

平成21年度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 英語 高等学校 英語

特別支援学校 中学部・高等部 英語

受審番号		氏 名	
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【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。

受 審 番 号				
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記入例

(受審番号12345の場合)

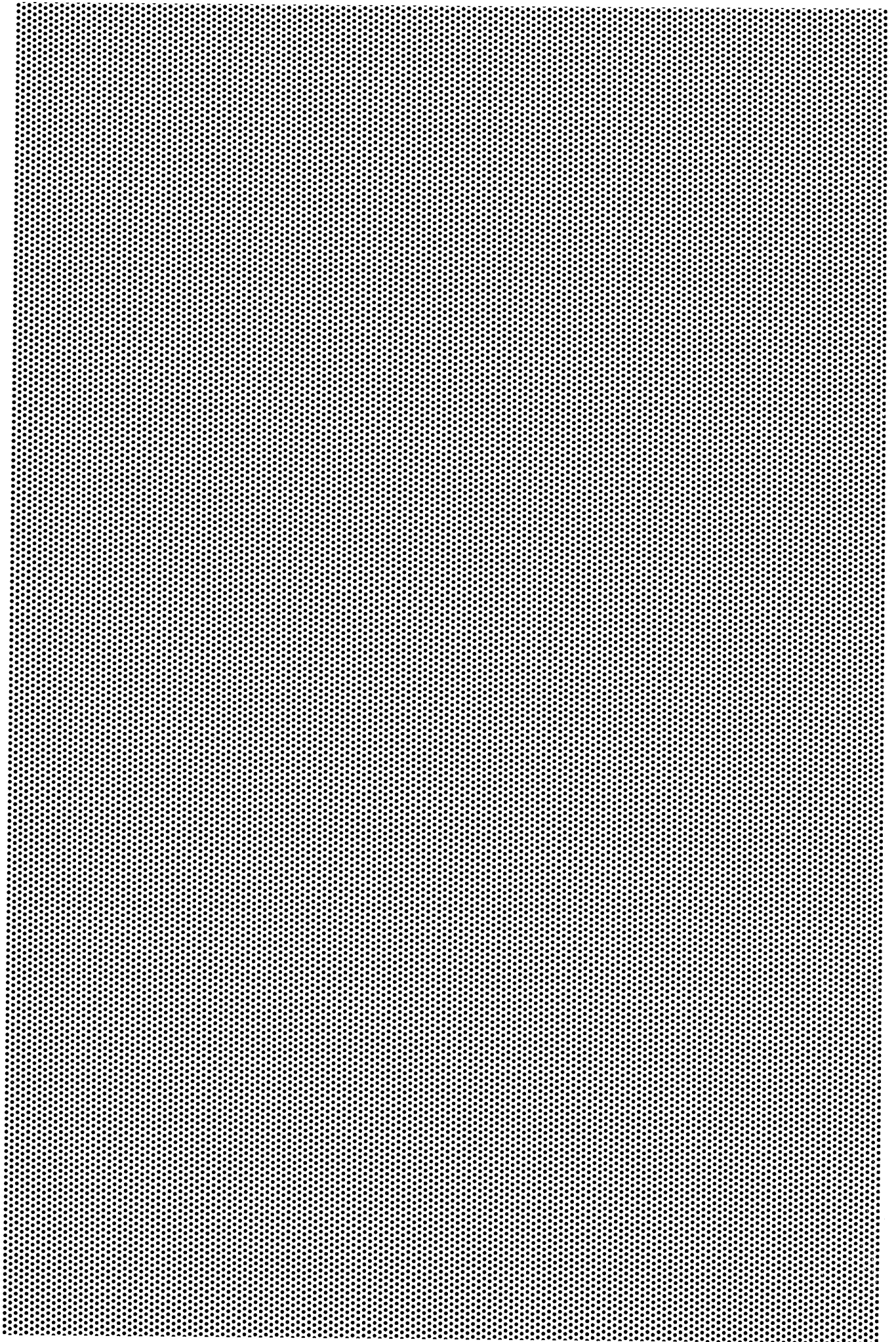
- 4 解答は、解答用紙（マークシート）の解答欄の記号をマークしてください。例えば、解答記号 ☐ ア と表示のある問いに対して b と解答する場合は、下の（例）のようにアの解答欄の ☐ b をマークしてください。

(例)

ア	<input type="checkbox"/> a	<input checked="" type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> ー	<input type="checkbox"/> ±
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なお、一つの解答記号に対しては、解答欄の記号を二つ以上マークしないでください。

- 5 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。受審者は、審査室内のすべての解答用紙（マークシート）が回収された後、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。



第1問

Section 1 Listening Comprehension

Listen to the CD, and follow the directions.

