

# 令和6年度 鹿屋中央高等学校入学試験問題

## 英 語

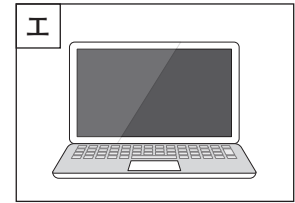
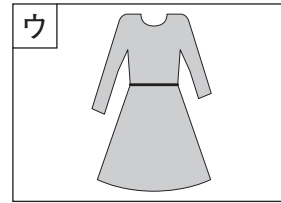
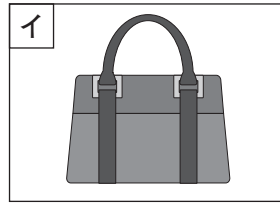
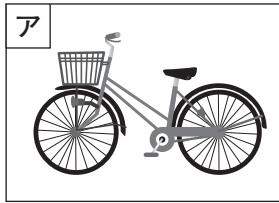
### 注 意

- 1 監督者の「始め」の合図があるまで開いてはいけません。
- 2 問題 **1** は放送による聞き取りテストです。
- 3 問題用紙は表紙を入れて12ページあり、これとは別に解答用紙が1枚あります。
- 4 受験番号や氏名は、解答用紙及び問題用紙の決められた欄に記入しなさい。  
また、解答用紙の「QRコードのシールをここにはってください。」と書かれた  
わくの中にシールをはみ出さないようにはりなさい。
- 5 答えは、問題の指示に従って、**すべて解答用紙に記入しなさい。**
- 6 監督者の「やめ」の合図ですぐにやめなさい。

受験 番号	
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**1** **聞き取りテスト** 放送の指示にしたがって、次の**1～8**の問いに答えなさい。英語は**1から5**は1回だけ放送します。**6以降**は2回ずつ放送します。メモをとってもかまいません。

**1** これから、Jack と Rika との対話を放送します。Rika のおじいさんが Rika に買ってあげたものとして最も適当なものを下の**ア～エ**の中から一つ選び、その記号を書きなさい。



**2** これから、Haruko と Sam との対話を放送します。Haruko が最も好きな科目を下の**ア～エ**の中から一つ選び、その記号を書きなさい。

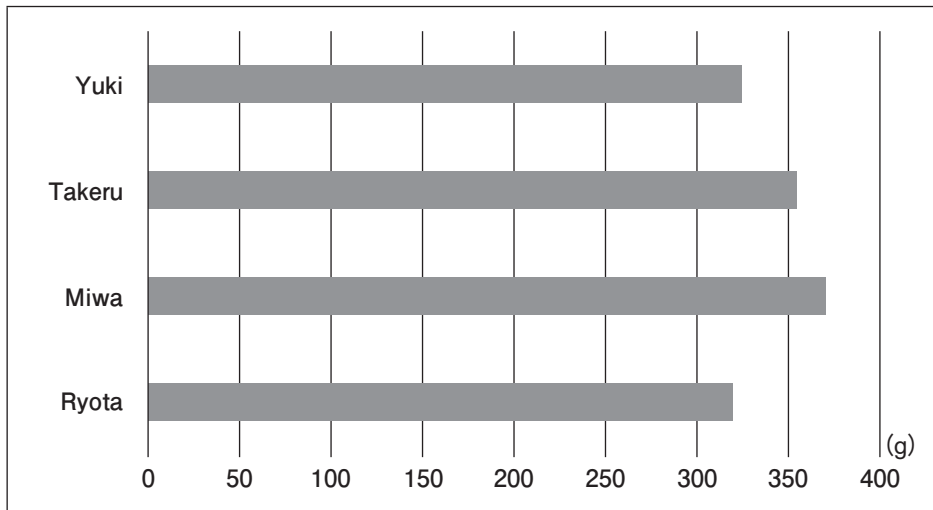
**ア** English                      **イ** Music                      **ウ** Science                      **エ** Math

**3** これから、Andy と Beth との対話を放送します。今オレンジは何個残っているか、最も適当なものを下の**ア～エ**の中から一つ選び、その記号を書きなさい。

**ア** 1個                      **イ** 2個                      **ウ** 4個                      **エ** 7個

**4** これから、Cindy と Yuta との対話を放送します。対話の後に、その内容について英語で質問します。下の英文がその答えになるよう、(                      )に入る適切な英語1語を書きなさい。  
He went there on (                      ).

