前 期 日 程

2024 年度

外 国 語 問 題

(英 語)

注 意 事 項

1 問題冊子は，監督者が「解答始め」の指示をするまで開かないこと。

2 問題冊子は全部で18ページ，解答用紙は１枚である。脱落のあった場合には申し出ること。

3 解答用紙の所定欄に，受験番号（左右２箇所），氏名を必ず記入すること。

4 解答は，すべて解答用紙の所定欄に記入すること。

5 解答以外のことを書いたときは，該当箇所の解答を無効とすることがある。

6 第３問は学部・学域等により異なる。次により解答すること。

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7 問題冊子の余白は下書きに使用してもよい。

8 問題冊子は持ち帰ること。

（余　　白）

第１問　次の英文を読んで，設問に答えよ。　（40点）

Whether or not you're picky*, know that tools for the hands are tools for the brain. Handwritten notes are a powerful tool for encrypting* embodied* cognition and in turn supporting the brain's capacity for retrieval* of information. And secondly, when you take notes by hand, your hands create a robust* external memory storage: your notebook.

Taking notes by hand is a win-win, and belongs in every student's cognitive tool kit. Learning how to take notes by hand effectively, and how to ingrain* note-taking as a key learning and study tool, can begin as early as grades 3 or 4, but it's（　あ　）too late to begin.

We live in a digital age where（　い　）. Automaticity in keyboarding is an important skill too, and the tools and applications for digital communication will continue to evolve and have their place. But keyboarding does not provide the tactile* feedback to the brain that contact between pencil or pen and paper does — the key to creating the neurocircuitry* in (1)the hand-brain complex.

While your laptop might seem faster and more efficient, there are good reasons for having a paper-bound notebook and pen — any kind you prefer — at the ready.

(2)Researchers have found that note-taking associated with keyboarding involves taking notes verbatim* in a way that does not involve processing information, and so have called this "non-generative" note-taking. By contrast, taking notes by hand involves cognitive engagement in summarizing, paraphrasing, organizing, concept and vocabulary mapping — in short, manipulating and transforming information that leads to deeper understanding.

Note-taking becomes note-making: an active involvement in making sense and meaning for later reflection, study or sharing of notes to compare understanding with lab partners or classmates. This becomes a potent study strategy, as one's own processing can be further consolidated through talk.

There are templates and formats that teach more effective ways of taking hand-written notes. A popular one is the Cornell style developed by education professor Walter Pauk. You can also explore other ways that can be adapted for different study needs, such as compare/contrast charts or webs.

Taking good notes depends on fluency of hand, which means legibility* and speed combined. This is best achieved with a clean, uncluttered* and connected script, meaning cursive writing*, that young learners can begin to learn in Grade 2. Fluency of hand comes from instruction and practice in the early years of school, and sustained opportunities for authentic*, purposeful literacy engagements in turn allocating* working memory space to the cognitive demands of note-taking.

The move from grades 3 to 4 is a big leap for young learners. Content curriculum in science, social studies, English language arts and mathematics makes accelerated demands on children to shift into academic modes of literacy.

Leonardo da Vinci wrote: "…the more minutely you describe, the more you will confuse the mind of the reader and the more you will remove him from knowledge of the thing described. (　う　), it is necessary to make a drawing … as well as to describe …."

The artist's notebooks reveal a creative, inquiring, inventive mind and man of science and art unparalleled, centuries ahead of his time. Fergus Craik and Robert Lockhart, pioneers in cognitive neuroscience research, noted three levels of

information processing: their theory lays bare the neuroscience behind da Vinci's insights centuries ago. (　え　): as a result, some cognitive researchers advocate teaching different ways of representing knowledge from an early age.

Florence Nightingale is remembered for her contributions in reforming medicine through her detailed, meticulous observations, documentation, note-taking and writing. She is credited with creating the pie chart to represent this information.

I assign my own students, preparing to become teachers, the task of sketching the layout of the class where they are working in a field placement. They also take observational hand-written notes recorded in a Cornell template. This assignment is about interpreting what's going on in the classroom. This process of documenting provides a good scaffold* for later review or reflection and theorizing the work of classroom teachers.

When deep understanding and remembering, making personal connection and sparking creative thought are important, hand-written notes matter and endure over time.

For serious students, note-taking is an indispensable cognitive tool and study technique. Creating neurocircuitry for memory and meaning through the hand-brain complex is the key to understanding the value of hand-written notes. Think twice before relying solely on your laptop this fall!

（出典：Hetty Roessingh, "Note-taking by hand," *The Conversation*, 31 Aug 2020より。一部省略，改変あり）

［注］ picky: liking only particular things
encrypt: to document pieces of information in a particular code

embody: to express an idea

retrieval: the process of finding information that is stored in a particular place

robust: strong

ingrain: to establish a habit or belief in a person

tactile: felt or received by touch

neurocircuitry: a system or controlled network of nerves

verbatim: word for word

legibility: (of written or printed words) the quality of being clear enough to read

uncluttered: neat

cursive writing: 筆記体

authentic: true or genuine

allocate: to assign

scaffold: aid or support

問1　空所（あ）に入る最も適切な語を下から選び，番号で答えよ。

① almost
② much
③ yet
④ never

問2　空所（い）に入る最も適切なものを下から選び，番号で答えよ。

① face-to-face communication is highly important
② smartphones and other digital devices are becoming smaller and smaller
③ daily functioning involves digital communication
④ automation is increasingly widespread

問3　下線部 (1) が表す内容を20字以内の日本語で簡潔に説明せよ。ただし，句読点も字数に含むこと。

問4　下線部 (2) を日本語に訳せ。

問5　空所（う）に入る最も適切な語句を下から選び，番号で答えよ。

① Therefore
② On the other hand
③ Nevertheless
④ Similarly

問6　空所（え）に入る最も適切な英文を下から一つ選び，番号で答えよ。

① When people visually represent knowledge, they can deepen their comprehension of concepts such as cycles and relationships

② When people use photographed information, they can deepen their understanding of ideas

③ When people utilize visual representation more often than information in a form of a text, they can memorize what is important

④ When people resort to graphic information, they can focus on what they are learning

問7　本文の内容と一致する英文を下から一つ選び，番号で答えよ。

① Typing letters with a keyboard does not interfere with information processing.

