# 令和９年度　公立学校教員採用候補者選考試験問題

英　　語



注意　答はすべて解答用紙の解答欄に記入すること。

〔放送による問題について〕
・第１問題及び第２問題は放送による問題とする。
・放送は試験開始 15 分後に始める。
・第１問題の放送を終了してから約 10 秒後に第２問題の放送を始める。
・メモをとってもかまわない。

（語数の制限のある問題について）
・コンマ、ピリオド、疑問符等は語数に入れないものとする。

第１問題　放送される（１）～（５）の英文を聞き、英文の内容に合うものとして最も適切なものをア～エの中から一つずつ選び、記号で答えよ。なお、英文は１回ずつ放送され、選択肢は放送されない。

（１）　ア　The UN's highest court ordered all coal plants worldwide to close by 2026.
　　イ　The judges warned nations could violate international law by failing to curb climate change.
　　ウ　The judges rejected any mention of reparations for climate-related harm.
　　エ　The ruling mainly dealt with maritime fishing zones and overfishing disputes.

（２）　ア　The alert focused on measles outbreaks all over the world.
　　イ　The virus reportedly disappeared completely and cannot return.
　　ウ　WHO said 5.6 billion people in 119 countries risk chikungunya infection.
　　エ　WHO claimed the virus only causes mild fever lasting a few hours.

（３）　ア　The rescue team instantly located the man's Chihuahua.
　　イ　The man communicated with rescue crew to ask for help via radio.
　　ウ　The incident occurred on a glacier in northern Switzerland.
　　エ　The Chihuahua's walking back and forth led rescuers to its owner.

（４）　ア　The U.N. report found world hunger fell to about 673 million people in 2024.
　　イ　Hunger affected over seven hundred million people for three consecutive years.
　　ウ　Conflict ended worldwide, ensuring permanent food security everywhere.
　　エ　Fewer people in Africa and the Middle East are suffering from food shortages than before.

（５）　ア　Rucapillan is the Mapuche name for "active volcano" in the Chile.
　　イ　The smoke ring is volcanic ash frozen instantly into a perfect halo.
　　ウ　Lenticular clouds form as moist air flows up Chile's Villarrica volcano.
　　エ　Dr Corwin Wright teaches atmospheric physics in the University of Chile.

**第２問題　放送される（１）、（２）の英文を聞き、英文の要旨となるよう、空所に適切な英語を５語以上10語以下で答えよ。なお、英文は２回放送される。１回目の放送の10秒後に２回目が放送され、その30秒後に二つ目の英文が放送される。**

（１）　A very small percentage of plastic produced each year is recycled; the rest ＿＿＿（５語以上 10 語以下）＿＿＿ the natural environment each year. While many countries have failed to agree on reducing plastic pollution, experts say that ＿＿＿（５語以上 10 語以下）＿＿＿ to solve the problem.

（メモ欄）

A very small percentage of plastic produced each year is recycled; the rest ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[5] ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[10] the natural environment each year. While many countries have failed to agree on reducing plastic pollution, experts say that ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[5] ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[10] to solve the problem.

（２）　The author explains that John Uttley ＿＿＿（５語以上 10 語以下）＿＿＿ are more beneficial. The government supports innovation, but he is concerned that ＿＿＿（５語以上 10 語以下）＿＿＿ .

（メモ欄）

The author explains that John Uttley ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[5] ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[10] are more beneficial. The government supports innovation, but he is concerned that ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[5] ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿ ＿＿＿[10] .

**第3問題　次の（1）～（7）の（　　）に入る適切な語句をア～エの中から一つずつ選び、記号で答えよ。**

（1）　A：I need to seek advice from my boss.
B：About the project?
A：Yeah, I'm（　　）. This is so confusing.
ア　stuck　　イ　submissive　　ウ　relieved　　エ　indignant

（2）　A：This noise is driving me nuts.
B：It's really（　　）my focus.
A：Let's find a quiet spot.
ア　rushing　　イ　effecting　　ウ　bruising　　エ　affecting

（3）　A：How may I help you?
B：Do you have a single room for tonight?
A：Yes, we have one（　　）.
ア　conceivable　　イ　available　　ウ　tractable　　エ　deplorable

（4）　A：I just heard the news about Mike. I'm surprised.
B：Yeah,（　　）my repeated warnings, he finally got fired.
A：It's sad, but it was bound to happen if he didn't change his attitude.
ア　in token of　　イ　instead of　　ウ　on account of　　エ　in spite of

