

2024（令和6）年度

1日 [60分] \*

## 外国語（英語）

### 注 意

1. 監督者の指示があるまで問題を見ないこと。
2. 声を出して問題を読まないこと。
3. 問題は23ページ、**1** から **5** までである。
4. 問題や解答用紙に落丁、乱丁、汚損あるいは印刷不鮮明の箇所があれば、手をあげて監督者に申し出ること。
5. 解答は必ず**黒色鉛筆**を使用し、**解答用紙に記入**すること。
6. 解答は解答用紙の解答欄の記号にマークすること。
7. 訂正箇所は、消しゴムで**きれいに消す**こと。
8. 解答欄には、関係のない符号や文字あるいはメモなどを記入しないこと。
9. 解答用紙を**折ったり汚したり**しないこと。
10. 問題用紙は持ち帰ること。

1

意味の通る文法的に正しい文を完成させるのにもっとも適切なものを選びなさい。[各1点]

1. You should not believe (        ) story John tells you, for your own good.  
A. however        B. whatever        C. all of        D. none of
2. We decided to take (        ) driving because the trip is over 300 miles.  
A. leads        B. times        C. turns        D. actions
3. In Japan, seven gods (        ) to live in a single grain of rice.  
A. had believed        B. are believed  
C. believe        D. have believed
4. It was thirty years before fears were raised that we would run (        ) adequate fresh water.  
A. out of        B. into        C. across        D. through
5. Some parasitic diseases can be (        ) for the social and economic health of a community.  
A. disastrous        B. affective        C. raging        D. ironic
6. Much to our surprise, the teachers suddenly (        ) song during the school assembly.  
A. broke into        B. ran into        C. broke out        D. ran to

7. Based on the response, we have ( ) customers into the following four groups.  
A. subtracted    B. stripped    C. classified    D. fired
8. When I was a child, I ( ) my knees and elbows every summer.  
A. scraped    B. snatched    C. shuffled    D. suffered
9. The concert was cancelled due to the ( ) heavy rain and strong winds.  
A. ideal    B. continuous    C. marginal    D. suspended
10. You should follow these four rules ( ) the most from reading books.  
A. to have got    B. to be gotten  
C. to get    D. by getting
11. Four to five million deaths a year would be avoided if people ( ) more active.  
A. be    B. were    C. will be    D. had been
12. This painting is ( ), but it's not what we were looking for.  
A. fascinating    B. principal    C. uncertain    D. unreliable
13. The magician seemed to perform the magic trick ( ), but it was in fact quite challenging.  
A. with reserve    B. with ease  
C. on hand    D. on average

14. Germany and the Allied Powers (       ) peace at the Palace of Versailles, ending World War I.  
A. declared       B. confessed       C. served       D. ceased
15. It is certainly possible for (       ) to be too many apps on your smartphone.  
A. where       B. no where       C. here       D. there
16. Vegetables grown without chemicals (       ) than those grown with.  
A. are better tasted       B. are tasting more  
C. are more tasted       D. are better tasting
17. Don't be afraid to ask someone for help despite the fear of being (       ).  
A. taken to       B. taken by  
C. turned up       D. turned down
18. I don't like video games that (       ) unnecessary violence.  
A. feature       B. subject       C. consult       D. satisfy
19. Half of the temple, (       ) the northern half, was destroyed by fire.  
A. centrally       B. namely  
C. hardly       D. additionally

20. I was so shy that it took tremendous (        ) to talk to her at the party last night.

A. courage

B. impatience

C. fear

D. indifference

2

語句を並べ替えてもっとも自然な英文を完成させ、2番目と5番目に入れるものの記号を書きなさい。ただし、文頭に来る語も小文字にしてある。[各2点]

1. Towels ( 1 )( 2 )( 3 )( 4 )( 5 )( 6 ) them immediately after use.

- A. clean                      B. be                              C. by  
D. should                      E. washing                      F. kept

2. ( 1 )( 2 )( 3 )( 4 ), they are no longer ( 5 )( 6 ) drinking alcohol and smoking.

