

2024年度 入学試験 学特入試 I

英 語

※問題は[1]ページから[17]ページまであります。

※マークシートに、受験番号・氏名・科目を正しく記入してください。

※解答は、すべてマークシートに記入してください。

※書き誤りをしたときは、きれいに消してから、新しい解答を記入してください。

学 特 入 試 I	受 験 番 号		氏 名	
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高崎健康福祉大学高崎高等学校

1. 次の英文を読んで、あとの問いに答えなさい。

Words are not the only tool that we use to communicate. One of the many tools we use to communicate is “body language.” We often show other people how we are (1) or what we think by using “body language.”

Body language is a gesture to show what we want to say. For example, we might wave a hand or *point a finger. We use these gestures to “talk” without using words. You may not see, but people make these types of gestures hundreds of times a day.

In every country, people use gestures. For example, every culture has gestures that mean “Hello” and “Goodbye.” However, people in different countries sometimes use different gestures, just like people speak different languages. Also, the same gesture can be used to mean something different. For example, the gesture that most European people use to say “Goodbye” means “Hello” in some *Arabian countries.

(2) These differences can *cause problems when someone goes to another country. Many Japanese people wave a hand in front of their face when they say no, but in many European countries, this gesture means that something smells bad. If you are in a foreign country and want to express “No,” be careful to shake your head, not your hand. Also, the Japanese gesture that means “come here” is different from the gesture in other countries. To make the gesture, a person raises their hand with the *palm toward the person they are calling and moves their fingers quickly up and down. However, this gesture would mean “go away” to someone from Europe. This is *confusing for both the person making the gesture and the person seeing it. In some countries, gestures have different meanings, and some gestures can even *upset the other person. For example, in Japan, touching a child on the head is an expression of love, but in countries with a strong *Buddhist culture, such as *Sri Lanka and *Thailand, people think it is very *rude. In these countries, the head is a *sacred part of the body and touching it is seen as rude.

Gestures can also be very (3) between countries, but some gestures may be used in different situations. One example is *holding out a hand with the palm down. To people who speak English, this gesture means “this tall.” It is used to show how tall something is, such as a person or an animal. But in South America, this gesture is only used for animals. It’s very funny for someone from South America when an English speaker talks about a person and uses this gesture.

If you want to understand people in a different country, you need to learn more

than just words. Gestures can be just . You may even find that you have better relationships with people if you can understand and use these gestures.

- (注) point a finger ゆび指す Arabian アラブの cause ～を引き起こす
palm 手のひら confusing 困惑させる upset ～をうろたえさせる
Buddhist 仏教の Sri Lanka スリランカ Thailand タイ
rude 失礼な sacred 神聖な hold out 差し出す

(1) と に入るものの組み合わせとして最も適当なものを、①～④のうちから一つ選び、その番号をマークしなさい。

- ① (1) hearing (3) similar ② (1) hearing (3) special
③ (1) feeling (3) special ④ (1) feeling (3) similar

(2) 下線部(2)の具体的な内容として最も適当なものを、①～④のうちから一つ選び、その番号をマークしなさい。

- ① 異なる言語を話すのであれば使うジェスチャーも異なることと、「こんにちは」と「さようなら」はどこの国のジェスチャーでも同じであるということ。
② 国が違えば使うジェスチャーも異なることと、同じジェスチャーでも国が違えば異なる意味になるということ。
③ どんな文化にも「こんにちは」と「さようなら」にあたるジェスチャーは必ず存在しているということと、そのジェスチャーはどこの国に行っても通用するということ。
④ 国が違えどもジェスチャーはほとんどどこの国でも同じであるということと、ヨーロッパの人々の方がアラブの人々よりもジェスチャーをよく使うということ。

(3) に入る最も適当なものを、①～④のうちから一つ選び、その番号をマークしなさい。

- ① as important as words for communication
② as perfect as languages for communication
③ as difficult as cultures to understand each other
④ the same as the words in each country

- (4) 本文の内容に合うように、次の下線部に入る最も適当なものを①～④のうちから一つ選び、その番号をマークしなさい。

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_____, if we can't talk or don't understand a foreign language.

- ① We can communicate using our hands or fingers
- ② We understand each other only with our own language
- ③ When we go abroad, we'll always have some problems
- ④ We only have to learn about the language

- (5) 本文の内容に合っているものを、①～④のうちから一つ選び、その番号をマークしなさい。

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- ① When people in South America say how tall their dogs are, they hold out a hand with the palm down.
- ② People in Japan wave a hand in front of their face when something smells bad.
- ③ We have to shake our head when we are in Japan and want to express "Yes."
- ④ The Japanese gesture that means "come here" is also used in Europe to show how tall something is.

