

令3 中学校・高等学校英語 (6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) How to hand in the doctor's note
b) How to collect useful information
c) How to communicate with the members
d) How to complete the assignment

- 2 a) Starting her teaching career in Western Australia
b) Finding how to get a permanent resident visa
c) Studying English very hard during university
d) Thinking of difficulties living in Western Australia

- 3 a) She should purchase a new scanner on her own.
b) She should ask the coworker to repair the fax machine.
c) She should introduce the latest fax machine to the company.
d) She should email the documents as PDF to other companies.

- 4 a) Japan is one of the largest rice consumers in Asia.
b) A carb-free diet is not good for their health.
c) The consumption of rice in Japan is getting less nowadays.
d) Japanese people should recognize the importance of rice.

- 5 a) There is no doubt that EdTech will not be a mainstream.
b) It is worth trying both the traditional and new methods.
c) Education should be conducted by traditional method.
d) Editing a video for online class requires computer expertise.

Listening Test 2 (See your answer sheet.)

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

Early on a still December morning, a team of scientists reached a secret destination far from shore. Below them, there is the “Underwater Forest”, a land under the sea where past, present and future meet.

“Underwater forest” is not a metaphor – it isn’t a coral reef or a sea grass bed, but a forest of cypress* trees with roots and leaves. For thousands of years, it lay (①) within an oxygen-less tomb of sand. In 2004, Ivan, a terrible hurricane, with winds up to 225 kilometers per hour, hit the Gulf of Mexico, removing nearly three meters of sand from the seabed, (②) the sleeping forest beneath. The sunken forest lies 18 meters under the ocean’s surface, is larger, nearly two football fields long and two meters wide, further from shore, and older than anything else similar to it. Scientists had never seen anything like it before. The unusual residents, shipworms* and other marine organisms could hold the (③) to new lifesaving medicines that may not be found anywhere else on the planet.

The forest holds secrets of the ocean’s past environment and climate, and hints at its future. Few have seen this place, and those who do intentionally keep its location secret. But this group of scientists, led by Dan Distel, a marine biologist from Northeastern University, has been entrusted with the location for the day’s expedition. They were the first to explore, document and study the shipworms and other marine organisms that live in the forest.

Shipworms, the scientists say, are critical for drug (④). As aging populations increase worldwide, and antibiotic resistance threatens public health, the medical field is seeking a new frontier that might yield new drugs to treat conditions such as cancer and chronic pain, and to stop deadly infections. A

The forest was once about 160 kilometers inland. Its bald cypress trees, and their trunks as wide as cars, supported a (⑤) of life, such as birds and animals. But now it (⑥) fish, anemones and other sea creatures. As for shipworms, it’s an all-you-can-eat buffet. “This is like a wooden whale fall,” said Margo Haygood, a molecular biologist; a whale fall is a dead whale that sinks to the

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(解答はすべて、解答用紙に記入すること)

seafloor. Life erupts around it. Like wildflowers after a fire, diversity blooms as new habitats are established. In the early stages of settlement, when everything is fighting for space, territory disputes attract many different organisms. The team thinks the forest has everything to uncover new nontoxic drugs that work well.

The team has discovered natural chemicals from shipworms that are now making their way through the early stages of drug development. Shipworm have bacteria living in their gills,* which send enzymes* to the gut that break down wood. The gut is left in a nearly sterile condition, suggesting antibiotics might be involved. Dr. Haygood says that any chemicals they find have already gone through millions of years of testing in the bodies of shipworms.

Each species has a distinct and different set of bacterial partners. Each of these has the potential to contain unimagined chemical combinations, with each species having many different types of bacteria. The underwater forest might be hiding millions of unknown bacteria.

Sailors named shipworms because they dig into and eat wooden ships. However, they are not worms, but long, slender clams, that grind into wood with tiny teeth, and digest the wood with the help of their partner bacteria.

Back in the lab, the scientists began their work: picking apart more wood, finishing a computer simulation and separating species while bent over a microscope. Experiments to find new chemicals are difficult and take months. They don't know if the organisms conceal a miracle medicine, but they're eager to ⑦ keep up the hunt. "There's no such thing as an uninteresting shipworm," says Dr. Haygood.