(1) ア

- a Yes, it's in my bag.
- b No, I can't buy them.
- c Oh, I've been looking for it.
- d I'm sorry to hear that.

(2) イ

- a No, I will finish it up tonight.
- b How would you like it?
- c Yes, I agree with you.
- d What do you have to report?

(3) ウ

- a You don't need my help.
- b Thanks for offering.
- c Yes, I will help you.
- d No, someone will help you.

Section 2 Listening Comprehension

Listen to the CD, and follow the directions.

(1) How did this woman want to change the money? エ

- a In a one hundred-dollar bill.
- b In five twenty-dollar bills.
- c In ten-dollar bills.
- d In ten-dollar and twenty-dollar bills.

(2) What does the woman suggest? オ

- a To eat properly.
- b To take more supplements.
- c To go to see a doctor.
- d To take medicine.

(3) What are they talking about? カ

- a Psychology research.
- b Problems associated with TV.
- c A promotion for a new program.
- d An introduction to a new course.

(4) What will she probably do after this conversation? キ

- a She will take the subway.
- b She will call a taxi.
- c She will stay at the hotel.
- d She will leave the hotel and walk.

(5) What is the man's plan? ク

- a To make the garden bigger.
- b To buy a new house with a big garden.
- c To grow vegetables in the garden.
- d To sell vegetables.

Section 3 Listening Comprehension

Listen to the CD, and follow the directions.

(1) What is the main point of her talk?

- a The important role of the Home Room Teacher in team teaching.
- b The important role of the ALT in team teaching.
- c The importance of English education in elementary school.
- d The importance of the teacher-fronted instruction in elementary school.

(2) This explanation is for

- a travelers who will join a package tour.
- b customers at a department store.
- c freshmen at a college.
- d visitors at a tourist information office.

(3) What is this announcement for? To make people

- a spend less money.
- b advertise a shop.
- c throw away more trash.
- d reduce waste.

第2問

1 Directions: (1)～(10) are incomplete sentences. Beneath each question you will see four words or phrases, marked a ~ d : Choose one word or phrase for each blank (~) that best completes the sentence. Then, mark your answer on your answer sheet.

(1) A number of governments in developing countries are working hard to massive population growth.

a curb b gear c bottom d explode

(2) People changed the kingdom a republic.

a with b into c at d of

(3) So many young people nowadays are overly with their appearances.

a fearing b anxious c stressful d preoccupied

(4) It is remarkable for our ancestors such a heritage.

a build b built c to build d to have built

(5) If I had known you were at the party, I some flowers.

a will buy b would have bought c would buy d had bought

(6) The ghost you saw is only your .

a imagine b imaginative c imagination d imaginary

(7) Operators must learn to get more work in less time.

a did b doing c will do d done

(8) I often dream being famous.

a for b with c of d to

(9) I'll see you tomorrow I have to work late.

- a till b while c unless d when

(10) I'll give you my phone number you need to contact me.

- a with b as for c just d in case

2 Directions: In this section, you will read three passages. In each passage, you will see five blanks. Beneath each passage you will see five words, marked a ~ e. Choose one word for each blank that best completes the sentence, and mark the second and fourth elements (~) on your answer sheet.

(1) Many students learn best when they experience what they are studying. For example, instead of only studying problems associated with rubbish and pollution, students can create programmes () in their own community. Rather than complain about having nothing to do, students can help the community by creating a community welcome package for new residents.

- a this b solve c help d to e problem

(2) To make reading easy for students, the bottom-line requirement is an inviting classroom library, organized so it's simple for children to find good books and return them. Teachers need to () that help young readers find what they're looking for, even if they don't yet know what it is. The Dewey decimal system doesn't have a place here.

- a way b arrange c a d in e books

(3) The methodology of language teaching is potentially democratic as it involves maximising communication between learners rather than communication being controlled by the teacher. However, language teachers also have to () in helping learners acquire knowledge as well as skills. As the case studies illustrate, there are many opportunities to promote education for democratic citizenship through language teaching.

