

令7 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 go to a hospital at once.
b) To share the problem with colleagues.
c) To take more responsibility on his work.
d) To go out with him to reduce his stress.
- (2) a) At a clinic with pharmacy next door.
b) At a pharmacy in a clinic.
c) At a clinic which closes at 6:00 PM.
d) At a drug store next to a station.
- (3) a) Set her phone on a charger.
b) Borrow the man's charger.
c) Turn off her phone once.
d) Take her phone to a repair shop.
- (4) a) The camps always take place in April.
b) The usual venue cannot be reserved as requested.
c) A different venue is not open on Mondays.
d) New students can be exhausted.
- (5) a) Both people save money by going shopping only on holidays.
b) Both people have their own priorities on their ways of shopping.
c) Mike enjoyed shopping in various shops to buy unique goods.
d) Emily often goes shopping after her work to save both time and money.

Listening Test 2 (See your answer sheet.)

II *Read the following passage written by an American psychologist and answer each question.*

Well-being is the experience of health, happiness and prosperity. It includes having good mental and physical health, good relationship with others, good working environment and high life (①) in your community. Well-being is something (②) by just about everyone because it includes so many positive things — feeling happy, healthy, socially connected, and good work-life balance. Unfortunately, well-being appears to be in (③), at least in the U.S. Increasing your well-being can be (④) without knowing what to do and how to do it.

【 ⑤ 】

Usually, when people start consistently using science-based techniques for enhancing well-being, they begin to feel better pretty quickly. In the studies I've conducted, most people show significant improvements within five weeks. But you have to stick to it. If you are feeling better after five weeks, you can't just stop there. As you probably already know, if you stop eating healthy and go back to eating junk food, then you'll end up back where you started. It turns out that the exact same thing is true for different types of well-being.

【 ⑥ 】

Well-being emerges from your thoughts, actions, and experiences — most of which you have control over. For example, when we think positively, we tend to have greater emotional well-being. When we pursue meaningful relationships, we tend to have better social well-being. And when we lose our job — or just hate it — we tend to have lower workplace well-being. These examples start to reveal how broad well-being is, and how many different types of well-being there are.

令7 中学校・高等学校英語 (7枚のうち2)

(解答はすべて、解答用紙に記入すること)

5 Major Types of Well-Being

- ・ **Emotional Well-Being.** To develop emotional well-being, we need to build emotional skills — skills like positivity, emotional regulation, and mindfulness, for example. When we have built these emotional well-being skills, we can better cope with stress, handle our emotions in the face of challenges, and quickly recover from disappointments. As a result, we can enjoy our lives with less stress and a bit more fulfilled.
- ・ **Physical Well-Being.** To develop our physical well-being, we need to know what a healthy diet and exercise routine looks like so that we can (a). When we improve our physical well-being, our newfound health can also help prevent many diseases, heal our guts, and limit the number of health challenges we have to deal with in our lives.
- ・ **Social Well-Being.** To develop social well-being, we need to build our social skills, like gratitude, kindness, and communication. Social skills make it easier for us to have positive interactions with others, (b). When we have developed our social well-being, we feel more meaningfully connected to others.
- ・ **Workplace Well-Being.** To develop our workplace well-being, we need to build skills that help us pursue what really matters to us. This can include building professional skills which help us to meet our work goals and things like maintaining work-life balance. These skills let us enjoy our work more, (c). When we have developed workplace well-being, our work, and therefore each day, feels more meaningful.
- ・ **Societal Well-Being.** To develop societal well-being, we need to build skills that make us feel interconnected with our society. We need to know how to support our environment, build stronger bonds and (d). These skills help us feel like we're part of a thriving community that really supports one another and the world at large. When we cultivate societal well-being, we feel like we are a part of something bigger than just ourselves.

【 ⑦ 】

Not everyone experiences the same benefits from building their well-being. For example, lots of research suggests that the more motivated you are to build well-being skills, the greater the impact. Perhaps this is not surprising.

