

令5 中学校・高等学校英語 (7枚のうち1)

(解答はすべて、解答用紙に記入すること)

I は Listening Test です。試験開始 1 分後に放送を始めます。

I Listening Test 1

- 1 a) Nobody was home at that time.
b) The books were delivered to the wrong address.
c) The delivery has been delayed.
d) The delivery person thought the man and woman were out.
- 2 a) To rearrange her performance.
b) To revise contents of the poster.
c) To have students submit feedbacks.
d) To have a meeting next week.
- 3 a) Pay the bill at the service corner.
b) Ask a recommendation for a TV.
c) Sign up for the Internet service.
d) Check her Internet environment at home.
- 4 a) To work with the man to complete his assignment.
b) To ask the library staff to find out the data.
c) To find materials he needs at the library.
d) To go home together with the man.
- 5 a) He is afraid that they will have more guests than expected.
b) He won't be attending the meeting next week.
c) He plans to put the woman in charge of the presentation.
d) He wants the woman to choose the snacks.

Listening Test 2 (See your answer sheet.)

II Read the following passage and answer each question.

A worry for most beginning teachers, especially teachers of younger children, is what to do if learners misbehave. Experienced teachers avoid this problem by making sure that the learners do not misbehave. We will not examine the nature of control in the classroom, but will simply describe rules or guidelines for managing a class.

The lessons should contain useful and interesting information and activities which challenge the learners and which clearly take them forward in their knowledge. Interest and challenge can come from new and interesting ideas, a difficult but not too difficult task, something strange and amusing, and something with strong personal connections.

When there is confusion, there is likely to be misbehavior. An important way to avoid confusion is to have set routines or procedures for a whole lesson or for parts of a lesson. Having familiar consistent procedures puts some of the responsibility for control on to the learners and takes the teacher out of a directive role.

If the learners see no value in what they are studying, then they may be uncooperative and disruptive. The most obvious way to help them value what is learned is to teach things that are clearly (①) to their daily lives and goals. This may require some investigation (needs analysis). One way of making needs analysis part of a course is to have a negotiated syllabus.

Learners may value learning because they see its relevance and because they had some say in deciding what will be learned. ② They may also come to value learning because they are successful when they do it. This requires careful selection of appropriate tasks and, where necessary, providing useful support in the form of models, resources, and other learners. Praise may be more acceptable to some learners if the piece of work produced is praised rather than the learner who did it.

If learners know and respect the teacher, they will be less likely to cause trouble for the teacher. One way of showing learners that teachers value them as individuals is to learn their names and to pronounce their names correctly. In some courses where groups are

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(解答はすべて、解答用紙に記入すること)

not too large, the teacher may schedule individual meetings with each learner as a way of getting to know them and to know what their learning needs are.

It is very important that the learners see the teacher as an individual and see that the teacher also sees them as individuals. Humor can be a useful way of making the relationship between the teacher and the learners closer. Being fair involves listening to the learners' side of the problem and taking time to consider other factors and options.

If learners understand why things are done in certain ways, they may be more willing to accept them. This applies to learning activities as well as general classroom management. However, if the teacher explains the reason for different kinds of activities, learners may move to them with a greater sense of purpose. Keeping learners informed about why they are doing certain activities and what they will gain from doing them helps motivation. Learners can be kept informed about their own progress, the areas they need to improve, the goals of the activities, how things are best learned, and the syllabus and progress of the course.

A teacher needs to consider what to do if a learner refuses to do what is asked, particularly if this involves an issue of discipline, such as telling the learner to leave the room. The most effective way to deal with this is to avoid it in the first place. That is, where possible, do not ask learners directly to do things that might be refused.

Misbehavior in the classroom can be reduced by giving good lessons, having good relationships with the learners, and having good control of the classroom activities. 【Modified from "What Should Every EFL Teacher Know?" by Paul Nation】

1 Choose the best answer from the three choices to complete each sentence. Write the letter on your answer sheet.

(1) According to the passage, the lesson should _____

- ア have clear information and complex tasks.
- イ include traditional academic tasks.
- ウ arouse curiosity with challenging tasks.

(2) The author of this passage mentions that teachers should _____ in order to have good relationships with learners.

- ア keep telling jokes during the lesson
- イ treat each learner as an individual
- ウ not think deeply about the background of learners

2 Choose the best word from the four choices to fill in (①). Write the letter on your answer sheet.

ア relevant イ unrelated ウ harmless エ superior

3 In order to create the situation that is mentioned in the underlined part ②, what should teachers care about? Write your answer adjusting to match the Japanese given in your answer sheet.

