

令和 6 年度入学試験問題

外 国 語（英 語）

注 意 事 項

- 1 この問題冊子は、試験開始の合図があるまで開いてはならない。
- 2 問題冊子は、全部で 12 ページある。（落丁，乱丁，印刷不鮮明の箇所などがあつた場合は申し出ること。）
- 3 解答は、すべて解答用紙の指定された箇所に記入すること。
- 4 受験番号は、各解答用紙の指定された 2 箇所に必ず記入すること。
- 5 解答時間は、教育学部学校教員養成課程教科教育コース英語教育専修が 100 分、教育学部(学校教員養成課程教科教育コース英語教育専修を除く)およびその他の学部は 90 分である。解答すべき問題(○印)および解答用紙の枚数は、下表のとおりである。

受 験 者	解答すべき問題(○印)				解答用紙 の枚数
	I	II	III	IV	
人 文 学 部	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修を除く)	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修)	○	○	○	○	4
法 学 部	○	○	○		3
経 済 科 学 部	○	○	○		3
理 学 部	○	○	○		3
医 学 部	○	○	○		3
歯 学 部	○	○	○		3
工 学 部	○	○	○		3
農 学 部	○	○	○		3
創 生 学 部	○	○	○		3

教育学部学校教員養成課程教科教育コース英語教育専修のリスニングテストは、試験開始 70 分後に約 15 分間実施する。

- 6 下書きは、問題冊子の余白を使用すること。
- 7 問題冊子は、持ち帰ること。

I

〔全学部受験者用〕次の英文を読んで、下の問いに答えなさい。

Whether solving problems, or selling products and services, employees
^(a)deal with dozens of customers a day. Call center representatives go from one call to the next, helping one customer with a faulty suitcase and another with a website login issue. Retail employees go from helping one person find a jacket to helping someone else return a pair of pants. And salespeople often go from one sales meeting to the next, explaining benefits to various clients.

In situations like these, it's easy to rely on a set of stock phrases. "I'd be happy to help with that" or "Sorry about the issue" whether the *that* or *the issue* in question is a jacket, pants, or anything else. Such abstract, generic responses help save time and effort because they're applicable to almost any situation.

But that wide applicability has a problem.

Imagine shopping for clothes. You find a T-shirt you like but can't find the gray color you're looking for, so you ask two employees for help. One employee says, "I'll go look for that," and the other says, "I'll go search for that T-shirt in gray." If you had to pick one, which employee would you say
^(b)did a better job of listening to what you said?

When we asked hundreds of people questions like this, the latter, more concrete response ("I'll go search for that T-shirt in gray.") was much more preferred. Generic responses (e.g., "I'll go look for that.") can be used in any situation, but this generality means they're not very specific or concrete. And consequently, it's less clear the person speaking abstractly actually *listened*.

People, whether they are customers or otherwise, want to feel heard. When someone calls customer service, asks to speak to a manager, or comes into your office with something on their mind, they want to feel like someone is listening to their concerns and is going to address them.

But for someone to feel heard, three things have to happen. First, they

have to feel like the other person *paid attention* to what they said. Second, they have to feel like the other person *understood* what they said. And third, the other person has to *demonstrate that they listened*.

This last part is key. Imagine talking to someone who provided no response. They might have attended to everything we said. They might even have understood it completely. But without some sort of outward signal that indicates they listened, it's impossible to know whether or not they actually did.

Consequently, it's not enough just to listen. To make people feel heard, we have to *show* them that we listened. We have to respond in a way that demonstrates that we attended to and understood what they said.

And this is why concrete language is so valuable.^(c) A customer service representative may have paid attention, and understood the problem, but without some outward signal of understanding, there is no way for the customer to know.

Concrete language provides that signal. Using specific, concrete language shows that rather than just going through the motions, someone went to the effort to attend to and understand what was said. Or, said differently, to listen.

Concrete language boosted customer satisfaction and purchases, because it showed customers that employees were listening to their needs. Responding to a customer's specific, personal needs requires comprehending those needs in the first place. So while attending to and understanding needs are key aspects of listening, using concrete language makes communication better.^(d) It *shows* listening.

(Adapted from Jonah Berger, *Magic Words*, HarperCollins, 2023)

〔注〕 generic 包括的な

(注意) 解答する際、句読点と引用符は1マスに1字記入し、英数字は1マスに2字まで記入すること。

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 下線部(c)について、本文で述べられている理由を、句読点を含めて70字以内の日本語で説明しなさい。

問 4. 下線部(d)を和訳しなさい。

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II

〔全学部受験者用〕次の英文を読んで、下の問いに答えなさい。

Close your eyes and think of a watch.

I suspect you're picturing an analogue clock face, with the dial divided into ^(a) twelve. Two hands are rotating 'clockwise'. And the whole thing is mounted on a wearable strap.

All of these elements were established in the ancient world. And all of them were arrived at through dialogue with nature. The Sumerians, the first known Mesopotamian civilisation, are often credited with inventing the first numerical system for measuring time. They developed the first written number system based around the number sixty, which still dictates how we quantify minutes, hours, angles and geographical coordinates. This number can be divided easily by three — helpful because most humans have an inbuilt body calculator for the three times table. Each of our fingers has three joints, so one hand (not counting thumbs!) accounts for twelve finger joints; together, both hands total twenty-four. This counting system may well be the origin of the twenty-four-hour day.

A thousand miles west of Sumer, in ancient Egypt, scholars started to use the sun and stars to divide time even further. The name of the ancient Egyptian god of the sky, Horus, whose right eye was believed to be the sun, is the origin of the modern word 'hour'. About 5,000 years ago, Egyptians discovered that the Earth's solar year — the time it takes our planet to revolve round the sun — influenced the rising waters of the Nile, and coincided with the summer solstice and the prominence of Sirius, the dog star, in the night sky.

