

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15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 2 3 4 5 6 7 8 9 0 のようにマークすること。

悪い例

1	1	2	3	4	5	9	0	} このような記入をしてはいけない。
2	1	2	3	4	5	9	0	
3	1	2	3	4	5	9	0	
4	1	1	3	4	5	9	0	
5	1	2	3	4	5	9	0	

- (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 2 3 4 5 9 0 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 次の日本語と同じ意味になるように、()内の語句を並べ替えて、
3番目にくる最も適切なものを①～④から選べ。

1 トムはチームと緊密に協力して働いた。
Tom worked (① with ② cooperation ③ close ④ in) his team.

2 メアリーは窃盗罪で2年の実刑に服した。
Mary (① for ② two years ③ theft ④ served).

3 駐車場は私が出発した午後1時頃には満車だった。
The car (① when ② park ③ I left ④ was full) about 1 P.M.

4 田中氏に乾杯！
I'd like (① to ② a toast ③ to Mr. Tanaka ④ make)!

5 その病院は島で最大の医療機関だった。
The hospital was (① medical ② institution ③ largest ④ the island's).

6 私の父はまるで幽霊に出会ったような顔つきだった。
My father (① as if ② looked ③ had ④ he) seen a ghost.

7 株主は銀行の慣行に関して公的な調査を求めた。
The shareholders (① bank practices ② demanded ③ a public inquiry ④ into).

8 ジェイムズはレストランにジャケットを持ってくるべきだった。
James (① brought ② have ③ a jacket ④ should) to the
restaurant.

9 ABC 航空009便ロサンゼルス行きはすでに予約がいっぱいだった。
ABC Airlines Flight 009 (① was already ② for Los Angeles
③ bound ④ fully booked).

10 これが彼女が今日話す予定のおおまかな概要である。
This is (① to discuss ② what she plans ③ a rough outline
④ of) today.

第2問 ()に入れるのに最も適切なものを①～④から選べ。

- 11 They kept all the doors ().
① locking ② lock ③ locked ④ locks
- 12 I didn't know you were a jazz ().
① favor ② piano ③ lover ④ enthusiasm
- 13 My mother is () at times.
① demanding ② to demand
③ demand ④ demands
- 14 She is in () of website development for the clients.
① post ② person ③ catcher ④ charge
- 15 He is () in developing a new logistics system.
① coping ② involved ③ coped ④ involving
- 16 I'm () I can't help you at the moment.
① afraid ② worry ③ unhelpful ④ careful
- 17 They are () a call from a client in five minutes.
① expecting ② waiting ③ looking ④ belonging
- 18 The advertisement should () to a sales increase.
① engage ② develop ③ catch ④ contribute

19 It was a () meeting.

- ① productively ② produced
③ productive ④ produce

20 Let's () together a comprehensive list of options.

- ① ride ② put ③ go ④ come

第3問

A 空所に入れるの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。なお、文頭の語も小文字にしてある。

Nicole : Do you want to study together for the exam?

Jacob : Study together? Well...

Nicole : Which do you like better, studying alone or studying with other people?

Jacob : Actually, I like studying by myself.

Nicole : Oh, so you can concentrate better.

Jacob : Exactly. But if I study by myself, I can finish more work. What about you, Nicole?

Nicole : I like to study with others. It's more fun and interesting. Studying by myself is sometimes boring. And I can ask questions if I need to.

Jacob : That's true.

Nicole : Also, That helps me remember important information.

Jacob : Ah, that makes sense.

Nicole : And by helping each other, you can finish the work more quickly!

Jacob : You know what? Let's do it.

【出典：『NHKラジオ 中高生の基礎英語 in English 2022年4月号』一部改変】

- ① that sounds great!
- ② studying alone seems to work better.
- ③ I don't know the answer.
- ④ my friends can quiz me.
- ⑤ reading novels is a lot of fun.
- ⑥ I would mind if you try to help me.
- ⑦ I want to study abroad for a year.
- ⑧ I like being with other people.