- A. age                              B. come                              C. having  
D. from                              E. of                                      F. prohibited

3. ( 1 )( 2 )( 3 )( 4 )( 5 )( 6 ) fill in the document and send it back.

- A. have                              B. all                                      C. is  
D. do                                      E. you                                      F. to

4. Not only ( 1 )( 2 ) a businessperson, but he was also well ( 3 )( 4 )( 5 )( 6 ).

- A. a                                      B. he                                      C. as  
D. known                              E. scientist                              F. was

5. Don't take this medicine when you drive as it ( 1 )( 2 ) ( 3 )( 4 )( 5 )( 6 ).

- A. cause                              B. feel                                      C. may  
D. drowsy                              E. to    F. you

6. Brenda was ( 1 )( 2 )( 3 )( 4 )( 5 )( 6 )  
president of the student council.

- A. asked                      B. she                      C. run  
D. would                      E. for                      F. if

7. The comedy was so funny that Cheryl ( 1 )( 2 )( 3 )  
( 4 )( 5 )( 6 ) cried.

- A. she                      B. laugh                      C. help  
D. until                      E. couldn't                      F. but

8. I reluctantly ( 1 )( 2 ) Marie's idea, not ( 3 )( 4 )  
( 5 )( 6 ).

- A. with                      B. her                      C. to  
D. agreed                      E. offend                      F. wanting

9. Tamara was ( 1 )( 2 ) forties, but her voice ( 3 )( 4 )  
( 5 )( 6 ) a 10-year-old girl.

- A. her                      B. that                      C. of  
D. like                      E. in                      F. sounded

10. My father ( 1 )( 2 )( 3 )( 4 )( 5 )( 6 ) on fatty  
foods.

- A. cut                      B. been                      C. to  
D. has                      E. told                      F. down

3

次の文章を筋の通ったものにするために、枠内にあるA～Dからもっとも適切なものを選び（ ）の中に入れなさい。[各3点]

(A)

- A. The buzzing of an approaching drone might make people anxious, especially if deliveries are frequent, which might happen in any typical neighborhood.
- B. Drones are far cheaper than trucks, and a single skilled drone operator can replace the wages of several drivers.
- C. Dishonest people might find it easy to follow and steal drone-delivered goods.
- D. Rather than sending out delivery trucks, companies will answer customer orders using drones that will carry packages exactly where needed.

Unmanned aerial vehicles, better known as drones, are now foreseen as the future of home delivery. ( (1) ) This is already happening in some areas of the world. Yet not everyone is pleased by this advancement in technology.

At a glance, drone delivery would seem beneficial for society. Drones can transport goods to places that are difficult to reach. They are not affected by narrow roads or traffic jams. They are more direct and thus faster than any truck. Unlike trucks and their heavy emissions, drones are also gentle on the environment. Yet, perhaps the biggest advantage is the cost. ( (2) )

However, problems remain. Drones have been known to strike electrical power lines, causing blackouts. There are also delivery difficulties when customers live in shared dwellings like tall apartment



buildings. Bad weather might slow and even stop all drone delivery. Drones bring noise pollution as well. Moreover, they announce their presence and can be easy to track, especially when nearing their destination. ( (3) ) Some people worry that drones may cause injuries if someone were to approach one when it lands.

Beside safety and security issues, the greatest difficulty in accepting drone deliveries might be psychological. Many in the public might not welcome the sight of drones crossing the skies. Some may feel it unnatural, and others might feel they are being spied upon. ( (4) ) They will bring change, and many people do not like change.

Science fiction writers imagine a world with flying cars and robots. Drones are a sign that this vision might be coming true. Drones might be the future of home delivery. But whether they will truly work or not is still an open question.

(B)

- A. One key lesson is that a city must have a realistic plan for how to use Olympic facilities after the Games.
- B. In some cases, hosting the Olympics has brought major benefits, but for other host cities the experience was not so golden.
- C. This was one of the aims of the 2012 host city, London, which built many new facilities in its East End neighborhood.
- D. On top of this gain, many of the buildings and stadiums created for the Olympic Games remain in use, including the Olympic Stadium.

