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　They are aware **［１］** the risks involved.

① in　② at　③ of　④ by

問２　If he **［２］** up earlier, he would never have missed the bus.

① wakes　② woke　③ is waking　④ had woken

問３　You should explain your side, **［３］** you don’t think it will change anything.

① though　② whereas　③ since　④ even if

問４　The doctor **［４］** operations on four patients.

① performed　② went on　③ carried　④ took out

問５　The scientist conducted an **［５］** to test his hypothesis.

① experience　② expertise　③ experiment　④ expression

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。また，文頭にくるものも小文字にしてあります。

問１　今すぐ出発しないと電車に間に合いません。

We won’t catch the train ＿＿＿ **[６]** ＿＿＿ **[７]** ＿＿＿ .

① leave　② unless　③ now　④ right　⑤ we

問２　彼女の優しさは，彼女の優れた全ての特徴の中でも特に目立っていました。

＿＿＿ **[８]** ＿＿＿ **[９]** ＿＿＿ all her excellent qualities.

① stood　② among　③ her　④ out　⑤ kindness

問３　もう少し考える時間をください。

I’d like ＿＿＿ **[10]** ＿＿＿ **[11]** ＿＿＿ .

① think　② more　③ to　④ time　⑤ a little

問４　あの試験のためにもっと一生懸命勉強しておけばよかったのになあ。

＿＿＿ **[12]** ＿＿＿ **[13]** ＿＿＿ harder for the exam.

① studied　② only　③ had　④ if　⑤ I

問５　どれだけ努力しても，彼女の名前を思い出せません。

＿＿＿ **[14]** ＿＿＿ **[15]** ＿＿＿ try, I can’t remember her name.

① hard　② matter　③ I　④ how　⑤ no

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 heard Sarah quit her job last week.

B: **[16]**

A: That's what I heard, too. She always seemed so happy there, didn't she?

B: I wonder what made her decide to change jobs.

① I knew she was looking for a more relaxed position.

② Yeah. I think she was a bit frustrated there.

③ Really? I thought she enjoyed working there.

④ That's a surprise, but I'm not shocked.

問 2　**A:** I'm thinking of starting my own business.

B: **[17]**

A: I won't. I've been doing a lot of planning.

B: Well, good luck!

① Don't take a decision like that lightly.

② That sounds like a wonderful idea!

③ You should definitely go for it.

④ Will you do much preparation before you start?

問 3　**A:** This exam was much tougher to complete than I expected.

B: **[18]**

A: I know, right? I barely finished in time.

B: I felt I knew all the content well enough, though.

① I should have studied more.

② I couldn't understand any of the questions.

③ There were double the number of questions this time.

④ What made it so difficult?

問 4 **A:** Tony told me that our old high school is closing down.

B: **[19]**

A: I know, it’s really sad to think about.

B: I heard it will happen soon.

① That’s terrible communication.

② Really? I had no idea!

③ It’s so hard to believe.

④ That means we can’t graduate!

問 5 **A:** I’m finding it hard to balance work and my studies.

B: **[20]**

A: It really is. I feel like I never have enough time.

B: Perhaps fewer things to focus on would be beneficial.

① You should do the most important tasks first.

② Could quitting your job help?

③ That sounds like a lot to handle.

④ Are you sure that’s the solution?

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語句を，それぞれ後の**選択肢** ①～④ の中から 1 つ選びなさい。

It's karaoke-rehearsal time at the Knollwood military retirement community, in Washington, D.C. Phil Soriano, 86, has led group singing since 2016. Today, he'll share host duties with a special guest, one **[21]** has been at Knollwood for the past six weeks: Stevie.

Soriano wants to sing the song "Y.M.C.A." **[22]** Stevie leads the crowd through the song's dance moves. This will be difficult. Why? Stevie is a robot.

"We could try to make him dance," says Niamh Donnelly, Stevie's lead AI engineer. She types commands on a **[23]**. The robot stretches its thin, stick-like arms. Its digital face shows a quick smile.

Stevie was made by the Robot-making and Innovation Lab at Trinity College Dublin, in Ireland. Trinity researchers moved into Knollwood this spring and summer. They're trying to understand what staff and residents might want **[24]** a robot.

Many different robots are used in health care, including some that move rapidly around hospital hallways like electric carts and some like dolls that bring patients comfort. Stevie is what's known as a social robot. It's designed to **[25]** people. Stevie responds to words with speech, gestures, and movements. For example, tell Stevie you're sick, and it frowns and says, "I'm sorry to hear that." Compliment Stevie, and its screen changes to a smile. **[26]**, its digital eyes blink, waiting for a command.

Stevie can recognize about 100 common questions, such as "How are you?" Other conversations require a human to type words for Stevie to say. At a social hour with Knollwood residents, Donnelly had Stevie tell a **[27]**: "What did the left eye say to the right?" The punch line: "Between you and me, something smells!"