- 5 これから、Haruki が下のグラフを使って授業中に行った発表の一部を放送します。下のグラフを参考にしながら Haruki の発表を聞き、その内容として最も適当なものを下のア～エの中から一つ選び、その記号を書きなさい。



- ア 4人の生徒たちの1日の野菜の購買量  
 イ 4人の生徒たちの1日の野菜の摂取量  
 ウ 4人の生徒たちの1日の肉の購買量  
 エ 4人の生徒たちの1日の肉の摂取量
- 6 あなたは、ある動物園に来ています。これから放送されるアナウンスを聞いて、この動物園に現在いない動物を下のア～エの中から一つ選び、その記号を書きなさい。  
 ア サル                      イ ゾウ                      ウ ライオン                      エ クマ
- 7 これから、英語の授業での Mai の発表を放送します。発表の後に、その内容について英語で質問します。下の英文がその質問の答えになるように、(                      )に入る適切な英語を補って英文を完成させなさい。  
 She wants to be (                      ).
- 8 これから、中学生の Ryo と留学生の Ellen との対話を放送します。その中で、Ellen が Ryo に質問をしています。Ryo に代わって、その答えを英文で書きなさい。2文以上になってもかまいません。書く時間は1分間です。

2

次の1～4の問いに答えなさい。

- 1 次は、新聞部員の Ryota が ALT の Mary 先生にインタビューをしたときの対話である。下の①、②の表現が入る最も適当な場所を対話文中の〈ア〉～〈エ〉の中からそれぞれ一つ選び、その記号を書け。

① Will you tell me about your country?      ② I want to visit it, too.

Ryota : Can I start the interview?

Mary : Sure, Ryota.

Ryota : You've just started a new life here. What do you think of Japan?

Mary : It's a good place for me. 〈ア〉 People are kind, and the food is very good.

Ryota : I'm glad to hear that. You're from Canada, right? 〈イ〉

Mary : Sure. In my country, English and French are spoken. And there are a lot of beautiful mountains there. A lot of Japanese people visit my country to see them. 〈ウ〉

Ryota : Canada is a popular country in Japan. 〈エ〉 Well, I'm looking forward to your English class. Thank you for your time.

Mary : You're welcome.

- 2 次は、Eric と母の Jane との自宅での対話である。(①)～(③)に、下の [ ] 内の [説明] が示す英語1語をそれぞれ書け。

Eric : Mom, tomorrow afternoon, I'm going to go fishing with Jack and Kate. I'll be home by five in the afternoon.

Jane : OK. I have met Jack before but I don't know Kate. Who is she?

Eric : She is Jack's (①). She is visiting Jack now.

Jane : I see.

Eric : Kate is going to study (②) soon.

Jane : Oh, is she? Where will she study?

Eric : In Japan. She has been studying Japanese for three years, so she speaks Japanese well. In Japan, she is going to study Japanese history. She will go there in (③). So she says she wants to visit some places in Japan to enjoy traditional Japanese summer festivals.

Jane : Oh, that must be great.

[説明] ① a child of one's uncle or aunt  
② in other countries  
③ the eighth month of the year

- 3 (1)~(3)について、下の [例] を参考にしながら、( ) 内の語を含めて3語以上使用して、英文を完成させよ。ただし、( ) 内の語は必要に応じて形を変えてもよい。また、文頭に来る語は、最初の文字を大文字にすること。

[例]

<p>&lt; 家で &gt; A : What are you doing now? B : ( read ) a newspaper. (答) I am reading</p>
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- (1) < 家で >

A : When did you hear the news?

B : ( hear ) last night.

- (2) < 教室で >

A : All the questions in the test were difficult.