Is hosting the Olympics good for a city overall? The answer to that question might be “yes and no” because it depends on the particular city.

( (5) )

Let’s take a brief look at some positive examples. One of the most successful Olympic cities in recent history is Barcelona, which hosted the 1992 Olympic Games. In simple economic terms, the Spanish city came out on top. The 1992 Games cost 6.7 billion euros but generated 12 billion euros in profit. ( (6) ) Barcelona also became a major tourist destination.

Other cities have not been as fortunate. One of the least successful host cities has been Athens, where the 2004 Summer Games were held. Many of the facilities built for the Olympics that year are no longer in use. Furthermore, hosting the Games was incredibly expensive for the city. Some have argued that the 2009 economic crisis in Greece was related to the spending on the Olympics.

How can host cities learn from such past examples? ( (7) ) After

all, the Olympics only last a few weeks.

A positive trend in recent years is the effort to use the Olympics as a way to improve certain neighborhoods in the host city. ( (8) ) The hope was that this would transform what had been a poorer section of the city. Indeed, East London today is a thriving residential and commercial area with improved transportation.

4

次の英文を読んで、質問に答えなさい。（\*印の語（句）は注を参考にと）[各3点]

(A) On August 16th, 1977, the entire world was stunned. Superstar singer Elvis Presley passed away suddenly at age 42. Newspapers and TV programs were filled with coverage of his death. However, something else occurred at almost the same time that was even more significant, but was at first overlooked by the shock of Presley's passing. Only hours before Presley died, a researcher at the Ohio State University Big Ear Radio Observatory\* noted a 72-second radio signal from outer space. He was so excited that he wrote the word "Wow!" across the paper printout, thus giving the radio burst its name, the "Wow! Signal." What is the "Wow! Signal"? What is the event that should have made more news than the death of Elvis Presley? It was this: The "Wow! Signal" seemed to be clear contact from an alien civilization.

That humankind is not alone in the universe is a notion that has long stimulated writers and moviemakers. It has captured the attention of scientists as well and generated a number of research projects, loosely connected under the name of SETI, the Search for Extraterrestrial Intelligence\*. Most of these projects involve monitoring radio waves from space. The Big Ear Radio Observatory, which finished its work in 1995, was one of the earliest such projects. Other SETI attempts are more active and involve sending messages from the earth in the hope that some alien civilization will take note. In any case, SETI research efforts continue to be conducted even now by various organizations in many countries.

The "Wow! Signal" has served to encourage much of this research. Yet, the signal itself has never been solved. In fact, scientists are even unsure of its point of origin. On the night of the event, the Big Ear telescope was pointed toward the constellation of Sagittarius\*, which, according to lengthy study, includes one star quite similar to our own

sun at a distance of 1,800 light years from the earth. Yet, intense observation of that area has discovered no sign of life. Thus, there is no proof the signal came from Sagittarius. In addition, radio noise similar to the “Wow! Signal” has never been detected again. This has led some scholars to believe that the “Wow! Signal” might have been some natural happening that science cannot yet explain. Others feel there may have been some sort of failure with the Big Ear radio telescope and the entire “Wow! Signal” is simply an equipment error.

Scientists have examined these possibilities and found them problematic. The equipment was working properly, and there is no known natural explanation for the radio burst. Weighing everything, the very first explanation that the “Wow! Signal” was contact from another planet is still a possible analysis. SETI researchers everywhere hope this is true and that their work will one day confirm this.

