

平成 25 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 16 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. 解答はとく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25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 学生課 052-853-8020

許可なしに転載、複製  
することを禁じます。

問題 I

次の文章を読み、下の問いに答えなさい。

Long lines at airport security checkpoints ( ① ) air travel an \*ordeal. But not everyone ( ② ) to wait in the \*serpentine queues. Those who buy first-class or business-class tickets can use priority lanes that take them to the front of the line for screening. British Airways calls it Fast Track, a service that also lets high-paying passengers jump the queue at passport and immigration control.

But most people can't afford to fly first-class, so the airlines have begun offering coach passengers the option to buy line-cutting privileges. For an extra \$39, United Airlines will sell you priority boarding for your flight from Denver to Boston, along with the right to cut in line at the security checkpoint. In Britain, London's Luton Airport offers an even more affordable fast-track option: wait in the long security line or pay £3 (about \$5) and go to the head of the queue.

Critics complain that a fast track through airport security should not be for sale. Security checks, they argue, are a matter of national defense, not an amenity like extra legroom or early boarding privileges; the burden of keeping terrorists off airplanes should be shared equally by all passengers. The airlines reply that everyone is subjected to the same level of screening; only the wait varies by price. As long as everyone receives the same body scan, they maintain, a shorter wait in the security line is a convenience they should be free to sell.

Amusement parks have also started selling the right to jump the queue. Traditionally, visitors may spend hours waiting in line for the most popular rides and attractions. Now, Universal Studios Hollywood and other theme parks offer a way to avoid the wait: for about twice the price of standard admission, they'll sell you a pass that ( ③ ) you go to the head of the line. \*Expedited access to the Revenge of the Mummy \*thrill ride may be morally

less \*freighted than privileged access to an airport security check. Still, some observers lament the practice, seeing it as \*corrosive of a wholesome civic habit: “Gone are the days when the theme-park queue was the great equalizer,” one commentator wrote, “where every vacationing family waited its turn in democratic fashion.”

Interestingly, amusement parks often obscure the special privileges they sell. To avoid offending ordinary customers, some parks usher their premium guests through back doors and separate gates; others provide an escort to ease the way of VIP guests as they cut in line. This need for \*discretion suggests that paid line cutting — even in an amusement park — \*tugs against a nagging sense that fairness means waiting your turn. But no such reticence appears on Universal’s online ticket site, which \*touts the \$149 Front of Line Pass with unmistakable bluntness: “Cut to the FRONT at all rides, shows and attractions!”

If you’re put off by queue jumping at amusement parks, you might opt instead for a traditional tourist sight, such as the Empire State Building. For \$22 (\$16 for children), you can ride the elevator to the eighty-sixth-floor observatory and enjoy a spectacular view of New York City. Unfortunately, the site attracts several million visitors a year, and the wait for the elevator can sometimes ( ④ ) hours. So the Empire State Building now offers a fast track of its own. For \$45 per person, you can buy an Express Pass that ( ⑤ ) you cut in line — for both the security check and the elevator ride. \*Shelling out \$180 for a family of four may seem a steep price for a fast ride to the top. But as the ticketing website points out, the Express Pass is “a fantastic opportunity” to “make the most of your time in New York — and the Empire State Building — by skipping the lines and going straight to the greatest views.”

出典

Michael Sandel, *What Money Can't Buy: The Moral Limits of Markets* (Allen Lane, 2012) 一部修正

\*注

corrosive : むしばむこと

discretion : 慎重な配慮

expedited : 迅速な

freighted : 重荷に感じる

ordeal : 苦難

serpentine : 長く曲がりくねった

shell out : 支払うこと

thrill ride : 絶叫マシーン

tout : しつこく売る

tug : 引っ張る

問 1 ( ① ) から ( ⑤ ) に, 最も意味が通るように have, let, make, take のいずれかを, 適切な形に変えて入れなさい。

問 2 下線(A)の Fast Track とはどのようなものか。簡単に説明しなさい。

問 3 下線(B)の英文を日本語に訳しなさい。

問 4 下記の選択肢の中から本文の内容と一致するものを一つ選びなさい。

- ア セキュリティチェックを行う人たちは、テロリストの攻撃から守る能力を強化するためにも、すべての乗客のチケット料金を上げる必要があると論じている。
- イ 身体検査を受ける時間もチケットのランクによって変えてもかまわないと航空会社は主張している。
- ウ ユニバーサル・スタジオでは、乗り物への待ち時間を減らすためのオプションを用意している。
- エ エンパイアステイトビルは、エクスプレスパスを購入し、思う存分ニューヨークを満喫できるメリットが、エクスプレスパスに払う料金の高さを上回ると主張している。
- オ みんなが同じように並ぶテーマパークは時代遅れだと非難されている。

