

1 時 限 目

英 語

注 意 事 項

1. 試験開始の合図があるまで問題冊子を開かないこと。
2. 監督者の指示に従い、別紙解答用紙の所定欄に氏名、受験番号を記入すること。さらに受験番号の下のマーク欄に受験番号をマークすること。
3. 解答はすべて、解答用紙の解答欄にマークすること。
4. 試験時間は60分、問題は13ページ。

マーク記入上の注意

- (1) 解答欄にマークするときは、HBの黒鉛筆で次の正しい例のように濃く正確にぬりつぶすこと。
- (2) 解答は、該当の解答番号の解答欄にマークすること。例えば、解答番号 10 の間に対して、②と解答する場合は

10 ① ● ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ のようにマークすること。

悪い例

1	①	②	③	④	⑤	⑨	⑩	○印でかこむ。
2	①	②	③	④	⑤	⑨	⑩	中身をぬりつぶしていない。
3	①	②	③	④	⑤	⑨	⑩	レ印をつける。
4	①	②	③	④	⑤	⑨	⑩	印をつける。
5	①	●	●	④	⑤	⑨	⑩	1欄に2つ以上マークする。

このような記入をしてはいけない。

- (3) 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおすこと。

1 ① ● ✕ ④ ⑤ ⑨ ⑩ のように×印をしても消したことになる。

- (4) 解答用紙を折りまげたり、破ったり、また汚したりしないこと。

第1問 ()内の語句を並び替えて、3番目にくる最も適切なものを①～④から選べ。なお、文頭にくる語も小文字にしてある。

1 You are (① man ② the only ③ have ④ I) ever loved.

2 The disease (① of ② deprived ③ the chance ④ him) to play in the final match.

3 Please (① me ② tell ③ to ④ the way) the park.

4 (① you ② arrive ③ sure ④ make) at 7 o'clock.

5 His failure seems to (① something ② to do ③ with ④ have) his character.

6 I'd like to speak to (① charge ② in ③ the person ④ of) the project.

7 Our goal is (① a world ② free ③ to ④ have) of plastic waste.

8 Ishikawa Goemon (① to give ② the rich ③ from ④ stole) to the poor.

9 Tomorrow's (① sunny ② weather ③ with ④ will be cloudy) periods.

10 The gentleman (① I thought ② brother was ③ who ④ was his) actually his uncle.

第2問 () に最も適切なものを①～④から選べ。

- 11 This apartment () for me by my father last month.
① is found ② finds
③ was found ④ will find
- 12 It is no () worrying about what happened at the party.
① work ② promise ③ mind ④ use
- 13 The theme park is worth () with your friends.
① to visit ② visiting ③ for visit ④ of visiting
- 14 She gave the hungry children () little food she had.
① what ② how ③ whose ④ which
- 15 If she had taken the vaccine shot then, she () fine now.
① would have been ② will be
③ was ④ has been
- 16 My sister used my car () asking for my permission.
① unless ② without ③ instead ④ regardless
- 17 Where did you come () this very rare book?
① across ② from ③ in ④ along
- 18 () family, how old is your grandson now?
① Frankly speaking ② Speaking of
③ Generally speaking ④ Speaking to
- 19 The film () many people's attention.
① paid ② damaged ③ drew ④ punished
- 20 Don't you think they came late on ()?
① propose ② purpose ③ process ④ pull

第3問 空所に最も適切なものを①～⑧から選べ。ただし、同じものを繰り返し選んではいけない。

A

Gen : My TOEIC results came. It was challenging, but my listening score was pretty good.

Yui : Congratulations. Was it your first time to take it?

Gen : . Last time my score was terrible, so I worked really hard this time.

Yui : , so it's great you got a good score. What was your score?

Gen : 780. My reluctance to study English is going away little by little. . I'm getting help with pronunciation from a teacher at the company English class.

Yui : It might be tough, but I have high expectations for you.

- ① No need for good pronunciation
- ② The next challenge is speaking
- ③ So to speak
- ④ No. The third time
- ⑤ You are always reluctant to study teaching
- ⑥ Yes, the first time
- ⑦ I'm afraid tomorrow won't be a good day
- ⑧ You are always studying English

【出典：デイビッド・セイン, 『デイビッド・セインのデイリースピーキング [オフィス・海外出張・留学 編]』, 三修社, 2015年, 一部改変】

B

- Linda : You two are leaving here tomorrow, huh?
- Naomi : Yes. I'll call you when we arrive in Tokyo.
- Sakura :
- Linda : No big deal. Did you enjoy your stay in Los Angeles?
- Sakura :
- Linda : I'm so glad to hear that. You'll be busy soon when school starts up again, won't you?
- Naomi : Yup.
- Sakura : Oh, please don't say that.
- Linda : Hey, Sakura. You can always come back again.

