令和８年度（令和７年度実施）
高知県公立学校教員採用候補者選考審査
筆記審査（専門教養）
中学校　　高等学校　　特別支援学校　中学部・高等部
英語

受審番号		氏　　名	

【注意事項】

1　審査開始の合図があるまで，この問題冊子の中を見ないでください。

2　解答用紙（マークシート）は２枚あります。切り離さないでください。

3　解答用紙（マークシート）は，２枚それぞれに下記に従って記入してください。

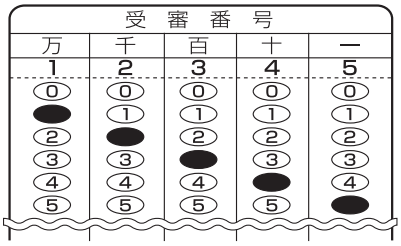
○　記入は，HBの鉛筆を使用し，該当する◯の枠からはみ出さないよう丁寧にマークしてください。

マーク例　（良い例）●
（悪い例）✓　／　×

○　訂正する場合は，消しゴムで完全に消してください。

○　氏名，受審する教科・科目，受審種別，受審番号を，該当する欄に記入してください。

また，併せて，右の例に従って，受審番号をマークしてください。



記入例
（受審番号１２３４５の場合）

※　正しくマーク（正しい選択問題への解答及びマーク）していないと，正確に採点されませんので，注意してください。

4　この問題は，**【共通問題】**，及び**【選択問題　中学校・高等学校】**，**【選択問題　特別支援学校】**の各問題から構成されています。**選択問題で受審種別以外の問題を選択して解答した場合，解答は全て無効**となります。

5　解答は，解答用紙（マークシート）の解答欄をマークしてください。例えば，解答記号［　ア　］と表示のある問いに対してｂと解答する場合は，下の（例）のように**アの解答欄**の（ｂ）をマークしてください。

(例)

ア	ⓐ	●	ⓒ	ⓓ	ⓔ	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	．	－	±

なお，一つの解答欄に対して，二つ以上マークしないでください。

6　筆記審査（専門教養）が終了した後，解答用紙（マークシート）のみ回収します。監督者から指示があれば，この問題冊子を，各自，持ち帰ってください。

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【共通問題】

第１問

Section 1　Listening Comprehension

Listen to the four statements and choose the one statement that best describes the picture.

(1)　ア

a　b　c　d

(2)　イ

a　b　c　d

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(3) ウ

a　b　c　d

(4) エ

a　b　c　d

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Section 2 Listening Comprehension

Listen to the three conversations and answer the questions.

(1) What is true about this conversation? [オ]

a The item the man ordered will be shipped within a week.
b The item the man ordered is a brand new model.
c The item the man ordered is currently not available.
d The item the man ordered is more expensive than he expected.

(2) Why couldn't the woman apply for the course? [カ]

a She had enrolled in the course before.
b She did not go through the necessary procedure.
c She passed a higher-level placement test.
d She is not good at speaking German.

(3) What is implied in this conversation? [キ]

a The man is worried about climate change affecting skiing conditions.
b The man and woman are planning a skiing trip together.
c The woman is concerned about the safety of skiing at Biwako Valley.
d The woman has checked the snow conditions at Biwako Valley.

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Section 3　Listen to the three short passages and answer the questions.

(1)

① What does the Slow Food Movement emphasize? [ク]

a The value of making conscious food choices and their effects.
b The aim of changing all restaurants to serve traditional dishes.
c The idea that eating at a slow pace is the key to good health.
d The opinion that food traditions should not change.

② Which of the following matches the passage? [ケ]

a The movement believes that food quality is the most important.
b The movement originated in the U.S. and later developed in Italy.
c The movement encourages people to eat healthy dishes at home.
d The movement helps local farmers and promotes eco-friendly farming.

(2)

① By how much did the plastic production increase from 1950 to 2015? [コ]

a Approximately 20 times.
b Approximately 70 times.
c Approximately 200 times.
d Approximately 700 times.

② Which of the following does NOT match the passage? [サ]

a Discarded plastic debris poses serious threats to marine ecosystems.
b Some marine animals suffer fatal consequences due to plastic pollution.
c Effective measures have been implemented to manage plastic waste worldwide.
d Plastic consumption has increased since its invention.

(3)

① What information is NOT provided in this passage? [シ]

a How malaria is transmitted to humans.
b The number of malaria cases worldwide.
c Methods used to prevent malaria.
d The decline in malaria cases in Laos over time.

