

令4 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) To ask the courier company to pick up the envelopes.
b) To pick up some documents.
c) To get instructions from her coworker.
d) To take a day off.

- 2 a) Give some of the books to his friends.
b) Keep no books in their new house.
c) Donate some books he collected.
d) Discard all the books that he's ever collected.

- 3 a) Watch more fun news programs.
b) Pay little attention to recent things.
c) Watch less TV.
d) Utilize media other than TV.

- 4 a) She couldn't express her feelings with her face.
b) Her pronunciation wasn't that great.
c) There were a few grammar errors.
d) The theme was not so interesting.

- 5 a) Stop using her computer or smartphone at night.
b) Get some exercise to make her feel tired.
c) Refrain from taking caffeinated drinks.
d) Ask the doctor to give her sleep-inducing pills.

Listening Test 2 (See your answer sheet.)

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

Everyone knows that picking up a second language grows more difficult with age. In a new study, scientists have pinpointed the age at which your chances of reaching total fluency plummet: 10.

The study, published in the journal *Cognition*, found that it's "nearly impossible" for language learners to reach native-level fluency if they start learning a second tongue after age 10 — though that doesn't seem to be because language skills go downhill at this age. "It turns out you're still learning (①)," says study co-author Joshua Hartshorne, an assistant professor of psychology at Boston College.

"It's just that you run out of time, because your ability to learn starts dropping at around 17 or 18 years old."

Why the drop in learning ability happens (②) adulthood is still unclear, Hartshorne says. Possible explanations could include changes in brain plasticity, lifestyle changes related to entering the workforce or college or an (③) to learn new things that mounts with age.

Though that may seem (④) — age 10 is far in the past for many hopeful language learners — it was heartening for scientists to learn that the critical period for language acquisition might be considerably longer than they previously thought. Some scientists believed that ⑤ the brief window closes shortly after birth, while others stretched it only to early adolescence. When compared to those estimates, 17 or 18 — when language learning ability starts to drop off — seems relatively old.

the 5th paragraph (See Question 3.)

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(解答はすべて、解答用紙に記入すること)

The gimmick worked. Almost 670,000 people took it, giving the researchers huge amounts of data from native and non-native English speakers of all ages, some of whom spoke other languages and some of whom didn't. Analyzing participants' responses and mistakes allowed them to draw unusually precise conclusions about language learning.

In addition to insights about the critical period, Hartshorne says the quiz results clearly showed that students fared better when they learned a new language by immersion, rather than simply in the classroom. Though he acknowledges "(⑥)", "you'd be better off moving to a country as an adult and trying to learn a language than taking it all throughout school."

If uprooting your life isn't an option, Hartshorne recommends mimicking an immersive environment as much as possible — that is, finding ways to have actual conversations with native speakers, rather than trying to pick up your skills from books. If you can ⑦ do so, it's perfectly possible to become conversationally proficient, if not completely fluent, even as an adult, he says.

That should be encouraging for those well beyond their elementary school years, Hartshorne says. The adult brain seems to be better at learning than researchers previously thought — even if it's unlikely that you'll become fluent at a language you learn later in life.

【Modified from the article of Time Magazine (MAY 2, 2018 BY JAMIE DUCHARME)】

1 Choose the best word or phrase from the four choices to fill (①) - (④). Write the letter on your answer sheet.

- | | | | |
|-------------------------------|-----------------|-----------------|---------------------|
| (①) : ア briskly | イ skeptically | ウ fast | エ leisurely |
| (②) : ア at the threshold of | イ at the end of | ウ at the top of | エ at the expense of |
| (③) : ア enthusiasm | イ incapability | ウ eagerness | エ unwillingness |
| (④) : ア discouraging | イ scrupulous | ウ auspicious | エ beneficial |

2 What does the underlined part ⑤ refer to? Write your answer in Japanese about 10 letters.

3 Put the following sentences in the best order to create the 5th paragraph.

- ア The 10-minute quiz, called "Which English?," hooked people by guessing their native language, dialect and home country based on their responses to English grammar questions.
- イ The study used a unique method to reach that new finding.
- ウ At the end of the quiz, people were asked about their actual native language, if and when they had learned any others and where they had lived.
- エ To compile the large and diverse group of people required for a language acquisition study, the researchers created a user-friendly grammar quiz intended to go viral.

4 Choose the best proverb from the four choices to fill (⑥). Write the letter on your answer sheet.

- ア Failure teaches success.
- イ Still water runs deep.
- ウ Practice makes perfect.
- エ It's easier said than done.