（5）　A：What do you consider your strength?
B：I'm very communicative. I'm not（　　）about speaking my mind and I will confront people if necessary.
A：That is certainly a good characteristic for a sales rep.
ア　flexible　　イ　proficient　　ウ　frantic　　エ　hesitant

（6）　A：Do you have anything for sprain? I overdid the hiking today.
B：Let me see. Oh, we've（　　）bandages. I'll slip out in a few minutes and get you some.
A：Thank you. I'll wait here.
ア　passed by　　イ　run out of　　ウ　caught up on　　エ　fallen out of

（7）　A：That soup looks good. Did you make it yourself?
B：I certainly did. Here you are.
A：Thanks. Hmm... what's this? It tastes like onions and cookies! Awful! The people here will（　　）if they taste this.
ア　complain　　イ　accelerate　　ウ　flatter　　エ　applaud

**第4問題　次の（1）、（2）に答えよ。**

（1）　次の英文を読み、英文の内容と一致するものを後のア～オの中から一つ選び、記号で答えよ。

**The undersea cables that power the world**

On a recent spring day, a chunky, 560-foot-long ship with a bulbous nose and a stern bristling with heavy equipment sat at the end of a slender quarter-mile pier off the forested coast of Finland.

The vessel, at 170 meters and called the Monna Lisa, which was recently built in Romania for about 250 million euros ($290 million), will serve as an important instrument in the expansion and reconfiguring of electric power systems around the world.

Over a week's time, about 80 miles (130 kilometers) of high-voltage cable snaked out from a factory to the boat, where it was coiled into tall stacks on big turntables.

This complex in Pikkala, on the outskirts of Helsinki, the Finnish capital, is one of the few places in the world that can produce conduits with the capacity to link countries and the durability to withstand the rigors of the ocean depths.

Electric power is no longer the humdrum industry it used to be. In the next decades, the world is expected to experience increased demand for electricity to feed a variety of needs, from data centers to electric vehicles. The power grid itself is also being modernized and extended to reach new sources of generation and trade energy across borders.

Undersea routes are often the preferred option for sharing power between countries or simply keeping cables out of sight.

For Prysmian, the Milan-based company that operates the factory, demand for these heavy-duty cables is far outrunning what it can supply.

"We are basically sold out through 2028," Massimo Battaini, chief executive of Prysmian, said in an interview at the plant. He added that orders on the books for these conduits, which can carry up to two gigawatts of power, have jumped to around €17 billion from €2 billion five years ago.

The market is so tight, experts say, because making these high-capacity cables is difficult and time-consuming. To form the cores that conduct electricity, as many as 161 strands of copper or aluminum need to be wrapped together. At the factory, these wires — often three to a cable — are encased in polyethylene insulation, jacketed in plastic and lead, and armored with a metal sheath.

It is more efficient to make the cables if they are hanging vertically, so manufacturing lines run up medieval-looking towers. The Finnish plant, which has about 510 employees, recently added one more than 600 feet high to increase production to around 1,150 miles a year.

ア　About 80 miles of high-voltage cables were loaded onto the ship in just one day.

イ　The Monna Lisa, a 560-foot vessel built in Romania, will help expand global electric power systems.

ウ　Parts of the power grid are often installed under the sea because it is less costly.

エ　Demand for Prysmian's cables has fallen to $2 billion from $17 billion five years ago.

オ　Prysmian's Finnish plant employs around 150 workers and produces over 1,150 miles of cable annually.

（2） 次の英文を読み、英文の内容と一致するものを後のア～オの中から二つ選び、記号で答えよ。

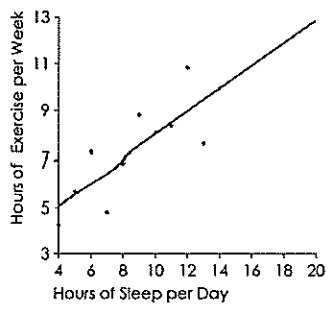
Mark Twain once wrote, "There are three kinds of lies: lies, damned lies, and statistics." (He attributed the quip to former British prime minister Benjamin Disraeli, but its true origin is unknown.) Given the foundational importance of statistics in modern science, this quote paints a bleak picture of scientific endeavors. Several generations' worth of scientific progress have proved Twain's sentiment to be an exaggeration. Still, we shouldn't discard the wisdom in those words. Although statistics is an essential tool for understanding the world, employing it responsibly and avoiding its pitfalls require a delicate dance.