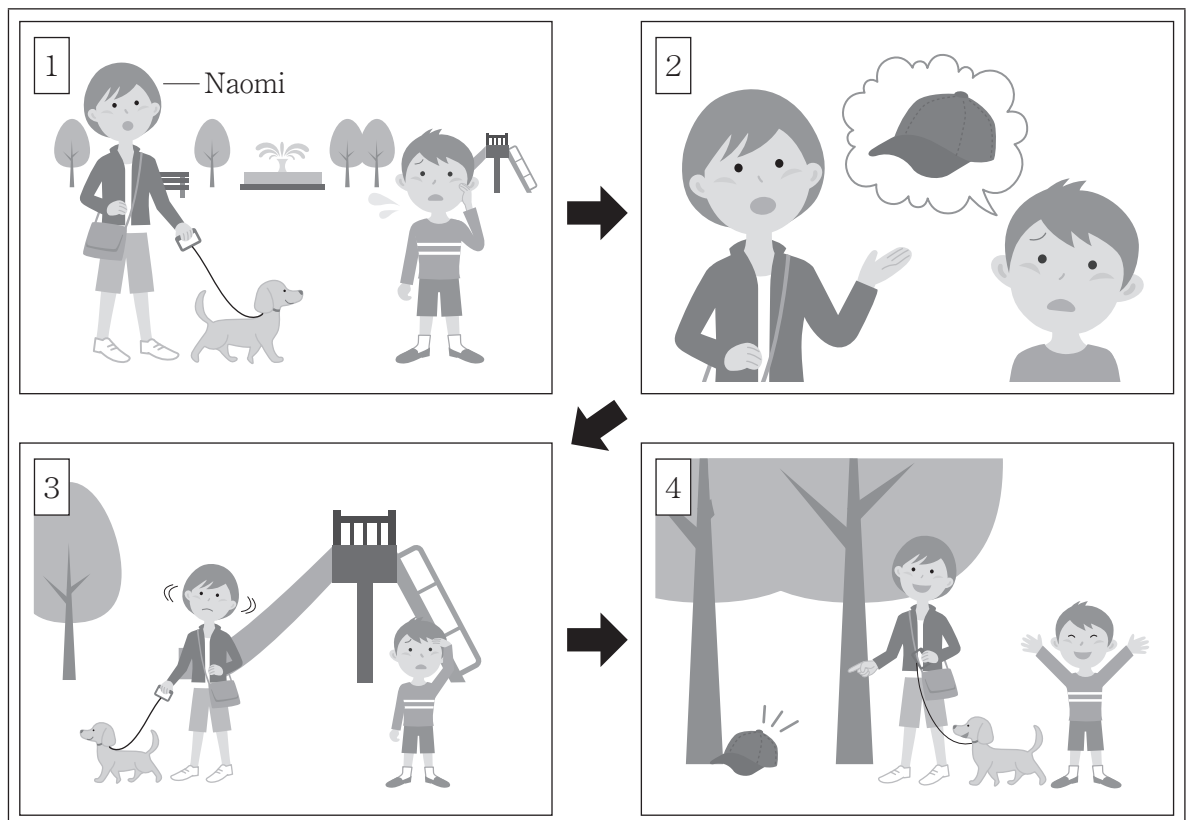
B : I think so, too. The last one was ( difficult ) of all.

- (3) < 図書館で >

A : This book ( write ) my grandfather fifty years ago.

B : Really? I want to read it.

- 4 次は、中学生の Naomi が昨日の午後に公園で体験した出来事を描いたイラストである。Naomi になったつもりで、イラストに合うように、一連の出来事を解答欄の書き出しに続けて 25 ～ 35 語の英語で書け。英文の数は問わない。



3

次のⅠ～Ⅲの問いに答えなさい。

Ⅰ 次は、中学生のKaoriが、英語の授業で発表した“My First Volunteer Work”というタイトルのスピーチである。英文を読み、あとの問いに答えよ。

Last month, I read an article\* about working as a volunteer in the newspaper. Then I thought of one person, Mr. Kimura.