② Which of the following matches the passage? [ス]

a The number of malaria cases has risen sharply over the past 25 years.
b Traditional malaria treatments are no longer used anywhere in the world.
c Malaria itself was first identified as a disease in the late 1800s.
d Recent malaria cases in Laos occur in remote locations that are difficult to reach.

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第２問

1　Directions: In this section, (1) to (10), there are incomplete sentences. Beneath each sentence, you will see four words or phrases, marked a to d. Choose one word or phrase for [ア] ～ [コ] that best completes the sentence. Then, mark your answer on your answer sheet.

(1) Breakfast is the most important meal of the day. We have to understand the [ア] value of breakfast.

a medieval　b cynical　c nutritional　d hectic

(2) Miso is a traditional Japanese food made [イ] fermented soybeans, which are mashed into a thick paste. The many health benefits of miso have been well documented in scientific studies.

a in　b into　c from　d for

(3) Bumble bees have a reputation for being [ウ] creatures. The insects are known to spend their days collecting pollen and nectar from flowers.

a industrious　b ambiguous　c hilarious　d unanimous

(4) Soft robots, which can move around the ocean without harming sea life, are ideal for underwater exploration. However, they are rarely [エ] because they are extremely slow and have a hard time maneuvering through the water.

a dominated　b dislocated　c decayed　d deployed

(5) Chinese and Korean dramas, along with Korean music and especially K-pop, have long been popular in Japan. Korea and China have become so popular among Japanese college students that they are now included as study abroad [オ].

a residents　b destinations　c materials　d conferences

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(6) The town is mainly [カ] retired people, so many people in the government worry about its future.

a inhabiting with　　b inhabited by
c inhabiting　　d inhabited

(7) Have you ever heard of "clean eating?" This expression [キ] in the mid-2000s, when fitness models and Instagram influencers began promoting vegan, sugar-free, unprocessed natural foods.

a emerges　　b is emerged　　c emerged　　d was emerged

(8) In many urban cities, like the Tokyo Metropolitan Area, road [ク] poses serious problems. Every day and night, cars and delivery vehicles block the smooth flow of traffic.

a congestion　　b regulation　　c invasion　　d possession

(9) Video Assistant Referee (VAR) technology was officially used at the 2018 FIFA World Cup for the first time. Many people welcomed the decision to introduce VAR as they believed it would [ケ] the number of poor decisions made by referees and make the game fairer for the players and the fans.

a break in on　　b get around to　　c cut down on　　d stick up for

(10) In Japan, the traditional model of lifetime employment led to work being prioritized over everything else, including the family and personal time. The prioritization of work became particularly [コ] during the period of high economic growth which followed World War Ⅱ.

a entranced　　b encroached　　c encompassed　　d entrenched

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2　Directions: In this section, you will read two passages. There are five blanks in each passage. Beneath each passage, you will see five choices, marked a to e. Choose one for each blank that best completes the sentences and mark the second and fourth elements [サ] ～ [セ] on your answer sheet.

(1)　It has been known for a long time that spending time with animals makes humans happy. There is also [ ] [サ] [ ] [シ] [ ], such as lowering blood pressure or the risk of heart disease. That is why more and more hospitals and care facilities are using therapy dogs.

a　that having
b　can have
c　beneficial health effects
d　increasing evidence
e　an animal around

(2)　The characteristics of the rings inside a tree can tell scientists how old a tree is and what the weather conditions were like during each year of that tree's life. Very old trees can offer [ ] [ス] [ ] [セ] [ ] were recorded. But to understand what the trees tell us, we first have to understand the difference between weather and climate.

a　clues about
b　measurements
c　was like
d　long before
e　what the climate in an area

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3　Directions: In this section, you will read two passages. There is a blank in each passage. Beneath each passage, you will see three sentences, marked 1, 2, and 3. Choose the order of the sentences for the blank that best completes the passage. Then, mark your answer on your answer sheet.

(1)　Suppose that you land an ideal job that matches your passions and interests. The job requirements align with your qualifications, abilities, and knowledge, and the position offers you the chance to develop professionally. [ソ] This kind of mental exhaustion due to overwork is known as "burnout."