One maxim that should be etched into the walls of all scientific institutions is to visualize your data. Statistics specializes in using objective, quantitative measures to understand data, but there is no substitute for graphing something out and getting a look at its shape and structure with one's own eyeballs. In 1973 statistician Francis Anscombe feared that others in his field were losing sight of the value of visualization. "Few of us escape being indoctrinated" with the notion that "numerical calculations are exact, but graphs are rough," he wrote. To quash this myth, Anscombe devised an ingenious demonstration known as Anscombe's quartet.

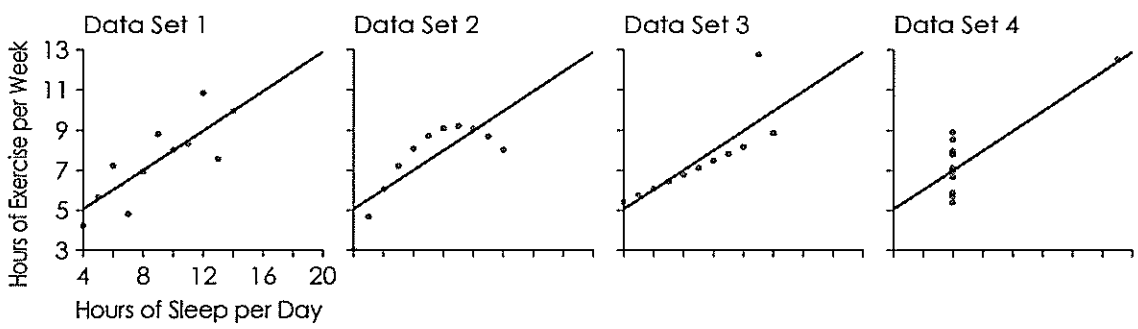
To appreciate Anscombe's quartet, let's slip into the lab coat of a scientist. Suppose you're interested in the relation between how much people exercise and how much they sleep. You survey a random sample of the population about these habits, record the answers in a spreadsheet and run the results through your favorite statistics software. The summary statistics look like the following (this example is not based on real data) :

Hours of exercise per week: average, 7.5; standard deviation, 2.03
Hours of sleep per day: average, 9; standard deviation, 3.32
Correlation between the two: 0.816

On average, the people in your sample exercise 7.5 hours per week and sleep nine hours per day. Standard deviation measures how much variation there is in your sample. Here it's moderate for both variables, indicating that most people you surveyed don't veer too much from the averages. The two are highly correlated, which implies that people who exercise more are also likely to sleep more. The software also outputs a line of best fit, which describes the general trend of your data, as shown below.




Given this summary, it might be tempting to suppose that the data look something like data set 1 in the plots below. Each dot represents one person in your survey and is positioned according to that person's individual sleep and exercise habits. The chart depicts a strong upward linear trend, which suggests that as people exercise more, they also sleep more (perhaps because both are indicative of a generally healthy lifestyle or because workouts are fatiguing) . There is little of the random variation characteristic of the real, messy world. Anscombe showed that, amazingly, all four of the different data sets shown below have identical summary statistics.



ア　Twain is known as the originator of "lies, damned lies, and statistics."

イ　Anscombe devised four data sets with identical statistics that look strikingly different when graphed.

ウ　The sleep-exercise example reports a correlation of 0.861, indicating a weak relationship.

エ　None of the four graphs have any outliers that stand away from the other points.

オ　The four data sets show how the same statistics could lead to different conclusions once visualized.

**第5問題　次の問に答えよ。**

**問1**　次の英文を読み、後の（1）、（2）に答えよ。解答はそれぞれア～エの中から一つずつ選び、記号で答えよ。

Imagine a young man, James. James is kind, intelligent, and self-aware — perhaps a little *too* self-aware. James is always worried about something, and today, he's worried about a little health niggle that's caught his attention. He researches online and gets steadily more alarmed at the possibilities. Then he stops and checks himself: "I'm probably overthinking things," he thinks.

So he stops stressing about his health and starts stressing about his thoughts about his health. Maybe what he really needs is some therapy. But what kind? His thoughts run away with him, and soon he is inwardly debating his options for counseling, arguing with himself, putting himself on trial, defending himself, questioning himself, ruminating on endless memories, guesses, fears. He stops and checks himself. He wonders, "Is this what it's like to have anxiety? Is this a panic attack? Or maybe I have schizophrenia and don't even know it yet." He thinks that nobody else agonizes over nothing like he does, right? In fact, the moment he has that thought, his head is filled with seemingly millions of examples of all the times people have criticized him.

