

第1問～第4問はマークシートに解答しなさい。[]内の数字はマークシートの解答番号を示しています。該当する解答番号の解答記入欄に答えをマークしなさい。

第1問 次の問い(問1～問5)について、空所[1]～[5]に入れるのに最も適切なものを、それぞれ下の選択肢①～④の中から1つ選びなさい。

問1 I can never [1] to find the right recipe.

- ① achieve ② want ③ have ④ seem

問2 Good luck [2] your test tomorrow.

- ① on ② by ③ over ④ as

問3 The side [3] of the drug are still unknown.

- ① routines ② results ③ effects ④ patterns

問4 He quickly [4] his sweater, jacket, and hat off and walked inside.

- ① wore ② took ③ undressed ④ folded

問5 Let's [5] this our last game.

- ① take ② play ③ repeat ④ make

第2問 次の問い(問1～問5)について、与えられた日本語の内容になるように、それぞれ下の**選択肢** ①～⑤の語句を空所に入れて、最も適切な文を完成させなさい。ただし、**空所** [6]～[15]に入るもののみを答えなさい。また、文頭にくるものも小文字にしてあります。

問1 彼女がどれほど献身的であるかは、簡単に分かる。

It's easy _____ [6] _____ [7] _____.

- ① dedicated ② is ③ how ④ she ⑤ to see

問2 彼は、指示と全く反対のことをした。

He did _____ [8] _____ [9] _____.

- ① opposite ② exact ③ the instructions ④ the ⑤ of

問3 その結果は、まだ分からない。

_____ [10] _____ [11] _____.

- ① be ② to ③ the consequences ④ seen ⑤ remain

問4 そのセールで、50%以上の割引は受けられません。

You can get _____ [12] _____ [13] _____ the sale.

- ① in ② more ③ 50% off ④ than ⑤ no

問5 彼女は、ピーターが眠れるようにお話をした。

She told _____ [14] _____ [15] _____ sleep.

- ① him ② help ③ stories ④ Peter ⑤ to

第3問 次の問い(問1～問5)について、空所[16]～[20]に入れるのに最も適切なものを、それぞれ下の選択肢①～④の中から1つ選びなさい。

問1 **A:** Wow, we are the only customers in the store!

B: [16] .

A: I wonder why nobody is here.

B: Perhaps everyone is at the beach.

- ① I think we have the place to ourselves
- ② There was a big traffic jam this morning
- ③ The new supermarket has taken all the customers
- ④ Work is really difficult at the moment

問2 **A:** What should we eat for dinner?

B: [17]

A: That sounds good. Where do you suggest?

B: Let's go to that new Chinese place down the street.

- ① I've cooked a new egg dish.
- ② Why don't we use the new barbeque?
- ③ I've already eaten. You go ahead.
- ④ How about something new?

問3 **A:** Will this design be permanent?

B: [18] .

A: That's good.

B: Why?

A: I really like this design.

- ① Yes. It might change again soon
- ② Probably, I don't want any more adjustments
- ③ No, I'm sure it is temporary
- ④ I doubt it. I heard it's a popular one

問4 **A:** I'm getting excited about the annual meeting tomorrow.

B: The radio said it has been postponed for a week.

A: I see.

B: [19] .

- ① I guess they won't hold it at all
- ② Yes, I knew they would cancel it completely
- ③ Luckily, we don't have to wait too long
- ④ Yeah. I guess tomorrow is the last day

問5 **A:** I think we ought to take this with us on the trip.

B: What makes you say that?

A: [20] .

B: I don't think so but let's put it in anyway.

- ① It looks quite useless
- ② There may be something useful
- ③ It's quite an intentional thing
- ④ We might find a use for it

第4問 次の英文を読んで、空所 [21]～[30] に入れるのに最も適切なものを、それぞれ後の
選択肢①～④の中から1つ選びなさい。なお、*の付いた語には、文末に注があります。

Someday soon an emoji might literally save lives.

Hiroyuki Komatsu is a Google engineer. He submitted a proposal. He proposed to add [21] new icons to the standard emoji library. It could help those with food allergies. It could help them understand what they are eating anywhere in the world.

“Emoji should cover characters representing major food allergens*” That’s what Komatsu wrote in his proposal. “It enables people to understand [22] ingredients are used in foods and safely select meals, even in foreign countries.”

Emojis are universal. They are chosen and developed by the Unicode Consortium*. It is a non-profit corporation. It oversees*, develops and maintains how text is represented. This is true in all software products and standards. That’s according to Alex Swerdloff writing for Vice Munchies. You can thank the Unicode Standard when you [23] a friend six pizza emojis. Your friends see those six pizza slices on their phone [24] the Unicode Standard. This is true [25] whether they use an iPhone or an Android.

Emojis are everywhere and iconic*. This makes them [26] for restaurants and food packaging designers. They can communicate whether a [27] is made with common allergens. But many of the most common food allergens are [28] or poorly represented. This is in regards to the current emoji library. These common food allergens include peanuts and soy. It also includes milk.

That’s what Komatsu’s proposal argues. There is an emoji for octopus*, [29], there is nothing for squid*. There is a loaf of bread that could symbolize gluten*. But a bundle of wheat could be clearer. The emojis could be more direct when labeling foods.