【Modified from the article of The New York Times (April 6, 2020)】

(注) cypress 米国南東部でよく見られるヒノキ科の針葉樹 shipworm(s) フナクイムシ gill(s) えら
enzyme(s) 酵素

1 Choose the best word from the four choices to fill (①) - (④) and (⑥). Write the letter on your answer sheet.

- | | | | | | | | |
|-----------|-----------|---|------------|---|---------------|---|-----------|
| (①) : ア | dead | イ | preserved | ウ | awake | エ | burnt |
| (②) : ア | removing | イ | disguising | ウ | deteriorating | エ | awakening |
| (③) : ア | key | イ | line | ウ | debate | エ | course |
| (④) : ア | discovery | イ | abuse | ウ | distraction | エ | sellers |
| (⑥) : ア | creates | イ | murders | ウ | shelters | エ | occupies |

2 Within the same paragraph as (⑤), find a word that will also fit (⑤).

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

This makes them likely to be less toxic to humans than drugs developed in a lab.

4 Explain the underlined idiom at ⑦ in Japanese within 25 letters.

5 Choose the best title for the article from the four choices.

- ア The Trip to the Underwater Forest Before Dawn
- イ It Takes Patience, Imagination and Empathy with the Bacteria
- ウ Popular Yet Unknown, and Desperately Vulnerable Creatures
- エ An Ancient Underwater Forest, Secrets to New Drugs

III Read the following passage and answer each question.

Now, we compare inquiry process with information from current findings in neurobiology about the processes through which the human brain learns. If this understanding of brain structures and function related to cognition and emotion matches the inquiry-learning format of engaging learners, it can make a compelling argument for educators fully embracing inquiry teaching. It is not just a better way for students to excel in assessments, but it is also a likely way to eliminate the achievement gap and to have students succeed in their careers. Understanding (①) is one aspect enabling you to achieve even greater success with inquiry teaching.

Marcie Sidowski, a language arts teacher at Hamilton-Wenham Regional Middle School in Hamilton, Massachusetts shared these thoughts about inquiry teaching after she studied how the brain learns:

Our capacity for knowledge is a ubiquitous hunger that drives the human experience. Our brains are designed to literally modify, reshape and adapt to new knowledge as our personal perceptions sharpen with experience. Our version of reality, our life story, and the things we feel all shape our brain's definitions of knowledge. A thing learned or partially learned has created a new neural pathway in one direction, but the addition of further experience in that vein may rework the pathway entirely to new possibilities. The human brain literally learns from experience, retiring no longer relevant knowledge to the depths of our long-term memory bank. If this is true, then it is of the utmost importance that my students have ample opportunity to experience their learning, rather than solely relying on 'downloading' of information.

My interactions with the best of teachers have revealed ② a constant internal tension between their desire for some explicit detailed

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directions about practice in their classrooms and the parallel need to be allowed to create their own lessons and not be given prescriptions. As most teachers move into attempting to plan and facilitate inquiry teaching lessons and units, they are initially grateful for specific planning templates and step-by-step procedures. They constantly refer back to exemplars as they plan. However, they are soon saying that this is too scripted, and having to follow the same sequence of steps for students to learn does not allow for enough variety and creativity. That is, until they actually try the inquiry approach in their classroom; then they see that the possibilities for (③) are expanded.

Those of us who have been using this inquiry-teaching format find that it leads to the most creative, unique, and varied teaching that we have ever done, despite the same cycle of engagement. The process is as invigorating* and engaging for us as it is for our students. Since the 1990s, huge leaps have been made in brain research and cognitive neuroscience. (④), prior to that time, educators had been mostly left to interpret the neuroscience on their own. In 2002, James Zull, a research biochemist and university educator, related neuroscience research findings directly to the experience of students. Much of what we present is based on his notion that “the art of teaching is the art of changing the brain” (Zull 2002, 5). By knowing the overall structure of the brain, we can see how it produces learning naturally. We can see what conditions, what environments, and what practices make for effective learning.

In the 1950s and 1960s, when we just did not know enough neuroscience about how the brain *learned*, we could only evaluate the effectiveness of (⑤) on how well it *appeared* to work for various teachers and students. However, today educators can become knowledgeable about (⑥) and how learning *physically* occurs. This way, they can evaluate their practice to see how well it supports what actually needs to happen in the brain if deep understanding is to occur.