[注] radio observatory: 電波天文台

extraterrestrial intelligence: 地球外知的生命体

the constellation of Sagittarius: 射手座

1. この英文の主旨は次のどれか。
  - A. プレスリーの死は「Wow! シグナル」の発見によってかき消された。
  - B. SETI の研究は天文観測技術の発展に寄与した。
  - C. 研究の結果、「Wow! シグナル」の発信源が解明された。
  - D. 「Wow! シグナル」は地球外知的生命体からの接触かもしれない。
  
2. 一部の人が「Wow! シグナル」を疑う理由の一つは次のどれか。
  - A. 「Wow! シグナル」と同様の信号がその後確認されていないから。
  - B. SETI は映画産業から研究資金を得ているから。
  - C. 検証した結果、記録した機器の誤作動が判明したから。
  - D. 「Wow! シグナル」について発信源以外の情報がないから。

3. 本文の内容と一致するものは次のどれか。

- A. 人類以外に知的生命体が存在する可能性があると考える人がいる。
- B. 地球からのメッセージに反応する事例が報告されている。
- C. 射手座を構成する一つの星が地球と似た性質を持っている。
- D. 「Wow! シグナル」と同様の信号が最近確認された。

次のページに進みなさい

(B) The Great Famine, otherwise known as the Irish Potato Famine, is a major historical event in Irish and world history. During these years, a moldy fungus\* brought potato blight\*, causing great numbers of potato crops to become diseased and rotten. Although potato blight affected large areas of Europe at this time, it was particularly devastating for the Irish, who relied on potatoes as one of their main sources of food. As a result, an estimated one million people died of starvation in what Ireland would call “the Great Hunger.”

It is important to understand how much the Great Famine has impacted the legacy of the Irish people, both at home and internationally. For one thing, the Great Famine resulted in many societal changes to the nation’s political priorities. At the time, Ireland was part of the United Kingdom, and the relationship was not good. The English, whose capital was far away in London, did not assist the struggling Irish enough during this time. Much of Irish land was owned by the English, while most of the Irish lived in terrible poverty. These landlords often didn’t even live in Ireland but still demanded rent from the poor Irish farmers, who could not afford these payments as the society continued to collapse.

Part of this poor treatment was rooted in religious discrimination, as the mostly-Protestant English looked down upon the mostly-Catholic Irish. This problem was made worse by the practice of “souperism,” in which Protestant charities and organizations came to Ireland to help those in need by offering them bowls of soup, but only in exchange for rejecting Catholicism and converting to Protestantism. For many Irish, being given the choice to give up their faith to feed themselves and their children was cruel and unfair, further straining the already-tense relationship. Taken together, these conditions played a big part in Ireland’s eventual desire to break away from the United Kingdom. The Irish War of Independence began in 1919, leading to an Irish victory in 1921.



Another historically-significant effect of the Great Famine was a mass departure from Ireland, as millions fled the country in search of a better life by moving to a range of destinations, including other parts of the United Kingdom, Australia and the United States. As a result, Ireland lost almost a quarter of its population from this combination of mass death and mass emigration. Men and women alike relocated to new areas and, upon saving enough money, brought additional family members to join them. However, because they were so poor, very few Irish immigrants had opportunities to leave the coastal cities where they first arrived — where they faced prejudice and settled for low-wage jobs. Because of the mass migration, American cities like New York City and Boston became flooded with Irish newcomers, and their culture and heritage still make up a significant part of those cities' identities to this day.

[注] moldy fungus: 真菌                      blight: 胴枯れ病

4. この英文の主旨は次のどれか。
- A. アイルランドの独立戦争
  - B. アイルランドのジャガイモ飢饉とその影響
  - C. アイルランドにおけるカトリック教徒の苦難
  - D. アイルランドからの移民の生活
5. 飢饉がアイルランドにひどい影響を与えたのはなぜか。
- A. アイルランド移民の受け入れ国が少なかった。
  - B. カトリック教会の支援が十分でなかった。
  - C. ジャガイモはアイルランドの主要な食料だった。
  - D. 飢饉が起きた時に増税が重なった。

6. アイルランドの大飢饉の影響について、本文と一致するものは次のどれか。
- A. アイルランド人はジャガイモに頼る必要がなくなった。
  - B. ほとんどの教会で大飢饉について教えるようになった。
  - C. プロテスタントとカトリックの争いが終わった。
  - D. 多くのアイルランド人が外国へ移住した。