He then puts a magnifying lens on all his flaws and starts turning each of them over in his mind, wondering why he is the way he is, tortured by the fact that he can't seem to just "let it go." After an hour of this, he realizes with despair that he is no closer to making a decision about his health issue, and instantly feels depressed, sinking into a storm of negative self-talk where he tells himself over and over again that this always happens, that he never sorts himself out, that he's too neurotic...

Phew! It's hard to see how all of this torment and mental anguish started with nothing more than James noticing he had a weird-looking mole on his shoulder!

We all live in a highly strung, overstimulated, highly cerebral world. Overthinking puts our ordinary cognitive instincts in overdrive. Excessive thinking occurs when our thought processes are out of control, causing us distress. Endless analysis of life and of self is usually unwanted, unstoppable, and self-defeating. Ordinarily, our brains help us solve problems and understand things more clearly — but overthinking does the opposite.

Whether you call it worry, anxiety, stress, rumination, or even obsession, the quality that characterizes overthinking is that it feels awful, and it doesn't help us in any way. Classic overthinking often amplifies itself or goes round in circles forever, and thoughts seem intrusive.

（1）According to the passage, why does James become even more worried after he stops stressing about his health?

ア　Because he realizes that he is thinking too much once searching online.

イ　Because he starts worrying about his thoughts themselves and imagines many possible problems.

ウ　Because he has decided to visit a doctor and is afraid of what the doctor might say.

エ　Because he thinks people are criticizing him for worrying too much about his health.

（2）Which of the following is an appropriate title for this passage?

ア　How to Improve Your Memory with Deep Thinking

イ　The Benefits of Worrying About Your Health

ウ　Why Too Much Thinking Makes Life Harder

エ　James Learns to Control His Emotions

**問2**　次の英文を読み、後の（1）、（2）に答えよ。解答はそれぞれア～エの中から一つずつ選び、記号で答えよ。

The first time the Weddell seal notices the orcas, it's already surrounded. Until moments before, it had been resting on an ice floe deep in an Antarctic channel. Then three killer whales' heads appear, bobbing up and down. The orcas are hunting.

On this sheet of sea ice, the nearly thousand-pound seal would be unreachable for most marine predators. But these orcas — a matriarch with her daughter and granddaughter — are three of about a hundred known to have mastered a hunting technique called wave washing. The secret: working together to turn water into a weapon.

The orcas, having identified their target, form a battle line and start charging toward the floe. Just before reaching it, they rotate to their sides in a single, synchronized motion and plunge underwater. The momentum creates a wave so powerful that it floods the ice sheet, cracking the surface and whipping the flailing seal around. Slowly and methodically, they repeat the charge. The ice fractures more. On the third charge, the wave sends the seal flying into the sea. It scrambles to climb onto a piece of ice, then disappears from view, grabbed from below by a killer whale.

"It's completely sinister to watch," says wildlife filmmaker Bertie Gregory, who's spent a decade tracking the orcas, known as B1, a population of pack ice killer whales. The level of intelligence that goes into making each wave "is staggering," he says. "This isn't subtle. They are problem solving using very complex teamwork. They're using water as a tool." Sometimes it'll take one wave, about five minutes, before a seal is flung into the sea. Other times a pod can wave wash up to 30 times, about two to three hours, before getting the prey. Scientists rarely see failed hunts. "This behavior is not innate; it's learned and mastered over decades," says Gregory. "Every time they make waves, it almost feels like more of a teaching experience than hunting."

But as Antarctica warms and sea ice vanishes, Weddell seals are increasingly staying on land, out of orcas' reach. To track how the B1 orcas cope with a warming habitat, scientists have identified all hundred or so individuals. They've found B1s are losing about 5 percent of their population every year. Whether this subgroup "will go extinct or just adapt their behavior, we don't know," says Gregory. But with fewer opportunities for the orcas to wave wash, "we're seeing an extinction of a culture."

（1）According to this passage, which of the following is a correct statement?

ア　The B1 orcas have learned to attack seals using waves cooperatively.

イ　The orcas' hunting method is instinctive and does not require learning.

ウ　The Weddell seals are hunting orcas as sea ice disappears.

エ　The B1 orcas' population is increasing due to hunting seals.

（2）Which of the following is an appropriate title for this passage?

ア　The Disappearance of Weddell Seals in Antarctica

イ　When Orcas Turn Water into a Weapon

ウ　How Antarctica's Ice Formations Create New Species

エ　What Seals Do to Survive Global Warming

**第6問題　次の英文を読み、後の問に答えよ。**

"Is there, like, anything extra I can do to get my grade up?"

