

令6 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) Because he can't communicate with his friends.
b) Because he feels down when he compares himself to others.
c) Because he doesn't have time to do it.
d) Because he dislikes communicating through email.

- 2 a) Watching her phone screen.
b) Using hemp bedding.
c) Bathing just before going to bed.
d) Light exercise before bed.

- 3 a) Effect of reading.
b) Method of meditation.
c) Time management.
d) Dealing with stress.

- 4 a) Solving labor shortages.
b) Support for foreign workers.
c) Population growth of the elderly.
d) Period of childbirth and childcare.

- 5 a) He believes that personal circumstances do not affect work.
b) He believes that the workload will increase depending on the choice of work location.
c) He believes that private life and work are not related.
d) He believes that not coming to the office will decrease the productivity of the company.

Listening Test 2 (See your answer sheet.)

II *Read the following passage and answer each question.*

FUKUOKA — The idea came to him after his grandmother lost her eyesight. Instead of a sidewalk of asphalt, could one be made with something else that is safer for the visually impaired? The answer was wood, which also made it eco-friendly. Kyushu University Associate Prof. Akihiko Higuchi is now leading a team that is refining a sidewalk it created using wood from cedar trees, with the aim of preventing the visually impaired from accidentally entering a road by (a) make a different sound from asphalt when hit with a cane. The project also incorporates the United Nations Sustainable Development Goals (SDGs) by using wood, as well as by (b) from recycled plastic bottle caps. By (c) on top of the beams, it creates a cavern under the walkway, enhancing sound that travels through it — such as the tapping of a cane. As cedar has a certain softness, it also provides a different feeling than (d).

Higuchi, who teaches landscape design, started his research in 2007 after his grandmother lost her eyesight due to an illness. At first, the team made a sidewalk with a rough surface, but found it was not much different than a conventional sidewalk. Then, the team tried a sidewalk like a wooden deck and found it (①). They chose cedar as a material as it is relatively easy to procure. The team carried out an experiment in which 101 visually impaired people were asked to tap on three different sidewalk-like structures with their canes. One was made of concrete, another asphalt, and the third cedar. Ninety-eight of them could distinguish the difference in sound.

Chizuko Hashiguchi, 71, a participant in the study from Fukuoka, said she had an incident on a sidewalk a year ago. When she tried to go around a car parked on the sidewalk, she lost her sense of direction and didn't notice when she walked out into the road. A passerby called "Watch out!" and pulled her back. "It's easy to recognize because of the sound as I tapped," Hashiguchi said about walking on the cedar walkway. "It's also a different feeling while walking, and I would notice if I stepped off it. I hope it will be built on streets that are on public transportation routes," she added.

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(解答はすべて、解答用紙に記入すること)

One problem was with the durability of the wood, as cedar is easily damaged by insects and rot. For that reason, the team used technology developed by Kyushu University to solidify cell walls by injecting resin. Studies show this can prevent decay for more than 20 years. ②The technology was put into practical use with the cooperation of the Fukuoka prefectural government and Kyushu Mokuzai Kougyou Co., a company based in Chikugo, Fukuoka Prefecture, that specializes in timber preservation and insect-proofing. The technology was used in renovation work at Itsukushima Shrine, a World Heritage site in Hiroshima Prefecture. A Kyushu Mokuzai official proudly claims that wood processed with the technology “loses nothing to stone or concrete.”

Higuchi points out that while production costs are twice that of asphalt, there is also the advantage that sections that are damaged can be easily replaced. The prefectural government has begun studies into (③) the wooden sidewalks, and checked out the prototype at Kyushu University at the end of last year. “We will do research on durability in places where cars will constantly cross over it, and issues related to maintenance,” an official said. “We hope to use it if we can find appropriate places.”

From the (④) of SDGs, the sidewalks offer a benefit because they have captured carbon dioxide in the atmosphere and stored it in the wood. According to calculations made by Higuchi’s team, a sidewalk four meters wide and 100 meters long made of cedar wood would weigh as much as 5.6 tons. Of that amount, 2.8 tons is carbon that originated from carbon dioxide in the atmosphere that was captured as the tree grew. “It can be said that wood sidewalks are storing carbon dioxide captured from the air. Unlike asphalt and concrete, which use large amounts of energy and emit carbon dioxide during the manufacturing process, the more these are put in place, the more they can help (⑤) global warming,” Higuchi said.

