

令8 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 take nice pictures.
b) Because he can sell the product.
c) Because he can build a real house.
d) Because he can take a break.
- (2) a) Because she has been using her smartphone too much.
b) Because she is relaxed by using apps.
c) Because she decided to go to bed at ten o'clock.
d) Because her digital device has a big screen.
- (3) a) It has a big balcony.
b) It allows pets.
c) It is furnished.
d) It has two bedrooms.
- (4) a) He passed difficult tasks to his colleagues and was taking it easy.
b) He tried to stay away from his tasks, and asked his team for help.
c) He was upset and struggled with new problems that kept coming up.
d) He listened to the customer carefully and worked on fixing the problem.
- (5) a) To reduce the number of school hours.
b) To increase the number of standardized tests.
c) To enhance individualized and collaborative learning.
d) To focus on education that specializes in digital learning.

Listening Test 2 (Refer to your answer sheet.)

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

How do you read? Some people only read dialogue, while others might skip long sections of text or only read the first and last sentence in a paragraph. Others say they read each word, and (①) the same section two or three times to make sure that they don't miss anything.

The digital age has had a (②) impact on how we read. Surveys show that Americans are reading fewer books per year than they did 30 years ago. And although the rise of social media communities like #BookTok has likely increased book sales over the last few years, the average American spends about 26 minutes reading per day but three hours on the internet or watching TV.

Experts say that the sheer amount of information available at our (③) has changed how we take in information. Online, Americans receive the data (④) of 174 newspapers per day and spend an average of 55 seconds reading an article.

Nowadays, studies suggest that we spend more time skimming and scanning, rather than close reading. Some experts (⑤) the loss of our ability to slow down and read deeply, while others say we can get it back with a little practice.

According to experts, skimming — where you skip over words and sections to grasp the main idea of a text — is a common reading strategy. That's totally fine, says Daniel Willingham, a psychologist at the University of Virginia — as long as skimming or scanning doesn't get in the way of understanding.

When thinking about how best to read a text, reading experts say that you should first 【 ⑥ 】. If your goal is to read for pleasure or finish in a short amount of time, skimming is a great way to get the general idea of what a text is saying, says Joanna Christodoulou, a professor in the department of communication sciences and disorders at the MGH Institute of Health Professions. Skimming is sufficient for most beach reads, for example, don't require us to recall details of a scene or tackle many complex or unknown words. The goal doesn't always have to be explicit. Skimming can 【 ⑦ 】, so trying to catch up on news might drive you to skim, scan, and jump around to different articles, Christodoulou says.

令8 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)

Experts often contrast skimming with “close” reading, when a reader connects new information to prior knowledge, asks questions, and develops a deeper understanding of the text (although the exact definition is contentious). Some studies have shown that a close reading session causes more widespread brain activity than skimming. For example, a graduate student might read a text closely so that they can 【 ⑧ 】, Christodoulou explains.

Willingham says that getting a deep understanding also doesn't 【 ⑨ 】 as the term “close reading” might suggest. In fact, it might be totally nonlinear and involve re-reading words or some sections of the text.

Close reading is thought to require more focused attention and is typically more time-intensive — and it can be hard to maintain that focus. “Attention is something that is always in limited supply,” says Inge van de Ven, an associate professor of culture studies at Tilburg University.

For reads that require more sustained attention, it can help to 【 ⑩ 】, Christodoulou says. Studies show that our phones — text messages, in particular — can be a major source of distraction.

In recent years, some research has suggested that reading on screens leads to more skim reading, since most digital media, from social media comments to online articles, tend to be relatively short pieces of text. Some experts argue that this has disrupted our ability to engage more deeply with long texts and, as a result, close reading is on the decline. Higher education researchers have speculated that ⑪this has had a detrimental effect on the cognitive skills of readers, particularly young readers, and negatively impacted our attention spans. However, this is hotly debated, with some arguing we don't know enough to determine the impact of readers' growing tendency to skim.

“There's a lot of discussion that social media has sort of destroyed our ability to pay attention,” Willingham says. “None of us know, because this is a very difficult research problem. There is nothing we can do.”

