

# 英 語

(1～12ページ)

## 注 意

1. 試験開始の合図があるまで、問題用紙を開いてはいけません。
2. 解答は解答用紙にマークしなさい。ただし、使用しない解答欄があります。
3. 解答用紙に受験番号と氏名を記入しなさい。  
受験番号は、下記の「受験番号欄記入例」に従って正確にマークしなさい。
4. 試験時間は **60分** です。
5. 試験開始後、問題用紙に不備(ページのふぞろい・印刷不鮮明など)があったら申し出なさい。
6. 問題の内容についての質問には、いっさい応じられません。

解答用紙の受験番号欄記入例

数字の位置	受 験 番 号				
	万	千	百	十	一
	2	/	9	0	/
0	/	0	0	●	0
1	①	●	①	①	●
2	●	②	②	②	②
3	③	③	③	③	③
4	④	④	④	④	④
5	⑤	⑤	⑤	⑤	⑤
6	⑥	⑥	⑥	⑥	⑥
7	⑦	⑦	⑦	⑦	⑦
8	⑧	⑧	⑧	⑧	⑧
9	⑨	⑨	●	⑨	⑨

数字の位置に注意してマークしなさい

マーク式解答欄記入上の注意

1. 解答は、HBの黒鉛筆を使用して丁寧にマークしなさい。  
《マーク例》  
良い例 ●  
悪い例 ◊ ○ ✕ ◐ ◑
2. 訂正する場合は、プラスチック消しゴムで、きれいにマークを消し取りなさい。
3. 所定の記入欄以外には、何も記入してはいけません。
4. 解答用紙を汚したり、折り曲げたりしてはいけません。

I 次の英文を読み、その文意に沿って  ~  の問いの答えとして適切なものを、下の  からそれぞれ1つずつ選びなさい。

At the age of 2, Koya (whose last name is being withheld to protect his privacy) began to make videos on YouTube. Dressed as Spider-Man or the superhero Kamen Rider, he would perform for the camera, imitating content he discovered on the platform.

“Koya is a YouTube native in an era where content production has shifted from professionals to amateurs,” his mother says. With her help, he crafts creative and playful clips. Nemi-chan, his cousin, has since joined as a co-host; together they unbox toys, prepare candies and perform short dramas for their growing following — videos made by kids, for kids.

Eight years later, their channel, KidsLine, has 12.3 million subscribers, making it the most followed channel based in Japan and the country’s first to exceed 10 million. “It’s their sensibility as children that makes the videos so special. It’s something that I would never be able to reproduce as an adult,” his mother adds.

The origins of today’s digital environment for children predate the pandemic, the byproduct of a decades-long history. In 1990s Japan, it was Tamagotchi, pagers and Nintendo video games, kicking off an era of interactive entertainment. By the early 2000s, smartphones and mobile internet were a part of the cultural fabric, becoming ubiquitous in the 2010s according to the Ministry of Internal Affairs and Communications; this was the era of participation and connection through technology.

With the spread of COVID-19, it was inevitable that we all became more dependent on technology for university classes, for work, even for groceries. In Japan, as elsewhere, kids are using technology more often, and for longer periods of time.

Even though most public primary, middle, and high schools in Japan never switched to remote education, the soaring amount of time children spent on screens at home — studying, connecting with friends and playing games — put many on alert.

In a study published in December 2020, the National Center for Child Health and Development (NCCHD) surveyed parents and found that, compared to January of the same year, 41% of respondents reported that the use of electronic devices by children across all age groups in Japan either “increased” or “greatly increased.”

“I’m seeing more kids who, because they have to stay at home, because they can’t go outside as much, because of the (previous) state of emergency, are playing more interactive games with their friends. So, they are staying connected using technology,” says Warren Apel, the director of technology at The American School in Japan, an international private school in Chofu, Tokyo.

