

## 英 語

(問 題)

2024年度

〈R06181161〉

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は3～9ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべてHBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. 解答用紙記入上の注意
  - (1) 解答用紙の所定欄（2箇所）に氏名および受験番号を正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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- (2) 所定の欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
- (3) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。
- (4) 解答用紙は折り線のところで山折りにしてから解答すること。
- (5) 解答に同じ記号が不自然に続く場合は該当部分を無効とするので注意すること。
5. 解答はすべて所定の解答欄に記入すること。
6. 問題冊子の余白等は適宜利用してよいが、どのページも切り離さないこと。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも解答用紙は必ず提出すること。
9. この問題冊子は持ち帰ること。

## A

I ～ III の指示に従って設問に答えなさい。

I. 空所に入る最も適切なものをア～エから1つ選び、その記号を書きなさい。

- (1) My sister came back from London last week. She ( ) her experience there.  
 ア. talked me about    イ. said about    ウ. told about    エ. told me about
- (2) If he ( ) the truth, he would be surprised.  
 ア. know    イ. knows    ウ. knew    エ. knowing
- (3) I have to get this homework ( ) by the end of this week.  
 ア. do    イ. doing    ウ. does    エ. done
- (4) There ( ) be a Chinese restaurant here two years ago.  
 ア. used to    イ. must    ウ. may    エ. would
- (5) This school has one computer for ( ) two students.  
 ア. each    イ. all    ウ. every    エ. either

II. 以下の日本語に合うように、空所に入る語を答えなさい。なお、( ) 内に示された文字がある場合は、その文字で始まる語を書くこと。

- (1) 幼い頃、私はよく口に物をほおばったまま話さないよう注意されました。  
 When I was small, I was told not to speak ( ) my mouth full.
- (2) 急げばまだ間に合いますよ。  
 If you hurry, you can still (m ) it.
- (3) A: このかばんを運ぶのを手伝っていただけますか。  
 B: もちろん、よろこんで。  
 A: Could you help me with this bag?  
 B: Sure, I'd be happy ( ).
- (4) 「僕はきっと大丈夫」とその男の子はひとりごとを言った。  
 "I should be fine," the boy said to ( ).
- (5) A: 彼があんなことをしたなんて信じられない!  
 B: 君が怒るのももつともだよ。  
 A: I can't believe he did such a thing!  
 B: You have good ( ) to get angry.

III. 以下のア～エのうち、誤りを含むものをそれぞれ1つずつ選び、例にならって誤りを訂正しなさい。

例) He <sup>(ア)</sup>studies <sup>(イ)</sup>hard that he will <sup>(ウ)</sup>surely pass the <sup>(エ)</sup>entrance examination.  
 ( イ ) → so hard

- (1) I met an old friend <sup>(ア)</sup>of mine <sup>(イ)</sup>for the first time <sup>(ウ)</sup>in ten years <sup>(エ)</sup>while my stay in London.
- (2) A big earthquake <sup>(ア)</sup>hit the town <sup>(イ)</sup>where I was born. I was <sup>(ウ)</sup>happy that my parents were <sup>(エ)</sup>safety.

What exactly is a smile for? How do we do it, and if we lose it, can we get it back?

It's one of the most fundamental things that humans do: smile. Newborn babies can do it without thinking. New parents often think it is a reaction to their presence, although it's not until six to eight weeks of age that babies smile in a social way. <sup>(1)</sup> The [ that / parents often / shows / mistake / smiles / fact / these first ] <sup>(2)</sup> how difficult it is to understand a smile: the physical smile—and what the smile means.

<sup>(3)</sup> On a physical level, how we make a smile is clear enough. There are 17 pairs of muscles controlling expression in the human face, plus a ring that goes around the mouth. When the brain decides to smile, a message is sent out across the face from the eyes to the chin, connecting to the muscles that control the lips, nose, eyes and forehead.

Culturally, smiles can be found on ancient statues and paintings right up to modern-day emojis. Emojis with smiling faces are by far the most common in online messages. The most popular emoji of all — ( 4 ) — was picked as the 2015 Word of the Year by the Oxford Dictionary. Just as this emoji expresses more than happiness—the tears add a jokey feeling—( 5 ) themselves show so much more, too.

<sup>(6)</sup> A 2016 study questioned thousands of people in 44 cultures about photographs of eight faces—four <sup>(7)</sup> smiling, four not. Most people judged the smiling faces to be more honest than the non-smiling ones. This difference was huge in some countries, such as Switzerland, Australia and the Philippines, but small in others, such as Pakistan, Russia and France. In a few countries, such as Iran, the Maldives and Zimbabwe, people did not feel the smiling faces could be trusted. The authors concluded that when people have little trust in their government or society, they are less likely to trust a smile. Here, a smile could even give people a ( 8 ) impression.

