2024 年度 B

英　語

(60 分)

<注　意>

1. 開始のチャイムが鳴るまで、この冊子を開いてはいけません。

2. 問題は 1 ページから 13 ページに印刷されています。

3. 受験番号と氏名は解答用紙の定められたところに記入しなさい。

4. 解答はすべて解答用紙の定められたところに記入しなさい。

受　験　番　号		

問題は次ページ以降に印刷されています。

リスニング問題

(Part 1)

これから放送される対話を聞いて、それに続く質問に対する最も適切な答えを1つずつ選び、記号で答えなさい。対話と質問は<u>1度しか放送されません</u>。

1. あ. Go horse riding.
　 い. Visit her parent's farm.
　 う. Visit her grandparents.
　 え. Ask her father to join her.

2. あ. 27 dollars.
　 い. 30 dollars.
　 う. 33 dollars.
　 え. 36 dollars.

3. あ. A purple belt.
　 い. A brown belt.
　 う. A white belt.
　 え. A black belt.

4. あ. By bus.
　 い. By taxi.
　 う. On foot.
　 え. By train.

5. あ. Italian food.
　 い. Japanese food.
　 う. French food.
　 え. Chinese food.

6. あ. Today.
　 い. Thursday.
　 う. Friday.
　 え. Saturday.

(Part 2)

これから放送される英語を聞いて、以下の質問に対する最も適切な答えを1つずつ選び、記号で答えなさい。英語は1度しか放送されません。

7. What is one thing the speaker says to the chorus club members?
   あ. He thinks they were amazing, but they have played better before.
   い. He wants them to practice a lot harder.
   う. He believes they can win a prize at the finals.
   え. He can't wait to watch their performance in London next year.

8. What will the listeners do first?
   あ. Play sports on the beach.
   い. Eat some fish and chips.
   う. Do some shopping.
   え. Enjoy afternoon tea in a café.

9. Why were Steve and Jane disappointed last Sunday?
   あ. The park was closed.
   い. The weather was not good.
   う. The coffee shop was closed.
   え. They were too busy.

10. What is one thing we learn about Tom?
   あ. He scored two goals in the final.
   い. He is the captain of the soccer team.
   う. He is the coach of the soccer team.
   え. He will buy everyone dinner to celebrate.

次の英文を読んで、設問に答えなさい。

　I pushed my cart like a zombie. After a long day working at a job that I didn't like, my day ended with a message from my boss telling me that he didn't need me anymore. No reason was given — just "goodbye." All I wanted to do was go to bed and cry. However, as the mother of a family of six, I knew that I needed to go home and prepare dinner. I *wiped the tears from my eyes and went to the supermarket.

　I walked around trying to find some nice food for us ①[eat]. My cart had potatoes, carrots, and other food for a curry to make for my family when I returned home. I found some meat that looked good. As I picked it up, I saw something yellow under the meat. It was an *envelope that said, "Open me." So, I did. Inside, I found a small piece of paper with the words: "Everything is going to be okay. Just continue to be a good person. Keep strong, and you will be fine."

　I began to cry. Somehow, the world was helping me after such a terrible day. I ran to the customer-service station with the note. "Did you write this?" I asked, showing them the piece of paper. The man behind the counter looked at me *blankly.

　"Sorry, I have no idea what that is. Is there anything I can help you with? Only, we are closing soon," he said.

　"Do you have an envelope and a piece of paper?" I asked in hopes of returning the *favor.

　"No, sorry," he said, so I paid for my shopping and went home.

　Waking up the next morning, I thought the letter was a dream. Then I went to my computer, and there it was — that bright yellow envelope. It did happen. The note was right. Everything was going to be okay. I was *inspired by the letter.

　Quickly, I went on social media to share the story. People were ②[move], and comments of "I'm going to do that" filled my heart. I ran to the store to buy some envelopes and note cards. I wrote out a hundred *inspirational notes and told anyone who would listen that April was now national "make-a-stranger's-day" month. A woman on a mission, it felt good to think that I could help others. If only one of one hundred cards helped even one person, then it was worth doing.

　Everywhere I went for the next month — stores, restaurants, parks — I left a note. I wanted to create the same positive energy for others. I once went to a restaurant and noticed I forgot my notes, so I asked the waitress for a pen and piece of paper. While I was there, I left a message in the bathroom. A few weeks later, when I went back to the restaurant, I found a note from a stranger saying, "Thank you."