Still other research shows that having skills like a growth mindset or a positive attitude can actually help you build your other well-being skills more easily. This is why I tend to encourage people to build ⑧ these skills first — afterward, you may be able to increase the other types of well-being skills more easily.

There Is No Magic About Building Well-Being

Keep in mind that it takes time and effort to (e). It's important to be realistic with yourself about what you can reasonably accomplish in a given amount of time. Having unrealistic expectations can lead you to give up before you've reached your goals. So it's key to create a realistic plan for your well-being, stick to it, and take small actions every day that add up to big improvements over time. Growing your well-being is a lifelong pursuit, but it is totally worth it.

【Modified from the article of Psychology Today (January 2, 2019)】

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

- | | | | |
|------------------------|-------------|----------------|----------------|
| (①) : ア complexity | イ ambiguity | ウ satisfaction | エ distribution |
| (②) : ア overlooked | イ sought | ウ ceased | エ dismissed |
| (③) : ア disadvantage | イ rejection | ウ exclusion | エ decline |
| (④) : ア helpful | イ tough | ウ effective | エ passive |

2 Choose the best paragraph title for 【 ⑤ 】 – 【 ⑦ 】 from the four choices. Write the letter on your answer sheet.

- ア Who Benefits Most From Building Well-Being?
- イ How Long Does It Take to Improve Your Well-Being?
- ウ What Is Needed When We Classify Well-Being?
- エ Where Does Well-Being Come From?

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

- ア practice stress-management and relaxation techniques
- イ helping us to feel less lonely, angry, or disconnected
- ウ implement effective strategies for fitness in our daily lives
- エ helping us to stay motivated and successful at our job
- オ build the skills and reach your well-being goal
- カ foster a culture of compassion in the community

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(解答はすべて、解答用紙に記入すること)

4 What does the “these skills” in the underlined part ⑧ refer to? Write the answer in Japanese within 18 letters on your answer sheet.

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

A Once your well-being is improved, it will last at least five weeks without doing anything in particular.

I To develop five kinds of well-being in a good balance is the most effective way to increase each well-being.

U Many researchers agree that high motivation for well-being skills is a factor to increase the benefit of well-being.

E It is recommended to make a challenging plan and revise it regularly to seek for the best way to promote your well-being.

III Read the following passage and answer each question.

Information technology can be used for language learning in a variety of ways. Using information technology in task-based learning activities that put students in real life-like situations can be especially effective for all ages and levels. Examples of task-based activities could be watching a video (e.g. a TED video) on a specific topic. Students can discuss it in pairs or small groups while focusing on some discussion points. Each group would look up different data, and then share the information with the class. Quizzes and games are also a great way to introduce students to a specific topic or test their knowledge about it. Information technology can also be used for tasks that require creative thinking and problem solving skills. They can range from making a presentation about a certain topic in front of the class to creating a short movie or a poster on a topic given, showing students a silent short movie and asking them to write the script for it, writing advertisements for a specific product.

Learning a foreign language requires that students have regular contact with the language outside the classroom. The possibilities of using web technologies are numerous, in that many websites offer reading and listening activities at various levels. These websites often contain exercises that test students' language use and comprehension. Useful sources for listening can be found on Youtube. Some programs have hundreds of recordings on a variety of topics and they all come with subtitles.

Despite being ① an extensively discussed topic over the last few decades, there is no general consensus as of yet over how technology impacts language learning and whether teaching methods based on the use of such technologies are more effective than traditional ones. Several studies focus on the use of information technology in the classroom, outlining its possible advantages and disadvantages. One advantage of technology-mediated tasks often mentioned in these studies is that they improve the performance of students, who may feel inhibited in the traditional classroom setting. By offering learning conditions that students are familiar with, digital technology can give learners a higher degree of control over the way activities are carried out, and can make them feel more in charge of the learning process. As a result, students feel not only more empowered when solving tasks but they also tend to find them more interesting and challenging. Moreover, technology offers (②) with regard to how and when it can be used and also fosters individual language learning, allowing users to do the activities at their own pace and time. It also makes (③) learning possible, so that students can retry a certain activity without feeling pressured by their teacher or colleagues. Other advantages of technology-based learning include the fact that students have (④) to authentic materials and can receive immediate feedback on their work. An important disadvantage of technology-based learning is that it can distract students from the lesson. It is often the case that the interface of a website is difficult to use or there are special visual and sound effects that are distracting. In the worst case, ⑤ it may result in teachers and also students feeling frustrated about not being able to carry out the task properly, losing their interest in the task at hand. This eventually may also lead to teaching technology (⑥) teaching with technology.