I think most of you know Mr. Kimura. He lives near here and he takes care of the flowers along the road to our school. One day, I said to him, “Thank you very much for taking care of the flowers. I like seeing them. They’re beautiful.” He smiled and said to me, “It’s my pleasure.\* I hope many people will enjoy them. It’s only a small thing, but I want to do it for the people in our town.”

I wanted to do something for other people like Mr. Kimura. So I decided to clean the lakeshore\* when I take a walk every morning. When I walk along the lakeshore, I always enjoy the beautiful view. I wanted everyone to enjoy the view like me.

While I am picking up garbage on the lakeshore, many people say to me, “Thank you.” When I hear that, I am very happy. After strong winds, the lakeshore gets dirty. Cleaning it is hard, but I don’t feel ( ① ) because I decided to do it. When I was a child, I only did things that other people asked me to do. Through this experience, I’ve learned that it’s important to decide what to do for others by myself\*.

A week ago, I had another wonderful experience. When I was cleaning the lakeshore, I met a woman who was doing the same thing. She said to me, “Thank you for keeping the lakeshore clean. I see you when I take a walk every morning. I was moved\*, so  ② .” I was glad to hear that.

I found that even a small thing can move people if we do it for others. I also learned that volunteer work will spread to other people in this way. I hope everyone will do something for other people like Mr. Kimura.

注 article 記事 It’s my pleasure. どういたしまして。 lakeshore 湖岸 by myself 自分で  
move ~ ~を感動させる

1 ( ① ) に入る最も適当なものを下のア～エの中から一つ選び、その記号を書け。

ア nervous                      イ happy                      ウ excited                      エ tired

2 次の質問に対する答えを、本文の内容に合うように英文で書け。

What did Mr. Kimura want many people to do?

3  ② に入る最も適当なものを下のア～ウの中から一つ選び、その記号を書け。

ア I decided to work with Mr. Kimura  
イ I wanted to see other volunteers  
ウ I began to clean the lakeshore like you

II 次は、国際フードフェア（International Food Fair）のちらし（Flyer）と、それを見ているベトナムからの留学生 Bao と、Bao のホームステイ先の Takuya との対話である。二人の対話を読み、あとの問いに答えよ。

Flyer

<b>International Food Fair</b>		at Midori Park on Sunday, June 9th									
<div style="border: 1px solid black; width: 150px; margin: 0 auto; padding: 5px;">Open-air Stage*</div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; width: 100px; height: 60px; display: flex; align-items: center; justify-content: center;">Food Stand* X</div> <div style="border: 1px solid black; width: 100px; height: 60px; display: flex; align-items: center; justify-content: center;">Food Stand Y</div> </div> <p style="text-align: center; margin-top: 10px;">Midori Park</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; width: 100px; height: 60px; display: flex; align-items: center; justify-content: center;">Food Ticket Counter*</div> <div style="border: 1px solid black; width: 100px; height: 60px; display: flex; align-items: center; justify-content: center;">Food Stand Z</div> </div>	<p style="text-align: center;">&lt; Stage Events &gt;</p> <p>10:00 ~ 10:20 Opening Ceremony*</p> <p>10:30 ~ 11:30 Concert</p> <p>12:00 ~ 12:40 Cooking Show</p> <p>13:00 ~ 13:40 Talk Show</p> <p>15:30 ~ 15:50 Closing Ceremony</p>										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Food Stand X</td> <td style="width: 35%; padding: 5px;">Asian Noodles* [Pho* / Ramen / Yakisoba]</td> <td style="width: 40%; padding: 5px; text-align: right;">¥500 each</td> </tr> <tr> <td style="padding: 5px;">Food Stand Y</td> <td style="padding: 5px;">World Dishes [Pizza / Curry / Yakitori]</td> <td style="padding: 5px; text-align: right;">¥400 each</td> </tr> <tr> <td style="padding: 5px;">Food Stand Z</td> <td style="padding: 5px;">Desserts* [Apple Pie / Pudding*]</td> <td style="padding: 5px; text-align: right;">¥300 each</td> </tr> </table>			Food Stand X	Asian Noodles* [Pho* / Ramen / Yakisoba]	¥500 each	Food Stand Y	World Dishes [Pizza / Curry / Yakitori]	¥400 each	Food Stand Z	Desserts* [Apple Pie / Pudding*]	¥300 each
Food Stand X	Asian Noodles* [Pho* / Ramen / Yakisoba]	¥500 each									
Food Stand Y	World Dishes [Pizza / Curry / Yakitori]	¥400 each									
Food Stand Z	Desserts* [Apple Pie / Pudding*]	¥300 each									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"><u>Food Ticket Set</u></td> <td style="padding: 5px;">¥1,000 → ¥100 × 12 tickets</td> </tr> </table>			<u>Food Ticket Set</u>	¥1,000 → ¥100 × 12 tickets							
<u>Food Ticket Set</u>	¥1,000 → ¥100 × 12 tickets										