　I began speaking to my friends daily asking them, "Did you make a stranger's day?" The answer was usually "yes," and they happily told me about where they left a note, or how they paid for the coffee of the person behind them in line.

　Within a few weeks, I started getting letters and comments from friends of friends who found "make-a-stranger's-day" notes, not just in my area, but all over the country. My heart was filled with joy as I listened to all the stories. I didn't start the kindness, but I was confident that I

inspired others.

The month of April ended, and we all went back to our normal lives — now hopefully with a little more kindness toward each other. From time to time, I would still leave notes for strangers, but not as many as I did during that first month.

One day, my phone rang.

"Hi, Jodi. My name is Nancy," the voice said.

"Hi, Nancy," I answered, confused.

"I'm the woman who wrote that note in the store. I hope you don't mind my calling you. I got your number from my friend," her voice continued. She told me the color of the envelope, where it was and the message she wrote. It really was the person who left me the envelope! "I just had a feeling that someone needed some help that day," she finished. I started to cry as I thanked her for her kindness and told her how much it affected me. "I heard you wrote many envelopes yourself," she said.

"I just tried to copy your wonderful message and help others with the same idea," I said. "Personally, I can't wait until next April for 'make-a-stranger's-day' month. Let me know how I can help," she said. I put down my phone and smiled. I finally met the stranger who lifted me up when I was down. I was so happy we became friends.

Last Saturday, my daughter told me something interesting about her day. I was busy at home, so I sent my daughter to get a bag of rice. At the supermarket, the gentleman in front of her paid for it. "You didn't have to do that," she said, and she showed him that she had [③].

"Ah, it's nothing. Make a stranger's day, right?" he said as he walked away. Then, my daughter used the money I gave her to buy the milk for the lady behind her. The woman looked confused. "You're welcome," my daughter said to her. "Just be sure that you take the time to make a stranger's day in the future." When I heard this story from my daughter, I was so proud. It seems that kindness is spreading.

注：*wipe　拭く　　*envelope　封筒　　*blankly　ぼんやりと　　*favor　親切な行為
　　*inspire　激励する、発奮させる　　*inspirational　心に響く

1. 本文中の①[eat]、②[move]を文脈に合うように直しなさい。ただし、1語とは限らない。

2. 本文中の[③]に入る1語を本文中から抜き出しなさい。

3. 以下の各英文に関して、本文の内容に合うように、　　　　　　　　に入る最も適切なものを1つず
つ選び、記号で答えなさい。

＊The writer went to a supermarket because 　　1　　 .
　　あ. her husband told her to go there to get a part-time job
　　い. she decided to change her job and start working there
　　う. she recently started working there as a part-time worker
　　え. she needed to buy some food to prepare a meal for her family

＊When the writer picked up some meat, she found 　　2　　 under it.
　　あ. some carrots
　　い. some spices
　　う. an envelope
　　え. a notebook

＊At the customer-service station, the man behind the counter 　　3　　 .
　　あ. asked the writer to leave because he didn't want her to work there anymore
　　い. said he didn't know anything about the message, and the shop was closing soon
　　う. told the writer to go to a nearby store to get some envelopes and paper
　　え. told the writer that many people were talking about the envelopes

＊The next morning, the writer 　　4　　 .
　　あ. realized that everything that happened the day before was just a dream
　　い. realized that she forgot to buy some envelopes and note cards
　　う. told her children about the envelope and the note
　　え. saw the envelope she found the day before near her computer

＊Later that morning, the writer 　　5　　 .
　　あ. tried to find the person who left the envelope she found at the supermarket
　　い. searched on the internet to find some similar stories like hers
　　う. shared her story online about the things that happened the day before
　　え. bought a lot of envelopes and note cards from an online shop

＊After buying some envelopes and note cards, the writer 　　6　　 .
　　あ. wrote kind words on them and started leaving them everywhere she went
　　い. asked her friends to send her more envelopes and note cards
　　う. asked her friends to find the person who left the envelope she found at the store
　　え. told her friends that August was now the national "make-a-stranger's-day" month

－ 5 －

＊The writer left a note in the bathroom at a restaurant, and a few weeks later [7] .

あ. a stranger called to say "thank you" to her

い. a waitress at the restaurant thanked her

う. one of her close friends found it and sent her an e-mail

え. she found a "thank you" note in the same restaurant

＊After the writer started to leave messages around town, she received [8] .