1　You feel satisfied with your career choice and are now willing to devote a lot of energy and time towards building a successful career.
2　Such exhaustion can negatively impact not only your career path but also your personal life, affecting your well-being, your personal and working relationships, and your ability to enjoy leisure activities.
3　However, even in this dream scenario, a lack of time off or an excessive workload can lead hard-working employees such as yourself to experience a state of physical, emotional, and mental exhaustion.

a　1－2－3　　b　1－3－2　　c　2－3－1　　d　3－2－1

(2)　ISO stands for the International Organization for Standardization. The organization is involved in the development and publication of globally accepted standards and guidelines. [タ] This results in improved competitiveness, quality assurance, environmental friendliness, and safety of those subject to certification.

1　In practice, the international standards developed by ISO apply to a wide range of areas, including products, services, processes, and systems.
2　In short, it is an organization that establishes standards on an international scale.
3　Their mission is to promote quality, safety, and efficiency in industry, business, and government.

a　1－2－3　　b　1－3－2　　c　2－3－1　　d　3－1－2

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第３問

Directions: There are blanks in the following definitions of technical terms in language teaching. Beneath each definition, you will see four words or phrases, marked a to d. Choose one word or phrase for [ア]～[オ] that best completes the definition. Then, mark your answer on your answer sheet.

(1) [ア] is, in testing, the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended.

a Reliability　b Validity　c Stability　d Accountability

(2) [イ] is, in general, the driving force in any situation that leads to action. It also refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language.

a Engagement　b Readiness　c Orientation　d Motivation

(3) [ウ] is the degree to which a message contains more information than is needed for it to be understood.

a Redundancy　b Coherence　c Cohesion　d Distractor

(4) A [エ] is a unit of language that forms a syntactic or semantic unit but also has internal structure.

a syllable　b morpheme　c segment　d chunk

(5) [オ] is any technique or procedure that is designed to get a person to actively produce speech or writing, for example, asking someone to describe a picture, tell a story, or finish an incomplete sentence.

a Recast　b Correction　c Elicitation　d Repetition

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第４問

1　Directions: You will read two passages. Each passage is followed by an incomplete statement and four options, marked a to d. Choose the best answer for [ア] · [イ] on the basis of what is stated or implied in the passage. Then, mark your answer on your answer sheet.

(1)

According to this passage, AI deepfake photos [ア] .

a　always contain visible watermarks indicating they are fake
b　often have an artificial smoothness that makes skin look polished
c　can only be created by people with advanced technical skills
d　can be easily distinguished from real images by experts

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(2)

According to this passage, the main reason behind the EU's move to reduce protections for wolves is that [イ]

a the number of wolves in the EU has drastically decreased
b the EU Commission President personally dislikes wolves
c farmers have expressed concerns over attacks on their livestock
d environmentalists believe wolves should be hunted for conservation

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2 Directions: You will read the following passages, one with a table and one with a figure. Beneath them, you will see four options, marked a to d. Choose the best answer for [ウ] · [エ] on the basis of what is implied in the passage. Then, mark your answer on your answer sheet.

(1)

.

TABLE 2.3 Guided tasks for listening activities

Guided activity	*Listening activity*

According to this passage and Table 2.3, [ウ].

a guided tasks may become the goal rather than a means to improve language use
b learners classify items after reading a written version of the talk
c guided tasks use exercises that are also common in normal language use
d learners create their own questions about the talk without guidance

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(2)

According to this passage and Figure 1.1, [エ].

a the mental grammar does not include information about pronunciation
b the mental grammar and lexicon are separate and unrelated
c the mental lexicon only contains word meanings
d the mental grammar includes rules about word structure

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【選択問題　中学校・高等学校】

第５問

Directions: You will read a passage. Beneath the passage, you will see five questions about the passage. Beneath each question, you will see four possible answers. Choose the best answer for each question. Then, mark your answer on your answer sheet.

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(1) According to the passage, why is clearing forests to grow more crops not a good solution for poor harvests? [ア]

a It harms ecosystems and contributes to higher CO_2 emissions.
b It reduces overall agricultural productivity over time.
c It depletes soil moisture, making farming difficult.
d It requires too much financial investment for farmers.

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(2) According to the passage, what did early climate models suggest about food production? [イ]

a Climate change would cause a worldwide decrease in food production.
b Crops grown near the equator would produce less, while those in higher latitudes could yield more.
c Climate change would have little to no impact on global food availability.
d Agricultural practices would rapidly adjust to changing environmental conditions.

(3) According to the passage, why are crops like cocoa and coffee particularly vulnerable to climate change? [ウ]

a They are typically grown in tropical regions with increasingly variable rainfall.
b They are cultivated in a limited number of regions, which increases climate-related risks.
c They grow more quickly as temperatures rise, reducing their overall quality.
d They are less vulnerable to pests and diseases than major staple crops.