Bao : Takuya, how about coming to the International Food Fair at Midori Park on Sunday, June 9th?

Takuya : Oh, is that the one you are preparing with other exchange students\* at your university? Of course, I'd like to go.

Bao : Good. Here is the flyer for the fair.

Takuya : Wow! We can enjoy some events and dishes. It says if we buy a ¥1,000 Food Ticket Set, we can get ( ① ) for free\*. I should buy that. I want to eat Pho and Pizza for lunch. Bao, what are you going to eat?

Bao : Actually, I'll have no time to eat until the Talk Show is finished. I'm going to talk about the food culture in my country. Also, in the morning I'll help with the Concert as an assistant\*.

Takuya : I'll listen to your Talk Show. Let's have something together after your Talk Show is finished. You can have a late lunch and I can have dessert. I'll have Apple Pie. It will be sold at Food Stand Z.

Bao : OK. I want to eat Curry, so it will be good for us to meet between ( ② ) and Food Stand Z at two in the afternoon.

Takuya : All right.

注 open-air stage 野外ステージ food stand 屋台 counter 売り台, カウンター  
 ceremony 式典 Asian noodle(s) アジアの<sup>めん</sup>麺 pho フォー (ベトナムの麺)  
 dessert(s) デザート pudding プリン exchange student(s) 交換留学生 for free 無料で  
 assistant アシスタント

1 ( ① ) に入る最も適当なものを下のア～エの中から一つ選び、その記号を書け。

ア one ticket                      イ two tickets                      ウ ten tickets                      エ twelve tickets

2 ( ② ) に入る最も適当なものを下のア～エの中から一つ選び、その記号を書け。

ア Open-air Stage                      イ Food Ticket Counter                      ウ Food Stand X                      エ Food Stand Y



Ⅲ 次は、ある英字新聞の記事 (article) である。英文を読み、あとの問いに答えよ。

I'm Yuki. One of my father's friends, Mr. Smith, and his family stayed with my family for three days last year. Mr. Smith is a doctor. Ten years ago, he made a new medicine\* for eyes. He built a hospital, too.

One day, I asked him, "Mr. Smith, you have done great things in your life. How did you do those?" He answered, "I just did the things that I wanted to do, Yuki." I was surprised because that was not so ( ① ) from our daily\* actions\*. I asked him again, "Many people think in the same way, but they can't do the same things. What is different?" He answered, "People have dreams, but they are only dreams. If you want to do something, you need a clear\* purpose\* and ways." I was shocked\*. I had a dream, but I didn't have those things. Mr. Smith continued, "And I don't think many people care about time. For example, they play video games for long hours. Life is a gift from our parents and it is short. We should use our time well. So I chose my purpose and ways when I was fifteen years old. Supporting sick people was my purpose. Becoming a doctor, making a new medicine and building a hospital were my ways. I worked hard for a long time to achieve\* my purpose."

His words were amazing to me. I think that we need to have our purpose and ways. And I believe that it is important to spend time carefully.