次のページに進みなさい

5

次の英文を読んで、質問に答えなさい。（\*印の語（句）は注を参考にするこ  
と）[各3点]

(A) Every time I go to a supermarket with a shopping list in hand, perhaps for eggs, milk, chicken and lettuce, I find myself purchasing a bunch of things I didn't intend to buy, such as cookies and soda. I have recently learned that I may be a victim of the Gruen Transfer. The principle of this psychological effect is that when customers enter a supermarket or similar store, they will first be confused or unsettled by the store layout, causing them to lose track of what they intended to purchase. Customers like me will feel defenseless and, as a way to feel safer and more secure, we will buy more things. In many cases, markets and shopping malls are deliberately designed to confuse people, increasing the chances shoppers will buy things they don't actually need.

The Gruen Transfer is named after Victor Gruen, an Austrian architect who designed some of the earliest shopping centers in the 1950s and 60s. Gruen understood that the layout of a store can have a psychological effect, and his intention was to create places that were meant to foster pleasant and happy feelings. But the result was to prompt other builders and mall owners to find ways to simply promote more shopping. Based on these earlier designs, it has become quite common for malls to have layouts that are hard to understand. In fact, I often find myself re-entering stores when I am trying to leave!

Gruen later expressed his strong disapproval of using his techniques to take advantage of the customers, but by then it was too late, and these ideas have become common in supermarkets, malls and even casinos. In addition, a whole range of new techniques can be found to create the Gruen effect in people. For example, two items that seem to go together, such as cheese and bread, might be placed far apart, so that we customers need to travel through the store to collect both things and therefore encounter more potential items for purchase. In other

cases, products that appeal to children, such as sweets, toys or colorful cereal, might be placed at the bottom of the shelf, where the little ones are more likely to see them. Lighting, temperature, smells and music selection can sometimes be carefully organized to manipulate our mental states. So the next time you walk into a store looking for a single item and walk out with 10, you may have fallen victim to the Gruen Transfer.

1. What is the main idea of this passage?
  - A. The Gruen Transfer is an effective way to advertise products to customers.
  - B. The Gruen Transfer is a method for saving money at the store.
  - C. The Gruen Transfer is a psychological effect on shoppers when inside stores.
  - D. The Gruen Transfer is an emotional response people have when they don't have enough money.
  
2. Why did Victor Gruen dislike the idea of the Gruen Transfer?
  - A. He was an architect, not a shop owner.
  - B. He thought it is wrong to manipulate customers.
  - C. He believed people stole his design ideas for shops and malls.
  - D. He felt people should spend less on things they don't need.
  
3. What was the author's likely intention for writing the article?
  - A. To criticize supermarkets for using psychological techniques on customers.
  - B. To raise awareness that stores are often designed to influence the buying habits of customers.
  - C. To teach people about Victor Gruen and the history of shopping center design.
  - D. To stop parents from buying sweets and toys for their children.

(B) Early twentieth century efforts for women's rights are broadly known as the suffragette movement, which consisted mainly of women who organized and protested for the right to vote and be represented in the democratic process. These groups were particularly visible in the United Kingdom, Ireland and the United States.

One such movement in the UK was the Women's Social and Political Union (WSPU), active from 1903 to 1918 under the leadership of Emmeline Pankhurst. The WSPU did not merely organize marches or small-scale political protests; rather, their behavior and tactics could be considered extreme or even terroristic. Progress toward women's rights was slow and kept meeting resistance from men in power. Losing patience, Pankhurst guided the women of this organization to engage in acts of civil disobedience with increasingly violent methods, including smashing windows, destroying postboxes with bombs, attempting murder, and setting buildings on fire. Five people were killed in such attacks, and more were injured. The suffragettes would target the institutions that they argued were keeping them from obtaining their rights, including churches and government buildings. Many broke laws to be arrested on purpose, so they could draw further attention to their mission. Violent actions were generally suspended in 1914 when the suffragettes turned to support the British government as it entered World War I.