B 空所に入れるの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。

Julie : Hi. Have you finished your assignment?

Nikki :

Julie : Wow, that was quick work! How did you do it? I'm working so slowly.

Nikki : Actually, I studied methods to help me work quickly, and they worked!

Julie :

Nikki : Sure, let's go for a coffee!

【出典 : Esther Waer 他, *Companion to English Communication*, 南雲堂, 2021年, 一部改変】

- ① Why is there so little assignment?
- ② It is no one's fault.
- ③ You must have been allergic to coffee.
- ④ Please tell me what you did.
- ⑤ You are not finished yet.
- ⑥ I'm only halfway through.
- ⑦ Yeah, I handed it in last week.
- ⑧ I don't need your help.

第4問 空所に入れるのに最も適切なものを①～④から選べ。

[27] at the southern end of Kyushu, Kagoshima [28] of over 20 islands and the mainland bordered by other prefectures. It is active in agriculture and [29] a well-known producer of sweet potatoes to this day. Sweet potatoes are known as *satsuma imo*, [30] comes from Kagoshima's name during the early modern period, Satsuma, and the Japanese word for potatoes, *imo*. Kagoshima also grows tea, sugar cane, pumpkins, and peas, and is also known for livestock farming, garnering popularity for its high-end meat such as black pork and Kagoshima black beef. It is also dotted with unique hot springs, [31] the steam sand bath in which you are buried in the sand to keep warm. It is also known for Yakushima, an island with ancient forests listed as a world heritage site, as [32] as Tanegashima, another island with the largest rocket launching site in Japan. Kagoshima's traditional craft, Oshima weave, is woven silk with 1,300 years of history. It is held in high regard and is [33] the most luxurious textile in Japan.

【出典：JETRO website, 2022年, 一部改変】

- [27] ① Located ② Location ③ Locating ④ To locate
- [28] ① sorts ② reminds ③ insists ④ consists
- [29] ① surprises ② remains ③ repeats ④ sells
- [30] ① whose ② what ③ where ④ which
- [31] ① including ② controlling
③ comparing ④ highlighting
- [32] ① soon ② well ③ many ④ few
- [33] ① consider ② considered
③ considering ④ to consider

第5問 次のテキストメッセージを読んで、()に入れるのに最も適切なものを①～④から選べ。

Ken [7:49 A.M.]
Hi, Helen. I'm really sorry to bother you so early on your day off, but I was hoping you could help me with something.

Helen [7:50 A.M.]
Sure. What's the matter?

Ken [7:51 A.M.]
I'm the first person at the office today, and I'm not sure how to open the door without the alarm going off. Usually, there's someone here before me.

Helen [7:52 A.M.]
You have a key, right? So use that to open the door at the back of the building on the ground floor. When you walk inside, there'll be a keypad on your left. Enter the code #8731 to disable the alarm.

Ken [7:53 A.M.]
Thank you. I think I understand.

Helen [7:53 A.M.]
I can call you and walk you through it if you want.

Ken

[7:54 A.M.]

That's OK. I'll manage. Thank you, again. And sorry for bothering you.

【出典：吉塚弘 他, *Best Practice for the TOEIC® L&R Test Intermediate*, 成美堂, 2022年, 一部改変】

34 Helen ()

- ① was already in the office on the day.
- ② was on the way to work at 7:50 A.M.
- ③ had the day off on the day.
- ④ was asleep at 7:50 A.M.

35 Ken ()

- ① was always the first person at the office.
- ② activated the office alarm.
- ③ was late for an appointment.
- ④ had a key to the office building.

36 Ken had to enter the code #8731 on the keypad to ()

- ① go down to the ground floor of the building.
- ② cancel the alarm.
- ③ wake up to the alarm.
- ④ open the door at the back of the building.