問題は次のページにつづく。

2. 次の英文を読んで ～ に入る最も適当なものを、①～④のうちから一つずつ選び、その番号をマークしなさい。

Sam: Hi, Mari. How are you?

Mari: Hi, Sam. I'm fine, thanks. Listen, I had a really great class today. It was so interesting.

Sam: Oh, really? You have to tell me. What was it about?

Mari: Our teacher, Mr. Wilson, did an *experiment in class. He wanted to teach us about .

Sam: That sounds interesting!

Mari: He used a *jar, rocks and *sand for the experiment. Can you *guess what he did?

Sam: Hmm, I'm not sure. Did he try to see if more rocks or sand would *fit in the jar?

Mari: That's a good guess, but that's not enough.

Sam: Then I don't know. Tell me what he did.

Mari: First, he stood in front of the class with a big jar and some rocks and sand. He didn't say anything, but he started putting *golf ball-sized rocks in the jar. When he couldn't put any more rocks in the jar, he asked us if the jar was full. We all said that it was.

Sam: OK, I understand *so far. What did he do next?

Mari: Then, he picked up some smaller rocks and put them in the jar. When he *shook the jar, they fell into the spaces between the bigger rocks. . We all said it was. But then he picked up a box of sand and *poured it into the jar. The sand fell into the spaces between the rocks and he asked us the same question again, "Is the jar full?" .

Sam: That's a very funny thing to do. What else did he say?

Mari: The teacher said, "Do you know what I'm trying to show you?" One student said, "Does it mean that *even if your schedule is full, you can still do more if you try hard enough?" The teacher said, "No, but I knew you would say that. The thing which I really wanted you to think about was the important things in life. The big rocks are the important things, like your family, your health or your children. Even if you didn't have the smaller things, your life would be full. The smaller rocks are not so important, like your car or your house. The sand is the things that don't *matter to you."

Sam: Wow! I've never thought about my life like that. But I think Mr. Wilson is right.

Mari: I do, too. The thing which he said next was important, too. He told us that , there isn't space for all of the big rocks.

Sam: I see. So we should *fill up our life with the important things first.

Mari: That's right! (5)?

Sam: My family, my friends and my health. How about you?

Mari: I chose the same things. I decided to talk to my parents and brother more and spend more time with them. And I will take better care of myself. Today's class was a great experience!

(注) experiment 実験 jar びん sand 砂 guess 推測 (する)
fit in ~ ~に入り込む golf ball-sized ゴルフボール大の so far 今までのところは
shook shake (~を振る) の過去形 pour ~を注ぐ even if たとえ~でも
matter 重要である fill up ~ with ... ~を...で満たす

(1) ① how to choose the important things for Mr. Wilson

6

② how to live without your family

③ what is the most important in life

④ where you can find spaces in your life

(2) ① He asked us again if the jar was full

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② He asked us to look at the jar carefully

③ He asked us what to put in the jar next

④ He asked us why the jar was full

(3) ① No, the sand is much smaller

8

② No, there is more space

③ Of course, it's full of rocks

④ Of course, we all said it was

(4) ① if the jar looks full

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② if you put the sand in the jar first

③ if you think about bigger things first

④ if your family is most important to you

(5) ① What do you think your big rocks are

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② What do you think your jar looks like

③ What do you want to put in the jar next

④ What did you learn about it

3. 次の英文中の (1) ~ (5) に入る最も適当なものを、①~④のうちから一つずつ選び、その番号をマークしなさい。

Almost everyone has heard of the *Empire State Building. It's a famous building in New York City. *Perhaps you've seen it in movies or on TV. It was the first building in the world that has more than 100 *floors. And it only (1) about a year to build it.

The plan to build the Empire State Building was made in the summer of 1929. Only a few months later, in October 1929, *the Great Depression began. Many people couldn't find (2) in other places, so it was easy to find people who wanted to work on the Empire State Building. In spring 1930, the work started and 3,500 men *participated.

Many of the people who worked there came from Italy or *Ireland, but there were also many men from the *Mohawk tribe of Native Americans. The Mohawk people were popular because they weren't scared of working in (3) places. Some of the sons and *grandsons of these Mohawk people learned building skills from their fathers, and they helped to build many tall buildings in the U.S. There are famous pictures of the people who worked on the Empire State Building.

