

# 令和6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
多文化社会学部 教育学部 (中学校教育コース文系) 経済学部 医学部 歯学部 薬学部 情報データ科学部 (選抜方法A(文系受験)) 環境科学部	<div>A</div> <div>B</div> <div>C</div> <div>E</div>
教育学部 (中学校教育コース文系以外) 情報データ科学部 (選抜方法B(理系受験)) 工学部	<div>A</div> <div>B</div> <div>C</div> <div>D</div>

A

次の英文を読み、後に続く設問に答えなさい。

Getting stuck and frustrated when you're learning is common — blank pages <sup>(1)</sup> can leave you unable to think of a single sentence as you try to begin writing. You could come up with ways to help you avoid these cognitive issues, <sup>(2)</sup> such as briefly switching tasks, taking brief mental breaks, or getting regular exercise. But if you know a little about how your brain works, you can do even more to avoid this frustration and simultaneously speed up your learning.

The brain has two completely different modes of thinking and learning. <sup>(3)</sup> The first is called the focused mode. It's exactly what it sounds like — you're in the focused mode when you're focusing on something. For example, you may be concentrating on an explanation of a physics problem or intently memorizing new vocabulary words.

The second mode is called the diffuse mode. This mode is also important for thinking and learning. While you're in the diffuse mode, thoughts are still flowing through your mind, but you're not focusing on anything particular. For example, you're in the diffuse mode when random thoughts pop up while you're standing in the shower, riding a bus, going for a walk, or falling asleep. When you're in this mode, your brain can connect different thoughts and ideas in a way that it can't while in the focused mode, which is when the brain is giving attention to what you are focusing on. That's the reason that people get ideas and fresh insights when they go for a walk or take a shower.

The focused mode is all you need if what you're learning is relatively straightforward, perhaps related to ideas you've already mastered. For example, you're in the focused mode when you're solving an uncomplicated addition problem, such as  $14 + 32$ .

But what if you're trying to learn something ( ア ) and difficult? Let's say you're trying to understand the function of the heart or a mathematical concept, or to master a physical skill such as how to shoot a basketball. You might focus hard,

then harder, and then, even harder, and you still can't get it.

Strangely enough, allowing yourself to take a break, whether for several hours or overnight, often works magic. It's the magic of the diffuse mode.<sup>(4)</sup> When you return your focus to the issue at hand, you'll have that insightful moment that allows you to make progress on the issue you've been struggling with.

Let's use a metaphor for the focused mode and the diffuse mode to better understand the difference between them.<sup>(5)</sup> Think of your brain as a \*maze with learned concepts and procedures stored as \*pathways in different parts of the maze. When you're in the focused mode, your thoughts move along these pathways.

So what, then, is the diffuse mode? It's best to imagine the diffuse mode as a set of tiny \*drones that can move quickly over parts of the maze. Because the drones can fly over the maze, they can easily make connections between parts of the brain that may not normally be connected. You use the diffuse mode whenever you're learning something (ア) and difficult. The diffuse mode allows you to create the beginnings of a \*neural pathway of ability and understanding that you didn't ever use.

Once the diffuse mode helps you make a new insight, the focused mode can build and strengthen the new ideas. This is why learning often involves going back and forth between the focused mode and the diffuse mode. You focus — meaning that you work intensively on the material — until you begin to struggle. Then you take a break, and the diffuse mode works on the ideas in the background. Then you return to focus again, and it makes better sense.<sup>(6)</sup> Back and forth it goes as your learning grows.

(Adapted from *Learn Like a Pro* by Barbara Oakley and Olav Schewe, 2021)

\*maze: 迷路 \*pathway: 経路 \*drone: ドローン \*neural: 神経の

問 1. 文脈から判断して、下線部(1)に最も近い意味を持つものを、選択肢(A)～(D)より1つ選び、その記号を書きなさい。

- (A) happy                      (B) confused                      (C) surprised                      (D) free

問 2. 下線部(2)に関して、その具体例を3つ、日本語で書きなさい。

問 3. 下線部(3)の two completely different modes of thinking and learning とはどのようなことですか。具体例を挙げながら、日本語で説明しなさい。