あ. her friends' special "make-a-stranger's-day" cards

い. "make-a-stranger's-day" cards from many people she never met before

う. letters and comments about the "make-a-stranger's-day" cards found in many places

え. letters and comments from strangers who asked her to leave more cards

＊A woman named Nancy [9] .

あ. was the writer's friend when they were very young

い. was a stranger who was unhappy because she couldn't find the writer's note

う. thanked the writer because she was happy to receive one of the writer's cards

え. wrote the card that inspired the writer to start the "make-a-stranger's-day" movement

＊When the writer's daughter went to get some rice, [10] .

あ. a man in front of her paid for it, so she bought the milk for the woman behind her

い. the lady in the shop told her that she found one of the "make-a-stranger's-day" cards

う. she bought some milk instead, and gave the rice to the woman behind her

え. the woman behind her asked her not to buy the milk

Ⅲ 次の英文を読んで、設問に答えなさい。

The world is full (①) all kinds of data. In schools, for example, student grades are *recorded and turned into data. One student may score a 60 on a math test, another a 70, and someone else a 65. But just having those scores isn't very useful. Other information such as the *average score or how difficult the test was is useful. Many people are interested in that kind of information. Collecting a lot of data and making it helpful is called ② statistics.

The first step in statistics is collecting data. ┌──── A ────┐ Take a simple receipt, for example. When you buy something at a store, both you and the store get a receipt. Usually, people throw it away. But if you own the store, those receipts are like gold. They have very important data that can help your store make more money. By organizing each receipt and seeing what products people buy, you can find pairs of products that are often bought together. For example, in a convenience store, the most common pair of products bought together was fried chicken and beer. Look at the table below. It shows that there is an 80% chance that they are bought together. This is twice as high as the chance of people buying fried chicken and a snack. Surprisingly, tea and fried chicken were never bought together. This is what statistics is all about. If you are the store owner, ③ this information is really important. You can make plans to sell more fried chicken and beer, such as placing them closer to each other in the store or giving discounts when they are bought together. Another idea is to put up a poster of a famous actor holding both products.

	Fried chicken	(a)	(b)	(c)
Fried chicken		80%	40%	0%
(a)	80%		40%	0%
(b)	40%	40%		0%
(c)	0%	0%	0%	

The Percentage of Pairs of Products Which Were Bought Together at a Convenience Store

Here's another interesting example. In 1994, there was a sudden increase in foreign fish called *lake trout in Yellowstone Lake in the United States. This caused the number of other fish that were there to decrease. It was a big problem. To solve it, they needed to find out the lake trout population. However, counting each fish is almost impossible. So, they used a technique common in statistics. They caught some lake trout, marked them by cutting their *fins, and put them back into the lake. After some time, they caught more and checked the *proportion of marked ones. This gave an idea of the total lake trout population. For example, if they marked and released 10 lake trout and then found one marked lake trout among the next 10 they caught, it showed that around 10% of the lake trout were "marked." This meant there were around (④) lake trout in the lake. ┌──── B ────┐

Some information is best understood when it can be seen, like through a graph. Look at the graph showing the number of deaths per 100,000 Japanese men based on age. A quick look shows peaks at both ends of the graph. A peak on the graph tells us a higher number of deaths at *certain ages. Interestingly, at the left end of the graph, you can see a large decrease in childhood deaths. Also, the peak on the (⑤) over the years. In the oldest data from 1947, the later peak is around 70 years old. By 2015, the peak has moved to the group of people 85 and over. Also, the shape of the line has changed: the data from 1947 has a kind of smooth line after 10 years old while the data from 2015 has a sharper shape. From this information, it's clear that society has changed. Before we could say "people die at different ages," but now we can say "(⑥)."