4 Choose the best sentence from the four choices to fill - . Write the letter on your answer sheet.

- ア Teachers should praise success, but only where it is clearly deserved.
- イ That is, it is wiser to prevent misbehavior than to deal with it if it occurs.
- ウ Whole lessons can also follow a set pattern, beginning with a particular type of activity, then moving at a set time to a different kind of work and so on.
- エ For example, the movement from teacher focused activities to group activities may be a source of misbehavior during the change.

5 Choose the best sentence from the four choices to be the title of the paragraph . Write the letter on your answer sheet.

- ア Keep the learners busy
- イ Help the learners value what is learned
- ウ Be firm but avoid confrontation
- エ Have set routines

6 Choose two statements that agree with the passage from the five choices. Write the letters on your answer sheet.

- ア In order to have interesting and challenging lessons, teachers should deal with the same tasks many times.
- イ Confusion is likely to induce learners to act wrongly, and having set routines or procedures is effective to avoid it.
- ウ The author recommends that teachers should not have meetings with each learner because it's too much for them.
- エ To motivate learners, teachers should tell them the purpose of activities or what can be reached by doing them.
- オ Teachers should be careful not to convey to learners useless information such as the areas that needs to be improved.

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(解答はすべて、解答用紙に記入すること)

III Read the following passage and answer each question.

Extracts of okra and other slimy plants commonly used in cooking can help remove dangerous microplastics from wastewater, scientists said March 22. ①The new research was presented at the spring meeting of the American Chemical Society, and offers an alternative to the synthetic chemicals currently used in treatment plants that can themselves pose risks to health. “In order to go ahead and remove microplastic or any other type of materials, we should be using natural materials which are non-toxic,” lead investigator Rajani Srinivasan, of Tarleton State University, said in an explainer video.

Okra is used as a thickening agent in many cuisines, such as Gumbo, a stew from Louisiana. It’s also a staple of cuisine in South Asia, where it’s called bhindi. Srinivasan’s past research had examined how the goo* from okra and other plants could remove textile-based pollutants from water and even microorganisms, and she wanted to see if ②that would equally apply to microplastics.

Ingested microplastics — defined as pieces five millimeters or smaller — have been shown to harm fish in several ways, from (③) their reproductive systems to stunting growth and causing liver damage. The source of microplastics is the estimated eight billion tons of plastic produced since the 1950s, less than 10% of which has been recycled. The rest eventually breaks down and is today found in every corner of the globe, from oceans and waterways to the air and soil, as well as our food. It is feared there could be health impacts on humans, though more research is needed. Microplastics can also be carcinogenic* and mutagenic,* meaning they can potentially increase risks of cancer and DNA mutations.

Typical wastewater treatment removes microplastics in two steps. First, those that float are skimmed off the top of the water. These however (④) only a small fraction, and the rest are removed using flocculants,* or sticky chemicals that attract microplastics into larger clumps. The clumps sink to the bottom and can then be separated from the water. The problem is that these synthetic flocculants, such as polyacrylamide,* can break down into toxic chemicals.

So, Srinivasan and colleagues (⑤) investigating how extracts of supermarket-bought okra, aloe, cactus, and fenugreek, tamarind and psyllium would perform. They tested chains of carbohydrates, known as polysaccharides,* from the individual plants, as well as in combination, on various microplastic-contaminated water, examining before and after microscopic images to determine how many particles had been removed. They found that polysaccharides from okra paired with those from fenugreek could best remove microplastics from ocean water, while polysaccharides from okra paired with tamarind worked best in freshwater samples.

(⑥), the plant-based polysaccharides worked just as well or better than polyacrylamide. Crucially, the plant-based chemicals are both non-toxic and can be used in existing treatment plants. Ultimately, said Srinivasan, she hopes to scale up and commercialize the process, enabling greater access to clean and safer drinking water.

(注) goo ねとねとしたもの carcinogenic 発ガン性の mutagenic 変異原性の flocculants 凝集剤
polyacrylamide ポリアクリルアミド (水処理等に用いられる化合物) polysaccharides 多糖類

【Modified from the article of AFP (March 22, 2022)】

1 Regarding the underlined part ①, what is Srinivasan’s desire regarding the new research? Write the letter on your answer sheet.