【Modified from “The Synergy of Inquiry” by PAUL JABLON, Shell Education (2014)】

(注) invigorating 活気づける

- 1 Choose the appropriate clause from the four choices to fill (①). Write the letter on your answer sheet.
ア how the brain works
イ how well students behave themselves
ウ what students learn in their classrooms
エ what teachers let their students experience
- 2 See the paragraph starting with Marcie Sidlowski. What is the most important opinion she mentioned? Pick out one sentence and write the first two words of it on your answer sheet.
- 3 Explain the underlined part of ② in Japanese. Write your answer adjusting to match the Japanese given in your answer sheet.
- 4 Choose the best word from the four choices to fill (③). Write the letter on your answer sheet.
ア infinity イ creativity ウ reputation エ cooperation
- 5 Choose the best word from the four choices to fill (④). Write the letter on your answer sheet.
ア Additionally イ Apparently ウ Ultimately エ Unfortunately
- 6 Choose the best phrases from the five choices to fill each of (⑤) and (⑥). Write the letter on your answer sheet.
ア physical therapy
イ brain physiology
ウ artificial intelligence
エ motivation control
オ an instructional approach
- 7 Choose one statement that agrees with the text from the four choices. Write the letter on your answer sheet.
ア Teachers notice the effectiveness of the inquiry process after practice.
イ A partially learned thing will not create any neural pathway in the brain.
ウ Effective learning entirely depends on teachers' conditions in their classrooms.
エ Those who use the inquiry-teaching format believe the art of teaching is the art of changing the creativity.

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(解答はすべて、解答用紙に記入すること)

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

In life, once on a path, we tend to follow it, for better or worse. What's sad is that even if it's the latter, we often accept it anyway because we are ① (are / to / accustomed / things / the way / so) that we don't even recognize that they could be different.

This is a phenomenon psychologists call 'functional fixedness'. This classic experiment will ② (you / of / an idea / give / it / how) works - and a sense of whether you may have fallen into the same trap: people are given a box of tacks and some matches and asked to find a way to attach a candle to a wall so that it burns properly.

Typically, the subjects try tacking the candle to the wall or sticking it with melted wax. The psychologists had, of course, arranged it so that ③ (approaches / neither / would / these / of / obvious) work. The tacks are too short, and the paraffin doesn't bind to the wall. So how can you accomplish the task?

The successful technique is to use the tack box as a candleholder. You empty it, tack it to the wall, and stand the candle inside it.

【Modified from the article of READER'S DIGEST (November, 2019)】

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

1 "Basic and General Competencies" in career education is comprised of the "competency to establish relationship and community," "competency to understand and manage oneself," "problem-solving competency" and "career-planning competency."

These competencies represent a comprehensive concept of competency that has been developed from the perspective of presenting essential factors in as easy-to-understand manner as possible. ① _____ but are interlinked and mutually dependent. Therefore, they are not ranked in order of importance, nor are all persons required to acquire all of the competencies to the same degree.

It is presumed that which set of competencies should be acquired and to which degree will ② _____.

キャリア教育における「基礎的・汎用的能力」は「人間関係形成・社会形成能力」「自己理解・自己管理能力」「課題対応能力」「キャリアプランニング能力」の4つの能力によって構成される。

これらの能力は、包括的な能力概念であり、必要な要素をできる限りわかりやすく提示するという観点でまとめたものである。①この4つの能力は、それぞれが独立したものではなく、相互に関連・依存した関係にある。このため、特に順序があるものではなく、また、これらの能力をすべての者が同じ程度に身に付けることを求めるものではない。

これらの能力をどのようなまとまりで、どの程度身に付けさせるかは、②学校の特徴や子どもの発達の段階によって異なると考えられる。

(「キャリア教育を創る」(国立教育政策研究所)を改編)

2 Several years ago, I was among the guests to dine with an education minister of the Netherlands. He told us that during his visit to Japan, he was often told by Japanese people that they envied the education in his country and ③ _____. He said he was surprised since he had come to Japan to learn about Japanese education, which in Europe enjoys the reputation of having a high academic standard and success rate. He wondered why there was so much dissatisfaction.

We all know that there is no such thing as a perfect education. Every system has its strengths and weaknesses. But ④ _____?