【Modified from the article of The JAPAN NEWS (January 16, 2022)】

1 Choose the best phrases from the six choices to fill (a) – (d). Write the letter on your answer sheet.

- ア walking on the cedar sidewalk
- イ placing the planks of cedar
- ウ walking on asphalt
- エ placing recycled plastic bottle caps
- オ having the sidewalk
- カ making the underlying beams

2 Choose the best word or phrase from the four choices to fill (①), (③) – (⑤). Write the letter on your answer sheet.

- | | | | |
|------------------------|----------------------|----------------|-----------------|
| (①) : ア impossible | イ did the evaluation | ウ inefficient | エ did the trick |
| (③) : ア implementing | イ interpreting | ウ interrupting | エ implying |
| (④) : ア appreciation | イ perspective | ウ objectivity | エ prospect |
| (⑤) : ア provoke | イ accelerate | ウ combat | エ fuel |

3 What does the “The technology” in the underlined part ② refer to? Write the answer in Japanese within 15 letters on your answer sheet.

4 Where does the following sentence correctly fit? Choose one from – .

5 Choose one statement that agrees with the article from the four choices. Write the letter on your answer sheet.

- ア All of the visually impaired who participated in the experiment could distinguish the difference in three kinds of sound.
- イ Higuchi and his team found a sidewalk with a rough surface was almost the same as a conventional sidewalk.
- ウ Kyushu University Associate Prof. Higuchi indicated that the durability of the wood is twice that of asphalt.
- エ It can be said that wood sidewalks use large amounts of energy and emit carbon dioxide during the manufacturing process.

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

- ア Japan’s Kyushu Univ. proves that wood sidewalk offers a benefit from the viewpoint of economics
- イ Wood sidewalk can help store carbon dioxide
- ウ Japan’s Kyushu Univ. creates wooden sidewalk that helps the blind and environment
- エ Wood sidewalk is safer for the visually impaired

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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.

Instructionism leads to shallow knowledge in a subject. And shallow knowledge does not support creativity. Fortunately, research now shows us the kind of knowledge that does: it's creative knowledge, and it's different from shallow knowledge in just about every way.

With creative knowledge, you understand the material you're learning, and you know *how* to think with it. With shallow knowledge, you memorize events that happened; with creative knowledge, you can explain why these events took place. Shallow knowledge includes a lot of facts that you've memorized; with creative knowledge, you understand where these facts came from and how we know that they're true.

Shallow knowledge is a collection of facts about the world, such as the following:

- The correct spellings of words
- The (①) of the letters on the standard QWERTY keyboard
- The multiplication tables
- The chemical structure of water (H₂O)

Personally, I think that students need to learn all of these things. I'm sure that you can add your own very long list. If teaching for creativity means that we have to stop teaching for subject-area knowledge, then creativity is going to lose out every time. It's a common criticism of progressive education that it's not rigorous enough, and that students don't learn important facts and skills.

Students don't become less creative when they memorize facts. And students don't become more creative when you stop teaching them facts. To be creative in a subject, you need to memorize a lot of shallow knowledge. Students need to learn vocabulary to be (③), and many creative writers use a larger vocabulary than the rest of us. Students need to memorize a lot to do math calculations, including the multiplication tables, or the procedures for how to add fractions. I use this kind of knowledge when I'm out in the garage, measuring parts for my craft projects.

Creative knowledge includes shallow knowledge—the same facts, skills, and procedures that are taught in instructionism. They form patterns that give them depth and meaning.

From studies of scientific expertise, we know that scientific creativity is grounded in *bundles* of knowledge, not small pieces of shallow knowledge. Cognitive psychologists call the small pieces of shallow knowledge *chunks* (Gobet et al., 2001), and disconnected chunks of knowledge don't support creativity. Chunks are the elemental "(⑤)" of knowledge, the smallest thing that can be learned. In shallow knowledge, each chunk is very small. In science, such chunks include naming the kinds of clouds or the three kinds of rocks, or knowing how to spell *cirrus* (clouds) and *metamorphic* (rocks).