問 5 子どもを二人連れた夫婦がエクスプレスパスを使わないで、エンパイアステイトビルの 86 階の展望台にあがるためには、何ドル支払わなければならないか。

問題Ⅱ

次の文章を読み、下の問いに答えなさい。

The brain has two methods for counting, and only one is officially called counting. That's the regular way — when you look at a set of items and check them off, one by one. You might have some system of remembering which have already been counted — you count from the top, perhaps — and then by \*increments: 7, 8, 9... However, the other way is faster, up to five times faster per item. It's called *subitizing*. Subitizing works for only really small numbers, up to about 4. But it's fast! So fast that until recently it was  
(1)  
believed to be instantaneous.

See how many stars there are in the two sets in Figure 1. You can tell how many are in set A just by looking (there are three), whereas it takes a little longer to see there are six in set B. I know this seems obvious, that it  
(A)  
takes longer to see how many stars there are in the larger set. After all, there are more of them. But that's exactly the point. If you can tell how many stars there are when there are three of them, why not when there are six? Why not when there are 100?

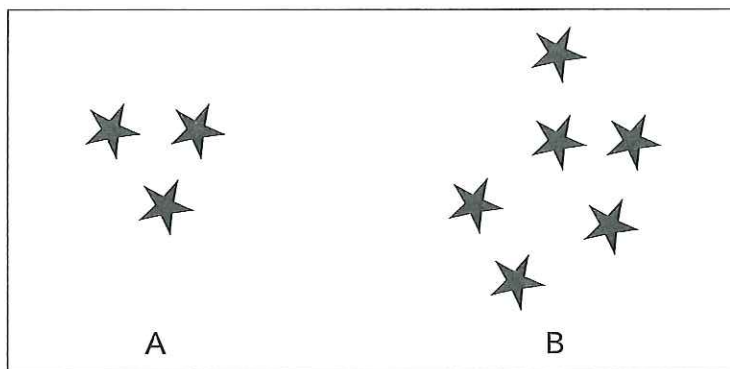


Figure 1

Subitizing and counting do seem like different processes. If you look at studies of how long it takes for a person to look at some shapes on the screen and report how many there are, the time grows at 40-80 \*milliseconds per item

up to four, then increases at 250-350 milliseconds beyond that. Or to put it<sup>(B)</sup>  
another way, assessing the first four items takes only a quarter of a second.  
It takes another second for every four items after that. That's a big jump.  
The difference between the two is \*borne out by the \*subjective experience.  
Counting feels to be a very deliberate act. You must direct your attention to  
each item. Your eyes move from star to star. Subitizing, on the other hand,  
feels \*preattentive. Your eyes don't need to move from star to star at all.  
There's no deliberate act required; you just know that there are four coffee  
mugs on the table or three people in the lobby, without having to check. You  
just look. It's this (some / believe / to / leads / researchers / that)<sup>(2)</sup> that  
subitizing isn't an act in itself, but rather a \*side effect of \*visual processing.

We know that we are able to keep track of a limited number of objects  
automatically and follow them as they move around and otherwise change.  
Like looking at shadows to figure out the shape of the environment, object  
tracking seems to be a \*built-in feature of visual processing — an almost  
\*involuntary ability to \*keep persistent files open for objects in vision. The  
limit on how many objects can be tracked and how many items can be  
subitized is curiously similar. Perhaps, the reason subitizing is so quick is that  
the items to be “counted” have already been \*tagged by the visual processing  
system, and so there's no further work required to figure out how many there  
are.

According to this view, counting is an entirely separate process that  
occurs only when the object tracking capacity is reached. Counting then has to  
remember which items have been \*enumerated and proceed in a \*serial way  
from item to item to see how many there are. Unfortunately, there's no  
confirmation of this view when looking at which parts of the brain are active  
while each of the two thought processes is in use. Subitizing doesn't appear to  
use any separate part of the brain that isn't also used when counting is

employed. That's not to say the viewpoint of fast subitizing as a side effect is incorrect, only that it's still a conjecture.