During the most intense period of political action and violence, it was quite common for the suffragettes to get into physical fights, particularly with men who tried to break up their rallies with force. Many of the suffragettes were attacked by these men, and some were sexually assaulted during the chaos. In response, the WSPU felt it had no choice but to learn to fight back, and they did so by training themselves in an unlikely form: the Japanese martial art\* of jiu-jitsu.

This martial art was first introduced to these women's groups by Edith Garrud, who first encountered jiu-jitsu at an exhibition and began

taking lessons after seeing its value for self-defense. As a small woman, Garrud understood why it was an ideal skill; unlike a boxer, for example, who relies on upper body strength and hard blows to defeat an opponent, a trained jiu-jitsu specialist uses an enemy's speed and force against them, tossing them to the ground. This made it a useful combat style for any woman facing potential conflict with a male attacker. It was a suitable metaphor for the movement itself. After all, what was the suffragette movement if not a weaker force fighting a larger, opposing one?

Its popularity was immediate, and suffragette jiu-jitsu, or "suffrajitsu," was born. Seeing her success, Garrud went on to assemble a team known as the Bodyguard, made up of 30 of the toughest women around, some of whom also carried secret, concealed weapons under their dresses. When WSPU leaders, like Pankhurst, needed protection at big events, they would be accompanied by this team of women, which the media eventually nicknamed "the Amazons."

[注] martial art: 武術

4. What is the main topic of this passage?
- A. International appeal of Japanese jiu-jitsu for women
  - B. The emergence and decline of the women's suffragette movement in the UK
  - C. Men who opposed the women's suffragette movement
  - D. The reasons why the women's suffragette movement became aggressive

5. Why did some women of the suffragette movement learn martial arts?
- A. It was considered more ladylike than traditional sports.
  - B. It was required in order to engage in civil disobedience.
  - C. It was a popular form of exercise for women.
  - D. It was necessary for them to defend themselves.
6. What lesson might be derived from this story?
- A. Peaceful protest is not always the most effective way to achieve change.
  - B. Nothing good can be achieved through violence.
  - C. Martial arts are the best means for achieving justice and change.
  - D. Voting rights can only be guaranteed through the continued use of violence.





1	1	A	●	○	○
	2	A	○	●	○
	3	A	●	○	○
	4	●	○	○	○
	5	●	○	○	○
	6	○	○	○	○
	7	○	○	○	○
	8	○	○	○	○
	9	○	○	○	○
	10	○	○	○	○
	11	○	○	○	○
	12	○	○	○	○
	13	○	○	○	○
	14	○	○	○	○
	15	○	○	○	○
	16	○	○	○	○
	17	○	○	○	○
	18	○	○	○	○
	19	○	○	○	○
	20	○	○	○	○

20点

2		( 2 )					( 5 )						
	1	A	●	○	○	○	○	A	○	○	○	○	○
	2	A	○	○	○	○	○	A	○	○	○	○	○
	3	A	○	○	○	○	○	A	○	○	○	○	○
	4	A	○	○	○	○	○	A	○	○	○	○	○
	5	○	○	○	○	○	○	○	○	○	○	○	○
	6	○	○	○	○	○	○	○	○	○	○	○	○
	7	○	○	○	○	○	○	○	○	○	○	○	○
	8	○	○	○	○	○	○	○	○	○	○	○	○
	9	○	○	○	○	○	○	○	○	○	○	○	○
10	○	○	○	○	○	○	○	○	○	○	○	○	

20点

3	1	A	○	○	○	○
	2	A	○	○	○	○
	3	A	○	○	○	○
	4	○	○	○	○	○
	5	○	○	○	○	○
	6	○	○	○	○	○
	7	○	○	○	○	○
	8	○	○	○	○	○

24点

4	1	A	○	○	○	○
	2	○	○	○	○	○
	3	○	○	○	○	○
	4	○	○	○	○	○
	5	○	○	○	○	○
	6	○	○	○	○	○

18点

5	1	A	○	○	○	○
	2	A	○	○	○	○
	3	A	○	○	○	○
	4	○	○	○	○	○
	5	○	○	○	○	○
	6	○	○	○	○	○

18点