But this boost hasn't been reflected in the classroom. In 2018, Japan ranked last in the Organization for Economic Cooperation and Development (OECD) for the adoption of digital technologies in schools. And so, in 2020, most Japanese schools were widely unprepared for online learning.

The pandemic has revealed a paradox: Kids can be savvy internet users, with millions of followers, while their schools are stuck in an analog world of paper and pencils. And even though many kids were already skilled at using the internet to communicate, those skills needed to be quickly converted for use in an educational setting.

Some schools did succeed. In February 2020, as reports of COVID-19 spread, The American School in Japan created a crisis response team that began to make emergency plans for distance learning. The administrators revised the school's distance learning plan, first created in response to the H1N1 pandemic in 2009 and modified after the 3/11 disaster.

On March 4, 2020, the entire school went remote. The students were already digitally literate and each used a device, which took on a new significance in remote learning. Apel says that students also began to use new online learning platforms. "I think it affected different teachers and grade levels differently," he says about the sudden transition. "Everyone had to do their work differently."

As students began to use devices with greater frequency, parents had concerns, so Apel and his colleagues held seminars to teach healthy habits with technology. "One of the things we work on with children is being actively aware of why they are using an app," Apel says. He and his colleagues emphasized the distinction between passive and active consumption and the importance of intentionality with devices — lessons they had already been teaching pre-pandemic. "(Asking) 'Are they being intentional and being reflective about the amount of time they spend?' is a good way to make sure they are aware of what they are doing."

出典 : Cohen, Spencer & Barbetta, Tommaso. *The Japan Times*. April 4, 2021. (一部改変)

1 What reason does Koya's mother give for the success of his content?

1. She is the main contributor to content creation.
2. The channel had over 10 million subscribers.
3. Young creators have a unique approach.
4. No other channel shows presenters opening toys or short dramas.

**2** Why does the article mention “Tamagotchi, pagers and Nintendo video games”?

1. These products helped create modern digital entertainment.
2. They are examples of products that are now outdated.
3. They are the products that the writers grew up using.
4. These products were competitors of YouTube.

**3** What effect did COVID-19 have on people’s use of technology?

1. People had less money to spend on technology.
2. People became more interested in reducing their reliance on technology.
3. People started to rely more on technology for various aspects of their lives.
4. People preferred to experience daily life through technology.

**4** What were the results of the survey published by the National Center for Child Health and Development (NCCHD)?

1. Many parents felt their children spent more time using electronic devices by the end of 2020.
2. Parents encouraged their children to be alert to the overuse of electronic devices.
3. Young people adapted quickly to online learning by the end of 2020.
4. Every year, children spend more time on electronic devices in December than they do in January.

**5** What did the Organization for Economic Cooperation and Development (OECD) find in 2018?

1. Japan was one of a number of countries introducing digital technologies in companies.
2. Japan had the lowest level on their ranking of the use of digital technologies in education.
3. Japan’s schools needed to improve the quality of their classrooms.
4. Japan had been enthusiastic in adopting technology in the classroom.

**6** What paradox did the COVID-19 pandemic reveal about children's education?

1. Children no longer used technology during the COVID-19 pandemic.
2. Schools were not making good use of young people's existing technology skills.
3. Children were not good enough at writing with pencil and paper.
4. Schools needed to teach children to make better YouTube videos.

**7** What did The American School in Japan do in February 2020?

1. It began to plan for possible online learning.
2. It circulated reports about the COVID-19 pandemic.
3. It banned students from playing online games.
4. It started remote learning.

**8** What do Warren Apel and his colleagues try to teach about healthy use of technology?

1. Teachers should emphasize passive consumption of technology.
2. Parents should limit the time their children spend using apps.
3. People should use apps to become more physically active.
4. People should consider why and for how long they are using technology.

II 次の英文(1)～(7)の空所 **9** ～ **15** を埋めるのに最も適切なものを、下の  からそれぞれ1つずつ選びなさい。

(1) My father plays golf twice a month, and ( **9** ).