- a consider b role c what d is e their

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

(1) チ

There is a little fire called a pilot light in a gas stove. It is the size of a match flame, and it seldom goes out. It is too small to cook anything. What does it do? (①The gas gets to the pilot light, and catches fire. ②When the knob on the stove is turned on, gas comes out of a nozzle. ③Then the burning gas zips back down the tube to the burner where there is enough gas to make a big flame.) The pilot light is like a match flame. It lights the stove for you.

- a ②—①—③
- b ③—①—②
- c ①—②—③
- d ③—②—①

(2) ツ

Henry Ford standardized both his product and his production line in such an extreme manner that it was called "Fordism." He designed and produced a car in great quantities, in identical models in one color—black. (① Each worker then needed to learn only one small skill and was required to do the same action all day long. ② Using those measurements, he simplified and fragmented tasks, de-skilling them to reduce the time required to do each step. ③ Then he invented "minute management" by measuring and analyzing each minute of a worker's time.) To make this possible Ford invented the moving assembly line. This reduced the time required to produce the chassis of his car from twelve hours and twenty-eight minutes to ninety-three "man minutes."

- a ②—③—①
- b ①—②—③
- c ②—①—③
- d ③—②—①

第3問

Directions: There are blanks in the following definitions of technical terms in the teaching of English. Beneath each definition you will see four words or phrases, marked a ~ d. Choose one word or phrase for each blank (~) that best completes the sentence, and mark your answer on your answer sheet.

- (1) is positive or negative impact of testing on teaching ; The university entrance examinations seem to have a powerful impact on language teaching in high school.

- a Backwash effect
- b Cognitive development
- c Factor analysis
- d Problem solving

- (2) is a term which refers to the patterns in individual words of stress, of pitch and of tone, as well as the rhythmic and intonational patterns of longer utterances.

- a Speech act
- b Pragmatics
- c Prosody
- d Discourse analysis

- (3) is a method based on the belief that child language learning is based on motor activity, on coordinating language with action. Orchestrating language production and comprehension with body movement and physical actions is thought to provide the conditions for success in language learning.

- a Communicative Language Teaching
- b The Oral Approach
- c The Natural Approach
- d Total Physical Response

- (4) is teacher-initiated classroom research that seeks to increase the teacher's understanding of classroom teaching and learning and to bring about improvements in classroom practices. It typically involves small-scale investigative projects in the teacher's own classroom, and consists of a certain cycle of activities.

- a Working memory
- b Action research
- c Data analysis
- d National curriculum

- (5) is the guidelines for school curriculums prescribed by the Ministry of Education, Culture, Sports, Science and Technology. Each school is required to educate its students in accordance with the guidelines. They are stipulated for each stage of education from kindergarten through elementary, junior and senior high school. The contents and methods of teaching should follow this guidelines.

- a Fundamental Law of Education
- b Course of Study
- c School Education Law
- d Mission Statement

第4問

Directions: In this section, you will read four passages. Each passage is followed by an incomplete statement and four options, marked a ~ d. Choose the best answer for each blank (~) on the basis of what is stated or implied in the passage. Then, mark your answer on your answer sheet.

- (1) In some South Asian countries, female participation and literacy rates continue to lag behind those of males. Many scholars insist that reducing gender inequalities in education experiences and outcomes are likely to result in raising the average level of human capital thereby stimulating economic growth, health and other indicators of the quality of life. Additionally, improving girls' education has a favorable impact in a number of social externalities, particularly lower fertility and infant mortality rates.

The marginal presence of females in secondary education in countries like Afghanistan and Cambodia can be attributed to a number of factors to include; cultural norms, income constraints, and the precarious status of adolescent girls. In some countries in the region, social policies have been implemented to increase the enrollment of girls in secondary education. This has resulted in an appreciable increase in female enrollment in this level of schooling.

Some countries in Asia, ア.