- ア To enable more people to get safer water supply.
- イ To increase the amount of recycled plastic.
- ウ To recycle all microplastics.
- エ To verify a result of her previous research.

2 What does the “that” in the underlined part ② refer to? Write the answer in Japanese within 40 letters on your answer sheet.

3 Choose the best word or phrase from the four choices to fill (③) – (⑥). Write the letter on your answer sheet.

- | | | | |
|---------------------|--------------|--------------|---------------|
| (③) : ア splitting | イ activating | ウ disrupting | エ improving |
| (④) : ア fill up | イ get to | ウ make out | エ account for |
| (⑤) : ア set about | イ kept away | ウ got around | エ turned in |
| (⑥) : ア Basically | イ Moreover | ウ Overall | エ However |

4 Fill in the blanks with one word so that the following sentences describe the advantages of the new water treatment method devised by Srinivasan. Write the answer on your answer sheet.

- ・ The plant-based chemicals work as well or better than the synthetic chemical.
- ・ There is no (①) in human’s health using the plant-based chemicals.
- ・ Existing treatment plants can (②) the plant-based chemicals.

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(解答はすべて、解答用紙に記入すること)

5 For the following statements, answer either true or false. Write T or F on your answer sheet.

- (1) Microplastics can be dangerous to human health.
- (2) Since the 1950s, less than 10% of plastic produced have been found in wastewater.
- (3) It is clear that microplastics do fish more harm than good.
- (4) Not all microplastics can be skimmed off the wastewater.

6 Choose the best title for the article from the four choices. Write the letter on your answer sheet.

- A A popular food has been shown to remove microplastics from water.
- I Research finds okra aids in removing microplastics.
- U Microplastics must be removed from water because they are toxic.
- E Research shows okra can remove risks to health.

IV Put the words in the parentheses from ① to ③ in the correct order.

A situation must be avoided ①(children / to / in which / with foreign nationality / are / keep up with / unable) school classes or integrate into society due to a lack of opportunities to learn the Japanese language.

According to a survey by the Education, Culture, Sports, Science and Technology Ministry, the number of students at public schools ②(foreign nationality / and / Japanese language guidance / who have / need / passed) 47,000 in the last school year. The figure is the highest since the survey began in 1991.

Among students who are Japanese citizens, such as those with one Japanese and one foreign parent, the number who need Japanese language guidance also reached a new high, topping 10,000.

There is a limit to what local governments and schools can do. An increasing number of universities are adding Japanese language guidance courses to their teacher-training curriculum. Local universities, companies, international exchange organizations and other entities ③(the framework / supporting / should / cooperate / expand / to / for) Japanese language guidance with the use of volunteers.

【Modified from the article of The JAPAN NEWS (April 15, 2022)】

V Put the following underlined Japanese sentences from ① to ④ into English.

- 1 The main duty of an ALT is to engage in team teaching with Japanese teachers of foreign language (JTL) in foreign language classes in Japanese schools. In team teaching classes, the students, the JTLs, and the ALT work together to engage in communicative activities. ①_____, enhances the students' motivation towards learning a foreign language, and deepens the students' understanding of foreign cultures. ALTs and JTLs normally conduct meetings based on the lesson plans that the JTL has already created, and after team teaching, reflect together on their own performance and think about ways to improve the lesson. In some cases, ②_____.

ALTの主な仕事は、日本の学校における外国語の授業で日本人外国語指導員(JTL)とチームティーチングを行うことです。チームティーチングでは、生徒とJTL、そしてALTが一緒になってコミュニケーション活動を行います。①チームティーチングは能動的な交流の機会を与え、生徒の外国語学習へのモチベーションを高めるとともに、異文化に対する理解を深めます。ALTとJTLは、JTLが作成した指導計画および学習指導案に基づき、授業の打ち合わせを行い、チームティーチングを実施した後、担当教員と共に、自らの業務に関する振り返りを行い、改善方法について一緒に考えます。場合によっては、②ALTは授業計画において、より積極的な役割を果たすことを求められるかもしれません。

(「General Information Handbook 2022 (自治体国際化協会)」の一部を改編)

令5 中学校・高等学校英語 (7枚のうち5)

(解答はすべて、解答用紙に記入すること)

2 Companies in Japan are increasing their use of technology to reduce food waste and cut costs during the coronavirus health crisis. They are using artificial intelligence, or AI, to help those efforts. The businesses are also looking to increase their sustainability efforts. Government information from Japan shows that ③_____. The cost to handle this food waste is estimated at \$19 billion. This means Japan wastes more food for each of its citizens than any other Asian country. For this reason, the Japanese government has enacted a new law. Its goal is to cut the costs of food waste by 50 percent from levels in 2000. The government wants to reach this goal by 2030 and ④_____.