- |            |            |            |            |
|------------|------------|------------|------------|
| 1. I do so | 2. so do I | 3. I so do | 4. so I do |
|------------|------------|------------|------------|

(2) The secretary has made preliminary ( **10** ) for meetings to be held in Prague next month.

- |            |             |                |                 |
|------------|-------------|----------------|-----------------|
| 1. arrange | 2. arranges | 3. arrangement | 4. arrangements |
|------------|-------------|----------------|-----------------|

(3) The pianist felt worn out ( **11** ) his intensive five-hour practice before the recital.

- |          |          |         |           |
|----------|----------|---------|-----------|
| 1. along | 2. under | 3. from | 4. behind |
|----------|----------|---------|-----------|

(4) When the company attorney investigated the potential diversion, the auditor refused ( **12** ) the questions.

- |           |              |              |             |
|-----------|--------------|--------------|-------------|
| 1. answer | 2. answering | 3. to answer | 4. answered |
|-----------|--------------|--------------|-------------|

(5) After three months of stay in Japan, I ( **13** ) accustomed to their unique food.

- |           |                |         |             |
|-----------|----------------|---------|-------------|
| 1. become | 2. have become | 3. have | 4. have had |
|-----------|----------------|---------|-------------|

(6) Students ( **14** ) experience problems with logging in to the LMS system should contact the computer center.

- |        |          |         |        |
|--------|----------|---------|--------|
| 1. who | 2. whose | 3. when | 4. how |
|--------|----------|---------|--------|

(7) Whether the deadline is extended or not will be at the ( **15** ) of the editors.

- |         |          |               |               |
|---------|----------|---------------|---------------|
| 1. mood | 2. taste | 3. discretion | 4. preference |
|---------|----------|---------------|---------------|

Ⅲ 次の [16] ~ [21] の英訳文を完成させるように、( )内の1~7を並べかえ、その7つの中で5番目に来る語句の番号を選びなさい。なお、文頭に来る語も小文字で表記してある。

[16] このプロジェクトには早めに取り掛かっておこう。  
(1. an 2. let's 3. on 4. early 5. this 6. start 7. get)  
project, shall we?

[17] 息子から目を離さないように夫にお願いした。  
I asked (1. an 2. our 3. to 4. my husband 5. eye 6. on  
7. keep) son.

[18] この章を終えた後、コーヒー休憩を取りませんか?  
(1. a 2. about 3. coffee 4. how 5. after 6. break 7. taking)  
finishing this chapter?

[19] 午前中に難しい仕事を処理することになっている。  
I (1. a 2. difficult 3. of 4. tasks 5. habit 6. make  
7. handling) in the morning.

[20] さらなる情報については、カードの裏側をご覧ください。  
For further information, (1. other 2. to 3. of 4. side 5. please  
6. the 7. refer) the card.

[21] 国籍を問わず誰でもこの講座に申し込むことができる。  
Anyone can (1. for 2. of 3. up 4. regardless 5. course 6. sign  
7. this) nationality.

IV 次の英文の空所 [22] ~ [25] を埋めるのに文脈上最も適切なものを、下の [ ] からそれぞれ1つずつ選びなさい。

*The following article was published on January 14, 2022.*

The Cabinet approved Friday a law obliging businesses to reduce the use of 12 types of disposable plastic items, such as cutlery and straws, from April as part of a push to protect the environment amid growing concerns over marine pollution. [22] that handed out more than 5 tons of disposable plastic items, also including combs, toothbrushes, razors, hairbrushes, clothes hangers and garment covers, to customers in the previous fiscal year will be subject to the measure. Those targeted could include operators of convenience stores, supermarkets, restaurants, hotels and laundries. The companies can choose how to [23] the amount of plastic they use, with options varying from the awarding of loyalty points to customers who decline such items to the introduction of reusable alternatives. Stores may also impose a charge to encourage customers to refuse unwanted plastic.