There is an important factor teachers need to consider when introducing to each student their own device. It should be introduced with careful consideration. This is an important observation, as implementing digital tools in the classroom does not necessarily make the lesson more interesting nor the learning more successful. It is therefore paramount that teachers be equipped with language learning expertise and also have the know-how as to when and how to use technology effectively for teaching. ⑦ This implies that teachers assess the usefulness and usability of technology-mediated activities both in the planning phase and as a follow-up, and take into consideration all facets of technology use (e.g. carrying out a technology-mediated task may require a different timeframe and form of communication from a traditional setting).

With the spread of technology language teachers have to face new challenges and take up additional roles. In addition to being an expert in education and the target language, teachers today need to have the know-how of using technology efficiently and consider how it will foster students' learning. When technology is used in the right way, as a tool that facilitates learning, it can offer an enjoyable and effective way of learning foreign languages.

【Modified from “Using Technology for Foreign Language Learning: The Teacher’s Role” (2021)】

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(解答はすべて、解答用紙に記入すること)

- 1 Choose the best sentence from the three choices to fill - . Write the letter on your answer sheet.
- ア The Internet contains several free reading and listening resources that can be used for individual language practice at home.
 - イ The excitement and initial motivation linked to the use of their own device do not guarantee its effectiveness.
 - ウ Other tasks may involve students working in pairs or small groups using the Internet to look up information on a topic.
- 2 What does the underlined part ① refer to? Write in Japanese adjusting to match the Japanese given on your answer sheet.
- 3 Choose the best answer from the three choices to complete each sentence. Write the letter on your answer sheet.
- (1) Students are able to employ their creative thinking and problem solving skills when they _____.
- ア check their understanding of the words and expressions they've already learned by a web test
 - イ try to make a script of a silent movie, or to write advertisements for several goods
 - ウ answer quizzes and enjoy games as an introduction to a specific topic
- (2) Technology-mediated tasks improve the performance of students by _____.
- ア providing them the initiative in how they proceed with their activities and letting them feel a greater sense of control
 - イ giving them a set of standards for the effective use of the information technology and how it should be controlled
 - ウ offering conditions with which they are familiar while teachers controlling the levels of tasks they give for each student
- 4 Choose the best word from the four choices to fill (②), (③), (④) and (⑥). Write the letter on your answer sheet.
- | | | | | |
|--------|--------------|---------------|---------------|---------------|
| (②): | ア accuracy | イ flexibility | ウ patterns | エ regulations |
| (③): | ア adaptive | イ critical | ウ integrated | エ systematic |
| (④): | ア access | イ habit | ウ offering | エ proof |
| (⑥): | ア as regards | イ due to | ウ in contrast | エ instead of |
- 5 What does the "it" in the underlined part ⑤ refer to? Pick out 21 English words from the passage (not including commas) and write the first and the last two words on your answer sheet.
- 6 What does the underlined part ⑦ refer to? Write the answer in Japanese within 40 words on your answer sheet.
- 7 Choose two statements that agree with the passage from the five choices. Write the letters on your answer sheet.
- ア To make language learning with information technology more effective, teachers need to provide more creative tasks rather than simple tasks like just giving tests to assess students' understanding.
 - イ When conducting advanced language activities with information technology such as presentations in groups, it is required for teachers to use the web resources which have been authorized.
 - ウ With the use of information technology, teachers are able to grasp how students deal with their assignments and easily control their learning by offering the topic from wide variety of resources.
 - エ Teachers need to carefully plan how they implement technology-mediated learning and to reflect them afterwards with adequate consideration on various aspects of the technology.
 - オ With the development of information technology, there is a demand for a good understanding of it, so what is required to be a good language teacher is much greater today than it was in the past.