Regardless of the neural mechanism, this does give us a hint as to why it's quicker to count in small clusters rather than one by one. Say you have 30 items on the table. It's faster to mentally group them into clusters of 3 each (using the speedy subitizing method to cluster) and slowly count the 10 clusters, than it is to use no subitizing and count everyone of the 30 individually. And indeed, counting in clusters is what adults do.

出典 Mind Hacks, *Tips & Tools for Using Your Brain* (O'Reilly, 2005) を一部  
改変

\*注

borne : bear 過去分詞

built-in : 生来の

enumerate : 列挙する

keep persistent files open for : ~についての情報を保持する

increment : 増加

involuntary : 無意識の

millisecond : ミリ秒(1000分の1秒)

preattentive : 前注意的な

serial : 連続的な

side effect : 副作用

subjective : 主観的な

tag : 付加する

visual processing : 視覚情報処理



問 1 下線部(1)について、日本語で訳しなさい。ただし、it が指示する内容を具体的に記述しなさい。

問 2 下線部(A)~(E)の類義語としてもっとも適当なものを以下より選び記号で答えなさい。

- |                     |                   |
|---------------------|-------------------|
| (A) (ア) evident     | (イ) obscure       |
| (ウ) effortless      | (エ) disgusting    |
| (B) (ア) after all   | (イ) in retrospect |
| (ウ) in other words  | (エ) in contrast   |
| (C) (ア) intentional | (イ) complex       |
| (ウ) natural         | (エ) easy          |
| (D) (ア) a reason    | (イ) a fact        |
| (ウ) an idea         | (エ) a guess       |
| (E) (ア) a clue      | (イ) a doubt       |
| (ウ) an answer       | (エ) an interest   |

問 3 文意に合う英文となるよう、下線部(2)における( )内の語を並び替えなさい。

問 4 下線部(3)が示している行為の例を、最終段落から抜き出し、具体的な数字を用いて日本語で記述しなさい。

問 5 Choose three statements from the list below which are true according to the passage.

- (ア) Counting and subitizing work best when determining the number of star shapes.
- (イ) The fewer the items, the more likely that counting will be used.
- (ウ) Subitizing is highly likely to be used when determining the number of up to six items.
- (エ) How long it takes to complete subitizing varies according to the number of the items to be subitized.
- (オ) Although counting and subitizing have some differences, they tend to feel similar.
- (カ) Subitizing's speed comes from the ability to rapidly direct and redirect attention.
- (キ) The maximum number of items which can be subitized is similar to that of object tracking.
- (ク) Subitizing activates a section of the brain which counting ignores.
- (ケ) Subitizing can play a role when counting a large number of items.

### 問題Ⅲ

次の文章を読み、下の問いに答えなさい。

How does a language come to achieve global status? A language achieves a genuinely global status when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, for the notion of 'special role' has many \*facets. Such a role will be most evident in countries where large numbers of the people speak the language as a \*mother tongue — in the case of English, this would mean the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a \*sprinkling of other territories. However, no language has ever been spoken by a mother-tongue majority in more than a few countries (Spanish leads, in this respect, in some twenty countries, chiefly in Latin America), so mother-tongue use by itself cannot give a language global status. To achieve such a status, a language has to be spoken by other countries around the world. They must decide to give it a special place within their communities, even though they may have few (or no) mother-tongue speakers.

There are two main ways in which this<sup>1</sup> can be done. Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is often described as a 'second language',<sup>2</sup> because it is seen as a complement to a person's mother tongue, or 'first language'. The role of an official language is today best illustrated by English, which now has some kind of special status in over seventy countries, such as Ghana, Nigeria, India, Singapore and Vanuatu. This is far more than the status achieved by any other language — though French, German, Spanish, Russian, and Arabic are among those which have also developed a considerable official use. New political decisions on the

matter continue to be made: for example, Rwanda gave English official status in 1996.

Secondly, a language can be made a priority in a country's foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults who — for whatever reason — never learned it, or learned it badly, in their early educational years. Russian, for example, held privileged status for many years among the countries of the former Soviet Union. Mandarin Chinese continues to play an important role in Southeast Asia. English is now the language most widely taught as a foreign language — in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil — and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French ( ｱ )).