The Number of Deaths per 100,000 Japanese Men by Age

━━━ 1947   ⋯⋯ 1975   ━ ━ 2015
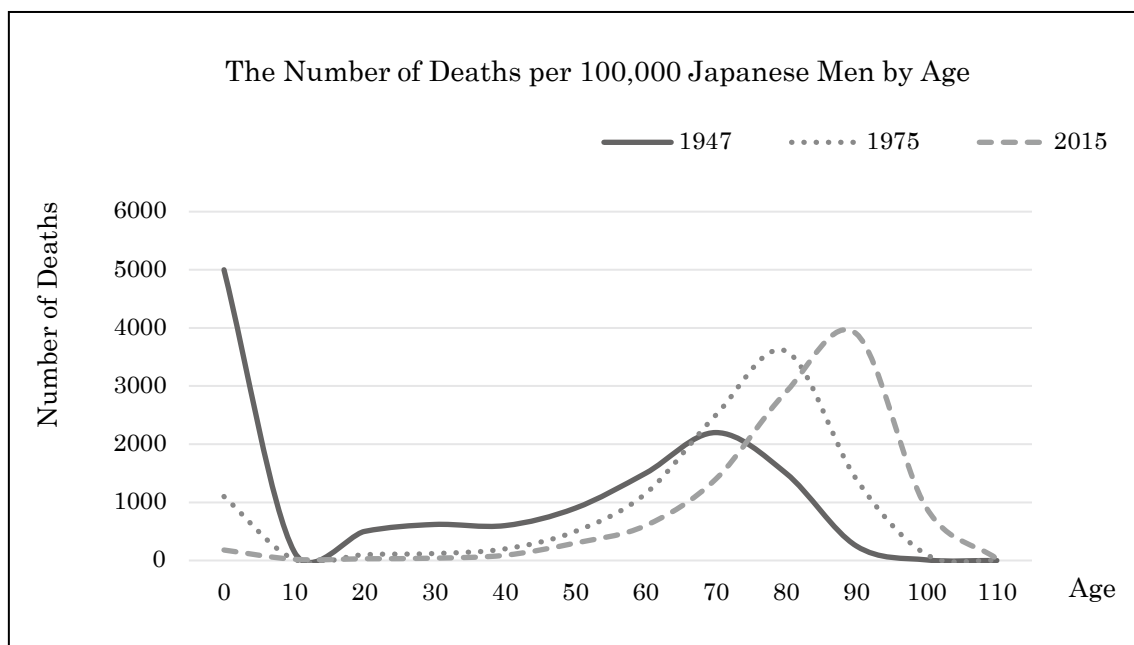
As explained above, statistics can be very useful. It can be a magic tool that makes our lives much easier and more convenient. However, we should be careful how we use statistics because if the data is not collected in the correct way, it can lead to incorrect results. ⑦"Garbage in, garbage out" is a famous saying in statistics.   C

注：*record　〜を記録する　　*average score　平均点　　*lake trout　レイクトラウト（魚の名前）
　　*fin　魚のひれ　　*proportion　割合　　*certain　特定の

1. 空欄（　①　）に入る最も適切なものを選び、記号で答えなさい。
  あ. in　　　　　　い. by　　　　　　う. with　　　　　　え. of

2. 下線部②statistics の意味として、最も適切なものを本文から推測して選び、記号で答えなさい。
  あ. 計算　　　　　い. 統計　　　　　う. 成績　　　　　え. 経営

3. 空欄　　　　A　　　　～　　　　C　　　　に入る最も適切なものを1つずつ選び、記号で答えなさい。ただし、
  記号はそれぞれ1度しか使えない。
  あ. When we use statistics, we should check the data was collected in the correct way.
  い. This data can be in places that you often don't notice.
  う. By using statistics in this way, you can easily get the information you want with little effort.

4. 表の空欄（　a　）～（　c　）に入る商品の組み合わせとして最も適切なものを選び、記号で答えなさい。
  あ. a: ビール　　　　　b: スナック　　　　c: お茶
  い. a: お茶　　　　　　b: スナック　　　　c: ビール
  う. a: スナック　　　　b: ビール　　　　　c: お茶
  え. a: ビール　　　　　b: お茶　　　　　　c: スナック

5. 下線部③this information の活用例として本文で**述べられていない**ものを1つ選び、記号で答えなさい。
  あ. 一緒に販売したい2つの商品を持つ俳優のポスターを掲示する。
  い. 一緒に販売したい2つの商品の売り場を近くに配置する。
  う. 一緒に販売したい2つの商品の売り場を拡張する。
  え. 一緒に販売したい2つの商品をセットで割引する。

6. 空欄（　④　）に入る数字として最も適切なものを選び、記号で答えなさい。
  あ. 10　　　　　　い. 100　　　　　　う. 1,000　　　　　　え. 10,000

7. 空欄（　⑤　）に入る最も適切なものを選び、記号で答えなさい。
  あ. right has moved higher
  い. right has not moved much
  う. left has moved higher
  え. left has not moved much