Our very idea of 'clockwise' is also a function of the sun, as well as an ^(b) accident of location. The civilisations which shaped contemporary timekeeping systems were generally located in the northern hemisphere. And if you want to follow the path of the sun across the heavens in the northern hemisphere,

you have to face south. From that position, the sun moves from left to right over the course of the day, with the countering shadow it casts creeping around from right to left: in other words, clockwise. This simple observation surely led our ancestors to measure the time from the lengths and angles of the shadows cast by the people, buildings or trees around them. The sundial, the first clock ‘dial’ as we know it, was an attempt to harness this very phenomenon, replacing random shadow-casting objects with a designed vertical rod or shape called a gnomon.

No one knows who first invented the sundial or shadow clock. They appear all over the world, from the Stone Circle at Stonehenge (about 3000 BC) in England, positioned to align with the sun on the summer and winter solstices, to the painted sticks used to make calculations from shadows at the ancient astronomical site of Taosi in China (about 2300 BC). In the ancient Egyptian burial site, the Valley of the Kings, the divisions of a very early sundial were found cut into a flat sheet of limestone on the floor of a worker’s hut dating to the middle of the second millennium BC. The gnomon, a separate vertical stick pushed into a hole at the centre of the dial, has been lost but would once have cast its shadow on a semicircle drawn in black and divided into twelve sections approximately 15 degrees apart. The rough divisions were enough to allow its owner to pinpoint the start of the working day, lunch, and time to pack up and head home before it got dark. It is this pairing of gnomon and dial that creates a ‘true’ sundial.

(Adapted from Rebecca Struthers, *Hands of Time: A Watchmaker’s History of Time*, Hodder & Stoughton, 2023)

〔注〕 the Sumerians シュメール人

the summer [winter] solstice 夏至[冬至]

hemisphere 半球 gnomon 指柱

(注意) 解答する際、句読点と引用符は1マスに1字記入し、英数字は1マスに2字まで記入すること。

問 1. 下線部(a)を和訳しなさい。

問 2. 1日を24時間とする数え方の起源は何であると考えられるか、本文の内容に即して、句読点を含めて60字以内の日本語で説明しなさい。

問 3. 下線部(b)について、「右回りに」のことを「時計回りに」(clockwise)と呼ぶようになった理由を、本文の内容に即して、句読点を含めて80字以内の日本語で説明しなさい。

問 4. 下線部(c)を和訳しなさい。

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Ⅲ

〔全学部受験者用〕次の問題A，Bに答えなさい。

問題A. 下線部(a)，(b)を英訳しなさい。

あるときまで，言葉は，自分の考えや思いを誰かに伝えるときに用いるもの
 と思い込んでいた。でも今は，まったく違う実感がある。むしろ言葉は，考えや
 思いにならない何かを，^(a)ここからここへ運ぶものだと感じるようになった。
 そして言葉は，ぼくたちを，ぼくたちの知らない「自分」へと導いてくれる光のよ
 うなものだと感じている。

〔出典〕 若松英輔『読み終わらない本』(KADOKAWA，2023 年)

熱中症から身を守るのに必要なことは，危険な暑さを避けることに尽きます。
^(b)日本の今の異常な暑さを考慮すると，昼間は運動はもちろん，外出も避けるのが
 最も安全です。ただ，生徒の健康や発育のため，体を動かす機会を一律に奪うの
 もよくありません。

〔出典〕 「夏休み中，部活の中止どう判断？ 熱中症の専門家に聞く指導者の
 心得」(朝日新聞デジタル，2023 年 8 月 7 日)

問題B. 次の質問に 100 語(100 words)程度の英文で答えなさい。解答欄末尾の
 所定の箇所に，解答に用いた語の数を「(102 words)」のように必ず記すこと。
 ただし，ピリオドやコンマなどの句読点は語数に含めません。

If all jobs were paid the same, what kind of job would you choose to do
 and why?

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IV

〔教育学部学校教員養成課程教科教育コース英語教育専修受験者用〕

リスニングテスト

注意事項

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子などを動かしたり、物音を立てたりしないようにしてください。
- ・問題は、AとBの2題あります。
- ・問題Aも問題Bも2回読まれます。問題Aについては1から5の設問ごとに2回読まれます。
- ・問題Aと問題Bの間に20秒程度の空白があります。
- ・音声を聴きながら、問題冊子の空欄にメモをとってもかまいません。

問題A. Listen to the dialogues and fill in the blanks with the words you hear.

1. [D: Daughter, F: Father]

D: Dad, who is this man in this black and white photo?

F: He's your grandfather. It was taken when he was very young.

D: Oh, ().

2. [M: Mother, S: Son]

M: What are you cooking, Billy? It smells nice.

S: Vegetable curry, mum. Would you like to try some?

M: Yes. Wow, it tastes good, but it's very hot.

S: Yeah, () and put them in the curry.

3. [T: Tourist, Y: Yoshiko]

T: Excuse me, could you tell me how I can get to Niigata University?

Y: Sure. From here, you can take a bus or a train.

T: OK, a bus or a train. ()?

4. [M: Mike, C: Clerk]

M: Excuse me. Where can I find books about art history? Usually they are on the second floor of the old building.

C: Sorry for the inconvenience, but () last week. We are going to redecorate the old building next month.

5. [T: Tom, L: Lisa]

T: Hi, I'm Tom. It's nice to meet you.

L: Hello, I'm Lisa. It's nice to meet you, too. How was your flight?

T: It was a little bumpy actually. ().

問題B. Listen to the ALT's story and answer the questions in Japanese.