37 After 7:54 A.M., Ken will ()

- ① bother Helen at work.
- ② ask Helen to walk to the office.
- ③ ask someone else to open the door.
- ④ turn off the alarm by himself.

第6問 英文の内容に最も合うものを①～⑨から3つ選べ。

38	39	40
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The Japanese government has released the results of its first-ever nationwide study of “young carers,” or children taking care of a relative instead of adults. On average, they were spending four hours a day on care, and could not make time to study or just to spend on themselves. It also revealed a tendency for such young caregivers to become socially isolated. The junior high and high school students reported making meals for younger sisters and brothers, and dropping them off and picking them up at day care centers. If they are doing this not just to help, but seemingly because they are raising their siblings instead of their parents, the load must be enormous. More than 60% of the young carers had never sought advice about their circumstances. Among those who had, most had talked to people close to them, such as family members or friends. Only a few children sought advice through public welfare services.

Schools themselves can play a vital role in finding out which students are young carers. And to make sure this leads to providing proper support, schools should strengthen their ties to local government welfare sections. More school social workers are also needed. It is also necessary to monitor the children’s overall family situation. There are cases where parents are not making proper use of welfare or nursing services. If this is due to neglect on the part of guardians, then we would call for child consultation centers to get involved. It’s important for family members to support one another. However, we cannot allow heavy burdens of care to cloud young people’s futures. The government should draw up a support plan, and do so quickly.

【出典：The Mainichi, April 15, 2021, 一部改変】

- ① The government has decided to support the young carers.
- ② There are parents who do not take advantage of welfare or nursing services.
- ③ The parents do not want to ask young children to take care of their younger brothers and sisters.
- ④ The young carers are making efforts to raise their siblings.
- ⑤ The young carers are in regular contact with child consultation centers.
- ⑥ Most of the young carers understand the social welfare systems.
- ⑦ The schools should have strong connections with the local government.
- ⑧ The young carers are not socially isolated.
- ⑨ More than 60% of the young carers have asked for advice about their circumstances.

第7問 次の英文を読んで、以下の問いに答えよ。

Distinguishing between those who are more infectious and those less infectious could make an enormous difference in the ease and speed with which an outbreak is contained, said Jon Zelner, an associate professor at the University of Michigan. If the infected person is a superspreader, contact tracing is especially important. But if the infected person is the opposite of a superspreader, someone who for whatever reason does not transmit the virus, contact tracing can be a wasted effort. “The tricky part is that we don’t necessarily know who those people are,” Dr. Zelner said. (①)

Two factors are at play, said Martina Morris, emeritus professor of statistics and sociology at the University of Washington. “There has to be a link between people in order to transmit an infection,” she said. But, she added, a link “is necessary but not sufficient.” The second factor is how infectious a person is. “We almost never have independent data on those two things,” Dr. Morris said. (②)

Yet there do seem to be situations in which a few individuals spark large outbreaks. In 2003 during the SARS* outbreak, the first patient in Hong Kong appears to have infected at least 125 others. Other superspreading events involved 180 people in a housing complex in Hong Kong and another 22 people on a jet from Hong Kong to Beijing. In the Ebola* outbreak in Africa between 2014 and 2016, 61 percent of infections were traced to just 3 percent of infected people. At the other end of the bell curve of infectiousness are infected people who do not seem to infect others. During the MERS* outbreak in South Korea, 89 percent of patients did not appear to transmit the disease. (③)

On January 23, the wife, who had returned from a visit to Wuhan, became the first laboratory-confirmed case of Covid-19 in the state. On

問5 本文の内容と一致するものを1つ選べ。

45

- ① SARS is not an infectious disease but a lifestyle disease.
- ② A treatment for Covid-19 is developed by a few individuals.
- ③ The mechanism of increasing infectivity is fairly obvious.
- ④ In the Covid-19 outbreak, some individuals were less infectious.
- ⑤ Vaccinated people are more infectious than unvaccinated people.