- ① I sure did. I wish I could stay longer.
- ② Tokyo is such a wonderful place.
- ③ Thank you so much for your hospitality.
- ④ It will be drier in Los Angeles next summer.
- ⑤ Both of us will have to take lots of courses.
- ⑥ Keep your chin up!
- ⑦ You should not regain that.
- ⑧ New York is densely populated.

【出典：行時潔 他, *Step-by-Step Guide to English Listening*, 2021年, 松柏社, 一部改変】

第4問 次の英文を読んで、・・の各文が入る最も適切な場所を①～⑦から選べ。

A university professor in Singapore gave a two-hour online lecture but didn't realize he was on mute. Professor Wang, who teaches mathematics, was not aware that throughout his online presentation, the microphone on his computer was switched off. (①) This meant that none of the students attending his online class heard what Professor Wang was talking about. His university switched his classes to online to help reduce the spread of COVID-19. (②) The video came back but the mic was off and Professor Wang did not notice. One of his students says it might have been because the professor was using an iPad and not a computer.

(③) Students tried many times to contact Professor Wang during the lesson but could not get through to him. (④) A video of the moment he understood his mic was off has gone viral on the Internet. It has received more than 653,000 views. (⑤) After realizing what happened, Professor Wang appeared shocked and stressed. (⑥) He has offered to redo the lecture at a different time so his students do not miss that class. One of his students posted on social media about the professor's mishap. She wrote: "I took a class under him before and he teaches well. I feel bad for him." (⑦)

【出典：Breaking News English Lesson website, February 13, 2021, partially modified】

- 28 He said he was upset at the thought of wasting two hours of his students' time.
- 29 They waved their arms and even tried calling him on his personal phone.
- 30 His lecture started well but then it froze.

第5問 空所に最も適切なものを①～④から選べ。

A

Psychologists find that passions are often developed, not discovered. In a study of entrepreneurs, the more effort they put into their startups, the more their enthusiasm about their businesses climbed each week. Their passion as they gained momentum and mastery. Interest doesn't always lead to effort and skill; sometimes it follows them. By investing in learning and problem solving, we can develop our passions—and build the skills to do the work and lead the lives we find worthwhile. As we get older, we become more focused on searching for —and we're most likely to find it in actions that benefit others. My favorite test of meaningful work is to ask: if this job didn't exist, how much worse off would people be? It's near midlife that this question often begins to loom large*. At around this time, in both work and life, we feel we have more to (and less to lose), and we're especially keen to share our knowledge and skills with the next generation.

loom large* = seem important

【出典: Adam Grant, *Think Again*, Viking, 2021, partially modified】

① grew ② discovered ③ passing ④ vanishing

① need ② necessary ③ invent ④ wasteful

① jobs ② lawyers ③ meaning ④ employing

① read ② give ③ follow ④ throw

B

Advances in media technology have made words and images more powerful and widespread . Smartphones and social media have become quick and easy tools to receive and share news and information. These tools have even made it for anyone with a device to gather and publish “news.” This media environment makes it important for us to be able to recognize reliable information. True information gives us the facts to guide our decisions and actions.

In addition to informing, news can also divert. This means it can focus our on something we are interested in as a kind of escape. An example would be news about subjects we seek out for enjoyment, such as entertainment, celebrities or sports.

News can also a way to connect us as human beings. This could include stories about tragedies or uplifting events that affect us emotionally. Such stories can lead people to join a cause or donate money to help those in need. No matter kind of news we experience, we have to be able to tell whether it is authentic or not.

【出典：Voice of America website, May 21, 2018, partially modified】

① ever after ② than ever ③ than usual ④ ever

① dangerous ② disable ③ possible ④ traditional

① connection ② diversion ③ attention ④ information

① like ② pretend ③ refer as ④ serve as

① what ② how ③ where ④ who

第6問 英文の内容に合うものを①～⑨から3つ選べ。

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41

42

United Nations (U.N.) Secretary-General Antonio Guterres warned on Tuesday that the world faces a “generational catastrophe” because of school closures amid the coronavirus pandemic and said that getting students safely back to the classroom must be “a top priority.” Guterres said that as of mid-July schools were closed in some 160 countries, affecting more than 1 billion students, while at least 40 million children have missed out on pre-school.

This came on top of more than 250 million children already being out of school before the pandemic and only a quarter of secondary school students in developing countries leaving with basic skills, he said in a video statement. “Now we face a generational catastrophe that could waste untold human potential, undermine decades of progress, and worsen established inequalities,” said Guterres as he launched a U.N. “Save our Future” campaign. “Once local transmission of COVID-19 is under control, getting students back into schools and learning institutions as safely as possible must be a top priority,” he said. “Consultation with parents, carers, teachers and young people is fundamental.”