5 Explain the underlined part ⑦ in Japanese within 25 letters.

6 Where does the following sentence correctly fit? Choose one from - .

Those who start a few years after age 10 may still become quite good at a language, the paper notes, but are unlikely to reach total fluency.

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

- ア Don't Get Too Old to Learn Another Language
- イ Learning Another Language Is Useless as an Adult
- ウ Why It's So Hard to Learn Another Language After Childhood
- エ Learning Another Language for Brain Activation

令4 中学校・高等学校英語 (7枚のうち3)

(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.

We are now well into the 21st century, and by all accounts the provision of education should now be different compared to how it was provided in the previous century, during which it was usual for the teacher to stand in front of the class and for the students to listen quietly and diligently learn from the teacher. Education should by now have evolved so that it is addressing the requirements of learners in the current century's fast-changing environments, where information is ubiquitous, and the many facets of technology have advanced and continue to advance in leaps and bounds. In those environments, the emphasis is no longer on how much people know but on how well they can use the knowledge they possess – especially in new and novel situations. This is why we need to promote “deeper learning” in classrooms.

Very briefly, deeper learning refers to (①), rather than (②), understanding of knowledge so that the person who is learning is able to grasp not only what that knowledge is, but also how, why, and when that knowledge can be used. Take the arithmetic operation of multiplication, for example. A person could memorize and recite multiplication tables without understanding much more about the process of multiplication itself: that would be learning about multiplication shallowly. He or she would be able to use the knowledge about multiplication not only to answer test questions in arithmetic at school, but also to solve problems in other knowledge domains – such as in statistics, science, or geography and in his or her everyday life – such as at home when cooking.

Another example would be learning vocabulary in a foreign language. But deeper learning would entail greater understanding about the words being learned, including how those words can be used to access knowledge and to communicate, with materials and in contexts that have never been encountered before.

Important features of deeper learning include not only the abstraction of general principles, patterns, and rules, but also the apprehension of interconnections or relationships between various strands of knowledge, ideas, and information. Hence, the US National Research Council defined deeper learning as “the process through which an individual becomes capable of taking what has been learned in one situation and applying it to new situations (i.e., transfer)”. ③ This is an important definition as it provides us with one means for determining when deeper learning has occurred.

To promote students' deeper learning, we must address the following question: how can we foster teachers' abilities to deepen understanding and promote use of effective learning strategies? Students' deeper understanding and acquisition of effective learning strategies could be achieved mainly through daily classes in schools. Therefore, it is important to provide training for in-service teachers to improve the quality of lessons. This approach centered on thinking after instruction, in which direct instruction from a teacher and various interactions among students are combined.

The approach consists of four phases: (a) teacher's instruction, (b) comprehension checking, (c) deepening understanding, and (d) self-evaluation. First, teachers give direct instruction on basic content focusing on meanings or principles, which enable students to elaborate facts, concepts, or formulas. In comprehension checking, students are required to check their understanding by, for example, working in pairs to explain what the teacher explained in their own words. In the third step, the teacher provides a task to deepen students' understanding. The task is designed to require them to apply what they had learned in the class or resolve more advanced problems, and students try to discover those solutions in collaborative groups with other classmates. In self-evaluation, students reflect on what they understood and what they did not understand in the class.

One of the characteristics of this approach is an emphasis on students' deeper understanding. It is important for learners to acquire both structured subject knowledge and more generic competencies in 21st-century environments. It is, therefore, important to cultivate teachers' competencies to promote deeper understanding so that students acquire effective learning strategies.

【Modified from “Deeper Learning, Dialogic Learning, and Critical Thinking” BY EMMANUEL MANALO】

1 Choose the best words from the five choices to fill each of (①) and (②). Write the letter on your answer sheet.

- ア mutual
- イ superficial
- ウ artificial
- エ innovative
- オ profound

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

- ア A person could just shallowly learn by memorizing definitions and model sentences to pass school exams.
- イ To more deeply learn about it, the person needs to understand how it is similar to addition, and how it is the inverse of division.
- ウ The explanation activities make them aware of whether they really understand the material.
- エ Here is an example of an approach which realizes deeper learning in students.

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(解答はすべて、解答用紙に記入すること)

3 What does the "This" in the underlined part ③ refer to? Write your answer in Japanese within 45 letters.

4 Choose two statements that do **NOT** agree with the passage from the five choices. Write the letters on your answer sheet.