Willingham theorizes that our changing reading habits are likely not because our attention is degraded — that, he says, would have serious effects on other areas of cognition, like memory. But because the internet provides an opportunity for endless entertainment, our willingness to focus on a text might be decreasing, he says. There's also a sense that we need to consume information quickly, because there's so much of it, he adds. He is optimistic, however, that most people can learn these close reading skills with practice.

“The mind wants to sample different things and see what's going on in your environment. And in some ways, sustaining attention on the same thing for very long periods of time is not necessarily a natural state,” Willingham says. Don't be surprised if you're reading a dense literary tome* and get distracted, he adds. “Everyone's bad at sustaining attention.” But like any other practice, it gets easier the more you do it, he says.

Overall each person's reading journey is unique, experts emphasize. Their motivation and skills may all be different, so it's no wonder people employ a number of reading strategies, Christodoulou explains. It might not be helpful to pit skimming and close reading against each other, but rather to understand that both are important to learn and consume content, especially in the digital age.

(注) a dense literary tome 分厚い文学書

【Modified from an article from National Geographic (January 17, 2025)】

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

- | | | | | | | | |
|-----------|-------------|---|-------------|---|------------|---|------------|
| (①) : ア | replace | イ | disregard | ウ | ignore | エ | revisit |
| (②) : ア | superficial | イ | profound | ウ | negligible | エ | temporary |
| (③) : ア | blinks | イ | legs | ウ | chuckles | エ | fingertips |
| (④) : ア | equivalent | イ | equipment | ウ | emergence | エ | enrichment |
| (⑤) : ア | applaud | イ | consolidate | ウ | bemoan | エ | enthrall |

2 Choose the best phrases from the six choices to fill 【 ⑥ 】 – 【 ⑩ 】, Write the letter on your answer sheet.

- ア minimize distractions and get yourself in the right headspace
イ get you “headline” comprehension of something
ウ improve reading speed while retaining comprehension is to increase your vocabulary
エ mean reading each word in order
オ consider what you want to get out of it
カ remember the information after the materials are no longer in front of them

3 What does “this” in the underlined part ⑪ refer to? Write the answer in Japanese within 12 letters on your answer sheet.

令8 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)

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

- ア Skimming always leads to misunderstanding and poor reading comprehension.
- イ Skimming is an effective strategy when you want to quickly grasp the main idea of a text.
- ウ Close reading requires reading each word by skipping some sections to finish in a short amount of time.
- エ There is a clear consensus among experts that social media has permanently damaged our attention span.
- オ People's reading habits have changed in the digital age, with more skimming and less deep reading.

5 Choose the best title for the passage from the four choices. Write the letter on your answer sheet.

- ア The history of a digital world
- イ How 'social media' changed our eyesight
- ウ Is there a 'right' way to read?
- エ What makes a book worth reading?

III Read the following passage and answer each question.

For language teachers who wish to connect their teaching to the space beyond the classroom, one idea that has been put forward to help to achieve ①this aim is 'contact assignments', that is, assignments whose stated purpose is to establish authentic interaction with people outside the school via the L2* (Nunan 2014). These assignments can vary in form and scope, from interviewing someone local to study abroad trips, tandem e-learning partnerships, study villages (e.g. camps within a country creating a language community of use for a short time) or other projects designed to foster contact with L2 speakers. In particular, study abroad trips and exchange schemes can have long-lasting effects on learners which they will remember many years later (Mercer 2011) and which will act as notable 'milestones' (Steinwider 2016: 18) not only in their linguistic but also in their social, cultural and personal development.

Many students who show signs of disengagement in school show more positive emotion and stronger behavioural engagement in out-of-school contexts ... A Why are schools such disengaging places for these students? Why do these same students show higher engagement in other settings? (Fredricks 2014: 65)

When language learning takes place within the host environment (e.g. learning French in Paris), opportunities for L2 contact are seemingly (②), but this does not necessarily mean that learners will be able to take advantage of the various openings without some explicit guidance. For example, there is evidence that some international students studying in the UK fail to experience any real engagement with the local L2-speaking community, and thus their exposure to the L2 largely remains (③) to what they learn in the classroom. An illustration from Canada indicates that this problem is not limited to the UK, but on the positive side, Shelley Hill's account of an intriguing project in Vancouver shows that engagement with the local community can be substantially (④) through focused teacher intervention.

