich

5. We apologize if you have received incorrect merchandise and will gladly resolve this issue as soon as possible.

- A. items B. opinions C. sentences D. information

6. Do not use impolite language around me.

- A. complex B. affectionate C. rude D. pleasant

7. Please let me know if you have something breakable in your bag.

- A. wrong B. fragile C. strong D. flammable

8. Please gather your family and follow me.

- A. collect B. wait for C. leave D. increase

9. My father has been a criminal defense attorney for 25 years.

- A. construction worker B. lawyer
C. teacher D. salesman

10. The party will commence at 5 p.m. after the meeting.

- A. end B. last C. follow D. begin

<経済学部・医学部・歯学部・薬学部・環境科学部・教育学部（中学校教育コース文系）の受験者が解答すること>

E 次の問いに150語程度の英語で答えなさい。

Do you agree or disagree with the following statement? Children under the age of twelve should not have smartphones. Give at least two reasons to support your opinion.