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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.

The foundation of much current education assumes a scarcity of knowledge. The role of the teacher is to impart facts and test students on their retention of them. However, recall that in 2018 Internet traffic was estimated to be 1.8 zettabytes* – or more than all the words humans have written in their entire history. The world ①(to / has / having / a scarcity / transformed / from) an abundance of knowledge.

This transformation requires ②(change / and what / we / how / a major / in) learn. A shift in the education system from the idea of ‘students’ who acquire knowledge, to the notion of ‘learners’ who acquire skills and the ability to apply them. As Satya Nadella, the CEO of Microsoft, succinctly remarked: ‘The “learn it all” will always trump the “know it all” in the long run.’ The implication is that from an early stage, teaching has to ③(lies / on / knowledge / discovering / where / focus), dealing with ambiguity and uncertainty, and assessing and evaluating insights to solve a particular problem. These are the very human skills as being least likely to be performed by a machine. Superimposing onto this the implications of longer working lives serves only to emphasise the crucial role of learning how to learn and discover (as well as how to ‘unlearn’).

(注) zettabytes* 10²¹ バイト (単位)

【Modified from “THE NEW LONG LIFE – A Framework for Flourishing in a Changing World (2020)”】

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

1 According to ancient Japanese mythology, the Japanese archipelago came into existence with the formation of Awaji Island. This legend shows Hyogo’s considerable contribution to the development of Japanese culture in ancient times. Hyogo has been left with a diversity of historical sites, including Himeji Castle, ①_____.

Historically, Hyogo has ②_____, and prospered from domestic and international exchange. Since the opening of the Port of Kobe in 1868, Hyogo has been a gateway to the world, serving as a center of international trade and a hub for international exchange.

日本最古の歴史書「古事記」に書かれている神話によると、「淡路島」は日本で最初にできた島と伝えられており、この地方が日本文化の形成に大きな役割を果たしてきたことが想像されます。また、①UNESCOによって世界文化遺産に指定された「姫路城」をはじめ、兵庫県には文化財が数多くあります。

歴史的にも、兵庫県は②交通の発展に重要な役割を果たし、国内外との交流拠点として発展してきました。特に、1868年の神戸開港以来、世界への窓口として発展し、日本における国際貿易拠点だけでなく、国際文化の交流拠点としても重要な役割を果たしています。

(「Overview of Hyogo Prefecture 2021」の一部を改編)

2 People are each limited to what a single individual can experience on their own. But people have language. We can transmit our experience to others, and we can listen to the experience of others and share in that knowledge. On top of that, ③_____. Because of that, we can compare the experiences of many people in different circumstances and bring them together from all over into one place. When we unite those different points of view into the broadest possible thing, without creating contradictions, we call that a field of study.

(中略)

So we ④_____. Otherwise, all their labor will have been in vain.

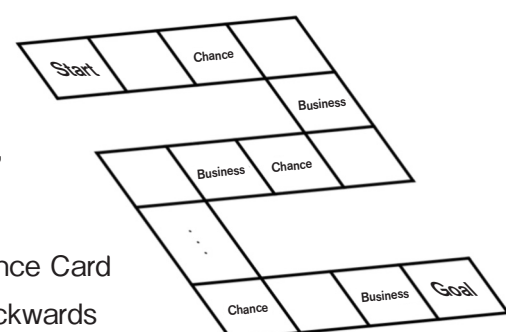
人間は、どんな人だって、一人の人間として経験することに限りがある。しかし、人間は言葉というものをもっている。だから、自分の経験を人に伝えることも出来るし、人の経験を聞いて知ることも出来る。その上に、③文字というものを発明したから、書物を通じて、お互いの経験を伝えあうことも出来る。そこで、いろいろな人の、いろいろな場合の経験をくらべあわすようになり、それを各方面からまとめあげていくようになった。こうして、できるだけ広い経験を、それぞれの方面から、矛盾のないようにまとめあげていったものが、学問というものなんだ。