8. 空欄（　⑥　）に入る最も適切なものを選び、記号で答えなさい。

　　あ. less people live longer lives

　　い. people die at younger ages

　　う. people die at various ages

　　え. more people live longer lives

9. 下線部⑦ "Garbage in, garbage out" の意味として最も適切なものを選び、記号で答えなさい。

　　あ. 室内のゴミは室内のゴミ箱に捨て、室外のゴミは室外のゴミ箱に捨てる。

　　い. 一見意味のないようなデータからでも、役に立つ情報が得られることがある。

　　う. 収集方法に問題があるデータから得られる情報は、正しいとは言えない。

　　え. 莫大な量のデータを分析して正しい情報を得るには、非常に時間がかかる。

10. 本文および図表の内容と一致するものを1つ選び、記号で答えなさい。

　　あ. 学校での生徒の成績は個人情報なので、非常に慎重に扱わなければならない。

　　い. 家計簿をつける際に必要なので、レシートは捨てずに持っておいた方がよい。

　　う. レイクトラウトの数が分かれば、元から住む他の魚の数も計算することができる。

　　え. 1947年のグラフは、他と比べて幅広い年代の男性が亡くなっていることを表している。

Ⅳ 次の( )に入る最も適切な語(句)を1つずつ選び、記号で答えなさい。

1. He ( ) for Osaka on vacation this coming Saturday.
   あ. has left   い. is leaving   う. leave   え. left

2. She was running late, so she was ( ) there by her father.
   あ. drive   い. driving   う. drove   え. driven

3. I was listening to some music ( ) I was doing my homework.
   あ. while   い. during   う. which   え. that

4. A: How ( ) is your school from here?
   B: It's about 2 kilometers.
   あ. large   い. often   う. far   え. long

5. It is very hot, so I would like to have ( ).
   あ. cold drink to something   い. cold something to drink
   う. something cold to drink   え. to drink cold something

Ⅴ 次の各組の文がほぼ同じ意味になるように( )に最も適切な語を入れたとき、(＊)に
入る語を答えなさい。

1. Time is the most important thing of all.
   (＊) is ( ) important than time.

2. If you don't hurry, you won't catch the bus.
   Hurry up, (＊) you will miss the bus.

3. Can I borrow your textbook, please?
   Will you please (＊) ( ) your textbook?

4. She wanted to buy the video game, but she didn't have enough money.
   The video game was (＊) expensive for her ( ) buy.

5. He left the room quietly.
   He went out of the room (＊) ( ) a noise.

6. Would you like to come with us?
   Would you like to (＊) us?

Ⅵ （　　　）内の あ. ～ か. を並べかえ、意味の通る英文を完成させなさい。ただし、解答は
それぞれの ┌─ a ─┐ 、┌─ b ─┐ に入る記号のみ答えなさい。

1. I (＿＿＿ ┌─ a ─┐ ＿＿＿ ＿＿＿ ┌─ b ─┐ ＿＿＿).
（ あ. am　い. forward　う. with her　え. working　お. to　か. looking ）

2. He is (＿＿＿ ┌─ a ─┐ ＿＿＿ ＿＿＿ ┌─ b ─┐ ＿＿＿).
（ あ. everyone　い. is　う. known　え. an actor　お. to　か. who ）

3. Please (＿＿＿ ┌─ a ─┐ ＿＿＿ ＿＿＿ ＿＿＿ ┌─ b ─┐) me.
（ あ. father　　い. your　　う. say　　え. for　　お. to　　か. hello ）

4. The population of (＿＿＿ ┌─ a ─┐ ＿＿＿ ＿＿＿ ＿＿＿ ┌─ b ─┐) of Japan.
（ あ. is　　い. than　　う. much　　え. that　　お. smaller　　か. Australia ）

5. Can you imagine (＿＿＿ ┌─ a ─┐ ＿＿＿ ＿＿＿ ＿＿＿ ┌─ b ─┐)?
（ あ. the next　　い. what　　う. like　　え. will　　お. year　　か. be ）

Ⅶ　あなたが高校生になった時、日々の生活の中で、何が一番大事になると考えますか。以下の英文が完成するように、最初の下線部に最も大事だと考えること・ものを1つ挙げ、さらになぜそう考えるのか、その理由と具体的な説明を書きなさい。

＊最初の下線部の語数は問わないが、理由と説明については40〜50語の英語で答え、**解答用紙のマス目ごとに1単語ずつ記入**すること。なお、ピリオド、コンマなどの符号は語数に含めない。

I think _____ will be the most important thing for me when I become a high school student. This is because …

40 〜 50語

I can't wait to start in April.