

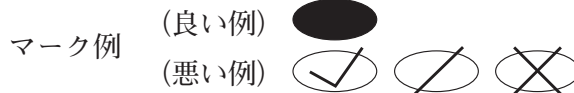
令和3年4月1日付け採用  
高知県公立学校教員採用候補者選考審査  
筆記審査（専門教養）

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。



- 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				
万	千	百	十	一
1	2	3	4	5
○	○	○	○	○
●	○	○	○	○
○	●	○	○	○
○	○	●	○	○
○	○	○	●	○
○	○	○	○	●

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	a	●	c	d	e	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。

- 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。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 four statements and choose the one statement that best describes the picture.

(1)

a    b    c    d

(2)

a    b    c    d

21の2

(3)

a    b    c    d

(4)

a    b    c    d

(5) 

オ
---

a    b    c    d

## Section 2 Listening Comprehension

Listen to the six conversations and answer the questions.

- (1) How is Bill talking with the woman?
- a In a serious way.
  - b In a polite way.
  - c In a passionate way.
  - d In a silly way.
- (2) What is Tom's number-one choice for a great idea?
- a The Internet.
  - b Freedom.
  - c Chocolate-chip ice cream.
  - d The printing press.
- (3) What are they talking about?
- a About the man's work and life.
  - b About the woman's work and life.
  - c About the woman's hobbies.
  - d About the importance of a good work-life balance.
- (4) What does the man want to do?
- a He wants to know how to get to the hotel.
  - b He wants to know where he can get a bus to the hotel.
  - c He wants to know how long it takes from here to Kuala Lumpur.
  - d He wants to know what to do in Kuala Lumpur.
- (5) Why does John see Professor Thompson?
- a To get advice about climate variations.
  - b To get advice about how to prepare graphs.
  - c To get advice about his report.
  - d To get advice about where to submit his report.
- (6) What is the woman's opinion?
- a We shouldn't use cellphones on crowded trains.
  - b The manufacturers should make sure that cellphones affect pacemakers.
  - c The idea that radio waves from cellphones affect pacemakers has not been proven.
  - d We should switch off electric appliances near the priority seats.

## Section 3 Listening Comprehension

Listen to the four short passages and answer the questions.

- (1) Which of the following matches the passage?
- a You should make a resume before making a list of your talents, interests, and achievements.
  - b It is possible that employees have foreign language skills.
  - c The Internet is attractive because you can find jobs that match your skills and interests easily.
  - d Participation in a team sport shows that you can get along with others.
- (2) Which of the following matches the passage?
- a The number of the speakers of Indo-European has been declining because they moved to different areas.
  - b The Sanskrit word *pater* is derived from the English word *father*.
  - c There are about 150 languages whose roots are Indo-European.
  - d Linguists trace the roots of Indo-European back to an ancient language.
- (3) Which of the following matches the passage?
- a The advanced technologies were stopped by many science-fiction films.
  - b Biometrics is an area of automatic personal identification technology.
  - c Some people object to biometric technology.
  - d The iris scan, fingerprint scan, and voice scan are equally accurate.
- (4) Which of the following does NOT match the passage?
- a London cabbies take a passenger to any address by taking one look at a map.
  - b London cabbies have passed a series of tests.
  - c London cabbies are required to speak English quite well.
  - d London cabbies are famous for their excellent service all over the world.

## 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  ~  that best completes the sentence. Then, mark your answer on your answer sheet.

(1) The Space Agency announced a new plan to send astronauts to Mars. The plan includes a proposal to terraform the planet, in other words, make it  for humans.

- a inevitable      b indigenous      c inhabitable      d incompatible

(2) I suggest you use your own shopping bags, chopsticks, and mugs, and stop using petrochemicals. If we had taken action sooner, the environment .

- a wouldn't have been harmed      b would have been harmed  
c would have harmed      d wouldn't have harmed

(3) In addition to coral reefs, several other marine ecosystems have been  by human activity. Overfishing is widely regarded as the single greatest threat to marine biodiversity.

- a imperiled      b impersonated      c imprinted      d immobilized

(4) What  a language to disappear? Once a language is gone, what happens to the people and the culture that once used that language and lived in that society?

- a has      b chooses      c makes      d causes

(5) Naha City, the capital of Okinawa Prefecture, is often  "the gateway" to Okinawa. There are many interesting places to visit in Naha City.

- a referring to as      b referring as      c referred to as      d referred to



(6) Monarch butterflies  what seems like a miracle of navigation every year, flying from Canada to Mexico and back again. They target their destination with pinpoint accuracy.

- a exceed                      b execute                      c excel                      d expire

(7) Big international food companies and café chains in rich nations have gained a lot from a drop in prices. However, many small coffee farmers now receive prices for their beans that are  the costs of production. This can't continue.