The U.N. recommendations for getting global education back on track come as U.S. President Donald Trump pushes for schools to reopen in the face of opposition from some teachers and parents while COVID-19 is surging in many parts of the country. The coronavirus, which first appeared in China late last year, has infected 4.6 million people in the United States and killed more than 155,000 Americans since February, according to a Reuters tally. Globally the coronavirus has infected at least 18.1 million people and there have been more than 689,000 known deaths worldwide.

【出典：The Japan Times (Reuters), August 4, 2020, partially modified】

- ① Because of the COVID-19 pandemic and school shut-downs, the existing gap of educational opportunities widened.
- ② Since the lack of education results in the increase of crime, it is an urgent issue to be addressed.
- ③ As so many children in the world, especially in developing countries, could not study in schools due to the pandemic, the U.N. Secretary-General described the crisis as a “generational catastrophe.”
- ④ The crisis of education is profound, and it is more serious than the issues of health and safety regarding COVID-19.
- ⑤ The U.N. Secretary-General and the U.S. President are in conversation to decide educational policies.
- ⑥ The COVID-19 death counts in the United States have not yet reached 150,000.
- ⑦ Across the world, less than 18 million people have been infected by COVID-19.
- ⑧ The COVID-19 vaccines are necessary for school reforms in the world.
- ⑨ The U.N. Secretary-General has started a new campaign called “Save our Future.”

第7問 次の英文を読んで、以下の問いに答えよ。

The number of foreign workers in Japan is increasing. According to the Ministry of Health, Labor and Welfare (MHLW), the number was nearly 1.3 million in 2018. The government's policy is to accept more foreign workers in order to ease labor shortages. In fact, a new visa status was created in April 2019. The status allows a maximum five-year residency to foreigners who have specific skills in 14 industries including nursing and food service. (①) The new status will provide the labor market with another 345,000 foreign workers over a five-year period.

MHLW also reported that in 2018, 20 percent of foreign workers were technical interns. They came to Japan to learn specific skills under a national training program, which was introduced in 1993. (②) The skills include manufacturing foods and clothes, and constructing buildings. The interns come from countries such as Vietnam, China, the Philippines, and Indonesia and are allowed to stay in Japan for up to five years. Some employers in the agricultural and fishery sectors say that their businesses might fail without access to such workers.

Recently, accepting more foreign workers over a longer time span is under debate. If technical interns get the new status after acquiring a specific skill, they can be granted residency of up to 10 years. However, Professor Kiyoto Tanno of Tokyo Metropolitan University says that this is rather short. (③) He warns that as long as they are considered temporary workers, the skills they can learn are limited. Thus, many foreign workers will continue to fill shortages of low-wage workers. Actually, the poor working conditions for interns, such as low wages, 45, and poor safety measures have already become a serious problem. Tanno suggests that Japan should allow foreign workers to stay

longer so that they can learn more advanced skills. (④) Otherwise, in the future, they may no longer choose Japan as a work destination.

【出典：仲谷都⁽²⁾ 他, 『CLIL：英語で考える現代社会』第3版, 成美堂, 2021年, 一部改変】

問1 次の文が入るのに最も適切な箇所を本文 (①)～(④) から選べ。 43

The program aims to contribute to developing countries by transferring job skills.

問2 下線部 such workers⁽¹⁾ は何を指すか。最も適切なものを選べ。 44

- ① the skilled workers from foreign countries
- ② the employers in the fishery sector
- ③ the interns from Asian countries
- ④ the Japanese workers from rural areas

問3 45 に最も適切なものを選べ。

- ① high cost of living
- ② long working hours
- ③ convenient transportation system
- ④ comfortable housing

問4 下線部 they may no longer choose Japan as a work destination の理由として最も適切なものを選べ。 46

- ① The length of residence that Japan offers to technical interns is too short for them to acquire advanced skills.
- ② Foreign workers acquire advanced skills while they work in Japan.
- ③ The poor working conditions in Japan make other countries less attractive for foreign workers.
- ④ The Japanese government's policy is to limit the number of foreign residents in the country.

問5 本文の内容と一致するものを1つ選べ。 47

- ① The new training program allows technical interns from developed countries to remain in Japan up to 10 years.
- ② There were 345,000 foreign workers in Japan in April 2019.
- ③ Professor Tanno considers technical interns should stay less than five years in Japan.
- ④ The Japanese government started a program for technical interns in 1993.
- ⑤ The number of foreign workers in Japan will keep growing even if their working conditions stay the same.