注 medicine 薬 daily 日常の action(s) 行動 clear はっきりとした purpose 目的  
~ was shocked ~は衝撃を受けた achieve ~ ~を成し遂げる

1 ( ① ) に入る最も適当な英語を本文中から1語で抜き出して英文を完成させよ。

2 次は、記事を読んだ直後の John 先生と Saki との対話である。( ② ) に入る最も適当なものを下のア～エの中から一つ選び、その記号を書け。

John : What are the most important points in this article?

Saki : ( ② ) are the most important.

John : That's right, Saki.

- ア Making a new medicine, and building a hospital
- イ Doing the things that you want to do, and having dreams
- ウ Having a clear purpose and ways, and spending time carefully
- エ Supporting sick people, and working hard for a long time

4

次は、中学生の Kenta が英語の授業で発表したセルフレジ (self-checkouts) についてのプレゼンテーションである。英文を読み、あとの問いに答えなさい。

Machines are all around us. In your house, you use a vacuum cleaner\* when you clean your room. You use a camera when you take pictures. In every place, you see useful machines. They have helped us in our lives. But they have both good points and bad points. Today, I'd like to talk about self-checkouts in supermarkets.

I will show you one picture, two tables\* and one graph\*. First, you'll see what self-checkouts are. Second, you'll learn why supermarkets started to use self-checkouts. Third, I'll show you the percentage of supermarkets which used self-checkouts from 2019 to 2022, and the percentage of supermarkets which wanted to use self-checkouts during the same period\*. Then I'll show you some bad points about self-checkouts.

What are self-checkouts? Look at this picture. These are self-checkouts. Some of you have seen or used self-checkouts. When you buy something, you scan\* the barcode\* of the items and can pay at a self-checkout.

Why did supermarkets start to use self-checkouts? Look at this table. Supermarkets started to use them for several reasons. One reason is that self-checkouts can shorten\* the waiting time of customers\*. They can scan and pay for their items without waiting in long lines. Another reason is that supermarkets don't have to employ\* many human cashiers\*. There are some more good points about self-checkouts. For example, using self-checkouts can keep your purchases\* private. You don't have to share them with a cashier.

① Look at this graph. According to a survey, in 2019, the percentage of supermarkets which used self-checkouts was about 58%, and 20% of stores hoped to use self-checkouts. The percentage of supermarkets which used self-checkouts increased from 2019 to 2022. However, from 2019 to 2020, the percentage of supermarkets which wanted to use self-checkouts decreased.

Another survey shows that people who are over 60 years old don't think self-checkouts are very useful, compared to\* young people. Some old people are afraid of having troubles because they can't scan items well. When troubles happen, you may have to wait before you start to scan items. Customers who can't use self-checkouts well need someone to help them. ② This means supermarkets need to employ working people there. So the percentage of supermarkets which wanted to use self-checkouts decreased.

There are more bad points about self-checkouts. Look at this table. It shows you the bad points about self-checkouts. As I told you, self-checkouts sometimes have ( ③ ) when you scan the barcode. And, if there are more self-checkouts, there will be fewer ( ④ ) for cashiers. If more people choose self-checkouts, there may be no job opportunities\* in supermarkets.

There are some people who think supermarkets are livelier\* when the supermarkets have human cashiers.  ⑤ They feel happy to hear "Thank you very much. See you again," from people, not from a machine.

Which do you like better, self-checkouts or human cashiers? Thank you for listening.

注 vacuum cleaner 掃除機 table(s) 表 graph グラフ period 期間

scan ~ ~を読み取らせる barcode バーコード shorten ~ ~を短くする customer(s) 客

employ ~ ~を雇う human cashier(s) レジ係の人 purchase(s) 買ったもの

compared to ~ ~と比べて opportunity(opportunities) 機会 lively(livelier) 活気ある

- 1 次は, Kenta がこの発表をするために書いたメモの一部である。Kenta が発表した順になるように, メモの ( A ) ~ ( C ) に入る最も適当なものを下のア~ウの中からそれぞれ一つずつ選び, その記号を書け。