ILLUSTRATION : A CASE STUDY OF A CONTACT ASSIGNMENT IN CANADA

Shelley Hill teaches in an English for Academic Purposes programme in Vancouver, Canada. The learners typically come from diverse countries in Asia and South America. She noticed that after attending class from 8:30 to 12:30 every day, many of her students would go home and spend the rest of the day playing video games, despite being in a vibrant English-speaking environment.

B Shelley decided to change this situation by giving them a contact assignment in each of these three categories (i.e. classmates, college, community). Students received a worksheet which explained the assignments and which also offered suggestions for possible engagement. They were asked to carry out one activity every two weeks, until they completed all three categories. As Shelley explains, she tried to make the task fairly simple because the students' workload in the course was heavy, so they only had to write a few sentences about their experiences and then post it on an online bulletin board, along with an illustrative photo or video. Here is what she found: The response was amazing! Students were trying new places, joining workshops at the college and helping each other with homework. Also, by sharing their experiences on their class [website], they were able to see what their classmates were doing and get ideas of new things to do from there. They wrote about how useful the college workshops were and that they would be attending more in the future. They also tried community events and met new people. And they started to explore Vancouver. It was very exciting! At the end of the project, she gave them a reflection worksheet and asked about their experience in the project. 95% gave positive feedback and thanked her for helping them try new things. The only negative comments were that it was too much work. Her students are certainly (⑤) than ever!

令8 中学校・高等学校英語 (7枚のうち4)

(解答はすべて、解答用紙に記入すること)

Community-service projects also offer particular potential for getting involved in the local community in a way that also benefits that community. Language-related examples of such projects could be reading aloud to the visually impaired, organising a charity fundraising event, tutoring younger children in school, performing a play in the target language for senior citizens, or interviewing and writing the stories of the ‘invisible’ or ‘unsung heroes’ in the local community. C From a language teaching point of view, it is, of course, easier to devise projects when the context is an L2 setting, but the same notion can also work online and at a distance with communities globally that use the language you are teaching. For example, students could write letters or greeting cards to those in need, create an online magazine, join international social initiatives to support the needy and champion worthwhile causes, or offer (perhaps online) services to L2 visitors to their country — in short, in our globalized age, if one looks more closely, there are many potential openings, and once your students realise ⑥this, they might well feel able and willing to seek out something appropriate for themselves. Setting the right tone for any projects like these is of crucial importance.

(注) L2 第二言語

【Modified from “Engaging Language Learners in Contemporary Classrooms” (2020)】

1 What does “this aim” in the underlined part ① refer to? Pick out 10 English words from the passage (not including commas) and write them on your answer sheet.

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

ア That is, they were not engaging with their classmates, the college or their local communities.

イ The differences in engagement across these two contexts raise some important questions.

ウ It may be even more effective in terms of engagement when learners are the ones to identify the service need and establish the steps of the project in their local community.

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

(②) : ア abundant

イ unexpected

ウ scarce

エ precious

(③) : ア related

イ restricted

ウ connected

エ unlimited

(④) : ア damaged

イ weakened

ウ diminished

エ enhanced

(⑤) : ア more depressed

イ less exposed

ウ more engaged

エ less fascinated

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

(1) The author mentions that _____.

ア there are various effective contact assignments to encourage learners to connect with L2 speakers

イ language teachers wish to establish authentic interaction with people outside the school to start contact assignments

ウ interviewing someone local can have long-lasting effects on learners, both in their linguistic and cultural development

(2) In a contact assignment given by Shelley Hill, students had to _____.

ア help each other to hold workshops at the college

イ choose which category of engagement they wanted to complete in two weeks

ウ post a few sentences about their experiences with a photo or video

(3) The author mentions that _____.