問 4. ( ア ) に入る最も適切な語を、文脈から判断して、選択肢(A)～(D)より1つ選び、その記号を書きなさい。

- (A) uncomplicated                      (B) relaxed  
(C) temporary                      (D) unfamiliar

問 5. 下線部(4)のように言える理由を日本語で書きなさい。

問 6. 下線部(5)の a metaphor for the focused mode and the diffuse mode とは具体的にどのようなことですか。日本語で書きなさい。

問 7. 文脈から判断して、下線部(6)に最も近い意味を持つものを、選択肢(A)～(D)より1つ選び、その記号を書きなさい。

- (A) is more difficult                      (B) is more unreasonable  
(C) is more appealing                      (D) is more understandable

**B** 次の英文を読み、後に続く設問にすべて英語で答えなさい。

Jack walks through the rear hall and into the pantry, where he hears voices coming from the kitchen. An old woman and a young girl are talking.

"Do you really think Mr. Thrombey's life is in danger?" the young girl asks.

"Possibly," the old woman replies, "I've seen his niece, Angela, looking through his papers, and his nephew, Chartwell, suspiciously walking about the grounds."

Stepping around the corner, Jack meets a tiny, blond-haired woman wearing a white blouse and a blue-checkered apron. Standing next to her, much to Jack's surprise, is Jenny Mudge.

"Hi. What are you doing here?" says Jenny.

"Mr. Thrombey asked me over," Jack replies. "What are you doing here?"

"Oh . . . have you met Helga?" Jenny says. "I'm in her cooking class at the 'Y' and I invited myself over to see her kitchen and learn how to make my favorite chocolate cake."

As Jack introduces himself to Helga, Jenny glances at her watch. "My gosh, it's six o'clock. I have to get home. Thanks, Helga." She hurries out the back door. "See you later!" she calls over her shoulder.

Jack wonders whether Jenny came to learn cooking, or to do detective work! Walking back toward the game room, Jack finds Harlowe Thrombey standing in the hall, a puzzled look on his face.

"I ended up playing pool alone," Thrombey says. "Robert said he had to make some phone calls in the library. But he's not there now."

As Thrombey is speaking, the front door opens, and Robert walks in. Behind him is Thrombey's tall nephew, Chartwell.

"I noticed Chartwell's car in the driveway," Robert explains, "but he didn't come in, so I went out to meet him."

Chartwell gives Robert a curious look and then shakes Jack's hand as Thrombey introduces Jack.

Thrombey shows Robert, Chartwell, and Jack into the library just as the grandfather clock in the hall strikes six. Glancing out the window, Jack sees a white luxurious car pulling up the drive.

"That's Jane," Thrombey says, "back from her concert."

A few moments later, Jane enters the library.

"So pleased to meet you," Jane says, shaking Jack's hand. "I've heard a lot about you. Will you be joining us for dinner?"

Thrombey's wife is surprisingly friendly. It's hard to see why he should be afraid of her. Maybe he just imagines his life is in danger.

Jack doesn't want to sit through a boring dinner, especially since there's a very good movie he would like to catch at home on TV. Jack glances at Harlowe Thrombey. "Do stay, if you'd like," he says.

Jane leaves to dress for dinner. When she rejoins the rest of them in the library it's almost seven o'clock. "Does anyone know where Angela is?" she asks.

There is no response, but a moment later the question is answered by a knock on the door. Thrombey opens it and a slender young woman steps inside. Her very light skin contrasts with her dark hair and eyes and her black velvet dress.

"Angela, at last you're here," Thrombey says.

"Sorry to be late. I was at my dentist in Springdale. It's almost an hour's drive from here," says Angela.

"That's all right, my dear," says Thrombey. "Now that you're here, I'll ask Helga to serve dinner. She wants to leave early to visit Jenkins, our gardener, in the hospital."

(Adapted from *Who Killed Harlowe Thrombey* by Edward Packard, 1981)

Answer the following questions in English.