In instructionism, students learn small pieces of knowledge, one by one, one after another. In guided improvisation, students learn the same chunks of shallow knowledge that they would learn from instructionism, but they learn those chunks bundled together in a broader understanding of the subject. Instructionism teaches students to memorize the names of each of the 50 states in the United States—their shapes, the names of their capitals, and what year they joined the union. But with creative knowledge, students will understand how to think about the social and political dynamics that resulted in the (⑥) of that state, and why the state has the shape it does. I still remember winning a prize in elementary school, when I memorized the 50 state capitals. But I didn't understand much about the history of the states until a few years ago, when I started watching the wonderful TV show *How the States Got Their Shapes*.

Creative knowledge includes a lot of shallow knowledge. But those chunks of knowledge are connected into rich conceptual structures where students can see why they're learning it, and how it makes sense in a deeper conceptual structure.

【Modified from "THE CREATIVE CLASSROOM Innovative Teaching for 21st- Century Learners" (2019)】

1 Choose the best word from the four choices to fill (①), (③), (⑤) and (⑥). Write the letter on your answer sheet.

- | | | | | |
|--------|-------------|--------------|------------|----------------|
| (①): | ア domiciles | イ templates | ウ textures | エ locations |
| (③): | ア reticent | イ literate | ウ sinewy | エ verbal |
| (⑤): | ア atoms | イ conflicts | ウ means | エ aggregations |
| (⑥): | ア isolation | イ federation | ウ creation | エ demise |

2 Choose the best sentence from the three choices to fill – . Write the letter on your answer sheet.

- ア My good news is that there's no conflict between teaching for creativity and teaching facts.
- イ Creative knowledge brings together chunks of shallow knowledge in bundles that form complex wholes.
- ウ But unlike in instructionism, these pieces of knowledge aren't isolated chunks; they're linked together in rich conceptual networks.

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(解答はすべて、解答用紙に記入すること)

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

1 Since 1990, pollen season across the United States and Canada has been starting earlier, about 20 days earlier. And pollen loads, the amount of pollen released by plants, are 21 percent higher. A new study found ①_____ . Other studies have shown North America's allergy season has been getting longer and worse.

A study says ②_____ for animals and plants, especially plants that release pollen. Additionally, trees and plants produce more pollen when they absorb carbon dioxide.

1990年代以降、アメリカやカナダでは花粉シーズンが20日ほど早く始まるようになっていました。そして花粉量、すなわち草花が出す花粉の量は21パーセント多くなっています。最近の研究で、①その主な原因が気候変動にあることが明らかになりました。さらにほかのいくつかの研究によると、北米のアレルギーシーズンはより長く、より深刻なものになってきています。

ある研究によると、動植物、特に花粉を飛散する草木にとって、②地球の気温がより高くなるほど、春は早く始まります。さらに、草木は二酸化炭素を多く吸収すると、より多くの花粉を作り出します。

(「SDGs 英語ニュース入門 (2021)」を改編)

2 Today, use of ICT is an everyday thing everywhere in society. For children who will live in Society 5.0, ICT terminals including smartphones, tablets and personal computers are must-have items alongside pencils and notebooks. PCs/tablets for students have become standard for schools today.


ICT is ③_____ in the future. At the same time, however, we should not forget that ④_____. We need to surely cultivate quality and ability in children so that they can positively accept social changes, develop rich creativity, independently live as creators of a sustainable society in a future society that is difficult to predict, and participate in formation of society.