The Cabinet approval came after legislation was enacted in June last year to reduce plastic waste and promote recycling. Business operators that fail to meet the requirement will be advised or ordered to do so. The new law also has a provision for the imposition of fines for noncompliance. From July 2020, it became mandatory for stores to charge for plastic bags. The country's plastic waste [24] about 8 million tons that year. In the convenience store industry, which uses a huge amount of plastic for bento containers, some operators have already introduced wooden cutlery [25] have made holes in cutlery handles to reduce the amount of plastic. Some hotels, meanwhile, have started charging for hairbrushes and razors, which they used to provide for free. With the new law, the government is also encouraging companies that are not targeted to join the reduction effort.

出典：The Japan Times. January 14, 2022. (一部改変) 『共同通信配信』

[22]	1. Companies	2. Ecologists	3. Intellectuals	4. Schools
[23]	1. add up to	2. cut down on	3. look down on	4. break up with
[24]	1. total	2. totaling	3. totaled	4. will total
[25]	1. either	2. not	3. or	4. also



V 次の英文 [26] ~ [33] の下線部に最も近い意味を表すものを、下の [ ] からそれぞれ1つずつ選びなさい。

[26] My father has recently switched to a hybrid car.

- |               |               |                |                  |
|---------------|---------------|----------------|------------------|
| 1. applied to | 2. changed to | 3. objected to | 4. subscribed to |
|---------------|---------------|----------------|------------------|

[27] The materials used for this project should be retained for a year.

- |              |              |             |              |
|--------------|--------------|-------------|--------------|
| 1. activated | 2. discarded | 3. expanded | 4. preserved |
|--------------|--------------|-------------|--------------|

[28] The final assessment of his academic performance was relatively positive.

- |               |               |               |               |
|---------------|---------------|---------------|---------------|
| 1. allocation | 2. motivation | 3. evaluation | 4. regulation |
|---------------|---------------|---------------|---------------|

[29] Our company has built a solid partnership with the law firm.

- |             |           |                |             |
|-------------|-----------|----------------|-------------|
| 1. official | 2. strong | 3. superficial | 4. temporal |
|-------------|-----------|----------------|-------------|

[30] I visited the new factory and subsequently joined a food tasting session.

- |         |                      |           |               |
|---------|----------------------|-----------|---------------|
| 1. then | 2. from time to time | 3. rarely | 4. constantly |
|---------|----------------------|-----------|---------------|

[31] Global warming is often discussed as one of the most pressing issues in our society.

- |            |            |              |           |
|------------|------------|--------------|-----------|
| 1. complex | 2. ethical | 3. technical | 4. urgent |
|------------|------------|--------------|-----------|

[32] Jessica's drawing is second to none, so I am sure that it will win the competition.

- |             |                |                |             |
|-------------|----------------|----------------|-------------|
| 1. alluring | 2. second-rate | 3. outstanding | 4. valuable |
|-------------|----------------|----------------|-------------|

[33] The author went over his first draft and revised it drastically.

- |            |              |             |            |
|------------|--------------|-------------|------------|
| 1. checked | 2. completed | 3. composed | 4. created |
|------------|--------------|-------------|------------|

VI 次の英文を読み、**34**～**36**の問いの答えとして最も適切なものを、下の□からそれぞれ1つずつ選びなさい。

### University of Global Studies Overseas Student Scholarship

The Overseas Student Scholarship was established in 1974 to support exceptional students from overseas to pursue degree programs at the University of Global Studies (UGS).

#### 1. Application Requirements

Applicants must meet ALL of the following criteria:

- Qualify as an overseas student for the purposes of university tuition fees.
- Have been accepted at UGS on an undergraduate or postgraduate degree program starting spring or autumn of 2023. Students enrolled in language programs and other short-term programs are not eligible.
- Can attend an interview in English. In-person interviews are preferred. Students who are unable to attend in person should contact the UGS Scholarships Office to arrange an online interview.
- Have a United States bank account in the applicant's own name.