- a social policy such as increasing female participation had been made but little progress was achieved
- b many scholars pointed out the importance of education in development but still fertility and infant mortality rates are low
- c there are socio-cultural factors which disturb women's enrollment in school
- d due to economic growth women's social status is increasing rapidly

(2) If students are not resolving conflicts in an optimum manner, conflict resolution strategies might be considered for the class or the entire school. Lessons in conflict resolution are simple, develop good communication skills which are useful in life and have proved to be successful. There are many excellent resources, each one varying to some degree. In some schools, students serve as peer conflict resolution managers during break and playtime. The students often wear a special sash, cap or armband to identify their role. The Conflict Resolution Process: First, the students in conflict are asked if they want help in resolving the problem. If they do, one or two conflict managers sit with them. One can sit by one upset student, the other by the other upset student. It is more comfortable for two conflict managers to be together so they can give each other moral support. If one or both students say they do not want help and they are not willing to listen and talk, then they are both sent to the school office, to the supervising adult or to whomever the usual disciplinary procedure identifies.

The "conflict resolution managers" or "peer mediators" are there to help the students solve the conflict. They listen to their replies and direct them to listen to each other rather than interrupting. The peer mediators encourage the students to listen carefully without interruption and then repeat to each other what they heard the other say. Their job is to appreciate the disputants' listening and problem-solving skills and to avoid taking sides. They are not to blame, accuse, moralize or judge. They are there to help the students resolve the conflict.

Peer conflict resolution managers イ.

- a encourage students to just listen to each other
- b bring upset students to the school office immediately
- c make a fair judgment, listening to the both sides
- d interrupt the people in dispute

- (3) Many children at risk do not have positive role models or sufficient parental guidance. Their parents may be too overwhelmed by the stress and demands of their own lives to have the time or the capacity to listen, pay attention, or encourage their children. For far too many children, some of the basic experiences that we take for granted about childhood are missing. The simple pleasures usually associated with childhood may be unaffordable and out of reach. A relationship with a supportive, constructive individual and provision of positive childhood experiences can have profound affects, and make all the difference in the direction a child's life takes. These basic elements can help build self-esteem and a sense of hope and possibility. By listening, guiding and showing an interest, you can help fill in the many gaps in a child's life and make him or her feel lovable, cared for, and worthwhile. You can also be an anchor and offer exposure to the world beyond their immediate environment.

Proper fostering skills of parents are necessary, such as

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- a reducing the tension in their neighborhood
- b protecting their kids from risk
- c making children listen to what their parents say
- d having a joyful experience with children

- (4) Most of what I have learned about communication and connection did not come from my speech and communication classes in school. It came from my experience as a performer and from years of closely watching others perform. I worked my way through college playing drums in various jazz groups beginning when I was 17. I don't care how technically "good" the music is, I have never seen a great performance that lacked a solid connection between the performer and the audience.

Playing music is a performance and also very much a presentation. Good presentations are about conversing, sharing, and connecting at an intellectual and emotional level in an honest and sincere way. It doesn't get much more honest than jazz (which has been called "the music of dialogue"). It is even easier to connect when playing music since everything is laid right out there in front for everyone to see and hear. There are no politics and no walls. The music may touch the audience or it may not, but there is never even the hint of insincerity, questionable motives, or of being anything other than what people see before them at that moment. The smiles, the heads nodding in agreement, and the feet tapping under the tables tell me that there is a connection, and that connection is no less than communication. It's a fantastic feeling.

The author learned about good presentations

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- a through playing music and feeling the audience
- b in speech and communication classes in school
- c in drama classes at school
- d through information technology

第5問

Directions: In this section, you will read a passage. Beneath the passage you will see three questions. Each question is followed by four possible answers, marked a ~ d. Choose the best answer to each question on the basis of what is stated or implied in the passage. Then, mark it on your answer sheet.

When I walked into my first class as a new teacher, I could not have been less prepared to deal with the harsh realities of the lives of my students or the way the outside world would crash into my classroom. These teenagers lived in a racially divided community and were already hardened by firsthand exposure to gang violence, broken homes, juvenile halls, and drugs. The obstacles these teens confronted as students became challenges for me as their teacher.

The 150 freshmen who drifted into Room 203 had already been dubbed as the school's "rejects." Sure enough, that hurtful judgment was reiterated several weeks later when I was told that my students were "too stupid" to read a book from cover to cover. My students were far from stupid, but they had certainly given up on education. They felt as if they had no reason to care about school; the potential rewards of college and a career seemed remote, even alien.