数年前、私はオランダ教育省の大臣との会食に招待されました。彼は日本訪問中に、多くの日本人から次のように話しかけられたと言いました。「オランダの教育が羨ましい。③日本の教育制度も、そのようになればと思います。」と。彼は、日本の教育について学ぶために日本に来ていたので、驚いたと言っていました。日本の教育は高い学力水準と成功率から、ヨーロッパでは高く評価を受けています。なぜそれほどまでの不満があるのかと、彼は不思議がっていました。

私たちはみんな完璧な教育などというものはどこにも存在しないことを知っています。どの制度にも強みと弱みがあります。しかし、④日本の教育は多くの日本人が考えているほど悪いものなのでしょうか。

(ジャパントイムズ 2017年9月26日の記事を改編)

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総計		

	1	1	2	3	4	5
I	2	<p><u>Greatness of laughter</u></p> <p>Thanks to laughter, we can reframe our worries, and reestablish a positive and healthy ①_____ when we are down.</p> <p><u>Good Steps to Laughing</u></p> <ul style="list-style-type: none"> • Give myself ②_____ to laugh at myself. • Stimulate my mind to uncover the humor in every situation and give my laughter ③_____ a daily workout. • Encourage my playful side to come out even when I'm having a hard time. • Accept every funny event as a gift to be ④_____. • Don't take myself or anyone else ⑤_____. <p>Laughter has positive effects on the ⑥_____.</p>				
		1	①	②	③	
II		④	⑥			
	2					
	3					
	4					
	5					

I		

II		

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III	1			
	2	() ()		
	3	という気持ちと ----- という気持ちの間の葛藤		
	4			
	5			
	6	⑤		⑥
	7			
IV	①			
	②			
	③			
V	1	①		
		②		
	2	③		
		④		

III		

IV		

V		

令和3年度 兵庫県教員採用試験 英語 大問 I (Listening Test) 原稿

【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: Excuse me, Mr. Dawson. Is this a good time to talk? I have a few things I want to ask you.

M: Of course, Jane. What can I do for you?

W: I caught the flu last week and I missed the class when you explained the assignment.

M: Oh, that's terrible. You mean the report about the group project?

W: Yes, I've been working on it, but I'm not sure how to write the report in detail.

M: What you have to do first is to communicate with your group members. I'm sure they have already collected the information.

W: I see. I'll talk with them. How do we include the information from our research in the report?

M: You should analyze the data and make graphs to make it easier to understand. Then, put them on the page where you introduce that information.

W: Okay. I'll work on it and hand it in by next Thursday. Thank you for making time for me.

M: My pleasure. Keep up the hard work.

Question: What is the woman wondering about?

【15 sec.】

No. 2

M: Hi, Rina. Congratulations on your graduation.

W: Dr. Johnson, you've helped me a lot. I can't thank you enough.

M: You did well. It was my pleasure. Where are you going to work?

W: Oh, I will not start working yet. Actually, I'm going to Western Australia to teach Japanese. I'll work as an assistant teacher.

M: Wow, wonderful! I'm sure it will be a valuable experience for you.

W: I hope so. I got a working holiday visa, so I will stay there only for a year.

M: Do you mean after one year you will return to Japan and then find a job?

W: Yes. My dream is to get a permanent resident visa in Western Australia and work there as a teacher someday. In order to do so, I want to gain experience as a teacher in Japan.

M: But teaching positions here are quite competitive, so I don't think it will be easy.

W: Yes, I know that. That's why I will go abroad. I am going to gain a lot of experience and then come back here.

Question: What is the woman talking about?

【15 sec.】

No. 3

W: Oh, this fax machine doesn't work. I'm wondering if there's something wrong with it. Could you take a look at it, Mike?

M: OK, Lay. Well, I'm probably not going to be able to help you. Something is wrong with the fax machine these days, so I've asked Brian to fix or replace it over and over again, but he just tells me there's no budget to do it.

W: Really? I think he never puts himself in our shoes! I have to use the fax machine a lot to send a variety of documents to other companies!

M: Hold on a second. If you want to send documents, I have an idea. The scanner on top of this machine still works fine, so

how about scanning your documents and sending them as PDF. It's much easier.

W: That's a good idea! Why didn't I think of that?

M: Come to think of it, we probably don't need fax machines anymore if we have scanners.

Question: What is the man's suggestion?

【15 sec.】

No. 4

W: I have to eat lunch. I'm starving. Hi, Kenji. What are you eating?