1. Who are the two people that the old woman suspects of possibly wanting to harm Mr. Thrombey?
2. What is the tiny, blond-haired woman standing next to Jenny Mudge wearing?
3. How does Jenny know Helga?
4. Who introduced Jack to Robert?
5. What time did Jack, Robert, Chartwell, and Mr. Thrombey enter the library?
6. What is Mr. Thrombey's wife's first name?
7. What surprised Jack about Mr. Thrombey's wife, and why was Jack surprised about this?
8. Why did Jack want to go home? Give two reasons.
9. Why did Mr. Thrombey's wife leave the library?
10. Who was the last guest to arrive for dinner?
11. Why does Helga want to leave early?

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 2 度使ってははいけません。

For most of history almost everyone who ever lived was very poor. Famine, death from childbirth, infectious disease and countless other dangers were common. Humanity's situation started to improve with the Industrial Revolution, beginning around 1750. New scientific insights and technological innovations ( A ) a growing proportion of the global population to climb out of extreme poverty.

Two and a half centuries later more than five billion of the world's 6.5 billion people can reliably meet their basic living needs and thus can be said to have ( B ) from the difficult conditions that once governed everyday life. One out of six people on this planet, however, still struggles daily to ( C ) some or all of such critical requirements as adequate food, clean drinking water and access to basic health care. These people live on \$1 a day or less and are overlooked by public services for health, education and infrastructure. Every day more than 20,000 die of poverty. They are in ( D ) of food, safe drinking water, medicine or other essential needs.

For the first time in history, global economic prosperity, due to continuing scientific and technological progress and the accumulation of wealth, has placed the world ( E ) reach of ending extreme poverty altogether. This prospect will ( F ) impossible to some, but the dramatic economic progress made by China, India and other low-income parts of Asia over past years demonstrates that it is ( G ). Moreover, the predicted stabilization of the world's population toward the middle of this century will help by easing pressures on Earth's climate, ecosystems and natural resources — pressures ( H ) might otherwise undo economic gains.

Although economic growth has shown a remarkable capacity to lift large numbers of people out of extreme poverty, progress is ( I ) automatic nor



inevitable. Market forces and free trade are not enough. Many of the poorest regions are caught in a poverty trap: they lack the financial means to make the necessary investments in infrastructure, education, health care systems and other basic needs. Yet the end of such poverty is achievable if a concerted global effort is undertaken. A dedicated group of development agencies, international financial institutions, nongovernmental organizations (NGOs) and communities throughout the developing world already constitute a global network to help achieve this ( J ).

(Adapted from "Can Extreme Poverty Be Eliminated?" by Jeffrey Sachs in *Scientific American*, 2005)

- |          |               |              |             |
|----------|---------------|--------------|-------------|
| 1. both  | 2. enabled    | 3. escaped   | 4. meet     |
| 5. need  | 6. neither    | 7. objective | 8. ought    |
| 9. rare  | 10. realistic | 11. seem     | 12. subject |
| 13. that | 14. within    | 15. yield    |             |

<教育学部（中学校教育コース文系以外）、情報データ科学部（選抜方法B（理系受験））、  
工学部の受験者のみ解答すること>

**D** 次の1～10の英文の下線部とほぼ同じ意味のものを、A～Dの選択肢から1つ選び、記号で答えなさい。

1. My mother kept her possessions in a locked safe.  
A. valuables      B. choices      C. beliefs      D. purposes
2. The principal factor that they debated was the element of danger.  
A. insignificant      B. secondary      C. trivial      D. main
3. When you go abroad, you need to be careful to obey the traffic regulations of the countries different from your own.  
A. ignore      B. read      C. observe      D. suppose
4. It's better to deal with it now. If we wait, the problem may get worse.  
A. work on      B. run with      C. pay for      D. play with
5. You cannot take out more than \$500 in a 24-hour period.  
A. deposit      B. withdraw      C. send      D. exchange