After hearing, "Ms. G, this doesn't have anything to do with my life," more than once, I made it my mission to prove my students wrong by finding ways to make my lessons speak to their experiences and tap into their talents.

The students brought their histories of racial conflict into the classroom. They needed an educational philosophy that promoted tolerance and encouraged them to rethink their beliefs about themselves. I decided to assign books written by, for, and about teenagers who had lived during wars but were able to right the wrong by chronicling their own harrowing stories. To my amazement, students who had originally hated reading and writing became engrossed in reading Anne Frank's *The Diary of a Young Girl* and Elie Wiesel's *Night*. These books and others resonated with the reality of living in a dangerous urban environment, not long after the Los Angeles riots in 1992.

When one of my students exclaimed, "I feel like I live in an undeclared war zone," I realized that these young people needed to be encouraged to pick up a pen rather than a gun. Tragically, this student had lost two dozen friends to gang violence. In an attempt to connect with my class, I gave my students journals in the hopes of giving them a voice. Before long, they began to pour out their stories openly, unburdened by the anxieties associated with spelling, grammar, and grades. Journals provided a safe place to become passionate writers communicating their own histories, their own insights. As they began to write down their thoughts and feelings, motivation blossomed. Suddenly, they had a forum for self-expression, and a place where they felt valued and validated.

As sophomores, my students were inspired to write letters to Miep Gies, the courageous woman who hid Anne Frank, and Zlata Filipovic, the teenage author who

penned *Zlata's Diary: A Child's Life in Sarajevo*. When Miep Gies told my students to make sure that "Anne's death is not in vain," they understood her message that writing and storytelling have the power to change the world. Following in the footsteps of extraordinary teenagers like Anne and Zlata, my students used their own diaries to share their experiences of loss hardship and discrimination.

As juniors, I had my students watch a documentary about the Freedom Riders, the civil rights activists who rode integrated buses across the South in 1961. The courage of the Freedom Riders inspired my class to adopt the name "Freedom Writers," reflecting the students' determination to use their journals to speak out about the racism and intolerance that surrounded them. To celebrate their newfound identity, the Freedom Writers followed in the footsteps of the Freedom Riders and took a trip to Washington, D.C. In a symbolic tribute to their namesake, they delivered a bound copy of their favorite diary entries to Richard Riley, the U.S. Secretary of Education.

As a senior class, the Freedom Writers received the Spirit of Anne Frank Award for their commitment to combating discrimination, racism, and bias-related violence. They also devoted long hours to editing their journal entries and were rewarded with a publishing contract to turn their class book into what would become a number-one-ranked *New York Times* bestseller, *The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them* (Broadway Books, 1999). But even more meaningful to the Freedom Writers than awards or publication was the moment they collectively walked across a graduation stage and claimed their high school diplomas, a feat few had thought possible.

What did the author decide to do after hearing the students' negative reaction?

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- a To make students think and write about themselves.
- b To report violent students to the police.
- c To avoid the students who had committed gun crimes.
- d To continue to teach students with the original syllabus.

What was "the Freedom Writers" named after?

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- a The place where they lived.
- b The Diary of Anne Frank and Zlata Filipovic.
- c Holocaust survivor, Miep Gies.
- d People in the US civil rights movement.

What happened to the students' journals in the end?

ウ

- a A publishing contract was awarded to turn the journals into a book.
- b A copy of the journals was delivered to Richard Riley.
- c The best stories were valued and validated at school.
- d Copies of the journals were sent to the authors of the books which the students had read.

中学校 英語 高等学校 英語 / 特別支援学校 中学部・高等部 英語

第1問		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
	正答	c	a	b	c	a	b	d	c	a	c	d														
	配点	2	2	2	2	2	2	2	2	2	2	2														
	備考																									

第2問		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
	正答	a	b	d	d	b	c	d	c	c	d	c	a	e	c	c	b	a	d							
	配点	2	2	2	2	2	2	2	2	2	2	3		3		3		4	4							
	備考																									

第3問		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
	正答	a	c	d	b	b																				
	配点	2	2	2	2	2																				
	備考																									

第4問		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
	正答	c	a	d	a																					
	配点	4	4	4	4																					
	備考																									

第5問		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
	正答	a	d	a																						
	配点	5	5	5																						
	備考																									

第6問		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
	正答																									
	配点																									
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