(中略)

だからぼくたちは、④出来るだけ学問を修めて、今までの人類の経験から教わらなければならないんだ。そうでないと、どんなに骨を折っても、そのかいが無いことになる。

(「君たちはどう生きるか (1937, 1982)」)

総計		

	1	(1)	(2)	(3)	(4)	(5)						
I	2	<p>How to Play “Business Decisions”</p> <p>1. Create a Company – imagine a name, business and other details</p> <p>2. Make 2 types of Game Cards</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Business Decision Card</p> <p>Decisions made in the business world</p> <p>ex) 3 important things in business</p> <p>ex) 3 advertisements for your products</p> <p>→ should be (①) to any business</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Chance Card</p> <p>Situations that would affect the business</p> <p>ex) A new store open next door → lose \$50</p> <p>ex) Products featured on media → get \$40</p> </div> </div> <p>☆ Examples can (②) according to the levels of student’s understanding</p> <p>3. Rules</p> <ul style="list-style-type: none"> • Start off with \$400 • Take (③) rolling the dice • If the pieces stop on the box of “Business” or “Chance,” draw either one of the Cards • Answer the Business Decision Card or Follow the Chance Card <ul style="list-style-type: none"> ↳ GOOD = move ahead ↔ NOT GOOD = move backwards • Goal → the player will get \$(④)  <p>4. Tips for the instructor</p> <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; padding: 2px;">DO'S</td> <td style="border: 1px solid black; padding: 2px;">DON'TS</td> </tr> <tr> <td style="padding: 2px;">Facilitate students</td> <td style="padding: 2px;">Give a long explanation</td> </tr> <tr> <td style="padding: 2px;">Take notes for feedback</td> <td style="padding: 2px;">Overcorrect students</td> </tr> </table> <p>★ True Goal : To let the students acquire (⑤) of the topic by encouraging to use vocabulary & to (⑥)</p>					DO'S	DON'TS	Facilitate students	Give a long explanation	Take notes for feedback	Overcorrect students
		DO'S	DON'TS									
		Facilitate students	Give a long explanation									
		Take notes for feedback	Overcorrect students									
			1	①	②	③	④					
	2	⑤	⑥	⑦								
II	3	a	b	c	d							
		e										
	4											
	5											

I		

II		

令7 中学校・高等学校英語解答用紙 (7枚のうち7)

III	1	A		B		C	
	2	テクノロジーが () のか、また、そのようなテクノロジーの使用に基づく教育方法が () というテーマ					
	3	(1)		(2)			
	4	②		③		④	⑥
	5	() () . . . () () ()					
	6	が最も重要であるということ。					
	7						
IV	①						
	②						
	③						
V	1	①					
		②					
	2	③					
		④					

III		

IV		

V		

令7 兵庫県公立学校教員採用候補者選考試験

英語 大問 I (Listening Test)

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

【3 sec.】

No. 1

W: I haven't seen Tom since this morning.

M: He sent me a message saying he had a headache, and he would come after seeing a doctor.

W: Oh, poor Tom.

M: He's been struggling with a project recently.

W: Since he tends to get lost in his work, he must be tired.

M: That's right. I often tell him that sharing problems with us makes our works better, but he often takes everything on himself alone.

W: We should take him out more often to make him feel more relaxed.

M: Indeed. That'll be an idea.

Question: What is the man's advice for Tom?

【15 sec.】

No. 2

W: Hello, how can I help you?

M: I've been feeling dizzy since this morning.

W: Do you have an appointment?

M: No. Is it difficult to get an appointment today?

W: Hmm, though you might have to wait a bit, can you come back at around 6 p.m.?

M: I can make it, but the pharmacy next door closes at 6 p.m., doesn't it? I'd like to get some medication today.