今や、社会のあらゆる場所で、ICTの活用が日常のものとなっています。Society 5.0時代を生きる子供たちにとって、スマートフォンやタブレット、パソコンなどのICT端末は鉛筆やノートと並ぶ「マストアイテム」(絶対に必要なもの)であり、1人1台端末環境は、もはや令和の時代の学校の「スタンダード」(標準)です。

ICTはこれからの③学校教育を支える基盤的なツールとして不可欠です。その一方で、④ICT環境の整備は手段であり目的ではないということを忘れてはいけません。社会の変化を前向きに受け止め、豊かな創造性を備え、持続可能な社会の創り手として、子供たちが予測困難な未来社会を自立的に生き、社会の形成に参画するための資質・能力を一層確実に育成していくことが必要です。

(「White Paper on Science, Technology, and Innovation 2021」を改編)

総計		

I	1		2		3		4		5		
	Pre-planning and the plan										
	<p>1 Crucial factors to consider</p> <ul style="list-style-type: none"> Teacher's knowledge of the students, such as English level, ① () and learning styles Teacher's knowledge of the syllabus, and requirements of exams <p>2 Four main planning elements</p> <p>(1) Activities : What students will be doing in class → The best lessons : a ② () of activities</p> <p>(2) Language skills : How students work with the skills and subskills we wish to practice</p> <p>(3) Language type : What types of language the students learn, practice or use → Not the best way : a teaching session of present continuous dominated by too many ③ ()</p> <p>(4) Content : select content which will provoke interest and ④ () → We can judge when and if to use the coursebook's topics or replace them with something else</p> <p>3 Practical realities</p> <p>With all of these ⑤ () in mind you can finally pass all our thinking through the filter, such as the classroom, the ⑥ (), and the time in reality.</p> <p style="text-align: center;"></p> <p style="text-align: center;">4 The plan</p>										
II	1	a		b		c					
		d									
	2	①		③		④					
		⑤									
	3										技術
	4										
5											
6											

I		

II		

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英語 大問 I (Listening Test)

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 to choose the best answer for each question. Now, let's begin.

【3 sec.】

No. 1

M: I've been thinking about quitting social media lately.

W: Why? Is it because you don't have time for social media?

M: That's not it. It's tiring to keep up with my friends' posts and comments, and I often feel down when I compare the happy life of others to my own.

W: That's tough. But won't quitting social media reduce your communication with your friends?

M: I don't think so. Lately I've been communicating more through email. In addition, I'm starting to think it's important to meet in person and have conversations too.

Question: Why does the man want to quit using social media?

【15 sec.】

No. 2

W: Is there anything you can do to help you sleep better?

M: I try not to look at my phone screen before going to bed because it will keep me awake. Also, I do some light exercise before going to bed. How about you?

W: I try not to take a bath just before going to bed.

M: Why?

W: It would be difficult to fall asleep because I would feel hot.

M: I see. If you use hemp bedding, you can sleep cool and comfortable.

W: That's good.

Question: What makes it difficult for the woman to fall asleep?

【15 sec.】

No. 3

M: Recently, I've been feeling depressed.

W: Did something happen?

M: I'm so busy at work. Are there any good ways to reduce stress?

W: How about going for a walk or reading? I think it will change your mood.

M: That's good. Is there anything else?

W: A friend of mine said that meditation is good for relaxing.

M: I see. I'll try it.

W: It will take some time to get used to it, but I think it will help you.

Question: What is the main topic of the conversation?

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英語 大問 I (Listening Test)

【15 sec.】

No. 4

M: Lately, I've been hearing about labor shortages in companies.

W: I saw it on the news, too.

M: I often see a lot of foreign workers at nearby companies.

W: Because of the different cultures and languages, there must be support for accepting foreigners.

M: That's right.

W: In order to solve the problem of labor shortages, we need to improve the working environment for the elderly and women, too.

M: My office is working to support women who have left the workplace due to childbirth or childcare to return to work.

W: Good. In any case, I think it's important for people from various backgrounds to be able to work as they like.

Question: What is the main topic of the conversation?

【15 sec.】

No. 5

M: Have you ever thought about work-life balance?

W: I'd like to have time for caring for my parents and gardening as a hobby. So, I was thinking about how to keep a good balance between work and personal life.

M: Did you have any good ideas?

W: I wondered if there was a way to choose between working hours and where I worked. After that, I talked to my boss.

M: What was his reaction?

W: He was against working from home, but he was in favor of flexible working hours. He believes that working from home will reduce the company's productivity.

M: So, remote work seems difficult, but if you have flexibility in your working hours, you will be able to balance work and private life better.

Question: Why is the woman's boss negative about working from home?

【15 sec.】

Listening Test 2. In this test, you will listen to a passage about what we need to consider before making a lesson plan. 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 a suitable word. The passage will be read twice. Now, let's begin.