In reflecting on these observations, it is important to note that there are several ways in which a language can be official. It may be the sole official language of a country, or it may share this status with other languages. And it may have a 'semi-official' status, being used only in certain \*domains, or taking second place to other languages while still performing certain official roles. Many countries formally acknowledge a language's status in their constitution (e.g. India); some make no special mention of it (e.g. Britain). In certain countries, the ( ｲ ) of whether the special status should be legally recognized is a source of considerable controversy — notably, in the USA.

Similarly, there is great variation in the reasons for choosing a particular language as a favoured foreign language: they include historical tradition, political \*expediency, and the desire for commercial, cultural or technological advantages. Also, even when chosen, the 'presence' of the language can vary

greatly, depending on the extent to which a government or foreign-aid agency is prepared to give adequate financial support to a language-teaching policy. In a well-supported environment, resources will be devoted to helping people have access to the language and learn it, through the media, libraries, schools, and institutes of higher education. There will be an increase in the number and quality of teachers able to teach the language. Books, tapes, computers, telecommunication systems and all kinds of teaching materials will be increasingly available. In many countries, however, ( ウ ) of government support, or a shortage of foreign aid, has \*hindered the achievement of language-teaching goals.

Distinctions such as those between 'first', 'second' and 'foreign' language status are useful, but we must be careful not to give them a simplistic interpretation. In particular, it is important to avoid interpreting the distinction between 'second' and 'foreign' language use as a difference in fluency or ability. Although we might expect people from a country where English has some sort of official status to be more competent in the language than those where it has none, simply on ( 工 ) of greater exposure, it turns out that this is not always so. We should note, for example, the very high levels of fluency demonstrated by a wide range of speakers from the Scandinavian countries and the Netherlands. But we must also beware of introducing too sharp a distinction between first-language speakers and the others, especially in a world where children are being born to parents who communicate with each other through a \*lingua franca learned as a foreign language. In the Emirates a few years ago, for example, I met a couple — a German oil industrialist and a Malaysian — who had courted through their only common language, English, and decided to bring up their child with English as the primary language of the home. So here is a baby learning English as a foreign language as its mother tongue.<sup>3</sup> There are now many such cases around the world, and they raise a question over the contribution that these babies will

one day make to the language, once they grow up to be important people, for their experiences with English will inevitably be different from those of traditional native speakers.

出典 David, C. *English as a Global Language*. 2<sup>nd</sup> edn. (Cambridge: Cambridge University Press. 2003) 一部改変

\*注

domain : 領域

expediency : 妥当性

facet : 側面

hinder : 妨げる

lingua franca : 共通語

mother tongue : 母語

sprinkling : 少数の

問 1 下線部 1 を本文の内容に即して具体的に説明しなさい。

問 2 下線部 2 が意図する内容を本文に即して具体的に記しなさい。

問 3 下線部 3 を本文の文脈に則した適切な日本語に訳しなさい。

問 4 空欄ア～エに最適な単語を以下のなかから選び、記号で答えなさい。

① colony, ② decisions, ③ grounds, ④ kinds, ⑤ lack,

⑥ language, ⑦ medium, ⑧ name, ⑨ party, ⑩ question

問 5 本文の内容と合致する文章を以下から 2 つ選んで記号で答えなさい。

- 1 Mother tongue use is not the sole factor in giving a language global status.
- 2 A country's official language cannot be a second language.
- 3 The development of a country's favoured foreign language is more strongly influenced by historical context than by financial assistance.
- 4 A language's status in a country is required to be established in that country's constitution.
- 5 Granting English an official status in the Netherlands has led to an increase in fluency.
- 6 Official status is not required for a language to become a priority in foreign-language teaching in a country.

問題IV

You write an advice column, called *Advisor Aoki*, for the local newspaper. People send you letters describing problems in their lives, and you publish replies advising them. Today you've received the letter below. Write your reply in English.

(The length should be between 120 and 150 words.)

Dear Advisor Aoki,

I am a Japanese female and want to marry my girlfriend. As you know, same-sex marriage isn't legal in Japan, though it is legal in some other parts of the world. We want to live in a place where we can not only marry, but also feel accepted. Since we both speak English, moving abroad is an option for us. However, that would mean moving far from our parents and the familiarity of Japan, which has always been our home.

Should we continue to live in Japan? Should we move to another country where we could marry and have the same rights and protections as other couples? Are there other options we should consider? Advisor Aoki, I feel so confused, please guide me!

Sincerely,

Troubled-in-Nagoya