ア organizing a charity fundraising event with disabled people will not be advantageous to language learning

イ it is impossible for teachers to conceive community-service projects online

ウ community-service projects create opportunities for students to take part in the local community and benefit that community

5 What does “this” in the underlined part ⑥ refer to? Write the answer in Japanese within 30 letters on your answer sheet.

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

ア Some contact assignments can be notable milestones in learners’ linguistic, social, cultural, and personal development.

イ Shelley Hill found out that her students went home after school because they were not in an English-speaking environment.

ウ Shelley Hill found that her students got more confused by taking part in college workshops and sharing their experiences there.

エ The reflection worksheet given by Shelley Hill showed that her assignments were helpful for her students to learn English by trying new things.

オ Writing stories of invisible heroes in the local community is the terminating goal for the students.

令8 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)

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

Entering the era of 100-year life, family structures are ① (lives / people's / becoming / changing / are / and) more diverse. However, fixed attitudes towards gender roles still remain in Japan, with paid working hours heavily skewed toward men and unpaid working hours heavily skewed toward women.

In recent years, the ideal way of life, particularly for the younger generation, has been changing. In promoting the formation of a gender-equal society, it is crucial to grasp these changes and ② (create / the younger generation / which / a society / in / to), those bearing the future of our country, can realize their ideal way of life and way of working. This will also lead to the empowerment of all people as family structures change and people's lives become more diverse.

Now is the time ③ (are / to / on / practices / premised / review / that) the fixed attitudes towards gender roles, such as working long hours, and switch from the "Showa Model" of men working and women staying at home to the "Reiwa Model" – a society where all people can be actively involved both at home and at work, according to their wishes.

【Modified from "The White Paper on Gender Equality 2023 (June 2023)"]

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

1 When the foil lid of a yogurt container is peeled off, the lump of yogurt clinging to the back of lid turns into a ball and slips off. ① _____, the densely hairy surface of which repels water. And to mimic this, the developers made tiny bumps on the foil surface.

That is one example of ② _____.

Another is the development of neural networks, which mimic the workings of the human brain and teach that to computers. This year's Nobel Prize in Physics was awarded to two scientists who developed neural networks that enabled artificial intelligence.

アルミ箔で出来たヨーグルトのふたをはがすと、裏についていた固まりが玉になって落ちてゆく。①この仕組みは、植物の葉っぱをヒントに開発された。密集した毛が水をはじくのだ。そしてこれに学んで、ふたに細かい凹凸をつけた。

②自然界にあるものをまねして、科学技術に生かす一例だ。

また、人間の脳の仕組みを模倣した回路「ニューラルネットワーク」で、コンピュータに学習させる例もある。人工知能（AI）の基礎を作った2人の科学者が今年のノーベル物理学賞に選ばれた。

(「天声人語 2024年10月11日」の一部を改編)

2 At the time of the Great Kanto Earthquake, the proportion of foreigners in Japan's population was only about 1 in 1,000, but today, it has increased significantly to about 1 in 45. In addition to the number of foreigners residing in Japan, the number of foreigners temporarily staying in Japan for travel or work has also increased dramatically over the past 100 years.

③ _____, many foreigners residing or temporarily staying in Japan would become victims.

In such a case, a situation in which foreigners are unable to take a prompt evacuation action or receive adequate support at shelters due to the Japanese language barrier must be avoided. Thus, relevant ministries and agencies are currently working together to ensure the dissemination of information in multiple languages, and ④ _____.

関東大震災が発生した頃に日本の人口の約1,000人に1人の割合しかいなかった外国人は、現在では、約45人に1人の割合と大幅に増加している。また、日本に居住している外国人に加えて、旅行や仕事等で一時的に滞在している外国人もこの100年間で飛躍的に増加している。

③このような状況下で災害が発生した場合、日本に居住している外国人や一時的に滞在している外国人も数多く被災者になることとなる。

その際、日本語という言語の理解が壁となって、外国人が災害発生時に迅速な避難行動を取れない、又は避難所等において十分な支援を受けられないといった事態は避けなければならない。このため、現在、関係省庁が連携して、多言語による情報発信の取組などを進めているところであるが、④引き続き、外国人が必要な情報を容易に入手できるようにすることが重要である。