Researchers thought people would want Stevie to do chores, says Conor McGinn, Stevie's lead engineer. But **[28]**, residents didn't want to give Stevie an order and have it move away. They wanted Stevie to stay and keep them company. According to McGinn, when his team asked residents what they liked most about the robot, they said, "It made me laugh" or "It made me smile."

Some health-care workers see Stevie as a **[29]**. The monthly cost for the robot would be around half the cost of hiring a human to do the same job. And unlike a human, a robot can be active all day and night without getting **[30]**. But Stevie's creators say they don't want to replace people. They see robots and human employees working together.

[出典 https://www.timeforkids.com 改変あり]

Corinne Purtill, TIME for KiDS, November 27, 2019. Used with permission

選択肢

[21]:	① who	② what	③ where	④ while
[22]:	① for	② since	③ as	④ until
[23]:	① commuter	② competitor	③ composer	④ computer
[24]:	① beyond	② from	③ upon	④ through
[25]:	① look down	② get over	③ compare to	④ interact with
[26]:	① At rest	② In order	③ At once	④ In haste
[27]:	① rumor	② secret	③ joke	④ lie
[28]:	① accordingly	② surprisingly	③ generally	④ fortunately
[29]:	① burglar	② theory	③ threat	④ barrier
[30]:	① tired	② well	③ stupid	④ clever

第５問　次の英文を読み，以下の**問い**（**問１**～**６**）に対して**記述用解答用紙**に解答しなさい。

Jamil Bhanji, a brain scientist at Rutgers University says there are two main parts to any challenge that may cause someone to fail. First, there are the aspects a person can control. Whether students study for a test, for instance, is under their control. But there also are aspects outside people's control. For example, (ア)**病気になると，疲れ過ぎて勉強できないかもしれない**.

One way to cope with failure is to concentrate on what led to the failure in the first place.《　　**A**　　》People who fail can also use an emotion-based approach, says Bhanji. The test-taker might feel bad now, but he can【　**あ**　】himself that things will look brighter in the morning.

Bhanji's team wanted to find out what strategies people use to keep【　**い**　】after failing. They【　**う**　】30 volunteers into a laboratory and had them play a computer game. The game modeled a classroom and the aim was for players to graduate from the class. Those who【　**え**　】would earn $10.

But passing the class was no easy task. Players faced problems that could return their characters back to where they had started.

For instance, one set of players had to guess the right answer to a test to move forward.《　　**B**　　》Another group of players faced a sudden "course stop" they couldn't control. Their players, too, got sent back to the beginning of the game — but this was outside of their control.

(イ)**After each "failure," players were asked if they would like to try again**.

The scientists looked at activity levels in parts of each volunteer's brain while they played. They looked for which brain areas' blood flow changed when the players decided to try again.

They found that activity was reduced in some parts of the brain during challenges. Activity in the area important for motivation dropped when players tried again after failure that had been within their control. When the activity in this brain region was low, players tended to try the challenge again. Reduced activity in this area may not be pleasant, since it's associated with getting something wrong. But it also is associated with learning.《　　**C**　　》

But when players were faced with a course cancellation — something they couldn't control — the activity dropped in a different part of their brains. That area influences how we judge risk, control our emotions and make decisions. And for unexpected difficulties, (ウ)**(　)(２番目)(　)(４番目), (　)(６番目)(　)** were not to give up.

[出典 https://www.snexplores.org 改変あり]

Bethany Brookshire, Science News Explores, November 2, 2015. Used with permission

問１　下線部(ア)を **英語**にしなさい。

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 1 つ選び，**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) If they change their behavior, participants might begin to feel they can do better next time.
(2) If someone fails a test, a problem-focused approach might be to study more or better the next time.
(3) If their guess was incorrect, they went all the way back to the beginning of the game.

問３　空所【あ】～**【え】**に入れるのに最も適切なものを，それぞれ下の**語群**の中から 1 つ選び，**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。

bring	**succeed**	**convince**	**go**

問４　下線部(イ)を **日本語**にしなさい。

問５　下線部 (ウ) の空所に下記の語句を並べかえ入れ 最も適切な文にするとき，**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)** の中から選び，**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。

And for unexpected difficulties, (ウ)**(　)(２番目)(　)(４番目), (　)(６番目)(　)** were not to give up.

(a) the lower	**(b)** was	**(c)** likely	**(d)** in this brain area
(e) players	**(f)** the activity	**(g)** the less	

問６　本文の内容と**合わない**ものを，下の**選択肢 (1)**～**(5)** の中から**２つ**選び，**番号**で答えなさい。

(1) Failure in challenges comes from two things: what you can control and what you can't.
(2) Passing the class was difficult because players faced problems that made them return to the beginning.
(3) Another group of players faced a sudden stop, but they managed to keep their control.
(4) When volunteers chose to retry a task, scientists checked which brain parts changed activity.
(5) When players had control of the situation, activity in the area of the brain that affects decisions decreased.