M: Hi, Melissa. These are rice balls. My mom made them for me this morning.

W: That's good, but I don't eat rice. I'm staying away from carbohydrates.

M: Oh, do you mean you are on a carb-free diet? I heard the rice consumption in Japan has been decreasing these days, and what you are doing now is one of the reasons why.

W: Really? But rice is one of the resources that Japan boasts to the world. Its consumption should be No.1, right?

M: On the contrary, Japan is one of the lowest rice consuming countries in Asia.

W: Wow, that's amazing. I thought Japan was No.1.

M: Compared with Japanese people a century ago, the amount of rice Japanese people eat today is under one third.

W: Oh, really?

M: And it is said that a carb-free diet is bad for health, so be careful.

W: No way!

Question: What are they mainly discussing?

【15 sec.】

No. 5

M: Hi, what are you doing, Megumi?

W: Good morning, Tom. I'm editing a video for my online class next week.

M: Wow, that's cutting-edge technology. It'll take an enormous amount of time to make it, right?

W: Not really. I had trouble doing it at first, but it became easier once I got used to it.

M: I see. I'm still skeptical about EdTech, educational technology.

W: Why do you think that?

M: Well, I prefer the traditional method because many people gather in one room and we can see their faces as well...

W: I agree with you. From now on, we need to consider what is good for education from the advantages of both sides, while trying to meet the demands of the present time. Anyway, I never know if I never have a go.

M: You are right. I'll try it little by little.

Question: What did the man learn from the woman's comment?

【15 sec.】

Listening Test 2.

In this test, you will listen to a passage about the greatness of laughter. 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 one or two suitable words. The passage will be read twice. Now, let's begin.

【3 sec.】

【本文】

Do you often laugh? Do you remember the last time you laughed? For many people, laughter is a powerful healing medicine. It enables us to reframe our worries and it has extraordinary capacity to help us reestablish a positive and healthy

perspective when we are depressed.

There are some good steps to laughing. First, give yourself permission to laugh at yourself. Second, stimulate your mind to uncover the humor in every situation and give your laughter muscles a daily workout. Third, encourage your playful side to emerge even if you're in a difficult situation. Then, accept every funny situation as a gift to be shared. When you laugh, everyone else will join in. Lastly, do not take yourself or anyone else too seriously.

There is a fundamental body of medical evidence that shows laughter's positive effects on the immune system. It has also been recently established that future health outcomes are enhanced by "the glass that's half full" as opposed to "the glass that's half empty." The same rationale likely holds true for those who laugh.

【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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総計 200点

	1	1 d	2 a	3 d	4 c	5 b										
I		<u>Greatness of laughter</u>														
	2	<p>Thanks to laughter, we can reframe our worries, and reestablish a positive and healthy ① <u>perspective</u> when we are down.</p> <p><u>Good Steps to Laughing</u></p> <ul style="list-style-type: none"> • Give myself ② <u>permission</u> to laugh at myself. • Stimulate my mind to uncover the humor in every situation and give my laughter ③ <u>muscles</u> a daily workout. • Encourage my playful side to come out even when I'm having a hard time. • Accept every funny event as a gift to be ④ <u>shared</u> . • Don't take myself or anyone else ⑤ <u>too seriously</u> . <p>Laughter has positive effects on the ⑥ <u>immune system</u> .</p>														
II	1	①	イ	②	エ	③	ア									
		④	ア	⑥	ウ											
	2	diversity														
	3	C														
	4	薬	と	な	る	可	能	性	の	あ	る	生	物	を	探	し
	続	け	る	こ	と	。										25
5	エ															

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令3 中学校・高等学校英語 模範解答

III	1	ア		
	2	(If) (this)		
	3	教室内で実践していることについて何らかの明確で詳細な指示を出して欲しい		という気持ちと
		自分自身の授業作りをしたいから指示しないで欲しい		という気持ちの間の葛藤
	4	イ		
	5	エ		
	6	⑤	オ	⑥
7	ア			

48

IV	①	so accustomed to the way things are
	②	give you an idea of how it
	③	neither of these obvious approaches would

24

V	1	①	These four competencies are not independent from each other
		②	vary depending on the characteristics of schools and the stage of development of children
	2	③	wished the Japanese education system could be like it
		④	is education in Japan as bad as many Japanese people think

40