日本では、コロナ禍で健康危機にあるこの時期、最先端技術を使って食品ロスを減らし、コスト削減を図ろうとする企業が増えています。このような企業は、そうした取り組みを有効的に行うために、人工知能（AI）を用いています。さらに、持続可能な取り組みを増やすことも考えています。日本政府が発表したデータによると、③日本では毎年600万トンを超える食料廃棄物が捨てられています。それを処理するための費用は年間約190億ドルとされています。日本では国民一人当たり、アジアのどの国よりも多くの食べ物を無駄にしていることとなります。そのようなわけで、日本政府は新しい法律を制定しました。その目標は食品廃棄物の処理コストを2000年のレベルから50%削減することです。政府は2030年までにこの目標を達成したいとして、④企業にこの問題の解決策を見つけるよう促しています。

(「VOA Learning English」2021年3月4日の記事を改編)

令5 中学校・高等学校英語解答用紙 (7枚のうち6)

総計		

	1	1	2	3	4	5
I	2	<u>Distance Learning vs. Face-to-Face Learning</u>				
		<ul style="list-style-type: none"> Distance learning is not just a ① _____ as people think. Distance learning is now a credible alternative to face-to-face learning. 				
		<u>Difference</u>				
		Face-to-face learning		Distance learning		
		Technology is not always required.		Technology is the ② _____ of communication.		
		In real time and in one location		At any time and in any location		
The teacher and student have the opportunity to develop a ③ _____.		It is hard to understand their students' ④ _____.				
<u>Similarity</u>						
Teachers should be ⑤ _____ helping students understand the important points. Teachers should provide students feedback.						
<u>Conclusion</u>						
All the ⑥ _____ of teachers' role are needed in both learnings.						
II	1	(1)		(2)		
	2					
	3	()、必要に応じて、() ()という形で () が求められる。				
	4	A		B		C
	5	D				
	6					

I		

II		

令5 中学校・高等学校英語解答用紙 (7枚のうち7)

III	1															
	2															
	3	③					④					⑤				
		⑥														
	4	①					②									
5	(1)					(2)					(3)					
	(4)															
6																
IV	①															
	②															
	③															
V	1	①														
		②														
	2	③														
		④														

III		

IV		

V		

【原稿】

Listening Test. This test consists of two parts, Listening Test 1 and Listening Test 2. Write your answers on your answer sheet following each instruction.

【3 sec.】

Listening Test 1. Look at Listening Test 1 on your question sheet. In this test, you will listen to five dialogues. After each dialogue, you will listen to a question. Choose the best answer for each question and write a, b, c or d on your answer sheet. The dialogues will be read just one time. You will have 15 seconds for each question. Now, let's begin.

【3 sec.】

No. 1

M: Jane, there was a notice for redelivery in the mailbox.

W: Yeah, I've ordered some books online. That reminds me they were supposed to come today.

M: According to this, they came at 3:30 p.m.

W: 3:30 p.m.? We were home at that time.

M: It seems we didn't hear the doorbell. They must have thought we weren't here.

W: I'll call them and ask them to deliver the books again.

M: I hope you can get the books today.

Question: Why were the books not delivered?

【15 sec.】

No. 2

W: Hi, Tom. Have you already printed posters for the school festival next month?

M: No. I'll start printing them next week. I'm working on the layout of the poster now.

W: Lucy, the guest pianist, has contacted me this morning and asked if it was too late to change the list of songs she is going to play. Her performance will be 10 minutes shorter.

M: No problem. We have enough time to change the program of our poster.

W: I'm relieved to hear that.

M: Why don't we take the time to ask students to share their impressions after listening to the concert? Then, we don't even have to change our schedule.

W: That's a good idea.

Question: What did the guest pianist ask to do?

【15 sec.】

No. 3

W: I'm looking for a TV that will also allow me to access the Internet. What do you recommend?

M: This model is our current recommendation. It's very reasonable, but it has restrictions on the Internet providers that you can choose. Which provider do you use?

W: I don't have internet access except for my cellphone. Can I apply for Internet services for my home here as well?

M: You can do it at the service corner over there.

W: OK, I'll take this TV.