- a no less than              b less than                      c the least of              d not less than

(8) She  in her chair. Her eyes kept following a butterfly which had come flying into the garden.

- a left sitting              b left seating                      c remained seating  
d remained sitting

(9) In order to increase the number of female representatives, the selection committee decided to discriminate  women for three years.

- a in favor of              b instead of                      c at the cost of              d opposed to

(10) For witnesses who may be afraid to speak out, the police have guaranteed .

- a vicinity                      b hospitality                      c anonymity                      d fertility

2 Directions: In this section, you will read three 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  ~  on your answer sheet.

(1)

.

a

b

c

d

e

(2)

.

a

b

c

d

e

(3)

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- a precluding any need for elaboration
- b the weakness of many information transfer activities
- c is that they simply involve
- d transferring information from one linguistic context to another
- e without the target words themselves being changed, thus

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)

チ

1

2

3

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

(2)

ツ
---

1

2

3

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

## 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  ~  that best completes the definition. Then, mark your answer on your answer sheet.

(1)  is the smallest unit of sound in a language which can distinguish two words.

- a Syllable      b Phonetics      c Phoneme      d Segment

(2)  is, in second language acquisition, a type of negative feedback in which a more competent interlocutor (parent, teacher, native-speaking interlocutor) rephrases an incorrect or incomplete learner utterance by changing one or more sentence components (e.g. subject, verb, or object) while still referring to its central meaning.

- a Interaction      b Restructuring      c Paraphrase      d Recast

(3)  is a technique for teaching grammatical structures in context. The teacher reads a short passage at normal speed containing specific grammatical structures. Students take notes then work in small groups and attempt to reconstruct the passage using the correct grammatical structures.

- a Dictogloss      b Dictation      c Script      d Elicitation

(4)  is a type of reading strategy which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born.

- a Mapping      b Skimming      c Shadowing      d Scanning

(5)  is, in tests and instructional materials, the instructions which indicate to the student what he or she has to do to complete a task or activity.

- a Reflection      b Feedback      c Rubric      d Portfolio

(6)  is a general term for an approach to teaching and learning which makes use of learners working together in small groups.

- a Communicative language teaching      b Collaborative learning  
c Task-based instruction                      d Whole language approach

(7)  is, in language learning, the ability to take charge of one's own learning and to be responsible for decisions concerning the goals, learning processes, and implementation of one's language learning needs.

- a Autonomy      b Motivation      c Rapport      d Self-efficacy

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  ·  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, .

- a a learner has a desire to speak English fluently
- b learners have abilities to understand the meaning of English
- c learners use a common language to study English grammar
- d teachers have difficulty helping learners speak English fluently



(2)

According to this passage, .

- a children have to study in separate classrooms
- b schools have to meet more needs of students than before
- c teachers have to track their children's achievements
- d teachers have never recognized the diversity of students

2 Directions: You will read the following passages with a table or figure. Beneath them, you will see four options, marked a to d. Choose the best answer for  ·  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 and Table 1, .

- a about 6,000 languages in the world are on the verge of extinction
- b the US has the largest number of languages that have become extinct
- c approximately 2,500 languages have become extinct
- d India has more languages that are unsafe than any other country

(2)

According to this passage and Figure 9.2,  I .

- a inference questions are not always more challenging than literal questions
- b multiple-choice questions are used to check literal comprehension
- c the difficulty of the text does not affect the level of comprehension tasks
- d responding critically to the text is the most important in the post-reading activities

## 第5問

- 1 次の文は、平成31年2月に告示された「特別支援学校高等部学習指導要領」の「第4章総合的な探究の時間」の一部である。文中の  ～  に該当する語句を、それぞれ下の a～d から一つ選びなさい。

- 1 生徒の障害の状態や  等を十分考慮し、学習活動が効果的に行われるよう配慮すること。
- 2 体験活動に当たっては、 に留意するとともに、学習活動に応じて、中学部又は中学校までの学習を踏まえ、高等学校の生徒などと交流及び共同学習を行うよう配慮すること。
- 3 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において、探究的な学習を行う場合には、知的障害のある生徒の学習上の特性として、学習によって得た知識や技能が  になりやすいことなどを踏まえ、各教科等の学習で培われた資質・能力を総合的に関連付けながら、具体的に指導内容を設定し、生徒が  の課題を解決できるように配慮すること。

- |   |   |        |   |       |   |       |
|---|---|--------|---|-------|---|-------|
| ア | a | 日常生活   | b | 健康状態  | c | 発達の段階 |
|   | d | 学習の到達度 |   |       |   |       |
| イ | a | 時期と回数  | b | 安全と保健 | c | 内容と場所 |
|   | d | 環境と衛生  |   |       |   |       |
| ウ | a | 限定的    | b | 部分的   | c | 断片的   |
|   | d | 固定的    |   |       |   |       |
| エ | a | 自ら     | b | 学校    | c | 地域    |
|   | d | 社会     |   |       |   |       |