- ア A modern education extends beyond knowledge acquisition; it calls for the students to be able to apply their learning to real-world situations.
- イ At the phase of comprehension checking, students check with each other whether they memorize exactly what the teacher explained in the class.
- ウ Transfer refers to the ability to apply learning to a new situation beyond the context in which it was learned.
- エ In achieving students' deeper learning, teachers have to spend more time on the explanation of the contents.
- オ Information is available anywhere in the modern society, so we don't need to focus only on grasping what that knowledge is.

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

Gamification in E-learning is defined as the application of game elements in not game related contexts with the purpose of generating a greater commitment and ownership in task execution. Several studies have shown that gamification has a positive impact on personal motivation. By using the dynamics, mechanics, and aesthetics of games, the students feel motivated, ① (their responsibility / allowing / increase / them / for / to) distance learning, and strengthen their link with the content and the tasks proposed.

In overall terms, gamification in the education ② (field / been / desired / foster / has / used / to) learning behaviors and to encourage participation, interest, and commitment of students in the learning activities by allowing a greater immersion in the learning environment. The former is derived from the self-determination theory proposed by Deci and Ryan, which exposes the way in which videogames, games and therefore gamification satisfy the psychological needs of players or participants. This theory distinguishes two types of motivation: intrinsic (where people continue to participate because they have fun, satisfaction, and taste) and extrinsic (external rewards).

Games are intrinsically motivating. The ③ (environments / needs / address / gamified / must / psychological / three): autonomy (providing freedom of choice), competition (providing challenges that once achieved, make players feel recognition, competence, and efficiency), and the collaboration (relationships with others to promote social connections). Hence, gamification in education motivates students by creating a better learning experience.

【Modified from "Learning Technology for Education Challenges" by Uden et al. (2018)】

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

1 The 2030 Agenda for Sustainable Development Goals (SDGs) were adopted at the September 2015 UN summit in New York. The agenda adopted by heads of state from over 150 countries, is a plan of action involving goals to be achieved between 2016 and 2030. The goals are set aiming to create a sustainable society and are ① _____ poverty and hunger, energy, climate change, and peace. This agenda comprises 17 goals and 169 targets, and Goal 4 is to provide quality education.

By 2030, ensure that all learners ② _____ sustainable development through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

「持続可能な開発のための2030アジェンダ」(SDGs)が、2015年9月にニューヨークで実施された国連サミットにおいて、採択されました。150ヶ国以上の首脳に参加によって採択されたアジェンダは、2016年から2030年までの間に達成されるべき行動計画です。諸目標が、持続可能な社会をつくるために定められ、貧困や飢餓、エネルギー、気候変動、平和的社会などを①含む地球規模の問題に関連しています。このアジェンダは、17の目標と169のターゲットからなり、このうち目標4は、「質の高い教育の提供」に関するものです。

2030年までに、持続可能な開発のための教育及び持続可能なライフスタイル、人権、男女の平等、平和の文化及び非暴力の推進、グローバル・シチズンシップ、文化多様性と文化の持続可能な開発への貢献の理解の教育を通して、全ての学習者が、持続可能な開発を②促進するために必要な知識及び技能を習得できるようにする。

(「ESD (持続可能な開発のための教育) 推進の手引 (改訂版)」を改編)

令4 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 Children and young people ③_____ are dubbed “young carers.”
Their situations must not be overlooked, and their studies and lives should not be affected either.

To prevent children and young people from being isolated, it is ④_____
_____. Relevant organizations should work together to establish a system to provide support to young carers by creating an environment in which they can readily consult someone about their worries.

③日常的に家族の世話を担う子どもは、ヤングケアラーと呼ばれています。そのような状況は見過ごせませんし、学業や生活に影響があってははいけません。

子どもたちの孤立を防ぐには、④周囲が悩みに気づく必要があります。相談しやすい環境をつくり、関係機関が一体となって支援する体制を整えるべきです。

(読賣新聞 2021年4月26日の記事を改編)

令4 中学校・高等学校英語解答用紙 (7枚のうち6)