The Empire State Building opened on May 1st, 1931, after one year and 45 days of work. It was the tallest building in the world at 381 meters tall, but it had problems for a few years. Many of the offices in the building were *empty because of the Great Depression. (4), when the Great Depression ended, over 15,000 people worked there. Another interesting fact is that the Empire State Building was the tallest building in the world for over 40 years. Today, it is (5) popular with people from all over the world.

(注) Empire State Building エンパイアステートビル (建物名)

perhaps ひょっとしたら floor 階 the Great Depression 世界大恐慌

participate 参加する Ireland アイルランド

Mohawk tribe モーホーク族 (北米先住民の一部族) grandson 孫息子

empty 空いている

- | | | | | |
|----------------|-----------|-------------|---------|----|
| (1) ① got | ② opened | ③ stayed | ④ took | 11 |
| (2) ① houses | ② jobs | ③ goals | ④ ways | 12 |
| (3) ① favorite | ② high | ③ special | ④ small | 13 |
| (4) ① Also | ② Usually | ③ However | ④ So | 14 |
| (5) ① never | ② once | ③ sometimes | ④ still | 15 |

問題は次のページにつづく。

4. 次の(1)～(5)について、それぞれあとの質問の答えとして最も適当なものを、①～④のうちから一つずつ選び、その番号をマークしなさい。

(1) Ryota and Olivia are talking about their classmate, Kyoko, over text messages.

Ryota

Did you hear that Kyoko is going to move to a new school next month?

Olivia

I didn't know that. Where is she going to move?

Ryota

To Fukuoka.

Olivia

That's very far from here. We have to take a train to get there.

Ryota

I know. She said she is going to move on July 25th.

Olivia

Let's have a party for her. How about at my house on July 24th? I can ask my mom and dad to make some food.

Ryota

Well, your house is a good idea, but Kyoko will be busy on July 24th because she has to move to Fukuoka the next day.

Olivia

You're right. Let's talk to everyone and then decide the date.

Ryota

Sure, I'll ask Mike and Yuko when they can come.

Olivia

OK. I'll ask Natsumi and Rose, too!

Question: Which is true about Ryota and Olivia's messages?

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- ① Ryota doesn't know when Kyoko will move to Fukuoka.
- ② Olivia will ask her parents to make some food for the party.
- ③ Ryota has already asked four friends about their plans.
- ④ Ryota and Olivia will have a party for Kyoko on July 24th.

- (2) A Japanese high school student, Mayu, is talking to an exchange student, Rachel, about Rachel's family.

Mayu: Do you miss your family? I think it's hard to live in Japan without them.

Rachel: Yes, I do. I usually spend a lot of time with them. Here, I have a picture of them on my phone.

Mayu: They look very happy. Who is in the picture? I can see you here in the middle.

Rachel: My mother and father are on the left here. And this is my younger brother, John, on the right. He's seven.

Mayu: Who is this sitting in front of you?

Rachel: That's my grandmother. She's very kind. I can't wait to see her when I go home.

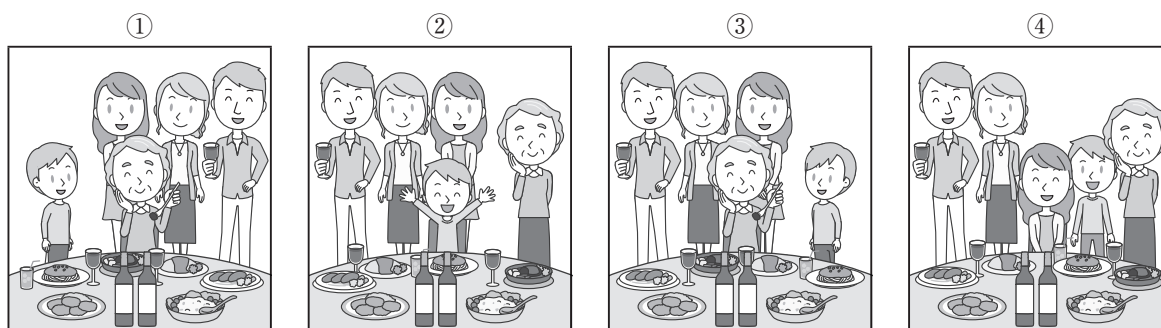
Mayu: When will you go home next?

Rachel: In summer vacation.

Mayu: I'm sure your family is looking forward to it, too.

Question : Which picture did Rachel show to Mayu?

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(3) You are interested in joining an event and reading the *flyer below.

Learn to Cook!