W: You can take our prescription to a drug store near the station, which is open until 8 p.m.

M: That's good to know.

Question: Where is this conversation taking place?

【15 sec.】

No. 3

M: Are you having a trouble with your phone?

W: Yes, it wouldn't charge at all.

M: Whenever I have any trouble with my phone, I turn it off for a while. That's how I resolve the problems on my phone. Anyway, let me see it. How long has it been like this?

W: Maybe, since last night. I definitely set my phone on a charger last night but noticed it wasn't charged. I'm borrowing my friend's charger, but my phone doesn't seem to be responding.

M: Hmm, I'm sorry. I have no idea about this. There is a shop nearby that will fix it on the cheap if you want.

W: OK, I will try the first way, then if it doesn't work, I'll go to the shop.

Question: What will the woman probably do next?

【15 sec.】

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英語 大問 I (Listening Test)

No. 4

M: I need to talk to you about our camp.

W: Do you mean the camp in April for new students?

M: Yes. The problem is that, this year, the facility we usually use could only be booked on the second weekend of April.

W: I don't see any problem with that. We always schedule the camp according to when that facility is available. I think it would be more trouble to give priority to dates and use a different facility.

M: I agree with you, but the problem is the first day of school is Monday this year.

W: I see, it's going to be a long first week for the new students.

M: So, we have to take into account their fatigue when we plan the camp.

Question: What is the main problem for them?

【15 sec.】

No. 5

W: Hi, Mike. You're carrying a lot of stuff.

M: Oh, Emily. I've been on a supermarket tour today, because various supermarkets were having cheap sales.

W: I know you usually try to save money, but I don't see the point in spending time visiting multiple supermarkets in one day.

M: It's fun to go to a supermarket you don't normally use.

W: I don't like wasting money either. However, I sometimes decide to buy time with money so that there is enough time with my kids left.

M: What do you mean by that?

W: I often use a supermarket between my workplace and my house, which isn't very cheap.

M: I haven't heard much about the supermarket, but it could be reasonable. I get my shopping done on my days off. My kids look forward to going to several supermarkets with me, so that is also an important time for me to spend with my kids.

Question: Which is true about their conversation?

【15 sec.】

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英語 大問 I (Listening Test)

Listening Test 2. In this test, you will listen to a passage about a board game in class. 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 on your answer sheet. The passage will be read twice. Now, let's begin.

【3 sec.】

【本文】

Today, I'll describe how to play the game called "Business Decisions." This is a board game which has start and goal connected by the small boxes. Some of the boxes are labeled either "Business" or "Chance."

To start the game, the instructor tells students to create companies: give the company a name and describe what the company does and other details.

Next, students make two types of game cards: "Business Decision" and "Chance."

For Business Decision, students must imagine decisions they would make in the business world, and write them on the card. If students are beginner, you can model some examples like, "Name three things your business needs." If they are intermediate or advanced, "Name three ways you will advertise your product." Notice that all decisions should be relevant to any business.

For Chance Cards, students must imagine situations that will affect their business. For example, "A new store opens next door. You lose several customers. (Lose fifty dollars)", or "Your product is featured in a magazine. (Gain forty dollars)". The instructor can make these examples harder or easier, depending on how much the students understand the topic.

Then, the instructor explains the following rules.

- Each player starts off with 400 dollars, rolls the dice in turns and moves their pieces along the boxes.
- If they stop on the box "Business," take a Business Decision Card and respond to it. The instructor is responsible for judging the quality of their answers. For good answers, let move the piece one space ahead, while the answer needs improvement, move it one back. If they stop on the box "Chance," take a Chance Card and follow it. If the player loses all of his or her money, they have to start again from the beginning.
- If a player gets to the Goal, he or she gets thirty dollars and the game ends.

The most important role of the instructor is to facilitate students. Don't give a long explanation while playing the game. The instructor should take notes to offer feedback from time to time but they should not overcorrect students. The goal of the game is not to finish faster nor to gain more money. The true goal is to deepen their understanding of the topic by motivating them to use vocabulary and creatively exchange their ideas.