However, what happens when the smile disappears? There are various medical problems that can stop us from smiling. <sup>(9)</sup> A common one is to lose control of your face muscles due to brain damage. Rarer is Moebius syndrome, an illness that means you can't smile, make an unhappy face or move your eyes from side to side.

"You essentially have a mask on your face," says Roland Bienvenu, 67, who has Moebius syndrome. Without being able to smile, "other people can get an incorrect impression of you," he says. "You can almost read ( 10 ). They wonder: 'Is something wrong with him? Has he had an accident?' They question your intelligence."

The scientific study of smiles finds differences in gender (generally, women smile more) and culture. Smiles are definitely <sup>(11)</sup> used in communication—people smile more when they are in [ 12 ] than they do when they are alone, and more when they are communicating with others than when they are not.

Scientists have shown that smiles are far easier to recognize than other expressions. What they don't know is why.

"We can do really well recognizing smiles," says Aleix Martinez, a professor of electrical and computer engineering at Ohio State University. "Why is that true? Nobody can answer that right now. We don't know. We really do not know. We have an experiment, <sup>(13)</sup> where we showed images of faces to people, but we showed them very quickly... 0.01 seconds, 0.02 seconds. I can show you an image for just 0.01 seconds and you can tell me it's a smile. It does not work with any other expression." Fear takes 0.25 seconds to recognize—25 times as long as a smile, "which makes absolutely no sense, evolutionarily speaking," Martinez says. "Recognizing fear is important for survival, while a smile..." <sup>(14)</sup> But that's how we have developed. <sup>(15)</sup>

Scientists such as Martinez think that smiles—as [ 16 ] as frowns (unhappy faces) and other facial expressions—remain from the time before humans learned how to speak. Human language started developing as far back as 100,000 years ago, but our expressions reach back further still, before we even became modern humans.

“Before we could communicate with words, we had to communicate with our faces,” Martinez says. “That brings us to a very interesting question in science: where does language come from? Some scientists think that it developed from the emotions that we show on our faces,” he continues. “First, we learned to move the muscles in our faces—‘I’m happy! I feel positive with you! I’m angry!’ Then a grammar of facial expressions developed, and over time that developed into language. So, when we think about how our languages began, the answer is that they almost certainly 【 17 】 with a smile.”





※ページ下部に出典を追記しております。

I. 下線部 (1), (3), (9), (15) とほぼ同じ意味・内容になるように、空所にそれぞれ最も適切な語を書き入れなさい。なお、( ) 内に示された文字がある場合は、その文字で始まる語を書くこと。

- (1) it's not until six to eight weeks of age that babies smile in a social way  
= babies ( ) to smile socially at around seven weeks of age
- (3) On a physical level, how we make a smile is clear enough.  
= The (p ) of how human muscles move when smiling is easy to understand.
- (9) There are various medical problems that can stop us from smiling.  
= Some people can't smile ( ) of various medical problems.
- (15) Recognizing fear is important for survival, while a smile...  
= For survival, recognizing a smile is ( ) important than recognizing fear.

II. 下線部 (2) の 【 】 内の語句を文意が通るように並べかえて書きなさい。

III. 空所 (4), (5), (8), (10) に入る最も適切なものをア～エから1つ選び、その記号を書きなさい。

- (4) ア.  イ.  ウ.  エ. 
- (5) ア. other cultures イ. the photographs  
ウ. smiles エ. statues and paintings
- (8) ア. positive イ. negative ウ. strong エ. weak
- (10) ア. the mask イ. the unhappy face ウ. nothing エ. their thoughts

IV. 下線部 (6) について、この研究論文のタイトルとして、最もふさわしいものをア～エから1つ選び、その記号を書きなさい。

- ア. A Fact of Globalization: How We Speak イ. Facial Recognition and Gender Difference  
ウ. Always Be Honest When You Smile エ. Smiles and What They Mean to Us

V. 下線部 (7), (11) の語の最も強く読まれる部分を1つ選び、その記号を書きなさい。

- (7) pho-to-graphs (11) def-i-nite-ly  
ア イ ウ ア イ ウ エ

VI. 空所 【12】、【16】、【17】に入る1語をそれぞれ答えなさい。【12】はpで始まる語を書きなさい。

VII. 下線部 (13) が指す内容を本文より8語以内で抜き出して書きなさい。

VIII. 下線部 (14) の実験に関する記述として最もふさわしいものをア～エから1つ選び、その記号を書きなさい。

- ア. This experiment was performed to understand how we can recognize smiles so quickly.  
イ. The result shows that a smile has developed from other facial expressions over 100,000 years.  
ウ. Aleix Martinez used the experiment data to measure how fast the human face smiles.  
エ. Considering human evolution, there is no reasonable way to explain the results of the experiment.