Blackwood School is planning a cooking event for young people between 11 and 18 years old. Why don't you join us and learn how to make some popular foods? You can eat the food you make for lunch or take it home with you!

- Date: July 23–July 25, 2024
- Time: 11:00 a.m. — 2:00 p.m.
- Place: Blackwood School Cafeteria (e-mail: cooking@blackwood.com)
- Event: Learn to Cook!
- Price: \$5 *per day / \$10 for three days.

Food	Date	Notes
Pizza	July 23 and 25	Pizza cannot be taken home.
Cakes	July 24	Please bring a box to take your cakes home in.
Cookies	July 24 and 25	Please bring a box to take your cookies home in.

★All food will be *provided by the school. Please do not bring food or drinks with you.

★If you can't eat any foods, like cheese or tomatoes, please send us an e-mail by July 16.

(注) flyer ちらし per ～ごと provide ～を提供する

Question : Which is true about the event?

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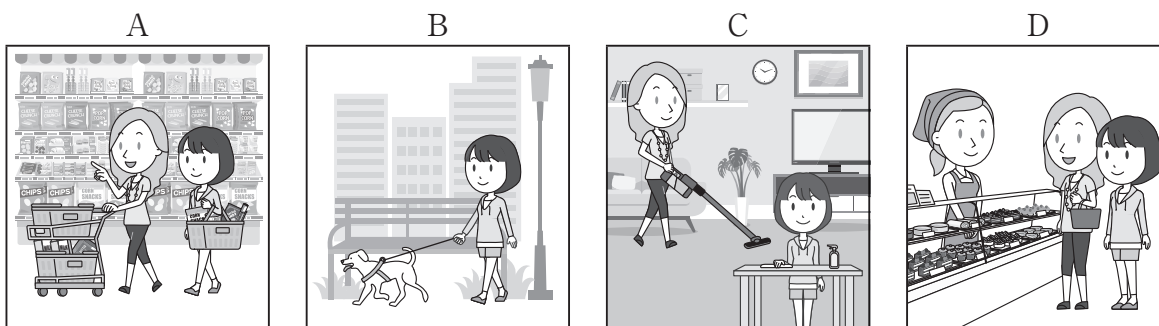
- ① If you want to take pizza home, you should bring a box to the event.
- ② If you can't eat cheese or tomatoes, you can't join the event.
- ③ You can take the cakes that you make home on July 24.
- ④ You will pay \$15 if you go to the event on all three days.

- (4) Ami is a high school student. She is staying with a host family in Canada this summer. Now she is listening to her host mother, Ms. Hall.

Thank you for helping me with the party, Ami. Your host father will be surprised because he doesn't know we'll have a party for him. We have a lot of things to do, so listen carefully. We're going to eat salad, pizza and cake at the party. Don't worry, I will cook everything. But I need your help with the shopping. So, first, we'll go to the supermarket together. You can choose the things that you want to eat, like toppings for the pizza. Actually, I won't make the cake, because there's a very good cake shop in the town. We will go there together and buy a lot of little cakes. When we get home, please help me clean the room for the party. I didn't have time to clean it this week, and I will need time to cook. But, before you do that, could you take the dog, Jimmy, for a walk?

Question : Which shows Ami's plans today?

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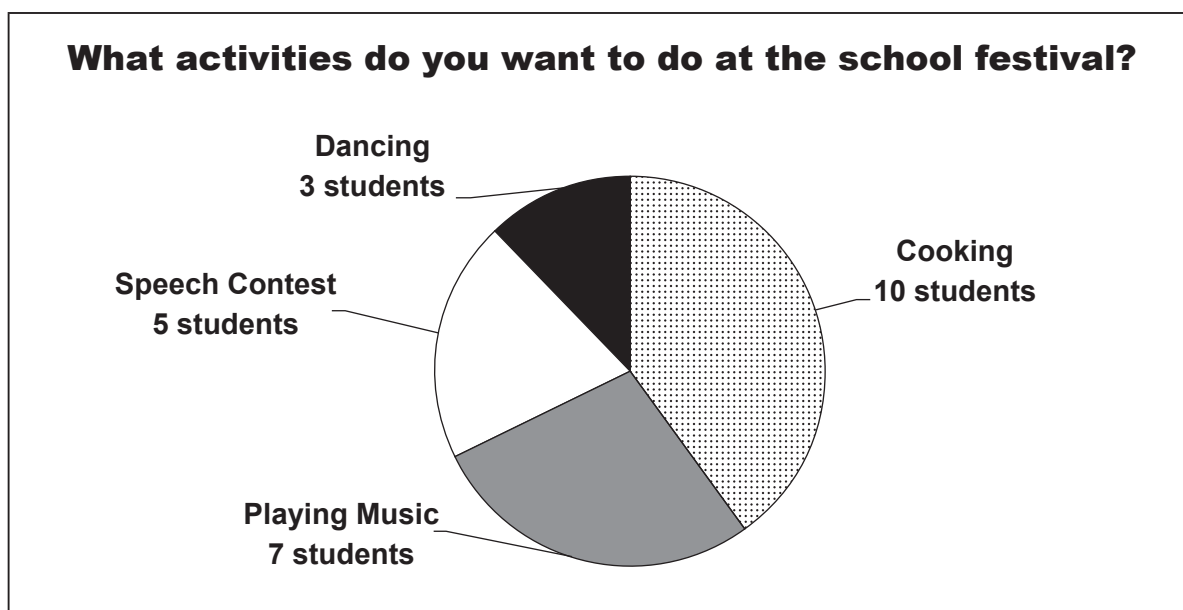