M: Thank you for your purchase. I recommend that you finish the procedures for the Internet first before going to the cash register.

W: Thank you. I will do that.

Question: What will the woman probably do next?

【15 sec.】

No. 4

M: Susan, I am totally stuck.

W: What's wrong? I thought you were working on your report in the school library.

M: I was. I gathered all the materials and was compiling them into data. But then suddenly, the data disappeared and I have to hand in the data at 4 o'clock today.

W: What? You only have one hour left.

M: I know. It's almost impossible to restart from the beginning again. But if I can get some assistance, it might work out.

W: OK. Let me finish some small jobs, and I'll be right there to help you.

Question: What does the woman offer to do?

【15 sec.】

No. 5

M: Can we talk a bit about next week's meeting?

W: Sure. I've already booked a room for it and am in the process of finalizing our presentation data.

M: Good. Why don't we serve participants some snacks with coffee or tea after the meeting?

W: Sounds nice. What kind of snacks do you like?

M: I'll leave it up to you. Just make sure to prepare more than enough for the number of people. We might have more people than expected.

W: Yes, sir.

Question: What does the man mean when he says, "I'll leave it up to you"?

【15 sec.】

Listening Test 2. In this test, you will listen to a passage about distance learning and face-to-face learning. Look at your answer sheet, which is an incomplete summary of this passage. You have twenty-five seconds to read the answer sheet.

【25 sec.】

Now you will listen to the passage. Fill in each blank from ① to ⑥ with two or three suitable words. The passage will be read twice. Now, let's begin.

【3 sec.】

【本文】

Although many people think distance learning is a modern method, it has been around for at least 200 years in one form or another. Historical examples of long-distance learning include students being sent a series of weekly lessons by mail. The technological advances of the past 20 or so years, however, have meant that this form of education is now a credible alternative to face-to-face learning.

Distance learning is heavily dependent on technology, particularly the Internet. In a face-to-face course, students may only require a computer for purpose of writing an essay. In comparison, when learning remotely, technology is the principal means of communication. Face-to-face instruction must take place in real time and in one location. Conversely, distance learning can happen at any time and in any location, since the learning is not restricted by geography.

With face-to-face learning, the teacher and student have the opportunity to develop a personal relationship. In a virtual classroom by contrast, the teacher may seldom or never actually meet the student. This may make it hard for teachers to understand their students' specific learning needs.

Although the nature of the teacher-student relationship may differ in the two methods, they do share the same core principles. Just as a teacher is the "knower" in a classroom, he or she is the one responsible for helping students understand the key sections of an online course. A teacher needs to provide student feedback in some way. For example, a language teacher in a classroom may be able to correct a student's grammar or pronunciation in the moment, whereas a distance-learning teacher may need to provide written or recorded feedback to be delivered later.

In any case, all the usual elements of the teacher's role are necessary, no matter what kind of instruction is being used.

【10 sec.】

Listen again.

(※本文の繰り返し)

【10 sec.】

This is the end of the listening test.

総計	200

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1	1 d	2 a	3 c	4 a	5 d																																											
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1	(1)	ウ	(2)	イ																																												
2	ア																																															
3	(適切な課題を慎重に選択し)、必要に応じて、(手本や資料や他の学習者) という形で (有用な支援を提供すること) が求められる。																																															
4	A	イ	B	ウ	C	ア																																										
5	D	エ																																														
6	ウ			エ																																												
6	イ			(順不同)																																												

I	43

II	49

令5 中学校・高等学校英語 模範解答

III	1	ア														
	2	オ	ク	ラ	ヤ	他	の	植	物	の	ね	と	ね	と	し	た
		も	の	が	水	中	の	織	維	質	の	汚	染	物	や	微
		生	物	を	除	去	す	る	こ	と						
	3	③	ウ				④	エ				⑤	ア			
		⑥	ウ													
4	①	harm				②	use									
5	(1)	T				(2)	F				(3)	T				
	(4)	T														
6	イ															
IV	①	in which children with foreign nationality are unable to keep up with														
	②	who have foreign nationality and need Japanese language guidance passed														
	③	should cooperate to expand the framework for supporting														
V	1	①	Team teaching provides opportunities for active interaction													
		②	the ALT may be asked to take a more active role in lesson planning													
	2	③	it throws away more than 6 million tons of food waste each year													
		④	it is urging companies to find ways to solve the problem													

III 4 4
□ □ □

IV 2 4
□ □ □

V 4 0
□ □ □