IX. 本文の内容と合致しないものをア～カから2つ選び、その記号を書きなさい。

- ア. Newborn babies can smile to express their feelings about their parents' presence.  
イ. When people smile, a message is sent from the brain to control the facial muscles.  
ウ. It's possible to find a record of smiles from ancient times to the modern age.  
エ. For people with Moebius syndrome, even though a smile is rare, an unhappy face is possible.  
オ. Even before the modern age, early humans began using facial expressions.  
カ. Human beings developed a kind of language by understanding other people's facial expressions.

次の英文を読んで、設問に答えなさい。Ⅰ～Ⅶの解答は最も適切なものを1つ選び、記号で答えること。

We're having a spelling test again. No matter how hard I try, I can only ever get four or five out of ten. I just can't remember them. I glance across at the new girl on our table. Her name is Rochelle Blake. She smiles at me, and I smile back. She only joined our school last week. It must be hard to join in the middle of the year.

At last, the bell goes for the end of the day. I spot Rochelle running towards her mom when I see a surprising thing. Rochelle's mom is waving her arms around and making shapes with her fingers, and Rochelle is doing the same. It's like they're talking to each other with their hands. I know I'm staring, but I can't stop watching them. **Rochelle's mom looks as though she is conducting an orchestra.** I saw this once on a TV program when a lady was doing it for deaf people. But Rochelle can hear fine. Oh, could her mother be deaf?

The next morning, I see Rochelle and her mom again. The way they move their arms reminds me of the dancers who came to our school last year. I want to watch more, but it seems a bit rude. I start reading this week's spelling words when Rochelle walks up to me.

"Shall we test each other?" she asks, pointing to my spelling book.

"Sure," I say. I want to ask her, but I don't know how. "Hey, you know that thing you do with your mom, with your hands?"

"Signing."

"Yes, signing. Is it because she's, um, deaf?"

"Yes, both my parents are deaf. My mom can speak, so I can communicate with her mainly through sign and sometimes speech, and with my dad we sign."

"Oh, I'm sorry. That must be really difficult."

I can tell by the look on Rochelle's face that I've said something wrong, but I don't know what.

"I'm what's known as a CODA," she says.

"A what?"

"A child of deaf adults: C, O, D, A."

"So, did your parents need someone to help them look after you when you were a baby?"

"Of course not!" Rochelle looks angry. "Why do you think they can't look after me, just because they're deaf? Being deaf doesn't mean they're stupid."

I get hot all over. I didn't say her parents were stupid. I try to explain, but the bell goes and Rochelle walks off towards the cloakroom. She doesn't speak to me again all day.

When it's time to go home, I see Rochelle and her mom again. They're moving their hands so fast. It looks like they're arguing. Now they've slowed down and Rochelle's mom seems to be explaining something to her.

Suddenly, Rochelle comes over. Oh, no. I look down at my feet, and my hair falls forward, so my face is hidden. I feel her hand on my shoulder. Surprised, I look up. Her eyes look a bit watery and red.

"I'm sorry," she says.

"I'm sorry, too," I reply.

"My mom explained it was unfair of me to think that you know anything about deaf culture," she pauses. "I shouldn't have got angry with you this morning."

"It's OK," I say. "Friends?"

She puts her flat hand against her chin and moves it forward, saying "Thank you." Then she moves her hands as though she's shaking hands with herself and says, "Friends."

I copy her hand movements and repeat the words "friends" and "thank you". It feels good.

"You're a quick learner," she says. I smile with pleasure. "Would you like me to teach you more signs?" she asks.

"Oh, yes, please."

After school the next day, Rochelle begins to teach me the letters of the alphabet, which she calls fingerspelling. I say each letter of the alphabet after her and copy what her hands are doing. It's much more fun than writing the letters on paper.

Over the next few weeks, I learn to fingerspell my name and lots of other words. Soon we're even signing short sentences to each other. We're becoming good friends, and I also find that fingerspelling is helping me learn real spellings, too.

It's the last Friday spelling test before the holiday, and I've been practicing really hard. Excitement builds in my chest as I write down the answers, doing fingerspelling in my head. When I get the paper back, **my heart jumps into my mouth.**

"Stand up if you scored ten out of ten," the teacher says. I tuck my hair behind my ears and stand up. It feels like the clapping is just for me. I sit back down, look across at Rochelle, who has a grin on her face as big as mine, and I sign, "Thank you."