- ① A→D→C→B ② D→A→B→C ③ A→C→D→B ④ A→D→B→C

- (5) Satoshi is a student at Nishi High School. He is now listening to Mr. James, his English teacher, to decide what he will do at the school festival.

“Good morning, everyone. Yesterday, I asked the class, ‘What activities do you want to do at the school festival?’ This is the *chart that I made with your answers. We will do the most popular activity as a group. So, what do you think about the *results?”

【Chart】



(注) chart 円グラフ result 結果

Questions : What can you learn from the chart?

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- ① Only three students want to play music.
- ② More than half of the students want to cook food.
- ③ Dancing is not as popular as the speech contest.
- ④ Satoshi's class will dance at the school festival.

問題は次のページにつづく。

5. 次の(1)～(10)の文中の ～ に入る最も適当な語句を、①～④のうちから一つずつ選び、その番号をマークしなさい。

(1) Excuse me, how do I to the Robson Museum?

— Go straight down this street.

- ① get ② meet ③ start ④ visit

(2) The girl the blue shirt is my cousin and she goes to Brook West High School.

- ① is wearing ② wears ③ wore ④ wearing

(3) I'm happy that you are doing well in your new school.

- ① hear about ② to hear ③ which hears ④ in hearing

(4) John gave his mother a bag and a T-shirt for her birthday and she really liked .

- ① it ② them ③ some ④ ones

(5) Rick is very because his younger brother broke his computer.

- ① glad ② kind ③ surprising ④ angry

(6) Must I go to school tomorrow?

— No, .

- ① I don't have to ② you don't have to
③ I must not ④ you must not

(7) Which of these caps would you like to buy?

— .

- ① I want this one ② I bought them
③ Here you are ④ Yes, I would

(8) If Lisa in my town, we each other every weekend.

- ① A : lived B : could see ② A : lives B : could see
③ A : lived B : can see ④ A : lives B : can see

(9) Emma and I good friends since I moved to this town.

- ① am ② are ③ have been ④ has been

(10) Kyoto has old temples and shrines, and a lot of people from countries visit there.

- ① A : much B : other ② A : much B : another
③ A : many B : other ④ A : many B : another

6. 次の(1)～(5)の日本語の意味を表す英文になるように、() 内の英語を並べかえ、それぞれの に当てはまる番号をマークしなさい。ただし、文頭にくるものも小文字で始めてある。

(1) 彼はこの市でホワイトさんと同じくらい有名です。

(① is / ② famous as / ③ as / ④ in / ⑤ he / ⑥ Mr. White) this city.

31 32 33 34 35 36 this city.

(2) その生徒はバスケットボール部に入ってもらようアンディに頼みました。

(① Andy / ② asked / ③ to / ④ student / ⑤ the / ⑥ join) the basketball club.

37 38 39 40 41 42 the basketball club.

(3) どの机を使えばいいか私に教えてくださいませんか。

Could you tell (① which / ② I / ③ use / ④ desk / ⑤ can / ⑥ me) ?

Could you tell 43 44 45 46 47 48 ?

(4) これは祖父が私にくれた昔の本です。

(① my grandfather / ② is / ③ gave / ④ this / ⑤ an old book / ⑥ to) me.

49 50 51 52 53 54 me.

(5) あなたの町では今朝からずっと雨が降っているのですか。

(① this morning / ② it / ③ raining / ④ has / ⑤ since / ⑥ been) in your town?

55 56 57 58 59 60 in your town?