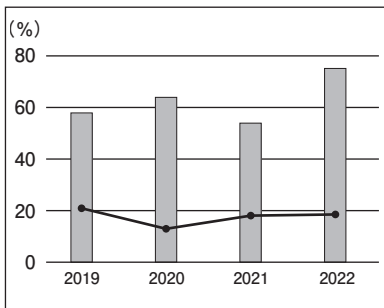
メモ

Self-checkouts in Supermarkets	
1.	(A)
2.	(B)
3.	The percentage of supermarkets which used self-checkouts, and the percentage of supermarkets which wanted to use self-checkouts.
4.	(C)

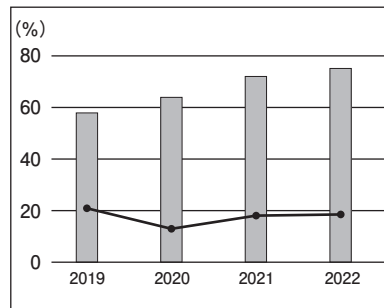
- ア Why did supermarkets start to use self-checkouts?  
 イ Some bad points about self-checkouts.  
 ウ What are self-checkouts?

- 2 下線部①で Kenta が見せたグラフとして最も適当なものを下のア~ウの中から一つ選び, その記号を書け。

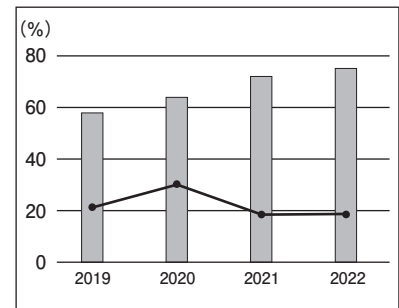
ア



イ



ウ



■ the percentage of supermarkets which used self-checkouts  
 — the percentage of supermarkets which wanted to use self-checkouts

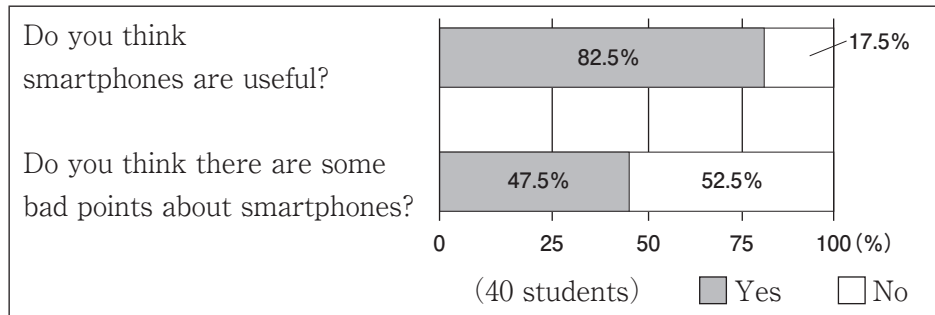
- 3 下線部②の内容を具体的に 35 字程度の日本語で書け。
- 4 ( ③ ), ( ④ ) に入る語の組み合わせとして, 最も適当なものを下のア~エの中から一つ選び, その記号を書け。

	③	④
ア	troubles	jobs
イ	machines	supermarkets
ウ	machines	jobs
エ	troubles	supermarkets

- 5 ( ⑤ ) に入る最も適当なものを下のア~エの中から一つ選び, その記号を書け。

- ア They are good at using machines.      イ They don't want to wait for a long time.  
 ウ They want to work at the supermarkets.      エ They want to enjoy talking with people.

- 6 次は, Sally が自分の発表で使うグラフと, それを見ながら話している Sally と Kenta との対話である。Kenta に代わって, 対話中の  に 15 語程度の英文を書け。2 文以上になってもかまわない。



*Sally* : Kenta, your presentation was really great. You know, many of us use smartphones. I'm going to talk about smartphones in the next class. Please look at this. More than 80% of our classmates think smartphones are useful. But about half of them think there are some bad points about smartphones. What do you think about using smartphones?

*Kenta* :

*Sally* : I see.