#### 2. Number and Value of Scholarships

- ONE scholarship of \$3,000 granted per academic year.
- THREE scholarships of \$1,000 granted per academic year.

Note: Scholarships will be paid after recipients report to the UGS Scholarships Office in person with their passport, student ID, and bank account details.

#### 3. Application Procedures

Submit the following documents through the UGS website. Select the Scholarships tab, followed by Overseas Student Scholarship. You will be prompted to create an account. You must apply through this account. Applicants will need to submit

- A completed application form (basic personal information and academic record).
- An essay of no more than 500 words explaining what you intend to contribute to UGS as a student, and how you intend to spend the scholarship funds.

#### 4. Important Conditions

- Recipients who do not complete their program of study must pay back their scholarship.
- Recipients are required to submit a minimum of three written progress reports during the period of receiving scholarship funds.
- Recipients must sign a document signifying their agreement to the above conditions at time of receipt of scholarship.

(書き下ろし)

**34** Which of the following students is eligible to apply for the Overseas Student Scholarship?

1. An overseas student who has been accepted to study a degree at UGS.
2. An overseas student enrolled on a language program at UGS.
3. An overseas student who has a bank account outside the United States.
4. An overseas student who is planning to apply to UGS.

**35** What do applicants need to do to apply for the Overseas Student Scholarship?

1. Applicants should bring their passport and bank account details to the UGS Scholarships Office.
2. Applicants should download and print an application form from the UGS website.
3. Applicants should create an account on the UGS website and use this to apply.
4. Applicants should write an essay of at least 500 words.

**36** Which of the following is TRUE about the Overseas Student Scholarship?

1. Recipients can receive their scholarship money in cash.
2. Recipients must sign an agreement when receiving the scholarship.
3. Recipients must give presentations about their progress.
4. Recipients keep their scholarships if they withdraw from their study program.

VII 次の対話文の空所 [37] ~ [41] を埋めるのに文脈上最も適切なものを、下の [ ] からそれぞれ1つずつ選びなさい。

Sara: Hi, Noah. Can I ask you something?

Noah: Hi, Sara. You seem less cheerful than usual. [37]

Sara: Well, I am going to present my business proposal at the meeting tomorrow. [38] Is there any advice you can give me?

Noah: Hmm. Recently, I read an article on how to relax before a presentation. According to the article, presentation anxiety is very common, and there are several strategies you can use before a presentation.

Sara: That's good. What are the strategies?

Noah: First of all, you should practice your presentation. Did you rehearse your presentation?

Sara: [39] It went well, better than I expected.

Noah: That's great. Are you ready for the Q&A session as well?

Sara: Yes, I've got a list of frequently asked questions and prepared a complete answer to each question.

Noah: Perfect! [40]

Sara: Thanks. But, I'm still feeling anxious. Is there anything else?

Noah: Most importantly, you should visualize your success. Picture yourself making the presentation successfully. That will get you closer to success.

Sara: All right. I'll definitely do it. [41]

Noah: Good luck!

[37]

1. How do you like it?
2. I see your point.
3. Thanks for cheering me up.
4. What's the matter?

[38]

1. But, I should cancel it due to an emergency.
2. But, I always get quite anxious in front of people.
3. But, I am excited about receiving the result.
4. But, I am going to have dinner after the meeting.

39

1. Yes, I had a dry run.
2. Yes, I made it to the meeting.
3. No, I was tied up this week.
4. No, I should have asked you.

40

1. I totally agree with your advice.
2. I am very much aware of my responsibility.
3. You are fully prepared for the presentation.
4. You may wish to cancel the presentation.

41

1. Calm yourself down.
2. Good for you.
3. Don't let me down.
4. Thanks for your input.