

**第1問～第4問**まで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1～5)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** Bug spray is a real [1] when camping.

- ① necessary      ② necessity      ③ necessarily      ④ necessitate

**問2** A dog that lives with children must [2] up with a lot.

- ① eat      ② play      ③ put      ④ take

**問3** I don't have the piece of paper. [3], I won't be able to do the assignment.

- ① Since      ② As      ③ Though      ④ Therefore

**問4** I thought I'd [4] the whole menu tomorrow.

- ① try      ② tried      ③ have tried      ④ been tried

**問5** [5] the very least, I will need 6 bags before Monday.

- ① On      ② At      ③ By      ④ Of

**第2問** 次の問い(問1～5)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。なお、文頭にくるものも小文字にしてあります。

**問1** 私がしたのは、このゲームだけではありません。

This game \_\_\_\_\_ **[6]** \_\_\_\_\_ **[7]** \_\_\_\_\_ I have played.

- ① the                      ② one                      ③ not                      ④ only                      ⑤ is

**問2** 全てを説明するのも、なかなか大変でした。

It was \_\_\_\_\_ **[8]** \_\_\_\_\_ **[9]** \_\_\_\_\_ everything.

- ① battle                      ② quite                      ③ explain                      ④ to                      ⑤ a

**問3** それに対処するよう言われました。

I \_\_\_\_\_ **[10]** \_\_\_\_\_ **[11]** \_\_\_\_\_ it.

- ① with                      ② to                      ③ was                      ④ deal                      ⑤ asked

**問4** 何か壊れるたびに、支配人には報告書が必要なのだ。

The manager \_\_\_\_\_ **[12]** \_\_\_\_\_ **[13]** \_\_\_\_\_ .

- ① anything                      ② needs                      ③ breaks                      ④ whenever                      ⑤ a report

**問5** よりによって、靴をなくしたんだね。

\_\_\_\_\_ **[14]** \_\_\_\_\_ **[15]** \_\_\_\_\_ , you lost your shoes.

- ① all                      ② to                      ③ the things                      ④ of                      ⑤ lose

**第3問** 次の問い(問1～5)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:** I have been asked to move to Canada next month.

**B:** What? When did that happen?

**A:**           [16]          .

**B:** So, do you have a moving date set?

- ① In a few weeks
- ② Only a few days ago
- ③ Early next week
- ④ It hasn't already happened

**問2** **A:** I'm not one for fish dishes to be honest.

**B:** Really? Why is that?

**A:**           [17]          .

**B:** That's too bad. You're missing out!

- ① I didn't get any on my plate
- ② I loved fish when I was a kid
- ③ I find the smell disgusting
- ④ I usually eat more than one dish

**問3** **A:** I don't think I'll be able to complete this report on time.

**B:** Why? Is the deadline sometime soon?

**A:**           [18]          .

**B:** You should be fine, there are still a number of days.

- ① I need to submit it by 11:00 tomorrow
- ② I've only had 12 days
- ③ We've been doing it for 5 days total
- ④ It's due at the end of the week

**問4** **A:** I need something to write with.

**B:** Where is your pen?

**A:**     [19]    .

**B:** That was kind of you.

- ① I lent it to a friend
- ② I needed to borrow it
- ③ It was given to me last week
- ④ I lost it on the train yesterday

**問5** **A:** Is your arm feeling any better?

**B:** No, it's much the same as yesterday.

**A:**     [20]    .

**B:** Yes, me too. Thank you!

- ① I thought you had recovered yesterday
- ② I didn't think you could get any better
- ③ I hope the wound heals soon
- ④ Don't worry. I'm sure it will become severe

**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、\*の付いた語句には、文末に注があります。

第4問の問題文は、著作権の都合により掲載しておりません

[出典 <https://learnwithnews.com/2020/08/13/nasa-rover-goes-to-mars-in-search-of-life-level-3/> 改変あり]

(注) NASA : 航空宇宙局                      rover : 惑星探知機                      Jezero crater : 火星にあるクレーター  
proximity : 近接                      the United Arab Emirates : アラブ首長国連邦                      scout out : ～を探して見つけ出す  
Jet Propulsion Laboratory : ジェット推進研究所 (NASAの無人探査機等の研究開発及び運用に携わる研究所)