【3 sec.】

【本文】

Before we start to make a lesson plan we need to consider a number of crucial factors such as the language level of our students, their motivation, and their different learning styles. We also need a knowledge of the content and organization of the syllabus we are working with, and the requirements of any exams which the students are working towards. Armed now with our knowledge of the students and of the syllabus we can go on to consider the four main planning elements:

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英語 大問 I (Listening Test)

● Activities: when planning, it is vital to consider what students will be doing in the classroom. The best lessons offer a variety of activities within a class period. Students may find themselves standing up and working with each other. The same lesson may end with a whole-class discussion or with pairs writing dialogues to practice.

● Skills: we need to make a decision about which language skills we wish our students to develop. This choice is sometimes determined by the syllabus or the coursebook. However, we still need to plan exactly how students are going to work with the skill and what sub-skills we wish to practice.

● Language type: we need to decide what language to introduce and have the students learn, practice, or use. One of the dangers of planning is that where language is the main focus it is the first and only planning decision that teachers make. Once the decision has been taken to teach the present continuous, for example, it is sometimes tempting to slip back into a drill-dominated teaching session which lacks variety and which may not be the best way to achieve our aims.

● Content: lesson planners have to select content which has a good chance of provoking interest and involvement. Even where the choice of subject and content is to some extent dependent on a coursebook, we can still judge when and if to use the coursebook's topics, or whether to replace them with something else.

With all of these features in mind we can finally pass all our thinking through the filter of practical reality, where our knowledge of the classrooms we work in, the equipment we can use, and the time we have available all combine to focus our planning on what we are actually going to do.

【10 sec.】

Listen again.

(※本文の繰り返し)

【10 sec.】

This is the end of the listening test.

I	1	b	2	c	3	d	4	a	5	d						
	<p>Pre-planning and the plan</p> <p>1 Crucial factors to consider</p> <ul style="list-style-type: none"> Teacher's knowledge of the students, such as English level, ① (motivation) and learning styles Teacher's knowledge of the syllabus, and requirements of exams <p>2 Four main planning elements</p> <p>(1) Activities : What students will be doing in class → The best lessons : a ② (variety) of activities</p> <p>(2) Language skills : How students work with the skills and subskills we wish to practice</p> <p>(3) Language type : What types of language the students learn, practice or use → Not the best way : a teaching session of present continuous dominated by too many ③ (drills)</p> <p>(4) Content : select content which will provoke interest and ④ (involvement) → We can judge when and if to use the coursebook's topics or replace them with something else</p> <p>3 Practical realities</p> <p>With all of these ⑤ (features) in mind you can finally pass all our thinking through the filter, such as the classroom, the ⑥ (equipment), and the time in reality.</p> <p style="text-align: center;">↓</p> <p>4 The plan</p>															
II	1	a	オ		b	カ		c	イ							
		d	ウ													
	2	①	エ		③	ア		④	イ							
		⑤	ウ													
	3	樹	脂	を	注	入	し	て	細	胞	壁	を	固	め	る	技術
	4	A														
5	イ															
6	ウ															

I	43

II	42

令6 中学校・高等学校英語模範解答 (7枚のうち7)

III	1	①	エ	③	イ	⑤	ア	
		⑥	ウ					
	2	A	ア	B	ウ	C	イ	
	3	進歩的な教育は（ 厳しさが不十分で ）、 （ 生徒が大切な事実や技術を学ばない ）という批判						
	4	the multiplication tables, or the procedures for how to add fractions						
	5	(1)	ア	(2)	イ			
	6	個別に学ばれる知識ではなく教科目 の広い理解の中で1つつ1つが結び つく知識。 (1つつにまとまる						
7	ア			エ		(順不同)		
IV	①	are not sufficient to adapt to						
	②	seen today may no longer exist after						
	③	time to educate children in a learning environment that						
V	1	①	the main reason for this was climate change					
		②	the warmer the Earth becomes, the earlier spring starts					
	2	③	necessary as a fundamental tool that will support school education					
		④	development of the ICT environment is a means but not the end					

III
51

IV
24

V
40