A student of mine asked me that question at the end of one class last year. We had recently finished a test on factoring, which she had been struggling with. When I handed back her first test, I could see how it broke her. The look on her face said that once again, she had failed. Once again, she had fallen short. I didn't have the chance to speak with her in that moment, but she approached me later to ask the question.

Of course, as educators, we should be encouraging — and maybe even incentivizing —learning experiences for students. We want them to experience the world and develop both their knowledge and their learning ability across a wide range of both academic and nonacademic subjects. It makes some sense that some educators would choose to offer extra credit for extracurricular work.

On the other hand, if we incentivize self-directed learning outside the classroom, the student who has to work after to put food on their table or to help keep a roof over their head doesn't have a level playing field with the student who comes from a financially stable background. I've had both students in my classroom.

I think the real conversation is about the role of grades and how we approach grading. In my perfect world, we wouldn't have grades at all, which would eliminate this issue entirely. Since we don't live in my perfect world, we need to return to the question our student asked at the beginning of this essay.

For me, the answer is no. There isn't anything *extra*, but there is plenty they can do to improve their grade. I believe that grades should reflect student understanding. That understanding is going to change over time, even for topics the class has already covered. This means that as long as a student is willing to learn, I won't penalize them for where they started. In my class, students can finish their assignments and retake tests as many times as necessary to demonstrate their understanding.

Ultimately, my goal as a teacher is to help my students develop their understanding of the material we're learning and to develop the skill to learn. I don't want grades to stand between my students and learning, which can happen when a student sees their grade is lower than they'd hoped. Instead of students chasing an arbitrary point total, I want their grades to be an ongoing reflection of where they are.

**問1**　次の質問の解答として適切なものをア～エの中から一つ選び、記号で答えよ。

Which of the following is an appropriate summary of this passage?

ア　The author explains that students who ask for extra credit should do volunteer work and research projects to improve their marks, because experience outside the classroom is more valuable than academic understanding.

イ　The author states that grades should represent what students understand, not how much extra work they do. He allows retakes and revisions so grades show real learning progress.

ウ　The author argues that grades should mostly reflect how much effort students put in, since effort and attitude are more important than test results or comprehension of the subject.

エ　The author criticizes other teachers for giving extra credit to students who have done extracurricular work. He thinks these teachers' grading system is not fair to privileged students.

**問2**　次の質問に英語で答えよ。

What do you think of the author's decision to deny the request of the student who asked for extra work to get her grade up? Write your opinion in 80-100 words.

令和９年度　解答用紙

| 英　語 | １／２枚中 | 受験番号 |
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**第１問題　15 点（各３点）**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (1) | イ | (2) | ウ | (3) | エ | (4) | ア | (5) | ウ |

**第２問題　16 点（各８点）**

| | |
|---|---|
| (1) | A very small percentage of plastic produced each year is recycled; the rest ends up in landfills or leaks into _____ _____ _____[10] the natural environment each year. While many countries have failed to agree on reducing plastic pollution, experts say that both social change and consumer efforts are needed _____ _____[10] to solve the problem. |
| (2) | The author explains that John Uttley has seen no evidence that devices _____ _____ _____ _____[10] are more beneficial. The government supports innovation, but he is concerned that students rely on smartphones and technology too much _____ _____[10]. |

**第３問題　21 点（各３点）**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| (1) | ア | (2) | エ | (3) | イ | (4) | エ | (5) | エ |
| (6) | イ | (7) | ア | | | | | | |

**第４問題　15 点（各５点）**

| | | | | |
|---|---|---|---|---|
| (1) | イ | (2) | イ | オ |

**第５問題　20 点（各５点）**

| | | | | |
|---|---|---|---|---|
| 問１ | (1) | イ | (2) | ウ |
| 問２ | (1) | ア | (2) | イ |

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（この欄は記入しないこと）

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**第６問題　13 点**

| | |
|---|---|
| 問１ | イ<br>（５点） |
| 問２ | I agree with the author's decision. Extra credit often rewards effort instead of true learning. When students can retake tests or redo assignments, their grades reflect what they really understand, not where they started. This system encourages long-term growth and reduces pressure from one-time failures. In my experience, students become more motivated when they see that improvement actually counts. It helps them focus on mastering the subject rather than chasing extra points, and it encourages persistence and builds confidence through continuous learning. (82 語)<br>（８点） |

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（この欄は記入しないこと）