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| 総計 | | |
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| | 1 | 1 | 2 | 3 | 4 | 5 | |
| I | | <u>How Can You Boost Your Energy Levels?</u> | | | | | |
| | | <p>☆ Why do we feel tired or lack of energy?</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Simple</p> <p>● ① _____</p> <p>● ② _____</p> </td> <td style="vertical-align: top;"> <p>Complex</p> <p>● Living with a chronic condition</p> <p>● Treatment for a chronic disease</p> </td> </tr> </table> <p>• Forming some good ③ _____ : maximize your energy levels</p> | | | | | <p>Simple</p> <p>● ① _____</p> <p>● ② _____</p> |
| <p>Simple</p> <p>● ① _____</p> <p>● ② _____</p> | <p>Complex</p> <p>● Living with a chronic condition</p> <p>● Treatment for a chronic disease</p> | | | | | | |
| | 2 | <p>☆ Food : Main source of energy</p> <p>• Have a healthy diet</p> <p>• Try to include the most ④ _____ in our diets</p> <p>To feel fresh and ready for action, we must learn to balance our ⑤ _____ .</p> <p>☆ Specific foods when we feel tired and at a time in urgent need of an energy boost</p> <p>• Food with Low Glycemic Index ⇒ can ⑥ _____ for a long time</p> | | | | | |
| II | 1 | ① | ② | ③ | | | |
| | | ④ | | | | | |
| | 2 | | | | | 10 | |
| | 3 | () → () → () → () | | | | | |
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【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

W: Hello, John. This is Mary. I don't think I can make it to work today.

M: Hi, Mary. What's wrong?

W: Actually, there's an event at my daughter's school today. Originally, only my husband was supposed to be there, but I'd like to go with him too.

M: Oh, I see. You should go to the event for your daughter. Do you have any work that needs to be done today?

W: Well, I have to send some documents to my customers by noon, so could you do that for me?

M: Sure. Can you tell me how to do it?

W: The documents are on my desk. Put them in an envelope, and then write the customers' addresses on the envelopes. The addresses are printed on the documents. Then, call the parcel delivery service to pick up the envelopes.

M: OK, leave it to me.

W: Thanks a lot. That would be great.

M: My pleasure. Have fun with your daughter.

Question: Why is the woman calling?

【15 sec.】

No. 2

W: Jack, we need to organize our stuff for the move. The biggest problem is that you have too many books.

M: They're all valuable books that I've collected, so I can't just throw them away.

W: But if you don't, it's going to be very expensive for us to move.

M: Yes, I think you're right. But I don't know what to do.

W: Why don't you keep what you really need and give the rest to the college where you studied?

M: Oh, that's a good idea. I'd love to do that, but I don't think I can do this alone.

W: I can help you with that if you want.

Question: What is the man going to do?

【15 sec.】

No. 3

W: I don't want to watch the news in the morning anymore.

M: Why is that? I think it is important to watch the news and gather information.

W: I know, but everything I see on TV makes me feel depressed.

M: Yeah, it is true that there hasn't been much positive news lately. How about watching shows that would be more fun?

W: That's fine, of course. But as you said, it's also important to keep up with current events.

M: I think that watching the news on TV is not the only way to get information. For example, you can read the newspaper.

W: You're right. We've been watching too much TV to begin with. How about cutting down the time we spend watching TV?

M: Maybe that might work.

Question: What did the woman suggest them to do?

【15 sec.】

No. 4

W: Mr. Walker, could you give me some feedback about my speech?

M: Hi, Rena. It was awesome overall. You remembered everything, and as for pronunciation and grammar, there was little to complain about.

W: That's thanks to your guidance. I practiced over and over again in order to memorize it perfectly.

M: Good. I have only one piece of advice. It's about your facial expressions. I don't think they match the message you're trying to convey. Facial expressions also play an important role in speech.

W: I see. I haven't been able to pay attention to my facial expressions.

M: The theme of your speech is so interesting, so if you can improve on that, I'm sure your speech will be more captivating to your audience.

Question: What did the man notice about her speech?

【15 sec.】

No. 5

M: What's wrong with you, Ms. Lewis?

W: I've been having a very hard time sleeping lately, Doctor.

M: Oh, I see. Do you have coffee or tea before you go to bed?

W: No. I love coffee, but I'm trying to avoid drinking it in the afternoon.

M: How about blue light? It has a significant impact on sleep. You should avoid computer or smartphone screens before sleeping.

W: Hmm. I know it's better to do so, but I think it is hard to avoid them these days.

M: That's what everyone says. Then, how about doing some light exercise to tire your body? If this doesn't work, I'll have to give you a prescription for a sleep aid.

W: I won't rely on drugs, so I'll try that.

Question: What will the woman probably do?