② A better grasp of meaning is achieved through handwriting involving cognitive processes.

③ Some ready-made note-taking systems should be made available for different purposes.

④ Sharing ideas verbally during class can promote note-taking.

第 2 問　次の英文を読んで，設問に答えよ。　（40点）

著作権の都合により、公開しません。

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（出典：James O’Malley, “Behavioural battlefronts,” *The Guardian*, 16 Jun 2023より。一部省略，改変あり）

［注］ net zero carbon:（simply *net zero*）removing from the atmosphere as much carbon dioxide and other greenhouse gases as the Earth and human activities produce

provost: the head of the university

問 1　下線部 (1) (3) (4) (5) の語句の意味として最も適切なものを，それぞれの選択肢から選び，番号で答えよ。

(1)

① favourable　② practical　③ common　④ reasonable

(3)

① controversial　② powerful
③ questionable　④ influential

(4)

① feel lonely　② feel insulted
③ feel unnecessary　④ feel blamed

(5)

① simple　② helpful　③ innovative　④ reliable

問 2　下線部 (2) の主旨として最も適切なものを下から一つ選び，番号で答えよ。

① People are the main obstacle in developing an engineering solution, as they tend to overreact.
② While engineering solutions to the climate crisis are important, tackling it also concerns complex human aspects.
③ Because the people involved in addressing the climate crisis are getting more diverse, their reactions, feelings and behaviours towards an engineering solution also vary.

問3　空所（あ）（い）（う）（お）に入る最も適切な語を下から選び，番号で答えよ。ただし，同じものを複数回使用できない。

① scientifically　② peacefully
③ locally　④ morally
⑤ manually　⑥ rarely
⑦ collectively

問4　次の語句を並べ替え，空所［ア］に入る英文を完成し，その英文の2番目と5番目に来る語句を番号で答えよ。

① tackle　② all the more
③ make efforts to　④ challenging
⑤ big global problems

問5　空所（え）に入る最も適切な英文を下から一つ選び，番号で答えよ。

① We make businesses invest in zero carbon technologies
② We let businesses spread the value of the network
③ We have businesses pay more attention to immediate profits
④ We get businesses to mentor each other

問6　本文の内容と一致する英文を下から二つ選び，番号で答えよ。

① People's cultural backgrounds play a significant role in adopting eco-friendly innovations. Engaging with diverse communities, and understanding their unique perspectives are vital to achieve a zero-carbon economy.

② As eco-friendly initiatives require initial investments, businesses tend to be financially unprofitable in the medium run. This leads to discouraging businesses from engaging in net zero measures.

③ Businesses actively seeking collaboration with universities know what they should do next to create new environmentally friendly products and services.

④ A more effective psychological approach to building a zero-carbon economy might be to emphasise the importance of illustrating the changing climate as a threat.

⑤ A decarbonised economy requires a comprehensive approach that integrates technological solutions and a deeper understanding of human and business psychology.

（余　　白）

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次により解答すること。

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第 3 問　次の下線部 (1) (2) の内容を英語で表現せよ。　（20点）

⑴現代は人間側を「人工」と表し，それ以外の地球の営みを「自然」と区別しがちだが，人間も地球が育んだ生き物だ。海外のシロアリは巨大なアリ塚をつくる。極端な言い方をすれば，人間が建てた建造物もアリ塚と同じ「自然」の産物とみなせる。

人間と地球の関わり方を考えたとき，難題を抱えた現代は人間（人工）と自然の二項対立の議論では問題は解決しない。人間だけを自然から排除しても何も変わらない。

むしろ⑵人間が手を加えた地球環境は人間にしか元に戻せないのかもしれない。それは罪滅ぼしではなく，人間の知恵で地球を守るという意味だ。

二項対立を打開するために少なくとも人間がすべきなのは，自虐的でも思い上がるわけでもなく，自らの影響力を適度に自覚して行動していくことだ。

（出典：加藤　宏志 「人間が地球史に傷痕」，日本経済新聞，2023年 8 月20日，朝刊）

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第 3 問　次の下線部 (1) (2) の内容を英語で表現せよ。　（20点）

家族関係の問題でわれわれ心理療法家のところに相談に来られる人がふえてきた。あるいは，(1)個人の相談のように見えても，その問題の解決のためには，その人を取りまく家族関係が変化することを必要とする場合が増加してきた。

このような問題が生じるのは，家族にどこか悪いところがあるとか，はずかしいことだとか，短絡的（たんらくてき）に考える人が多いが，そんなことはない。現代という時代はどのような家族でもなんらかの「問題」をもっているのではなかろうか。(2)大切なことは問題があるかないかではなく，どのようにそれに立ち向かっているか，ということであろう。

（出典：河合　隼雄　『対話する人間』，講談社，2001年）