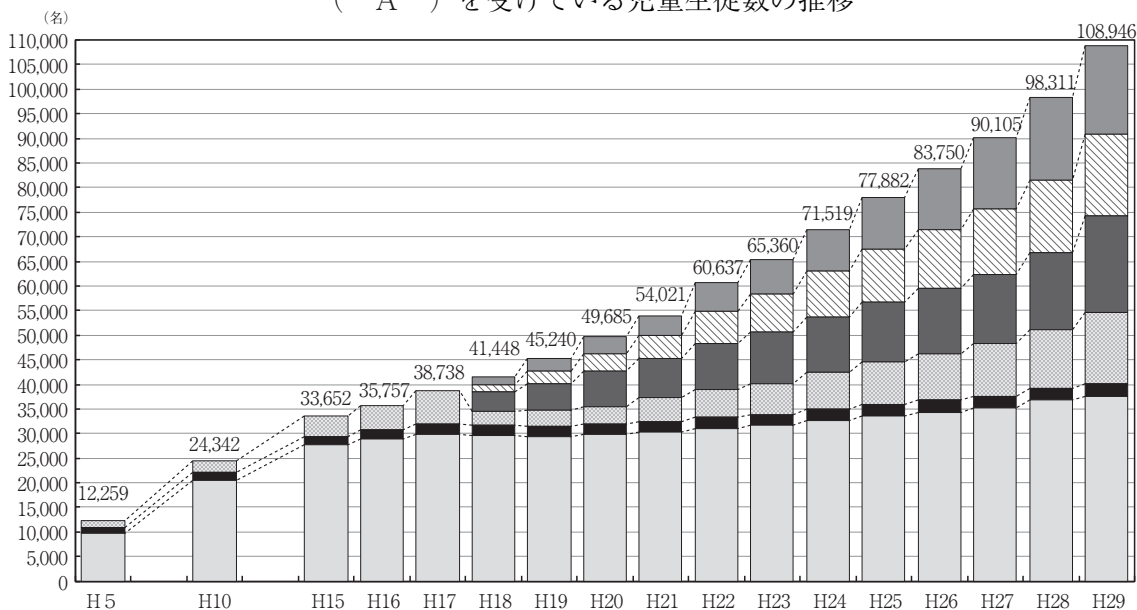


3 公立の小学校，中学校，義務教育学校，中等教育学校の前期課程において，通常の学級に在籍する障害のある児童生徒が，一部の授業において，障害に応じた特別の指導を受ける制度がある。

次のグラフは，この指導形態の対象となった児童生徒数の推移と，主たる障害種ごとの人数の内訳を表したものである。

特別支援教育の現状 ～ ( A ) の現状 (平成29年5月1日現在) ～

( A ) を受けている児童生徒数の推移



(文部科学省公表資料より)

(1) この指導形態の制度の名称 ( A ) として正しいものを，次の a～d から選びなさい。

- a 取り出しによる指導      b 個別対応による指導      c 通級による指導
- d 特別支援学級による指導

(2) 平成18年度から対象となる障害種が追加されたが，新たな障害種の組み合わせとして正しいものを，次の a～d から選びなさい。

- a 病弱，視覚障害，聴覚障害
- b 知的障害，学習障害，自閉症
- c 注意欠陥多動性障害，情緒障害，自閉症
- d 注意欠陥多動性障害，学習障害，自閉症

(3) ( A ) の指導形態については、平成30年度より高等学校においても制度化がなされている。制度化に伴い障害に応じた特別の指導について単位認定が可能となったが、障害に応じた特別の指導を行う場合には、特別支援学校高等部学習指導要領におけるある指導領域の内容を参考することとなっている。参考とする指導領域として、正しいものを次の a～d から選びなさい。

- a 自立活動      b 道徳      c 特別活動      d 総合的な探究の時間









This is the listening comprehension section. There are three sections. Are you ready? Now let's begin.

### Section 1 Listening Comprehension

Directions: In this section, there are five questions. You'll hear four possible statements for each picture. You will hear the statements just once. After you hear each statement, choose the best one for the picture. Then, mark your answer on your answer sheet.

(間5秒)

- (1) a One of the men is examining a document.  
b One of the women is talking on the phone.  
c One of the women is standing behind the shelf.  
d One of the men is looking out of the window.

(間5秒)

- (2) a Some people are sitting under the tree.  
b A tree is casting a shadow.  
c A tool is lying on the grass.  
d A vehicle is parked on the street.