【15 sec.】

Listening Test 2. In this test, you will listen to a passage about how to boost your energy level. 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】

Do you often feel tired and wish you could be more energetic and able to take advantage of your time? The reasons you may feel tired and depleted of energy can vary from simple explanations, such as lack of sleep or dealing with stress at work, to much more complex ones, such as living with a chronic condition or following treatment for a chronic disease. While dealing with fatigue caused by a chronic condition may be more difficult, forming some good lifestyle habits can help you maximize your daily energy levels.

One of our main sources of energy is, of course, the food we eat. So, if we want to keep our energy levels up, we must eat healthier and try to integrate the most nutritious foods into our diets. We measure the energy that we can derive from foods in calories. If we don't consume enough calories, our bodies may feel tired, as they don't have enough "fuel" to run on. At the same time, however, if we get too many calories, there's a system overload, and we may end up feeling sluggish. So, in order to feel fresh and ready for action, we must learn to maintain a balance in terms of our calorie intake.

What are some specific foods that you might want to add into your diet at a time when you feel tired and in urgent need of an energy boost? Some specialists advise going for foods "With a low glycemic index"—that is, whose sugar content is broken down by our bodies at a slow rate. This means that energy derived from these foods is released gradually, helping to keep us alert for longer. In order to get more energy, it is important to integrate whole grains, nuts, fruit, and leafy greens into your diet.

【10 sec.】

Listen again.

(※本文の繰り返し)

【10 sec.】

This is the end of the listening test.

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|---|--|-----|-----|-----|-----|---|
| 1 | 1 d | 2 c | 3 c | 4 a | 5 b | |
| I | <u>How Can You Boost Your Energy Levels?</u> | | | | | |
| | <p>☆Why do we feel tired or lack of energy?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Simple</p> <ul style="list-style-type: none"> ● ① <u>Lack of sleep</u> ● ② <u>Stress at work</u> </td> <td style="width: 50%; vertical-align: top;"> <p>Complex</p> <ul style="list-style-type: none"> ● Living with a chronic condition ● Treatment for a chronic disease </td> </tr> </table> <p>• Forming some good ③ <u>lifestyle habits</u> : maximize your energy levels</p> | | | | | <p>Simple</p> <ul style="list-style-type: none"> ● ① <u>Lack of sleep</u> ● ② <u>Stress at work</u> |
| <p>Simple</p> <ul style="list-style-type: none"> ● ① <u>Lack of sleep</u> ● ② <u>Stress at work</u> | <p>Complex</p> <ul style="list-style-type: none"> ● Living with a chronic condition ● Treatment for a chronic disease | | | | | |
| 2 | <p>☆Food : Main source of energy</p> <ul style="list-style-type: none"> • Have a healthy diet • Try to include the most ④ <u>nutritious foods</u> in our diets <p>To feel fresh and ready for action, we must learn to balance our ⑤ <u>calorie intake</u>.</p> <p>☆Specific foods when we feel tired and at a time in urgent need of an energy boost</p> <ul style="list-style-type: none"> • Food with Low Glycemic Index ⇒ can ⑥ <u>keep us alert</u> for a long time | | | | | |

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| 45 |
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| | | | | | | | | |
|----|---|-------------------------------|---|---|---|---|---|--|
| II | 1 | ① | ウ | ② | ア | ③ | エ | |
| | | ④ | ア | | | | | |
| | 2 | 言語習得のための臨界期 | | | | | | |
| | 3 | (イ) → (エ) → (ア) → (ウ) | | | | | | |
| | 4 | エ | | | | | | |
| | 5 | 可能な限り学ば言語に浸る環境を 模倣して学習すること | | | | | | |
| | 6 | A | | | | | | |
| 7 | ウ | | | | | | | |

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令4 中学校・高等学校英語 模範解答

| | | | | | | |
|-----|---|--|--|---|-------|--------|
| III | 1 | ① | オ | ② | イ | |
| | 2 | A | イ | B | ア | C エ |
| | | D | ウ | | | |
| | 3 | 深い学習をある状況で学んだこと を新しい状況に適応できるところに なるプロセスと定義したこと。 | | | | |
| 4 | イ | | エ | | (順不同) | |
| IV | ① | allowing them to increase their responsibility for | | | | |
| | ② | field has been used to foster desired | | | | |
| | ③ | gamified environments must address three psychological needs | | | | |
| V | 1 | ① | related to the global issues including | | | |
| | | ② | acquire the knowledge and skills needed to promote | | | |
| | 2 | ③ | who look after family members on a daily basis | | | |
| | | ④ | necessary for people around them to become aware of their concerns | | | |

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