It’s not uncommon for the Unicode Consortium to add new emojis to the library. For example, several food-related emojis debuted last June. These included a long-awaited taco* emoji. Apple included support for multiracial* emojis in a recent iOS update. An artist even recreated Frankenstein’s monster in emoji characters. Some might feel sad about the continuing death of the written word if Komatsu’s proposal is accepted. But you can look on the bright side. [30] you ever see that devil emoji on a carton*, you’ll know to stay away.

[出典 <https://www.tweentribune.com/article/tween56/how-emojis-could-help-people-food-allergies/> 改変あり]

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(注) allergen : アレルギ源
iconic : アイコン的
multiracial : 多民族の

Unicode Consortium : ユニコード協会 (Unicodeの開発を調整する非営利団体)
octopus : タコ
carton : (紙などで作られた) 箱

oversee : 監督する
squid : イカ
gluten : グルテン
taco : タコス

選択肢

- [21]: ① a range of ② a cup of ③ a piece of ④ a tip of
- [22]: ① when ② what ③ whether ④ if
- [23]: ① excuse ② prevent ③ send ④ oblige
- [24]: ① thanks to ② amounting to ③ in contrast to ④ compared to
- [25]: ① ahead of ② plenty of ③ regardless of ④ instead of
- [26]: ① helpful ② careful ③ dry ④ gradual
- [27]: ① product ② production ③ procedure ④ proposition
- [28]: ① demanding ② appealing ③ compelling ④ missing
- [29]: ① despite ② however ③ whatever ④ whoever
- [30]: ① Although ② Unless ③ Until ④ If

第5問 次の英文を読んで、以下の問い(問1～問6)について、記述用解答用紙に解答しなさい。
なお、*の付いた語句には、文末に注があります。

Parents and children can have different ideas when it comes to video games.

Children like video games because they are fun and because they can be challenging. You have to solve problems, work out the best moves for your character, and decide how to use your equipment and supplies in the best possible way. (ア)これらの決断をすることは、ワクワクする。

Parents want to make sure that their children are safe and healthy. Because of this, they notice different things about video games.

Many worry that 《 **A** 》. For example, if a video game has lots of fighting in it, they worry that playing it will encourage their child to be violent.

They are 【 **あ** 】 that their child might always choose to play a video game instead of playing outside and getting exercise. Even though you sit still when you read a book, they know that kids can develop good 【 **い** 】 skills and learn a lot. Many adults aren't so sure that kids can learn anything educational from video games.

Sometimes adults think that spending too much time with animated characters is bad for kids. They know it's important for kids to spend time with "real" people and learn good social skills 【 **う** 】 for the real world.

Experts think playing video games can have good and bad effects on kids. New research shows that there are lots of benefits.

One good thing is that 《 **B** 》. This is because games today are often designed for multiple players, not like old-fashioned video games that were mostly designed for one player.

However, children who are obsessed with* video games and play them for a long time can get really competitive and can often try to win at all costs. Experts aren't sure yet, but they have real concerns that this might lead to kids acting like this in real life, too.

One thing you also might like to know is that 《 **C** 》. This is because games require players to solve puzzles. You won't get higher marks playing any video games, just those that require the player to solve these kinds of puzzles.

It's important for kids to think about what types of games they pick.

Make sure all of your games aren't fighting games. Instead, choose more games where you need to solve puzzles. These are fun and can also help with your schoolwork. Your parents will be much happier about that!

Also, think about whether the fighting games you play are affecting how you play with your friends in real life. (イ)Only you will really know if they are having a bad effect. If they are, you might want to change the games you play.

Why (ウ)() (●) () (●) () (●) () you? This will help your parents see that video games are not all bad.

[出典 <https://theconversation.com/curious-kids-why-do-adults-think-video-games-are-bad-76699> 改変あり]

(注) be obsessed with～ : ～に夢中である

Joanne Orlando

問1 下線部(ア)を次のように英語にすると、次の空所【 】に5語以内の英語を入れなさい。

It is 【 】.

問2 空所《A》～《C》に入れるのに最も適切なものを、それぞれ下の選択肢(1)～(3)の中から選んで、番号で答えなさい。ただし、同じものを複数回用いないこと。

- (1) the video games that children play today often encourage them to work in teams, cooperate, and to help each other
- (2) kids who regularly play video games often get higher grades in math, science, and reading tests
- (3) playing video games might have a bad effect on the way their child behaves

問3 空所【あ】～【う】に入る最も適切な語を、それぞれ下の語群の中から選び、必要であれば、適切な形に変えて答えなさい。ただし、同じものを複数回用いないこと。

care read need concern

問4 下線部(イ)を、'they'の指示内容を明らかにして、日本語にしなさい。

問5 下線部(ウ)に下の語句を並べかえて入れるとき、2番目、4番目、6番目にくるものを、それぞれ、下の選択肢(a)～(g)の中から選んで、記号で答えなさい。ただし、同じものを複数回用いないこと。

Why (ウ) () (●) () (●) () (●) () you?

(a) your parents (b) play (c) ask (d) with
(e) a problem-solving video game (f) not (g) to

問6 本文の内容と合っているものには○を、合わないものには×をつけなさい。

- (1) 親は、子供に安全なビデオゲームをしてほしいと考えている。
- (2) 多くの大人は、子供がビデオゲームから教育的なことを学べると確信していない。
- (3) 大人は、子供に「実際」の人と時間を過ごしてほしいと考えている。
- (4) 子供たちは、ゲームの種類を考慮することが大切である。
- (5) 格闘ゲームの中には、学業に役に立つものもある。