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**選択肢**①～④の中から１つ選びなさい。

問1　More often than **[1]**, it rains heavily in winter.

① other　② the other　③ not　④ neither

問2　Luckily, they were able to **[2]** on the decision before the deadline.

① agree　② see　③ do　④ make

問3　The red warning sign **[3]** a fire has started somewhere.

① locates　② regulates　③ originates　④ indicates

問4　If it were not **[4]** the rain, we would be on the beach in the sun.

① for　② with　③ as　④ since

問5　It’s clear there are **[5]** more aircraft than expected.

① a lot of　② many　③ much　④ numerous

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**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　アラームは何夜にもわたって一定の間隔で鳴った。

The alarm sounded ＿＿＿ **［６］** ＿＿＿ **［７］** ＿＿＿ nights.

① many　② regular　③ at　④ over　⑤ intervals

問２　調子が悪かったので，是非もう一度挑戦したいです。

＿＿＿ **［８］** ＿＿＿ **［９］** ＿＿＿, I would love to try again.

① were　② given　③ the conditions　④ poor　⑤ that

問３　彼女が飲む薬は全て効かなかった。

＿＿＿ **[10]** ＿＿＿ **[11]** ＿＿＿.

① none of　② took　③ she　④ worked　⑤ the medicine

問４　今夜は彼が昨日作った夕食を分けてくれた。

Tonight he ＿＿＿ **[12]** ＿＿＿ **[13]** ＿＿＿ yesterday.

① shared　② had　③ cooked　④ the dinner　⑤ he

問５　予約を取り消したのは雨のせいではなかった。

It wasn’t due ＿＿＿ **[14]** ＿＿＿ **[15]** ＿＿＿ the reservation.

① we　② the rain　③ to　④ that　⑤ canceled

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**選択肢**①～④の中から１つ選びなさい。

問１　**A:** How do you find your new job?

B: **[16]**

A: I see. That must be boring.

B: Yeah. Hopefully, it gets more interesting soon.

① It’s quite repetitive at the moment.
② I used a job search company.
③ It took a long time to get.
④ It’s still quite exciting.

問２　**A:** I have so many things to do. I’m not sure I can finish them.

B: **[17]**

A: Thank you. That would be helpful.

B: OK. So, what would you like me to do first?

① Good luck. I hope you manage to do it all.
② Can I offer my assistance at all?
③ Sorry, I wish I could help you.
④ If only I were able to do something for you.

問３　**A:** That looks like a rare species of squirrel.

B: **[18]**

A: Oh, really? I thought it looked different to the others.

B: No. They are extremely common.

① Yeah, I think you are right.
② You know a lot about squirrels!
③ Those ones aren’t so unique.
④ They are seldom seen at all.

問4 **A:** Did that company buy the machine from us?

B: No, they didn’t. I wonder why?

A: **[19]**

B: I agree. Perhaps they had an alternative.

① There were no others available.

② Maybe they sold it the other day.

③ They might have been satisfied with our offer.

④ They must have had something else in mind.

問5 **A:** I think we are lost!

B: Wait. Is that a sign at the end of the street?

A: **[20]**

B: Really? Can you tell me what it says?

① Yeah, I can make it out clearly.

② Yes. It’s an old sign but there’s nothing written on it!

③ I have been able to see a sign previously.

④ I don’t think that’s a sign. It looks like a tree.

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。

Researchers who are non-native English speakers spend more time and money than native speakers in contributing to the global scientific community **[　21　]** the language is commonly used, a group of international scientists said. Their survey of 908 environmental scientists of eight nationalities revealed greater costs for non-native speakers in reading and writing English papers*, and they even chose not to attend international conferences held in English, according to research **[　22　]** on July 18, 2023, in PLOS Biology*.

The study conducted online in 2021 sought to compare and quantify* the effort made by researchers from Bangladesh, Bolivia, Britain, Japan, Nepal, Nigeria, Spain and Ukraine, with varied English proficiency and income levels. “The results displayed remarkable disadvantages for non-native English speakers in conducting all scientific activities surveyed,” the group said, noting its **[　23　]** impact, especially on researchers early in their careers.

Those with low English proficiency who published only one English-language paper devoted a median* of 90.8% more time reading scientific papers **[　24　]** native speakers, their study showed. Besides needing more time to write a paper in English, low- and moderate-speaking respondents were 2.5 or 2.6 times more likely to see their papers rejected by journals because of poor English than the 14.4% of native speakers. Almost 43% of researchers from non-English speaking countries said they were asked to improve their English writing while reviewing their papers, or 12.5 times higher than native English speakers. Apart from late-career researchers with moderate English proficiency, non-native speakers asked someone to proofread* 75% or more of their submitted papers, in contrast to native speakers who did so for less than half of **[　25　]**.

Income level played some role in attempts to close the language gap. **[　26　]** researchers from Japan, who had low English proficiency but a high-income level, tended to pay for professional English editing assistance, those with similar linguistic abilities from lower-middle-income countries like Nepal had no one to check their papers. The language barrier is so high that approximately 30% of early career researchers from Japan and high-income Spain combined often or always abandoned attending English-language conferences. Of those who did attend, around half **[　27　]** to avoid giving oral presentations.