(「令和5年度版 防災白書」)

総計		

I	1	(1)		(2)		(3)		(4)		(5)	
	2	<div>Characteristics of Effective Feedback</div> <div><div>● Effective feedback focuses on guiding learners through specific learning (①).</div><div>● Successful learning is more likely when learners have clear and specific learning (②).</div><div>● Effective feedback should target areas where learners have partial understanding and offer a suitable (③).</div><div>● Learners are expected to actively (④) with the feedback they receive to improve.</div><div>● Effective feedback addresses both positive and (⑤) aspects to provide balance.</div><div>● Feedback is most beneficial when provided in a (⑥), non-threatening learning environment.</div></div>									
II	1	①		②		③		④			
		⑤									
	2	⑥		⑦		⑧		⑨			
		⑩									
	3									ということ。	
	4										
	5										

I		

II		

令8 中学校・高等学校英語解答用紙 (7枚のうち7)

Ⅲ	1																		
	2	A					B					C							
	3	②					③					④					⑤		
	4	(1)					(2)					(3)							
	5																		
ということ。																			
6																			

Ⅳ	①														
	②														
	③														

Ⅴ	1	①													
		②													
	2	③													
		④													

Ⅲ		

Ⅳ		

Ⅴ		

令 8 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 once. You will have 15 seconds to choose the best answer for each question. Now, let's begin.

【3 sec.】

No. 1

M: Hi Jessica, take a look at this picture!

W: What is this? A house?

M: Yes, but it's not a normal house. It's a miniature house, and only 10 centimeters high.

W: Wow, it's very small but looks like a real house.

M: Thanks. It took a month for me to build it. Lately, I've been interested in making such things.

W: That's a nice change of pace.

M: Exactly. That's exactly why I like my new hobby.

Question: Why does the man like his new pastime?

【15 sec.】

No. 2

M: Hey Mika, you look tired. What's going on?

W: Hi, Louis. Thanks for checking on me. I've been suffering from a lack of sleep over the past few weeks.

M: That's not good. What time did you go to bed last night?

W: Well, by the time I noticed, it was already the next day. Every time I use my phone to check something, I end up wasting time using all kinds of apps.

M: Smartphones are very useful, but using them too much will harm you physically and mentally.

W: How so?

M: For example, your eyes get tired and dry from looking at a screen. Moreover, overusing digital devices puts a lot of stress on your brain. You may become more emotional.

W: That's terrifying. I've made up my mind now. I won't use my smartphone after 10 p.m.

Question: Why hasn't the woman been able to sleep well recently?

【15 sec.】

No. 3

W: Hello, I'm looking for a one-bedroom apartment close to the train station.

M: Sure. Do you have a budget in mind?

W: Yes, a rent of under \$1,500 per month would be ideal. Also, I'd prefer a quiet place since I work from home.

M: Got it. How about this room? It's five minutes from the station, very quiet, and the rent is \$1,200 per month.

W: That sounds nice. Does it have a separate kitchen?

M: Yes, it does. Moreover, it has a big balcony, but pets are not allowed.

W: That's too bad, I have a small dog.

Question: What is one of the conditions the woman is looking for in an apartment?

【15 sec.】

令8 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)

No. 4

W: Good afternoon. Thanks for coming in today. Can you tell me why you applied for this position?

M: I had worked in customer service before I got married. I am good at helping people solve problems.

W: That's great to hear. Can you tell me about a time when you handled a difficult situation?

M: I once had a customer who was very upset, but I listened to him carefully and helped him fix the issue.

W: That's a good example. How do you usually deal with stress at work?

M: I try to stay calm while working on tasks, and I ask my team for help when needed.

Question: What did the man do to deal with the difficult situation he mentioned?

【15 sec.】

No. 5

W: Hey, have you heard about the new educational initiatives in Minato Town?

M: Not yet. What's new?

W: They're implementing a system called the "Minato Learning System" to enhance individualized and collaborative learning.

M: That sounds interesting. How does it work?