**選択肢**

- [21]: ① custom                      ② democracy                      ③ evidence                      ④ facility
- [22]: ① as                                  ② except                              ③ worth                              ④ past
- [23]: ① fold                                ② find                                ③ forbid                              ④ facilitate
- [24]: ① relatively                        ② recently                            ③ rapidly                            ④ respectively
- [25]: ① putting on                        ② handing in                        ③ calling at                        ④ depending on
- [26]: ① achieved                            ② argued                            ③ amazed                            ④ accompanied
- [27]: ① stand out                            ② carry out                            ③ come out                            ④ give out
- [28]: ① potential                            ② slight                                ③ thick                                ④ dense
- [29]: ① Until                                ② Despite                            ③ As                                    ④ Unless
- [30]: ① collected                            ② planned                            ③ left                                ④ exploded

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

You've got a vocabulary list to learn for your French class. (ア)勉強するための最善の方法は、何ですか？

We often think of testing as a way to measure how much information a person remembers, but research shows that testing can be a powerful study strategy 【 あ 】.

In a recent experiment conducted at Kent State University in Ohio, researchers found that students who were quizzed as they studied scored higher on vocabulary tests than the students who only read and reread.

That's not too surprising — teachers have told students for thousands of years that self-testing is a good study strategy. But Mary Pyc and Katherine Rawson, the psychologists behind the Kent State study, wanted to know why small quizzes work better than staring at the words.

In (イ)their experiment, 118 college students were told to learn a list of 48 Swahili words. They were given the English translations of the words. (Swahili, or Kiswahili, is a language spoken in many parts of Africa.) The students were divided into two groups. In one group, students studied by reading and rereading the words and English translations. In the other group, the students were shown the words and then quizzed on the English meanings.

Each student in the trial also told Pyc and Rawson their “keyword mediators.” (ウ)キーワード・メディエーターは、学生が覚えるのに役立つ単語やフレーズです. For example, the Swahili word *wingu* means “cloud.” Many of the students in the study said they noticed that *wingu* contains “wing” — which might remind the English speakers of a bird in the clouds. In this case, the word “wing” is the keyword mediator.

One week later, all 118 students were tested on the 48 Swahili words, and the students who had studied with quizzes scored higher. Those early quizzes might have helped the students use the mediators when it counted, on the final test.

Pyc and Rawson then asked the students whether they remembered their keyword mediators. Students who had been quizzed as they studied could more often remember these keywords, when compared with the students who only read.

Pyc says (エ)students often think they've learned something just because they've stared at it for a long time. “The illusion is, you read something and think you'll remember it. But if you don't try to retrieve\* it, you don't know if you know it,” Pyc told Science News.

Students often study by reading text and highlighting or underlining key ideas. Then, to study for a test, they look at their own markings. That approach might not be effective for students, says Henry Roediger, a psychologist at Washington University in St. Louis who was not involved in the new study.

“They think 《 **A** 》 because 《 **B** 》 so many times, but they haven’t practiced the skill 《 **C** 》 on the test, which is retrieval\*,” he told Science News.

[出典 <https://www.sciencenewsforstudents.org/article/memory-test> 改変あり]

Stephen Ornes, Science News Explores, November 2, 2010. Used with permission

(注) retrieve : 情報を検索する

retrieval : 情報検索

**問1** 下線部(ア)(ウ)を、英語にしてください。ただし、(ウ)は解答欄の英語に続けて解答してください。

**問2** 空所【あ】に、文脈に合うように下の語群のうちの2語を用いて、最も適切な英語表現を入れなさい。

in well brief time as

**問3** 下線部(イ)について、下の空所【1】～【3】に、指示に従い最も適切な日本語を入れなさい。

118人の大学生は、48のスワヒリ語の単語リストを【1 5字以内】ように言われ、単語の【2 5字以内】が渡された。彼らは2グループに分かれて研究に参加した。1週間後にテストをしたところ、単語を【3 7字以内】勉強した学生の方が、高得点を取った。

**問4** 下線部(エ)を、日本語にしてください。

**問5** 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) they’ll need

(2) they know it

(3) they have read it