Conference preparation took more effort, with moderate and low English proficiency

speakers spending more time preparing and practicing for oral presentations than native speakers. Non-native researchers often struggle to explain their research, **[28]** those in their early career and of low English proficiency nationalities, with over 65% of them describing difficulty and lack of confidence. “The scientific community needs to recognize these types of **[29]**,” said Tatsuya Amano, who was part of the research team.

The senior lecturer at the University of Queensland in Australia suggested promoting the use of artificial intelligence for English editing or for journals to offer such services, in line with* the study’s proposed solutions. He also urged conference organizers to establish an inclusive environment and provide support for researchers who face difficulties **[30]** English.

[出典 https://www.japantimes.co.jp/news/2023/07/30/japan/science-health/nonnative-english-speakers-researchers-survey/ 改変あり]
2023年7月30日 the japan times

（注）paper：研究論文　PLOS Biology：公共科学図書館（Public Library of Science）が発行する学術雑誌　quantify：数値化する
median：中央値　proofread：校正する　in line with：～と一致して

選択肢

[21]:	① where	② which	③ how	④ what
[22]:	① modified	② prepared	③ started	④ released
[23]:	① minor	② unnecessary	③ significant	④ slight
[24]:	① thanks to	② compared with	③ same as	④ as to
[25]:	① they	② their	③ it	④ theirs
[26]:	① If	② While	③ Therefore	④ Also
[27]:	① rejected	② hated	③ preferred	④ challenged
[28]:	① personally	② precisely	③ perfectly	④ particularly
[29]:	① burdens	② advantages	③ emergencies	④ priorities
[30]:	① by	② at	③ with	④ as

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

Picture it: It's the night before a big test. You've spent hours—hours!—studying, but you can't seem to remember everything. Your eyes are heavy, and your brain needs a break. But if you go to sleep now, how will you ever be ready for the test?

In this scenario, it would be useful to understand how learning【　**あ**　】. You may find that endless hours of studying are not the best way to prepare for your test. Instead, a good night's rest could be even more important for your success!

《　**A**　》It happens in the brain, of course—but what exactly occurs to make learning happen? And is there anything people can do to make learning easier?

Most experts agree that learning is largely about memory. When a person【　**い**　】a new idea or activity, their brain stores the information in a neural pathway. However, that doesn't mean that learning is over. Brand new information exists in the brain as part of short-term memory. (ア)**That means the brain will not retain the new knowledge unless it judges it worth keeping**.

For new knowledge to be【　**う**　】, it must become part of the brain's long-term memory. In order for that to happen, the brain has to determine that the information is important enough to keep. So, for learning—and teaching—the question is, how do we convince the brain that new information is important?

《　**B**　》In learning, this statement may ring true. The more you practice a new skill, the more likely you are to learn it. That's because the act of repetition teaches your brain that the skill or information is important to you. This makes it more likely for the new knowledge to become part of your long-term memory.

Another technique for learning is to connect a new idea to background knowledge. When the brain sees a connection between a new idea and a concept you've already learned, it's more likely to【　**え**　】it away in long-term memory. Have you ever had a teacher who asked you to connect a new idea to your background knowledge? Now you know why!

Activities that involve critical thinking or problem-solving alongside new information can also help you learn. That's why solving problems with newly learned math concepts is so important! When the brain is engaged, it's more likely to retain the new information or skill.

《　**C**　》Most people have! In these situations, there are many techniques that can help. Looking at real-world examples of a new concept can make a big difference. You can also talk about what you're trying to learn with a classmate. This can go【　**お**　】in the learning process.

Another effective technique is to watch another person who's already an expert in the new concept. Ask them to model their thinking or process for you. This can help you learn to look at the new information in a new way that may make it easier to learn.

A final tip for learning: Instead of cramming for that big test, spread your studying out across a few days. Study in shorter sessions with rest in between. Remember, learning is like exercise for your brain. (イ)**休憩時間は勉強時間と同じくらい重要です**!

[出典 https://wonderopolis.org/wonder/How-Do-We-Learn 改変あり]

問 1　**空所【あ】**～**【え】**に入る最も適切な語句を，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。

store	**retain**	**work**	**encounter**

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) Have you ever heard that practice makes perfect?
(2) Have you ever struggled to learn something new?
(3) Have you ever wondered how people learn?

問 3　**下線部(ア)**の**内容**となるように，**空所【　】**へ適切な**日本語**を入れなさい。

これは，【　　】ことを意味します。

問 4　**空所【お】**に下の**語群**の中から**3 語**を選び，文脈に合う文を完成させなさい。ただし，同じものを複数回用いないこと。

long	**far**	**a**	**in**	**away**	**way**	**run**

問 5　**下線部(イ)**を **英語**にしなさい。

問 6　本文の内容と最も合うものを，下の**選択肢 (1)**～**(4)** の中から 1 つ選び，**番号**で答えなさい。

(1) To remember new things, they need to become part of the brain’s short-term memory.
(2) Doing activities that make you think and solve problems using old information can also help you learn.
(3) Learning from someone who knows a lot about the new idea can help you learn to see the new information in a different way that could make it easier to learn.
(4) Don’t study a lot right before a big test. Extend your studying throughout a few days. Take breaks during longer study times.