※ページ下部に出典を追記しております。

**I. Why did the writer feel bad for Rochelle in the first part of the story?**

- A. She felt sorry for Rochelle starting the school year late.
- B. She thought the spelling test was too difficult for a new student.
- C. She knew that Rochelle didn't have any friends yet.
- D. She was embarrassed that Rochelle's mom came to school.

**II. Why did the writer think, "Rochelle's mom looks as though she is conducting an orchestra"?**

- A. She looks like she is using her arms to communicate something.
- B. She recently saw a lady conducting an orchestra on TV.
- C. She remembers the deaf people that danced at the school last year.
- D. She looks like she is playing a musical instrument.

**III. Which of the following explains why Rochelle got angry with the writer?**

- A. Rochelle couldn't believe that the writer didn't know what a CODA was.
- B. Rochelle knew that it was difficult for her parents to bring her up and felt embarrassed.
- C. The writer didn't know about deaf culture and her comments were not careful.
- D. The writer thought that Rochelle's parents were not very intelligent people.

**IV. What is the most likely reason why Rochelle and her mother argued?**

- A. The mother felt that her daughter should not tell other kids about their family.
- B. The mother was upset because Rochelle expected too much from her new friend.
- C. Rochelle's mother told her not to hang out with children who didn't understand deaf culture.
- D. Rochelle tried to calm her mother down after her mother got angry at the writer's comments.

**V. Which of the following is how Rochelle signed "thank you"?**



A.



B.



C.



D.

**VI. The writer says, "My heart jumps into my mouth." What is the most likely reason for this?**

- A. She was disappointed that she forgot some words.
- B. She was nervous of standing up in class.
- C. She was proud that she learned to fingerspell.
- D. She was very happy to see her score.

**VII. Which of the following statements about this passage is NOT true?**

- A. Learning to sign letters can help you to remember the spelling of some words.
- B. Rochelle's parents were able to look after her well when she was a baby.
- C. The writer learned to sign at school in order to improve her spelling.
- D. There is a special expression used for young people whose parents cannot hear.

D

次の英文を読んで、設問に答えなさい。I～Vの解答は最も適切なものを1つ選び、記号で答えること。

※この部分は、著作権の関係により掲載できません。

**I. Which of the following popular phrases best describes the message of this story?**

- A. No pain, no gain.
- B. Don't give up at the first sign of failure.
- C. If you do good, good will come to you.
- D. Your actions may come back to bite you.

**II. Which of the following sentences means the same as the underlined part of the story?**

- A. The hats were popular because they were well made.
- B. His hats were delivered in large numbers to local people.
- C. The hats sold very well as they were the cheapest around.
- D. He added his skill to hats brought in from the city.

**III. Which of the three choices would have resulted in Isabella getting married to Enzo?**

- A. Just 1
- B. Just 2
- C. Just 3
- D. 1 and 2
- E. 2 and 3
- F. 1 and 3

**IV. Which of the following words could be used in place of “accidentally” in this context?**

- A. mistakenly
- B. purposefully
- C. regrettably
- D. unfortunately

**V. Which of the following best fits in the \_\_\_\_\_ in the story?**

- A. be angry with Isabella
- B. be impressed with his trick
- C. find the missing stone
- D. know that he was a cheat

**VI. Imagine that you were in Isabella's situation. What would you do? Why? Complete the sentence on the answer sheet. Pay attention to your grammar.**

[以 下 余 白]



英語

(解答用紙)

<R06181161>

受験 番号	万	千	百	十	一
氏 名					

(注意) 所定の欄以外に番号・氏名を書いてはならない。

<R06181161>

受験 番号	万	千	百	十	一
氏 名					

(注意) 所定の欄以外に番号・氏名を書いてはならない。

A

I. (1) (2) (3)

(4) (5)

II. (1) (2) (3)

(4) (5)

III. (1)( ) → (2)( ) →

B

I. (1) (3)

(9) (15)

II. The

III. (4) (5) (8) (10)

折 り 線

IV.

V. (7) (11)

VI. [12] [16] [17]

VII.

VIII. IX.

C

I. II. III. IV.

V. VI. VII.

D

I. II. III.

IV. V.

VI.

because

A

採点欄

I. (1), (2), (3)

I. (4), (5)

II. (1), (2), (3)

II. (4), (5)

III.

B

I. (1), (3)

I. (9), (15)

II.

III.

IV.

V.

VI.

VII.

VIII. IX.

C

I. II. III. IV.

V. VI. VII.

D

I. II. III.

IV. V.

VI.