(間5秒)

- (3) a One of the men is wearing a jacket.  
b One of the men is leaning against the wall.  
c One of the men is holding a barbell.  
d One of the men is sitting in front of the cabinet.

(間5秒)

- (4) a Some animals are being given their food.  
b Some animals are looking in the same direction.  
c Some animals are walking on the grass.  
d Some animals are reflected in the water.

(間5秒)

- (5) a Some cars are being repaired.  
b Some people are riding on a motorcycle.  
c Some trees are being cut.  
d Some people are looking at information on the street.

(間10秒)

## Section 2 Listening Comprehension

Directions: In this section, you will hear six short conversations between a man and a woman. You will hear the conversations just once. There is one question about each conversation. Beneath each question, you will see four possible answers. After you hear each conversation, read the question and choose the best answer for the question. Then, mark your answer on your answer sheet.

(間5秒)

(1) Woman: One billion people go hungry every day!

Man: Yeah, I know, but what can we do about it?

Woman: I'm going to skip dessert today.

Man: My mother used to scold me: "Eat your peas! Children are starving in Africa!"

Woman: And then you would eat your peas?

Man: No. Then I put them in an envelope and sent them off to Africa.

Woman: Be serious, Bill. . . But I get your point. Skipping dessert won't change anything.

(間8秒)

(2) Woman: Some people say the Internet is the greatest idea of all time.

Man: Even greater than the printing press? Actually we couldn't have either without language.

Woman: What do you think is the greatest idea, Tom?

Man: Freedom! Our lives would be totally different without it. But we never really think about it until it's gone.

Woman: You want to know what my number one is?

Man: Sure.

Woman: Chocolate-chip ice cream.

(間8秒)

- (3) Man: Thank you for taking the time to talk about your work and life.  
Woman: My pleasure. I joined a bank after graduating from university. When I was thirty, I was transferred to Japan. I worked as if there were no tomorrow.  
Man: Were you happy?  
Woman: Not really. I started to think that there was more to life than just work. Now, I enjoy painting, traveling, and cooking. I wish I had realized the importance of a good work-life balance earlier.

(間 8 秒)

- (4) Man: Excuse me, but can you tell me the way to the International Hotel?  
Woman: Yes, let me see. . . Go straight to the second corner. You'll see a bank on the right. Turn right there, and walk a little farther. Then you'll see the hotel on the left.  
Man: How long does it take from here to the hotel?  
Woman: Well, it takes about 10 minutes on foot.  
Man: Thank you. That's very kind of you.  
Woman: Not at all. Is this your first time here?  
Man: Yes. I've just arrived from Kuala Lumpur.  
Woman: I see. Well, have a nice day!  
Man: Thank you so much.

(間 8 秒)

(5) Man: Uh, excuse me, Professor Thompson? I know your office hours are tomorrow, but I was wondering if you had a few minutes free now to discuss something.

Woman: Sure, John. What did you want to talk about?

Man: Well, I have some quick questions about how to write up the research project this semester. My project is about climate variations.

Woman: Oh, yes. You were looking at variations in climate in the Grant City area, right? How far along have you gotten?

Man: I've got all my data, so I'm starting to summarize it now, preparing graphs and so on. But I'm just. . . I'm looking at it and I'm afraid that it's not enough, but I'm not sure what else to put in the report.

Woman: I hear the same thing from every student. You know, you have to remember now that you're the expert on what you've done. So, think about what you'd need to include if you were going to explain your research project to someone with general knowledge about the subject, like. . . like your parents. That's usually my rule of thumb: would my parents understand this?

Man: OK. I get it.

(間 8 秒)

(6) Woman: I heard a woman shouting at people on the train to switch off their cellphones the other day. She seemed to think they would affect her pacemaker!

Man: Well, they might, mightn't they? There are always signs on trains telling people to switch off electric appliances near the priority seats.

Woman: Yes, but the idea that radio waves from cellphones affect pacemakers hasn't been proven. Actually, we don't know much about their effects on pacemakers. Some researchers say they have no effect at all.

Man: Really? But even if there's only one possibility that they're dangerous, we shouldn't use them on crowded trains, should we?

Woman: Oh, come on! We can't live without cellphones even for a few minutes these days. If cellphones affect pacemakers, it's the manufacturers' responsibility — they should make sure their pacemakers aren't affected by radio waves from cellphones!

(間10秒)

## Section 3 Listening Comprehension

Directions: In this section, you will hear four short passages. You will hear the passages just once. There is one question about each 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.

(間 5 秒)

(1)

(間10秒)

(2)

(間10秒)

6の6

(3)

(間10秒)

(4)

(間10秒)

This is the end of the listening comprehension section.