(4) According to the passage, why are newer climate models less optimistic about food production than earlier ones? [エ]

a They indicate that every type of crop will experience a uniform decrease in yield.
b They predict that severe weather events will occur less often in the future.
c They imply that farmers will no longer adjust their farming methods to cope with environmental changes.
d They project a more significant impact of climate change on agricultural output.

(5) What is the most appropriate title for the passage? [オ]

a The History of the Rising Costs of Food
b The Impact of Extreme Weather on Global Warming
c How Climate Change is Reshaping Global Agriculture
d New Solutions for Food Security in a Changing Climate

.

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【選択問題　特別支援学校】

第５問　次の１～４の問いに答えなさい。

１　次の文は，令和３年６月に文部科学省より示された「障害のある子供の教育支援の手引～子供たち一人一人の教育的ニーズを踏まえた学びの充実に向けて～」の「第１編　障害のある子供の教育支援の基本的な考え方」の一部である。

文中の［　ア　］～［　ウ　］に当てはまる語句を下の１～９から一つずつ選びなさい。

> ③　合理的配慮の決定方法・提供
>
> （中略）
>
> 合理的配慮は，子供一人一人の障害の状態等を踏まえて教育的ニーズの整理と必要な支援の内容の検討を通して，個々に決定されるものである。（中略）
>
> これを踏まえて，設置者及び学校と本人及び保護者により，［　ア　］を作成する中で，発達の段階を考慮しつつ，次の「④合理的配慮の観点」を踏まえながら，合理的配慮について可能な限り［　イ　］を図った上で決定し，提供されることが望ましい。その内容は，［　ア　］に明記するとともに，個別の指導計画においても活用されることが重要である。
>
> ④　合理的配慮の観点
>
> 合理的配慮については，個別の状況に応じて提供されるものであり，これを具体的かつ網羅的に記述することは困難であるが，中央教育審議会初等中等教育分科会報告においては，合理的配慮を提供するに当たっての観点を，①［　ウ　］，②支援体制，③施設・設備について類型化した整理が試みられている。

１　教材・教具　　２　年間指導計画　　３　合意形成　　４　指導要録
５　効率化　　６　個別の教育支援計画　　７　課題解決　　８　教育内容・方法
９　障害特性

［　ア　］
［　イ　］
［　ウ　］

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2　次の文は，令和５年３月に厚生労働省より示された「強度行動障害を有する者の地域支援体制に関する検討会　報告書」の一部である。

文中の［　エ　］～［　ク　］に当てはまる語句を，下のａ～ｄからそれぞれ一つ選びなさい。

> 強度行動障害とは，自傷，他害，こだわり，もの壊し，睡眠の乱れ，異食，多動など本人や周囲の人の暮らしに影響を及ぼす行動が，［　エ　］起こるため，特別に配慮された支援が必要になっている「［　オ　］」である。
> （中略）
> ［　カ　］によって平成13年に採択されたICF（国際機能分類）では「障害」の背景因子について，［　キ　］因子と環境因子という観点から説明されている。ICFにおける環境因子とは「物的環境や社会的環境，人々の社会的な態度による環境の特徴が持つ促進的あるいは阻害的な影響力」とされ，強度行動障害を有する者への支援にあたっても，知的障害や自閉スペクトラム症の特性など［　キ　］因子と，どのような環境のもとで強度行動障害が引き起こされているのか環境因子もあわせて分析していくことが重要となる。こうした個々の障害特性をアセスメントし，強度行動障害を引き起こしている環境要因を［　ク　］していくことが強度行動障害を有する者への支援において標準的な支援である。

［　エ　］
a　ごく稀に　　b　夜間に集中して
c　著しく高い頻度で　　d　一時的に

［　オ　］
a　障害　　b　重複障害
c　疾病　　d　状態

［　カ　］
a　UNESCO　　b　WTO
c　WHO　　d　IAEA

［　キ　］
a　心理的　　b　行動的
c　発達　　d　個人

［　ク　］
a　発見　　b　決定
c　把握　　d　調整

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3　次の文は，「特別支援学校　小学部・中学部学習指導要領（平成29年４月告示）　第１章　総則　第３節　教育課程の編成」の一部である。