W: It allows all students to use their personal devices in class, improving teaching methods and utilizing local community resources to support learning.

M: That's a comprehensive approach.

W: Yes, the goal is to cultivate students' abilities to think independently and work collaboratively.

Question: What is the main goal of the "Minato Learning System"?

【15 sec.】

令 8 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)

Listening Test 2. In this test, you will listen to a passage about Giving feedback to language learners. Refer to your answer sheet, which is an incomplete summary of the 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 suitable word on your answer sheet. The passage will be read twice. Now, let's begin.

【3 sec.】

【本文】

In practice, there are often a number of differences between feedback on speaking and on writing. The former is often less direct, more immediate and more public than the latter.

Effective feedback is about learning tasks. Some researchers distinguish feedback about the individual learner, feedback about the learner's performance on a particular task and feedback about the way a learner has approached a task. Of these, the first is least likely to contribute to the realization of the goals of effective feedback.

Effective feedback is specific and related to learning goals. Successful learning is most likely to take place when learners have clear and specific learning goals. Feedback which provides information about how to achieve these goals (for example, for a particular task) is more effective than general feedback.

Effective feedback is appropriately challenging and targets areas where improvement is possible. This is most likely to be the case when a learner has partial understanding or control of an aspect of their learning, rather than a complete lack of understanding or control.

Effective feedback entails the active involvement of the learner. One key role of effective feedback is to nudge learners towards greater autonomy. Feedback from a teacher is not the last event in this process. To be effective, it needs to prompt a learner to modify their knowledge, language production or learning strategies. Active involvement on the part of the learner is therefore necessary and this is likely, over time, to entail a change in the teacher's role, as they become less 'centre-stage'.

Effective feedback is a combination of the positive and the negative. Although feedback is often seen first and foremost as the drawing of attention to errors, feedback on correct responses has been found to be more effective. More generally, it can be said that feedback is most effective when it is given in the context of a supportive, non-threatening learning environment.

【10 sec.】

Listen again.

(※本文の繰り返し)

【10 sec.】

This is the end of the listening test.

総計		
200		

I	1	(1)	d	(2)	a	(3)	b	(4)	d	(5)	c		
	2	<div>Characteristics of Effective Feedback</div> <div><div>● Effective feedback focuses on guiding learners through specific learning (① tasks).</div><div>● Successful learning is more likely when learners have clear and specific learning (② goals).</div><div>● Effective feedback should target areas where learners have partial understanding and offer a suitable (③ challenge).</div><div>● Learners are expected to actively (④ participate / engage) with the feedback they receive to improve.</div><div>● Effective feedback addresses both positive and (⑤ negative) aspects to provide balance.</div><div>● Feedback is most beneficial when provided in a (⑥ supportive), non-threatening learning environment.</div></div>											
II	1	①	エ		②	イ		③	エ		④	ア	
		⑤	ウ										
	2	⑥	オ		⑦	イ		⑧	カ		⑨	エ	
		⑩	ア										
	3	精	読	が	減	少	し	て	い	る	ということ。		
	4	イ			オ								
	5	ウ											

I	43		

II	45		

令8 中学校・高等学校英語模範解答（7枚のうち7）

Ⅲ	1	to connect their teaching to the space beyond the classroom															
	2	A	イ			B	ア			C	ウ						
	3	②	ア			③	イ			④	エ			⑤	ウ		
	4	(1)	ア			(2)	ウ			(3)	ウ						
	5	グ ロ ー バ ル 化 し た 現 代 は 目 を 凝 ら															
		せ ば 多 く の 可 能 性 に 満 ち て い る															
		ということ。（ 29 語 ）															
6	ア				エ												

Ⅳ	①	changing and people’s lives are becoming													
	②	to create a society in which the younger generation													
	③	to review practices that are premised on													

Ⅴ	1	①	The development of this design was inspired by plant leaves												
		②	imitating nature and applying it to science and technology												
	2	③	If a disaster were to occur under these circumstances												
		④	it is important to continue to ensure that foreigners can easily obtain necessary information												

Ⅲ	48		

Ⅳ	24		

Ⅴ	40		