Thus, Board Games can be very useful in building real-world skills in a fun and non-threatening environment.

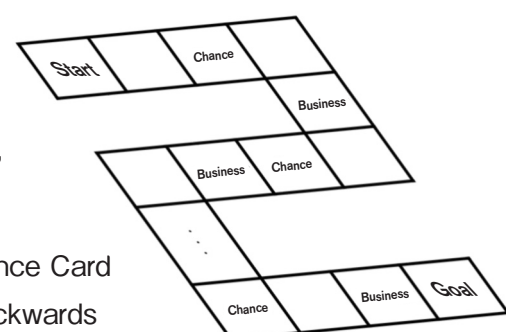
【10 sec.】

Listen again.

(※本文の繰り返し)

【10 sec.】

This is the end of the listening test.

	1	(1)	b	(2)	a	(3)	c	(4)	d	(5)	b						
I	2	<p>How to Play “Business Decisions”</p> <p>1. Create a Company – imagine a name, business and other details</p> <p>2. Make 2 types of Game Cards</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Business Decision Card</p> <p>Decisions made in the business world</p> <p>ex) 3 important things in business</p> <p>ex) 3 advertisements for your products</p> <p>→ should be (① relevant) to any business</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Chance Card</p> <p>Situations that would affect the business</p> <p>ex) A new store open next door → lose \$50</p> <p>ex) Products featured on media → get \$40</p> </div> </div> <p>☆ Examples can (② be adjusted) according to the levels of student’s understanding</p> <p>3. Rules</p> <ul style="list-style-type: none"> • Start off with \$400 • Take (③ turns) rolling the dice • If the pieces stop on the box of “Business” or “Chance,” draw either one of the Cards • Answer the Business Decision Card or Follow the Chance Card <ul style="list-style-type: none"> ↳ GOOD = move ahead ↔ NOT GOOD = move backwards • Goal → the player will get \$(④ 30 [thirty])  <p>4. Tips for the instructor</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">DO'S</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">DON'TS</td> </tr> <tr> <td style="padding: 2px;">Facilitate students</td> <td style="padding: 2px;">Give a long explanation</td> </tr> <tr> <td style="padding: 2px;">Take notes for feedback</td> <td style="padding: 2px;">Overcorrect students</td> </tr> </table> <p>★ True Goal : To let the students acquire (⑤ deeper understanding) of the topic by encouraging to use vocabulary & to (⑥ exchange ideas)</p>										DO'S	DON'TS	Facilitate students	Give a long explanation	Take notes for feedback	Overcorrect students
	DO'S	DON'TS															
Facilitate students	Give a long explanation																
Take notes for feedback	Overcorrect students																
II	1	①	ウ	②	イ	③	エ	④	イ								
	2	⑤	イ	⑥	エ	⑦	ア										
	3	a	ウ	b	イ	c	エ	d	カ								
		e	オ														
	4	成長するといふ考え方と前向きな態度															
5	ウ																

I	43

II	45

令7 中学校・高等学校英語模範解答 (7枚のうち7)

III	1	A	ウ	B	ア	C	イ		
	2	テクノロジーが (言語学習にどのような影響を与える) のか、また、そのようなテクノロジーの使用に基づく教育方法が (従来の方法よりも効果的かどうか) というテーマ							
	3	(1)	イ	(2)	ア				
	4	②	イ	③	ア	④	ア	⑥	エ
	5	(that) (the) . . . (are) (distracting)							
	6	教師が言語学習の専門知識と情報							
		技術を活用して指導する知識を備							
7	エ			オ					
IV	①	has transformed from having a scarcity to							
	②	a major change in how and what we							
	③	focus on discovering where knowledge lies							
V	1	①	which was designated by UNESCO as a World Cultural Heritage site						
		②	played a key role in developing transportation routes						
	2	③	since we invented the alphabet, we can share our experiences with each other in writing						
		④	must study as much as possible and learn from the experiences of those who came before us						

III 48

IV 24

V 40