文中の［ケ］～［ス］に当てはまる語句を下のａ～ｄからそれぞれ一つ選びなさい。

カ　知的障害者である児童に対する教育を行う特別支援学校の小学部においては，生活，国語，算数，音楽，図画工作及び体育の各教科，道徳科，特別活動並びに自立活動については，特に示す場合を除き，［ケ］児童に履修させるものとする。また，［コ］については，児童や学校の実態を考慮し，必要に応じて設けることができる。

キ　知的障害者である生徒に対する教育を行う特別支援学校の中学部においては，国語，社会，数学，理科，音楽，美術，保健体育及び［サ］の各教科，道徳科，総合的な学習の時間，特別活動並びに自立活動については，特に示す場合を除き，［ケ］生徒に履修させるものとする。また，［シ］については，生徒や学校の実態を考慮し，必要に応じて設けることができる。

ク　知的障害者である児童又は生徒に対する教育を行う特別支援学校において，各教科の指導に当たっては，各教科の［ス］を基に，児童又は生徒の知的障害の状態や経験等に応じて，具体的に指導内容を設定するものとする。その際，小学部は６年間，中学部は３年間を見通して計画的に指導するものとする。

［ケ］
a　特定の　　b　全ての
c　特性のある　　d　希望する

［コ］
a　外国語活動　　b　総合的な学習の時間
c　日常生活の指導　　d　社会及び理科

［サ］
a　技術・家庭　　b　職業
c　生活単元学習　　d　職業・家庭

［シ］
a　外国語活動　　b　情報
c　外国語科　　d　プログラミング活動

［ス］
a　見方・考え方　　b　段階に示す内容
c　学年の目標　　d　配慮事項

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4　次の表は，令和５年度の高知県公立特別支援学校中学部，高等部（専攻科を含む）卒業生の進路状況をまとめたものである。

表中の下線部①，②の説明として正しいものを，下のａ～ｅからそれぞれ一つ選びなさい。

	福祉的就労						その他
	①就労継続支援		就労移行	療養介護	②生活介護	自立訓練	
	Ａ型	Ｂ型					
高等部卒業者数	6	46	2	0	20	1	57

a　医療と常時介護を必要とする人に，医療機関で機能訓練，療養上の管理，看護，介護及び日常生活の支援を行うサービス

b　一般企業等での就労が困難な人に，働く場を提供するとともに，知識及び能力の向上のために必要な訓練を行うサービス

c　常に介護を必要とする人に，昼間，入浴，排せつ，食事の介護等を行うとともに，創作的活動又は生産活動の機会を提供するサービス

d　一般就労に移行した人に，就労に伴う生活面の課題に対応するための支援を行うサービス

e　一人暮らしに必要な理解力・生活力等を補うため，定期的な居宅訪問や随時の対応により日常生活における課題を把握し，必要な支援を行うサービス

①　セ

②　ソ

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中学校　英語　　高等学校　英語

		ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ	サ	シ	ス	セ	ソ	タ	チ	ツ	テ	ト	ナ	ニ	ヌ	ネ	ノ
第1問（リスニング）	正答	c	b	a	d	c	b	d	a	d	c	c	b	d												
	配点	3	3	3	3	3	3	3	3	3	3	3	3	3												
	備考																									

		ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ	サ	シ	ス	セ	ソ	タ	チ	ツ	テ	ト	ナ	ニ	ヌ	ネ	ノ
第2問	正答	c	c	a	d	b	b	c	a	c	d	a	b	e	d	b	c									
	配点	3	3	3	3	3	3	3	3	3	3	3		3		5	5									
	備考																									

		ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ	サ	シ	ス	セ	ソ	タ	チ	ツ	テ	ト	ナ	ニ	ヌ	ネ	ノ
第3問	正答	b	d	a	d	c																				
	配点	3	3	3	3	3																				
	備考																									

		ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ	サ	シ	ス	セ	ソ	タ	チ	ツ	テ	ト	ナ	ニ	ヌ	ネ	ノ
第4問	正答	b	c	a	d																					
	配点	5	5	5	5																					
	備考																									

		ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ	サ	シ	ス	セ	ソ	タ	チ	ツ	テ	ト	ナ	ニ	ヌ	ネ	ノ
第5問（中・高）	正答	a	b	b	d	c																				
	配点	6	6	6	6	6																				
	備考																									

		ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ	サ	シ	ス	セ	ソ	タ	チ	ツ	テ	ト	ナ	ニ	ヌ	ネ	ノ
第5問（特支）	正答	6	3	8	c	d	c	d	d	b	a	d	c	b	b	c										
	配点	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2										
	備考																									

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