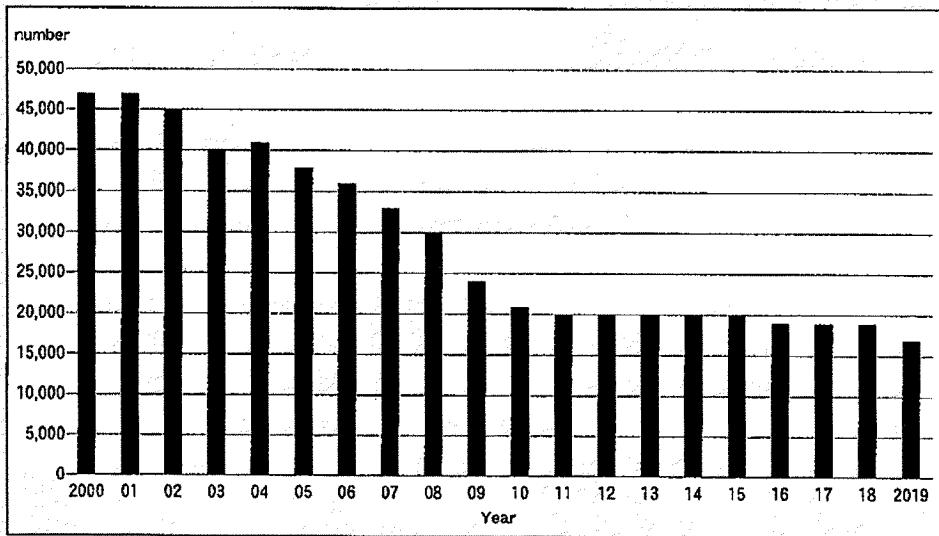
6. The police are looking into the crime.
- A. investigating    B. searching    C. planning    D. preventing
7. In the beginning, I thought she was joking, but then I realized she meant it.
- A. At the earliest                      B. At first  
C. In the first                            D. In the end
8. He is content with his job because it provides him with the opportunity to meet wonderful people.
- A. patient              B. compatible    C. acquainted    D. satisfied
9. The volcano ceased erupting on August 3.
- A. began              B. continued    C. presented    D. stopped
10. I am awfully tired when I get home from work.
- A. usually              B. potentially    C. terribly              D. occasionally

<多文化社会学部, 教育学部 (中学校教育コース文系), 経済学部, 医学部, 歯学部,  
薬学部, 情報データ科学部 (選抜方法 A (文系受験)), 環境科学部の受験者のみ  
解答すること>

**E** Figure 1 と Figure 2 を見て, 次の 2 つの問いに, それぞれ 100 語程度の英語 で答えなさい。

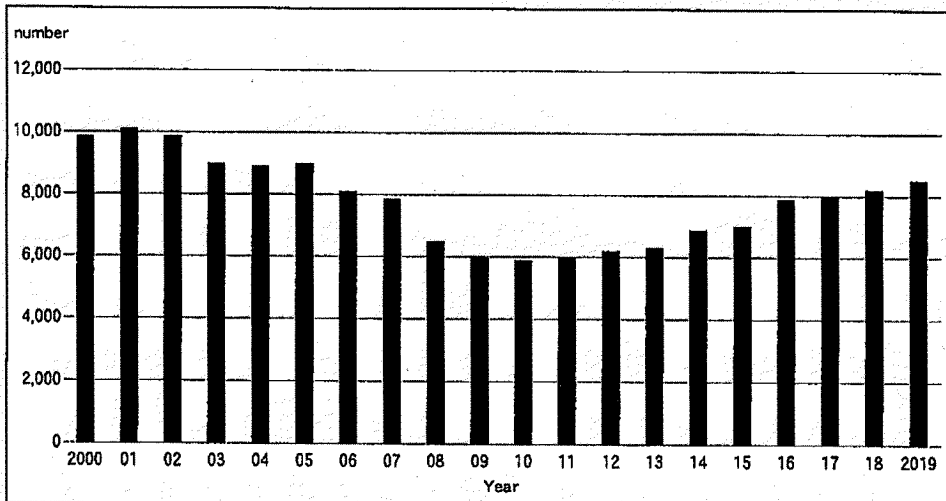
1. According to Figure 1 and Figure 2, how do the numbers of Japanese students who studied in the United States and in Canada differ from 2000 to 2019?
2. Do you believe more Japanese students should study abroad? Why or why not? Give at least two reasons to support your opinion.

Figure 1: Japanese Students in the United States



(Adapted from a survey by *Institute of International Education Open Doors*, 2020)

Figure 2: Japanese Students in Canada



(Adapted from a survey by *Immigration, Refugees, and Citizenship Canada*, 2020)

